# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Graduate Divisions 2016-2017</td>
</tr>
<tr>
<td>5</td>
<td>The University of Chicago</td>
</tr>
<tr>
<td>8</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>10</td>
<td>General Information</td>
</tr>
<tr>
<td>17</td>
<td>Interdivisional Programs</td>
</tr>
<tr>
<td>19</td>
<td>Institute for Biophysical Dynamics</td>
</tr>
<tr>
<td>21</td>
<td>The Center for the Study of Race, Politics, and Culture</td>
</tr>
<tr>
<td>31</td>
<td>Center for East Asian Studies</td>
</tr>
<tr>
<td>35</td>
<td>Center for East European and Russian/Eurasian Studies</td>
</tr>
<tr>
<td>39</td>
<td>The Enrico Fermi Institute</td>
</tr>
<tr>
<td>43</td>
<td>The Morris Fishbein Center for the History of Science and Medicine</td>
</tr>
<tr>
<td>45</td>
<td>The James Franck Institute</td>
</tr>
<tr>
<td>48</td>
<td>Center for the Study of Gender and Sexuality</td>
</tr>
<tr>
<td>53</td>
<td>Pozen Family Center for Human Rights</td>
</tr>
<tr>
<td>55</td>
<td>Center for International Studies</td>
</tr>
<tr>
<td>57</td>
<td>Center for Jewish Studies</td>
</tr>
<tr>
<td>63</td>
<td>Center for Latin American Studies</td>
</tr>
<tr>
<td>67</td>
<td>Center for Middle Eastern Studies</td>
</tr>
<tr>
<td>71</td>
<td>NORC</td>
</tr>
<tr>
<td>73</td>
<td>Committee on Southern Asian Studies/South Asia Language &amp; Area Center</td>
</tr>
<tr>
<td>77</td>
<td>Stevanovich Institute on the Formation of Knowledge</td>
</tr>
<tr>
<td>83</td>
<td>The Division of the Biological Sciences and the Pritzker School of Medicine</td>
</tr>
<tr>
<td>87</td>
<td>Programs of Graduate Study in the Basic Biological Sciences</td>
</tr>
<tr>
<td>91</td>
<td>Program in Biochemistry and Molecular Biophysics</td>
</tr>
<tr>
<td>98</td>
<td>Committee on Cancer Biology</td>
</tr>
<tr>
<td>105</td>
<td>Program in Cell and Molecular Biology</td>
</tr>
<tr>
<td>112</td>
<td>Committee on Clinical and Translational Science</td>
</tr>
<tr>
<td>121</td>
<td>Committee on Computational Neuroscience</td>
</tr>
<tr>
<td>130</td>
<td>Committee on Development, Regeneration, and Stem Cell Biology</td>
</tr>
<tr>
<td>137</td>
<td>Department of Ecology and Evolution</td>
</tr>
<tr>
<td>145</td>
<td>Committee on Evolutionary Biology</td>
</tr>
<tr>
<td>160</td>
<td>Committee on Genetics, Genomics &amp; Systems Biology</td>
</tr>
</tbody>
</table>
166 Department of Public Health Sciences
179 Department of Human Genetics
184 Committee on Immunology
189 The Interdisciplinary Scientist Training Program
192 Committee on Medical Physics
201 Committee on Microbiology
205 Committee on Molecular Metabolism and Nutrition
208 Committee on Neurobiology
216 Department of Organismal Biology and Anatomy
223 Translational Research
226 Clinical Departments in the Biological Sciences
232 The Pritzker School of Medicine

239 The Division of the Humanities
241 Master of Arts Program in the Humanities
249 Master of Arts in Latin American Studies - Humanities
254 Master of Arts in Middle Eastern Studies - Humanities
257 Committee on Theater and Performance Studies
267 Department of Art History
286 Department of Cinema and Media Studies
303 Department of Classics
330 Department of Comparative Literature
342 Department of East Asian Languages and Civilizations
367 Department of English Language and Literature
393 Department of Germanic Studies
409 Department of Linguistics
424 Department of Music
436 Department of Near Eastern Languages and Civilizations
474 Department of Philosophy
504 Department of Romance Languages and Literatures
522 Department of Slavic Languages and Literatures
538 Department of South Asian Languages and Civilizations
560 Department of the Visual Arts

577 The Division of the Physical Sciences
581 Master of Science Program in Computer Science
601 Master of Science Program in Financial Mathematics
611 Master of Science Program in the Physical Sciences
613 Department of Astronomy and Astrophysics
623 Graduate Program in Biophysical Sciences
627 Department of Chemistry
639 Department of Computer Science
655 Department of the Geophysical Sciences
676 Department of Mathematics
688 Department of Physics
THE DIVISION OF THE SOCIAL SCIENCES
MA in Computational Social Science
Master of Arts Program in the Social Sciences
Master of Arts in Latin American Studies - Social Sciences
Master of Arts in Middle Eastern Studies - Social Sciences
Department of Anthropology
Department of Comparative Human Development
Committee on Conceptual and Historical Studies of Science
Department of Economics
Committee on Geographical Studies
Department of History
Committee on International Relations
Department of Political Science
Department of Psychology
The John U. Nef Committee on Social Thought
Department of Sociology

THE WILLIAM B. AND CATHERINE V. GRAHAM SCHOOL OF CONTINUING LIBERAL AND PROFESSIONAL STUDIES

THE UNIVERSITY OF CHICAGO BOOTH SCHOOL OF BUSINESS

THE DIVINITY SCHOOL

THE LAW SCHOOL

INSTITUTE FOR MOLECULAR ENGINEERING

THE IRVING B. HARRIS GRADUATE SCHOOL OF PUBLIC POLICY STUDIES

THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION
SSA Research Centers

INDEX
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.

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Sarah Wake, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Wake also serves as the University’s Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Wake by emailing swake@uchicago.edu, by calling 773.702.5671, or by writing to Sarah Wake, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 510, Chicago, IL 60637.

The content of these Announcements is accurate as of August 1, 2016. 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 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: bsd.ogpa@lists.uchicago.edu
http://bsdgrad.uchicago.edu

Division of the Physical Sciences
5747 Ellis Avenue
Chicago, IL 60637
(773) 702-8789
Email: individual departments
http://physical-sciences.uchicago.edu

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 Social Sciences
1130 East 59th Street
Chicago, IL 60637
(773) 702-8415
Email: admissions@ssd.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
www.chicagobooth.edu (http://www.chicagobooth.edu)

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

Law School
1111 East 60th Street
Chicago, IL 60637
(773) 702-9484
Email: admissions@law.uchicago.edu
http://www.law.uchicago.edu

The University of Chicago Harris School of Public Policy
1155 East 60th Street
Chicago, IL 60637
(773) 702-8401
Email: harrisadmissions@uchicago.edu
http://www.harrisschool.uchicago.edu

School of Social Service Administration
969 East 60th Street
Chicago, IL 60637
(773) 702-1250
Email: dos@ssa.uchicago.edu
http://www.ssa.uchicago.edu

Graham School of Continuing Liberal and Professional Studies
1427 E. 60th Street, Press Building, Suite 2
Chicago, IL 60637
(773) 702-1722
Email: grahamschool@uchicago.edu
http://grahamschool.uchicago.edu
Institute for Molecular Engineering
Eckhardt Research Center 299
5640 South Ellis Avenue
Chicago, IL 60637
(773) 834-5549
Email: ime@uchicago.edu
http://ime.uchicago.edu/

The University of Chicago central switchboard: (773) 702-1234
## Academic Calendar

### 2016 Summer Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Monday, June 20</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>Monday, July 4</td>
</tr>
<tr>
<td>Convocation</td>
<td>Friday, August 26</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, August 27</td>
</tr>
<tr>
<td>Medicine Ends</td>
<td>Friday, September 2</td>
</tr>
</tbody>
</table>

### 2016 Autumn Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for the Divisions</td>
<td>Monday, September 19</td>
</tr>
<tr>
<td>Quarter Begins</td>
<td>Monday, September 26</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thursday-Friday, November 24-25</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Thursday-Friday, December 1-2</td>
</tr>
<tr>
<td>Convocation</td>
<td>Friday, December 9</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, December 10</td>
</tr>
</tbody>
</table>

### 2017 Winter Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Tuesday, January 3</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 16</td>
</tr>
<tr>
<td>College Break</td>
<td>Friday, February 10</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Thursday-Friday, March 9-10</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, March 18</td>
</tr>
</tbody>
</table>

### 2018 Spring Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Monday, March 27</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 29</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Thursday-Friday, June 1-2</td>
</tr>
<tr>
<td>Convocation</td>
<td>Saturday, June 10</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, June 10</td>
</tr>
</tbody>
</table>

All dates are subject to change with no notice.
Up to date academic calendars can be found at http://academic-calendar.uchicago.edu/.
GENERAL INFORMATION

Announcements: Graduate Programs in the Divisions provides an overview of all graduate programs at the University of Chicago in the Divisions of the Biological Sciences, the Humanities, the Physical Sciences, the Social Sciences, and the Institute for Molecular Engineering. Professional schools in the University are closely integrated into the wider University; their programs are briefly described here. An individual issue of the Announcements is also available from each professional school which describes its programs and requirements in detail.

This volume is organized in a way that reflects the organization and functioning of the University. Each department 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 and departments 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 or department website or contact the department 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 School of Social Service Administration); the Institute for Molecular Engineering, the libraries, laboratories, museums, clinics, 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 an A.B. These free standing master’s degree programs, which may be
General Information

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)
• Latin American and Caribbean Studies
• Middle Eastern Studies
• South Asian Studies (as M.B.A./A.M. only)

Division of the Biological Sciences
• Health Studies

Division of the Humanities
• Master of Arts Program in the Humanities
• Visual Arts (M.F.A.)

Division of the Physical Sciences
• 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

APPLICATION TO THE PROGRAMS IN THE DIVISIONS AND THE INSTITUTE FOR MOLECULAR ENGINEERING

Applicants for admission to graduate programs in the divisions at the University of Chicago should address their inquiries to the dean of students of the graduate division or to the program to which application is being made, or to the Office of Graduate Enrollment Initiatives. 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
BSD.OGPA@lists.uchicago.edu
http://bsdgrad.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
Foster Hall 105
1130 East 59th Street
Chicago, IL 60637
(773) 702-8415
admissions@ssd.uchicago.edu (admissions@ssd.uchicago.edu)
http://socialsciences.uchicago.edu

INSTITUTE FOR MOLECULAR ENGINEERING

Eckhardt Research Center 207
5640 South Ellis Avenue
Chicago, IL 60637
(773) 834-2023
ime@uchicago.edu (ime@uchicago.edu)
http://ime.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 college faculty members acquainted with the character, ability, potential, qualifications, and motivation of the applicant. Persons who have been away from school for several years may submit recommendations from employers, professional associates, or supervisors.

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 must submit, in addition to the usual credentials, proof of proficiency in English and 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 and whose academic record is excellent 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.

DECISIONS
Most admission and aid decisions for the autumn quarter are sent by mid-March. Deadlines for response vary by program.

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 these schools prior to April 15 and subsequently desires to change plans must resign the financial aid offer and/or acceptance of admission at any time through April 15 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. In cases of students holding larger awards, special permission for remunerative work must be secured in advance.

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 School of Social Service Administration) should contact the admissions office of each school. Students interested in general courses, courses as a student-at-large, returning scholar, the Master of Science in Threat and Response Management, or the Master of Science in Analytics 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 (UTEP) should contact the UTEP 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/

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, Common Sense, 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 http://commonsense.uchicago.edu/. Hard copies of Common Sense are available upon request from the Office of Campus and Student Life, 5801 S. Ellis Ave., Chicago, IL 60637, (773 702-7770).

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 the Residence System 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/
INTERDIVISIONAL PROGRAMS

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 COUNCIL ON ADVANCED STUDIES IN THE HUMANITIES, SOCIAL SCIENCES, AND THE DIVINITY SCHOOL

Sian Beilock, Vice Provost for Academic Initiatives

Members

• Daniel Arnold
• Shadi Bartsch-Zimmer
• Robert Bird
• Mark Philip Bradley
• Andreas Glaeser
• John Kelly
• Katherine Kinzler
• Jonathan Lear
• Jill Mateo
• John McCormick
• Eric Santner
• Judith Zeitlin

Ex Officio Members

• Richard A. Rosengarten, Dean of the Divinity School
• Anne Walters Robertson, Interim Dean of the Division of Humanities
• David Nirenberg, Dean of the Division of Social Sciences

Administrative Director
Julianne Gorny

THE COUNCIL ON ADVANCED STUDIES

Judd Hall 443/444

5835 South Kimbark Avenue

Chicago, IL 60637

(773) 702-8540

cas@uchicago.edu

http://cas.uchicago.edu
Institute for Biophysical Dynamics

Director

- Chuan He, Chemistry

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
- Benoît Roux, Biochemistry and Molecular Biology
- Norbert Scherer, Chemistry
- Ridgway Scott, Computer Science, Mathematics
- Tobin Sosnick, Biochemistry and Molecular Biology
- Andrei Tokmakoff, Chemistry
- Gregory Voth, Chemistry

Associate Professors

- Ronald Rock, Biochemistry and Molecular Biology
- Edwin Munro, Molecular Genetics and Cell Biology

Assistant Professors

- David Biron, Physics
- 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
THE CENTER FOR THE STUDY OF RACE, POLITICS, AND CULTURE

Staff

Michael Dawson, Director
Email: mc-dawson@uchicago.edu
Phone: 773.702.8063

Tracye A. Matthews, Associate Director
Email: tracye@uchicago.edu
Phone: 773.834.2581

Dara Epison, Program Coordinator
Phone: 773.795.3328

Sarah Tuohey, Student Affairs Administrator
Phone: 773.702.2365

Allen Linton II, Preceptor
Email: alinton@uchicago.edu

Alfredo Gonzalez, Workshop Coordinator
Email: algonzalez@uchicago.edu

Faculty

- Leora Auslander– History
- Ralph A. Austen– History Emeritus
- Kathleen Belew-- History
- Lauren Berlant– English
- Philip Bohlman– Music and the Humanities in the College
- Dain Borges– History
- Matthew Briones– American History and the College
- P. Sean Brotherton-- Anthropology
- Chad Broughton– Public Policy & Chicago Studies Program
- Adrienne Brown– English
- Melvin Butler– Music
- Kerwin Charles– Harris School
• Yoon Sun Choi– School of Social Service Administration
• Cathy Cohen– Political Science
• Jennifer Cole– Human Development
• Herschella Conyers– Law School
• Jane Dailey– American History
• Shannon Dawdy– Anthropology
• Michael Dawson– Political Science
• Daniel Desormeaux– French Literature
• Curtis Evans– Divinity
• Thomas Fisher– Medicine
• Raymond Fogelson– Anthropology
• Anton Ford– Philosophy
• Cécile Fromont– Art History
• Craig Futterman– Law School
• Melissa Gilliam– Obstetrics/Gynecology and Pediatrics
• Henry Ginard– Surgery
• John A. Goldsmith– Linguistics
• Adam Green– History
• Roberto Gonzalez– Social Service Administration
• Ramón Gutiérrez– United States History and the College
• Thomas Holt– History
• Dwight Hopkins– Theology in the Divinity School
• Dennis Hutchinson– College and Law School
• Travis Jackson– Music and the Humanities
• Waldo E. Johnson, Jr.– Social Service Administration
• Arthur Damon Jones– Harris School Public Policy
• Micere Keels– Department of Comparative Human Development
• John Kelly– Anthropology
• Karen Kim– Professor of Medicine
• Emilio Kouri– History
• Loren Kruger– Comparative Literature and English
• Agnes Lugo-Ortiz– Romance Languages & Literatures
• William McDade– Anesthesia & Critical Care; Deputy Provost for Research & Minority Issues
• Omar M. McRoberts– Sociology
• Alfredo César Melo– Luso-Brazilian Literature
• Doriane Miller– Medicine
• Salikoko Mufwene– Linguistics
• Dolores G. Norton– Social Service Administration Emeritus
• Eric Oliver– Political Science
• Olufunmilayo Olopade– Medicine and Human Genetics Human
• Emily L. Osborn– History
• Jennifer Palmer– Liberal Arts
• Stephan D. Palmié– Anthropology
• Charles Payne– Social Service Administration
• Monica Peek– Biological Sciences Division
• Srikanth "Chicu" Reddy– English
• François G. Richard– Anthropology
• Gina Miranda Samuels– Social Service Administration
• Julie Saville– History
• Margaret Beale Spencer– Urban Education
• Randolph Stone– Law School
• Forrest Stuart– Sociology
• Monica Vela– Medicine
• Dexter Voisin– Social Service Administration
• Kenneth Warren– English
• Miwa Yasui– Social Service Administration

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 $23,000, some research funding, and an office at the Center. The CSRPC Residential Fellowship also 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.

The CSRPC also maintains a list of Courses with Substantial Content on Race and Ethnicity: http://csrpc.uchicago.edu/academic_initiatives/courses/
For further information on student and curricular matters at CSRPC, contact Sarah Tuohy, Student Affairs Administrator, 5733 S. University, Chicago, IL 60637, telephone: 773-702-2365, email: stuohey@uchicago.edu.

**Comparative Race and Ethnic Studies Courses**

**CRES 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 U.S. experience as a way of developing worldwide urban policy.
Instructor(s): O. McRoberts Terms Offered: Spring

**CRES 31800. Religious Movements in Native North America. 100 Units.**
Religious beliefs and practices are assumed to be primordial, eternal, and invariable. However a closer examination reveals that Native American religions are highly dynamic and adaptive, ever reactive to internal pressure and external circumstances. Perhaps the most dramatic forms of religious change are the transformations that anthropologists recognize as nativistic or revitalization movements. These movements on one level represent conscious breaks with an immediate negative past, and they anticipate a positive future in which present sources of oppression are overcome. Many contemporary Native American movements, political and/or religious, can be understood as sharing similar dynamics to past movements. We examine classic accounts of the Ghost Dance, often considered to be the prototypical Native American religious movement; the analysis of the Handsome Lake religion among the Senecas; and other Native American religious movements.
Instructor(s): R. Fogelson Terms Offered: TBD
Prerequisite(s): Advanced standing and consent of instructor

**CRES 32300. Marxism and Modern Culture. 100 Units.**
This course covers the classics in the field of marxist social theory (Marx, Engels, Lenin, Gramsci, Reich, Lukacs, Fanon) as well as key figures in the development of Marxist aesthetics (Adorno, Benjamin, Brecht, Marcuse, Williams) and recent developments in Marxist critiques of new media, post-colonial theory and other contemporary topics. It is suitable for graduate students in literature depts. and art history. It is not suitable for students in the social sciences. TuTh 1:30-2:50 for all students; If ten or more MAPH students enroll, they will also attend a tutorial session on Friday 8:30-10:20.
Instructor(s): L. Kruger Terms Offered: Spring
Prerequisite(s): Intro to African Studies or Intro to Film. 3rd & 4th year undergrad and grad
Equivalent Course(s): CMLT 31600, ENGL 32300
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 23001,EALC 43000

CRES 34706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course will explore the cultural and cultural history of Edo/Tokyo from its origins in the early seventeenth century through circa 1945. Issues to be explored include the configuration of urban space and its transformation over time in relation to issues of status, class, and political authority; the formation of the "city person" as a form of identity; and the tensions between the real city of lived experience and the imagined city of art and literature. We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include a final research paper of approximately 15 to 18 pages.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): HIST 34706,EALC 34706,CRES 24706,EALC 24706,HIST 24706

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): R. Gutiérrez, A. Lippert Terms Offered: Autumn
Equivalent Course(s): HIST 37207,AMER 27207,AMER 37207,CRES 27207,GNSE 27207,GNDR 37207,HIST 27207
CRES 37406. Civil Rights Movement. 100 Units.
This course is designed to explore selected topics in the history and historiography of the Civil Right Movement of the 1950s and 1960s, with a special focus on the lived experience of movement activists. Our principal objectives will be identifying the roots and causes of the movement, putting it in context of, as well as distinguishing it from, earlier political mobilizations, and tracing the countervailing social, political, and international forces that shaped its evolution from the mid-1950s to the late 1960s.
Instructor(s): T. Holt Terms Offered: Autumn
Equivalent Course(s): HIST 37406,CRES 27406,LLSO 28712,HIST 27406

CRES 37500. Language and Globalization. 100 Units.
Globalization has been a buzz word in our lives over the past few decades. It is also one of those terms whose varying meanings have become more and more challenging to characterize in a uniform way. The phenomena it names have been associated with important transformations in our cultures, including the languages we speak. Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact in class and their impact on the evolution of languages.
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Equivalent Course(s): ANTH 27705,ANTH 47905,CRES 27500,LING 27500,LING 37500

CRES 37705. Introduction to Black Chicago, 1893 to 2010. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): LLSO 22209,AMER 27705,AMER 37705,HIST 37705,CRES 27705,HIST 27705
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.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): AMER 28001,CRES 28000,GNSE 28202,HIST 38000,LACS 28000,LACS 38000,GNSE 38202,AMER 38001,HIST 28000

CRES 38703. Baseball and American Culture, 1840 to Present. 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,HIST 38703,HIST 28703
CRES 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. Spencer Terms Offered: Winter
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CHDV 40207

CRES 48700. Colloquium: Social Movements in Chicago, 1950–2010. 100 Units.
This class will introduce students to four social movements in twentieth-century Chicago through archival materials, scholarship, and memory: Puerto Rican empowerment, radical feminism, gay rights, and police accountability to Black communities. The premise of this class is threefold: (a) to apply key concepts in the study of social movements to local examples; (b) to propose movement building as equivalent to electoral political consolidation as exemplifying Chicago public life; and (c) to sample the scope and depth of primary sources related to local social activism, so as to suggest future research projects for enrolled students.

Instructor(s): A. Green Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): GNSE 48700,HIST 48700
CRES 49001. 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.
Instructor(s): J. Saville Terms Offered: Autumn
Prerequisite(s): Graduate students only
Equivalent Course(s): LACS 69001,HIST 69001

CRES 50002. Colloq: Africa in the Era of the Transatlantic Slave Trade. 100 Units.
This graduate course explores major historiographic debates in precolonial African history from the fourteenth through the eighteenth centuries. We will examine the intertwined political, religious, and economic systems at work in the continent antecedent to European contact. Then we will investigate the emergence of the slave trade and consider its operation and ramifications. Themes of study include the uses and limitations of oral, archaeological, and textual sources of history; Christianity, Islam, and state-craft; definitions and practices of slavery; the relations of gender, kinship, and warfare to enslavement; cultural transformations, creations, and recreations; and the making of the Atlantic World. While assignments will consist of historiographic essays, we will also spend time consulting and interpreting primary sources.
Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): GNSE 50002,HIST 50002

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): AMER 62604,GNSE 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.

Instructor(s): K. Belew Terms Offered: Spring
Equivalent Course(s): AMER 62805, GNSE 62805, HIST 62805

CRES 79101. Seminar: Topics in Latin American History 1. 100 Units.
This two-quarter research seminar is devoted to the craft of reading and writing Latin American history. Specific topics will shift from year to year, depending on the instructor. For 2016–2017 the first quarter of the seminar will be devoted to the study of social history in Latin American historiography, with an emphasis on agrarian and indigenous societies. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a autumn-quarter colloquium.
Instructor(s): E. Kouri Terms Offered: Autumn
Prerequisite(s): Graduate students only.
Note(s): Open to PhD students; MA students with consent of instructor.
Equivalent Course(s): LACS 79101, HIST 79101

CRES 79102. Sem: Topics in Lat Amer Hist 2. 100 Units.
The second quarter is mainly for graduate students writing a History seminar paper.
Instructor(s): E. Kouri Terms Offered: Winter
Prerequisite(s): HIST 79101, part 1
Equivalent Course(s): LACS 79102, HIST 79102
Center for East Asian Studies

Director

• Donald Harper

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
• Xinyu Dong - Cinema and Media Studies
• Jacob Eyferth - East Asian Languages & Civilizations
• Michael Fisch - Anthropology
• Ariel Fox - East Asian Languages & Civilizations
• Chelsea Foxwell - Art History
• Thomas Ginsburg - Law
• Susan Goldin Meadow - Psychology
• Donald Harper - East Asian Languages & Civilizations
• James Hevia - International Relations
• Dwight Hopkins - Divinity School
• Christopher Hsee - Booth School of Business & Behavioral Science
• Chang-Tai Hsieh - Booth School of Business
• Paola Iovene - East Asian Languages & Civilizations
• Matthew Kapstein - Divinity School
• James E. Ketelaar - History
• Cheol-Sung Lee - Sociology
• Yungti Li - East Asian Languages & Civilizations
• Wei-Cheng Lin - Art History
• Hoyt Long - East Asian Languages & Civilizations
• Kenneth Pomeranz - History
• Johanna Ransmeier - History
• Haun Saussy - Comparative Literature
• Edward Louis Shaughnessy - East Asian Languages & Civilizations
• Richard Jean So - English Language & Literature
• Xi Song - Sociology
• Ruey Tsay - Business
• Grace Tsiang - Economics
• Katherine Tsiang - Center for the Art of East Asia
• Hung Wu - Art History
• Ming Xiang - Linguistics
• Kazuo Yamaguchi - Sociology
• Dali Yang - Political Science
• Jun Yang - East Asian Languages & Civilizations
• Alice Yao - Anthropology
• Alan Yu - Linguistics
• Chun-Su Yuan - Anesthesia & Critical Care
• Judith Zeitlin - East Asian Languages & Civilizations
• Dingxin Zhao - Sociology
• Brook Ziporyn - Divinity School

Lecturers

• Fangpei Cai - East Asian Languages & Civilizations
• Yoko Katagiri - East Asian Languages & Civilizations
• Jieun Kim - East Asian Languages & Civilizations
• Yi-Lu Kuo - East Asian Languages & Civilizations
• Meng Li - East Asian Languages & Civilizations
• Harumi Lory - East Asian Languages & Civilizations
• Misa Miyachi - East Asian Languages & Civilizations
• WonKyung Na - East Asian Languages & Civilization
• Hiroyoshi Noto - East Asian Languages & Civilizations
• Laura A Skosey - East Asian Languages & Civilizations
• Youqin Wang - East Asian Languages & Civilizations
• Shan Xiang - East Asian Languages & Civilizations
• Dongfeng Xu - East Asian Languages & Civilizations

Library Personnel

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

Professors Emeriti

• Norma Field
• Tetsuo Najita
• William Parish
• George Tiao
• Bernard Silberman
• Judith Farquhar

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 graduate fellowships, events, and faculty research initiatives. Our activities support training in East Asian studies and languages across an array of disciplines and professional schools on campus. Through conferences, graduate workshops, film screenings and public lectures, CEAS promotes intellectual exchange among East Asia scholars across departments and disciplines. 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.

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 and click on the ‘Grants and Fellowships’ tab.

CEAS’ East Asian Film Library is one of the largest such collections in North America, containing over 7,000 titles from Japan, Korea, and China. 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 http://ceas.uchicago.edu/page/film-library.

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

• Susan Gal

Associate Director

• Meredith Clason

Outreach and Campus Programs Coordinator

• Esther M. Peters

Faculty

• 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)
• Paul Friedrich – Anthropology, Linguistics and Social Thought (Emeritus)
• Susan Gal – Anthropology, Linguistics and the College
• Anastasia Giannakidou – Linguistics and the College
• Eleonor Gilburd - History
• Tom Ginsburg – Law School
• Yaroslav Gorbachov - Linguistics
• 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
• Hakan Karateke – Near Eastern Languages & Civilizations
• Ofer Malamud – Harris School of Public Policy Studies
• 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
• Michael Sells - Divinity School
• 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
• Yuri Tsivian – Art History, Slavic, Cinema & Media Studies, Comparative Literature and the College
• Robert Ward Vishny – The University of Chicago Booth School of Business
• John E. Woods – History, Near Eastern Languages & Civilizations and the College
• Alan Yu – Linguistics and the College
• Adam Zagajewski – Social Thought
• 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
• Emily Hammer - Near Eastern Languages & Civilizations and the Oriental Institute
• Hripsime Haroutunian – Near Eastern Languages & Civilizations and the College
• Erik Houle - Slavic Languages & Literatures
• Angelina Ilieva - Slavic Languages & Literatures
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 publicize our activities at our website (ceeres.uchicago.edu), through weekly e-bulletins sent through our listserv, and by means of our biannual newsletter. A number of our events are also recorded and available as free podcasts at our CEERES Media Archive.
THE ENRICO FERMI INSTITUTE

Director

• Emil J. Martinec, Physics

Professors

• Edward Blucher, Physics
• John Eric Carlstrom, Astronomy & Astrophysics
• Cheng Chin, Physics
• 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
• 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
• Stephan Meyer, Astronomy & Astrophysics
• Sidney Nagel, Physics
• Angela Olinto, Astronomy & Astrophysics
• Mark J. Oreglia, Physics
• Paolo Prvitera, 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
• Robert M. Wald, Physics
- Paul B. Wiegmann, Physics

Associate Professors

- Fred Ciesla, Geophysical Sciences
- Daniel Holz, Physics
- Scott Wakely, Physics
- Liantao Wang, 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 N. Clayton, Chemistry and Geophysical Sciences
- James W. Cronin, Astronomy & Astrophysics and Physics
- Peter G. O. Freund, Physics
- Robert P. Geroch, Physics
- Roger H. Hildebrand, Astronomy & Astrophysics and Physics
- Edward James Kibblewhite, Astronomy & Astrophysics
- Donald Q. Lamb, Astronomy & Astrophysics
- Riccardo Levi-Setti, Physics
- Frank S. Merritt, Physics
- Dietrich Müller, Physics
- Takeshi Oka, 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
• S. Courtenay Wright, Physics
• 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 cosmochemistry, 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 on satellites, deep space probes and the space shuttle. 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 four adjacent buildings, the Laboratory for Astrophysics and Space Research, the High Energy Physics building, the Temporary Astronomy and Astrophysics Center, and the Accelerator Building. The Eckhardt Research Center, which replaces the Research Institutes building that stood at the corner of Ellis and 57th Street for more than 50 years, is scheduled to open in autumn 2015; the ERC will be the new home of the Astronomy and Astrophysics Center. The Kavli
Institute for Cosmological Research, now occupying LASR, will also move to the ERC, at which time LASR will undergo a complete renovation and become the new home of the Enrico Fermi Institute.

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 Morris Fishbein Center for the History of Science and Medicine

Director

- Robert J. Richards

Faculty

- Arnold Ira Davidson, Philosophy
- Jan Ellen Goldstein, History
- Adrian Johns, History
- Karl Matlin, Department of Surgery
- Robert J. Richards, History
- Michael Rossi, History
- Joel M. Snyder, Art History
- Stephen M. Stigler, Statistics
- Russell H. Tuttle, Anthropology

Emeritus Faculty

- William C. Wimsatt, Philosophy

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 website: http://fishbein.uchicago.edu/ or by writing the Secretary 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 available at the CHSS website. (http://chss.uchicago.edu)
THE JAMES FRANCK INSTITUTE

Director

- Aaron Dinner, Chemistry

Professors

- Laurie J. Butler, Chemistry
- Cheng Chin, Physics
- Aaron Dinner, Chemistry
- Todd Dupont, Computer Science
- Greg Engel, Chemistry
- Philippe Guyot-Sionnest, Chemistry
- Eric D. Isaacs, Physics
- Heinrich M. Jaeger, Physics
- Woowon Kang, Physics
- Ka Yee Lee, Chemistry
- Kathryn J. Levin, Physics
- Donald H. Levy, Chemistry
- Peter B. Littlewood, Physics
- David A. Mazziotti, Chemistry
- Sidney R. Nagel, Physics
- Norbert F. Scherer, Chemistry
- Steven J. Sibener, Chemistry
- Dam Thanh Son, Physics
- Dmitri Talapin, Chemistry
- Andrei Tokmakoff, Chemistry
- Gregory A. Voth, Chemistry
- Paul Wiegmann, Physics
- Luping Yu, Chemistry

Associate Professors

- Margaret Gardel, Physics
- Dion L. Heinz, Geophysical Sciences
- William T. M. Irvine, Physics
- Michael Levin, Physics
The James Franck Institute

• Wendy W. Zhang, Physics

Assistant Professors

• Timothy Berkelbach, Chemistry
• David Biron, Physics
• Arvind Murugan, Physics
• David Schuster, Physics
• Jonathan Simon, Physics
• Bozhi Tian, Chemistry
• Jonathan Weare, Statistics
• Suriyanarayanan Vaikununtanathan, Chemistry

Emeritus Faculty

• R. Stephen Berry, Chemistry
• Karl F. Freed, Chemistry
• Robert Gomer, Chemistry
• Gene F. Mazenko, Physics
• 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.
Center for the Study of Gender and Sexuality

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

Faculty Director

- Lucy Pick (2016-17)

Staff

- Gina Olson, Associate Director
- Tate Brazas, Program Coordinator
- Sarah Tuohey, Student Affairs Administrator

Faculty

- Niall Atkinson - Art History
- Leora Auslander – History
- Shadi Bartsch-Zimmer - Classics
- Orit Bashkin - Near East Languages & Civilizations
- Sian Beilock, Psychology
- Kathleen Belew - History
- Lauren G. Berlant - English Language & Literature
- Alida Bouris - Social Service Administration
- Catherine Brekus - Divinity
- P. Sean Brotherton - Anthropology
- Adrienne Brown - English Language & Literature
- Bill Brown - English Language & Literature
- Margot Browning - Humanities
- E. Summerson Carr - Social Service Administration
- Mary Anne Case - Law
- Kyeong Hee Choi - East Asian Languages & Civilizations
- Elisabeth Clemens - Sociology
- Cathy Cohen - Political Science
- Jennifer Cole - Comparative Human Development
- Patrick Crowley - Art History
- Kristine Culp - Divinity
- Jane Dailey - History
• Shannon Dawdy - Anthropology
• Daisy Delogu - Romance Languages & Literature
• Wendy Doniger - Divinity
• Sascha Ebeling - Near East Languages & Civilizations
• Jacob Eyferth - East Asian Languages & Civilizations
• Martha Feldman - Music
• Susan Gal - Anthropology
• Melissa Gilliam - Obstetrics and Gynecology
• Jan Ellen Goldstein - History
• Alessandra González - Economics
• Ramón Gutiérrez - History
• Elaine Hadley - English Language & Literature
• James Heckman - Economics
• Julia Henly - Social Services Administration
• Kimberly Kay Hoang - Sociology
• Judy Hoffman - Visual Arts
• Patrick Jagoda - English Language & Literature
• Alison James - Romance Languages & Literature
• Waldo Johnson - Social Services Administration
• Demetra Kasimis - Political Science
• Robert L. Kendrick - Music
• Karen Kim - Medicine
• Janice Knight - English Language & Literature
• Aden Kumler - Art History
• Edward O. Laumann - Sociology
• Laura Letinsky - Visual Arts
• David Levin - Germanic Studies
• Amy Lippert - History
• Jonathan Lyon - History
• Agnes Lugo Ortiz - Romance Languages & Literatures
• Armando Maggi - Romance Languages & Literature
• Rochona Majumdar - South Asian Languages & Civilizations
• Patchen Markell - Political Science
• Jeanne Marsh - Social Service Administration
• Jill Mateo - Comparative Human Development
• Martha K. McClintock - Psychology
• Françoise Meltzer - Romance Languages & Literatures
• J. Mark Miller - English Language & Literature
• Kathleen Morrison - Anthropology
• Anna Mueller, Comparative Human Development
• Deborah Nelson - English Language & Literature
• Larry Norman - Romance Languages & Literatures
• Martha C. Nussbaum - Law
• Wendy R. Olmsted - College
• Mark Osadjan - Biological Sciences
• Emily Lynn Osborn - History
• Tianna Paschel – Political Science
• Lucy Pick - Divinity
• Johanna Ransmeier - History
• Melissa Roderick - Social Service Administration
• Martha Roth - Near Eastern Languages & Civilizations
• Lisa C. Ruddick - English Language & Literature
• Julie Saville - History
• Jennifer Scappettone - English Language & Literature
• Kristen Schilt - Sociology
• Reynolds Barton Schultz - Humanities
• Bozena Shallcross - Slavic Languages & Literatures
• Richard Shweder - Comparative Human Development
• Michael Silverstein - Anthropology
• David Carroll Simon - English Language & Literature
• William Sites - Social Service Administration
• Xi Song - Sociology
• Amy Dru Stanley - History
• Christine Stansell - History
• Justin Steinberg - Romance Languages & Literature
• Malynne Sternstein - Slavic Languages & Literatures
• Sonali Thakkar - English Language & Literature
• Jenny Trinitapoli - Sociology
• Leigh VanValen - Ecology & Evolution
• Candace A. Vogler - Philosophy
• Linda Waite - Sociology
• Martha Ward - Art History
• Lisa Wedeen - Political Science
• Laura Weinrib - Law
• Jennifer Wild - Cinema & Media Studies
• David Wray - Comparative Literature
• Wu Hung - Art History
• Tara Zahra - History
• Judith Zeitlin - East Asian Languages & Civilizations
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 in Gender and Sexuality Studies for University of Chicago doctoral students, and it fosters graduate participation in the center in several other ways. In addition to offering undergraduate and graduate courses and an undergraduate major and minor in gender studies, 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. In addition, many Gender and Sexuality Studies faculty and students participate in the graduate workshops conducted under the auspices of the Council on Advanced Studies in Humanities and Social Sciences that engage questions of gender, sexualities and identities including the Gender and Sexuality Studies Workshop. Each year, the Center offers a dissertation writing fellowship as well as an office space competition at the Center. Problems in the Study of Gender and Problems in the Study of Sexuality (the core undergraduate courses for the program) and Advanced Theories of Sex and Gender (a graduate level theory course) promote collaborative teaching among faculty and graduate students. The Center also offers graduate student teaching opportunities in the form of free standing courses in the College. A library of textual materials related to the curriculum and the workshops, together with information about gender and
women's studies programs at other institutions and funding opportunities for research on women's and gender studies, is kept in the Gender and Sexuality Studies at 5733 S. University Avenue.

The affiliated faculty draws from departments, committees, and professional schools from around the University. Members of this 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 Sarah Tuohey, Student Affairs Administrator at the Center for the Study of Gender and Sexuality (773-702-2365; stuohey@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/.
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](https://humanrights.uchicago.edu/workshop)): brings together graduate students and faculty to discuss works in progress from a variety of disciplines.

**Graduate Teaching Opportunities** ([http://grad.uchicago.edu](http://grad.uchicago.edu)): 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](https://pozen.herokuapp.com/about)): available to doctoral students with approved human rights coursework and research.

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

Susan Gzesh (sgzesh@uchicago.edu)
Executive Director
Pozen Center website: humanrights.uchicago.edu
Founded in 1966, the Center for International Studies (http://cis.uchicago.edu) (CIS) sponsors and coordinates a wide variety of activities related to research, teaching, curriculum, and public outreach on global and international topics. The Center, which celebrates its 50th anniversary in 2016, hosts the Program on the Global Environment; provides an administrative home for several regional studies programs; and organizes a robust slate of public and scholarly events that address global issues.

- The Program on the Global Environment (PGE) was officially launched in 2007-08. The program integrates perspectives on key environmental issues coming from the sciences, social sciences, and the policy community. The program includes an undergraduate major and minor in Environmental Studies and a faculty and graduate workshop on the global environment as well as support for internships, research, conferences and other events. Among the innovative offerings of the undergraduate program is the Calumet Quarter, a hands-on, intensive field program in the Calumet River area, located just south of Chicago.

- CIS also serves as a the coordinator for regional studies programs not covered by Department of Education National Resource Centers on campus, including African Studies and (with the Centers for Middle East Studies and East European and Russian/Eurasian Studies) Central Eurasian Studies. CIS is also the institutional home of the Committee on Southern Asian Studies (COSAS), a faculty interest group whose members work in South and Southeast Asia. We also work closely with Chicago’s area centers: the Centers for East Asian Studies; East European and Russian/Eurasian Studies; Latin American Studies; Middle Eastern Studies, and the South Asian Language and Area Center.

- CIS sponsors a wide range of public programs from scholarly conferences and workshops to teacher training programs. Our signature series, The World Beyond the Headlines, focuses on events of outstanding contemporary importance, bringing an international lineup of scholars, journalists, and world leaders to the Chicago campus. Through its Norman Wait Harris fund, CIS sponsors supports a wide range of conferences, lectures, invited speakers,
and other events on international topics aimed at both university and broader audiences.
CENTER FOR JEWISH STUDIES

Director

• David Schloen, Near Eastern Languages & Civilizations

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
• Paul Mendes-Flohr, Divinity
• David Nirenberg, Social Thought and History
• Martha Nussbaum, Law, Philosophy, and Divinity
• Dennis Pardee, Near Eastern Languages & Civilizations
• Moishe Postone, History
• James Robinson, Divinity
• Martha Roth, Oriental Institute
• Eric Santner, Germanic Studies
• Bożena Shallcross, Slavic Languages and Literatures
• Tara Zahra, History

Associate Professors

• Jeffrey Stackert, Divinity
• Sofia Torallas-Tovar, Classics and Near Eastern Languages & Civilizations

Assistant Professors

• Simeon Chavel, Divinity
Center for Jewish Studies

- Sarah Hammerschlag, Divinity
- Faith Hillis, History
- Maria Anna Mariani, Romance Languages and Literatures
- Raoul Moati, Philosophy
- William Nickell, Slavic Languages and Literatures
- Richard Payne, Near Eastern Languages & Civilizations and History
- Na’ama Rokem, Near Eastern Languages & Civilizations
- Sonali Thakkar, English Language and Literature

Senior Lecturers

- Ari Almog, Near Eastern Languages & Civilizations

University Associate Members

- Anne Knafl, Bibliographer for Religion and Philosophy

Emeritus Members

- Howard I. Aronson, Slavic Languages & Literatures
- Menachem Brinker, Near Eastern Languages & Civilizations
- Michael Geyer, History
- Joel Kraemer, Divinity
- Judith Nadler, Library
- Shulamit Ran, Music
- Jerrold Sadock, Linguistics
- Josef Stern, Philosophy
- Bernard Wasserstein, History

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 Chicago 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.
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 Chicago 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 interdisciplinary 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 YEAR FELLOWSHIP**

The Chicago Center for Jewish Studies periodically offers Dissertation Year 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 Chicago 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 http://lucian.uchicago.edu/blogs/ccjs/.
Established in 1968, the University of Chicago Center for Latin American Studies provides an intellectual meeting point for members of our University and extended community to study, debate, and shape the big questions surrounding Latin America. CLAS coordinates workshops, seminars and conferences; hosts visiting scholars; and provides financial support for preliminary student field research, library acquisitions, and the development of curricular materials in the less commonly taught languages of the region. In consortium with the University of Illinois at Urbana Champaign, the Center for Latin American Studies has been designated a National Resource Center by the United States Department of Education continuously since 1976. This funding provides a wide range of support, including Foreign Language and Area Studies (FLAS) fellowships. A full description of Latin American Studies programming is available at the Center’s website, http://clas.uchicago.edu.

The Center sponsors various activities that contribute to the richness of Latin American Studies at the University of Chicago, including the sponsorship of major academic conferences which bring scholars from around the world to examine particular issues in Latin American studies. The Latin American Briefing Series brings renowned figures to campus for public lectures on current affairs in Latin America.

The Center for Latin American Studies administers both undergraduate and graduate degree programs including a BA major program (https://clas.uchicago.edu/page/ba-major-latin-american-caribbean-studies), a BA minor program (https://clas.uchicago.edu/page/ba-minor), a BA to MA program (https://clas.uchicago.edu/page/ba-ma-program), a Master of Arts degree program (https://clas.uchicago.edu/page/about-ma-degree-program) in Latin American Studies, a Joint A.M./M.B.A. (https://clas.uchicago.edu/page/ma-program-joint-ma-programs) degree and a dual A.M in Latin American Studies/A.M. in Public Policy (https://clas.uchicago.edu/page/ma-program-joint-ma-programs). For details on these degree programs, please visit the CLAS degree programs webpage (https://clas.uchicago.edu/page/degree-programs).
AFFILIATED FACULTY

DIRECTOR
• Brodwyn Fischer, Department of History

FACULTY
• Michael Albertus - Department of Political Science
• Fernando Alvarez - Department of Economics
• Dain Borges - Department of History
• Larissa Brewer-García - Department of Romance Languages & Literatures
• Claudia Brittenham - Department of Art History
• P. Sean Brotherton - Department of Anthropology
• Chad Broughton - Department of Public Policy Studies (College)
• Shannon Dawdy - Department of Anthropology
• Daniel Desormeaux, Department of Romance Languages & Literatures
• Frederick A. de Armas - Department of Romance Languages & Literatures
• René de Costa - Department of Romance Languages & Literatures
• Cécile Fromont - Department of Art History
• Rachel Galvin - Department of English
• Laura Gandolfi, Department of Romance Languages & Literatures
• Angela García, School of Social Service Administration
• Ramón Gutiérrez - Department of History
• Susan R. Gzesh - Department of Human Rights
• James Heckman - Department of Economics
• Thomas Holt - Department of History
• Dwight Hopkins - Divinity School
• Robert L. Kendrick - Department of Music
• Alan Kolata - Department of Anthropology
• Emilio H. Kouri - Department of History
• Benjamin Lessing - Department of Political Science
• Ana Maria Lima - Department of Romance Languages & Literatures
• Victor Lima - Department of Economics
• Maria Cecilia Lozada - Department of Romance Languages & Literatures
• John A. Lucy - Department of Comparative Human Development
• Agnes Lugo Ortiz - Department of Romance Languages & Literatures
• Miguel Martínez - Department of Romance Languages & Literatures
• Alicia Menendez - Harris School of Public Policy
• Salikoko Mufwene - Department of Linguistics
• Stephan Palmié - Department of Anthropology
• James Robinson - Harris School for Public Policy Studies
• Mario Santana - Department of Romance Languages & Literatures
• Victoria Saramago, Department of Romance Languages & Literatures
• Julie Saville - Department of History
• Paul Sereno - Department of Organismal Biology & Anatomy
• Salomé Aguilera Skvirsky, Department of Cinema and Media Studies
• Megan Sullivan - Department of Art History
• Mauricio Tenorio - Department of History
• Robert M. Townsend - Department of Economics

2016-17 CENTER FOR LATIN AMERICAN STUDIES COURSES

This list represents courses sponsored by the Center for Latin American Studies. Cross-listed courses are not included.

*For a continually updated list of course offerings, please visit the Center for Latin American Studies webpage (http://clas.uchicago.edu/page/courses) or classes.uchicago.edu

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACS 16100</td>
<td>Introduction to Latin American Civilization I</td>
<td>100</td>
</tr>
<tr>
<td>LACS 16200</td>
<td>Introduction to Latin American Civilization II</td>
<td>100</td>
</tr>
<tr>
<td>LACS 16300</td>
<td>Introduction to Latin American Civilization III</td>
<td>100</td>
</tr>
<tr>
<td>LACS 27901</td>
<td>Beginning Modern Spoken Yucatec Maya I</td>
<td>100</td>
</tr>
<tr>
<td>LACS 27902</td>
<td>Beginning Modern Spoken Yucatec Maya II</td>
<td>100</td>
</tr>
<tr>
<td>LACS 27903</td>
<td>Beginning Modern Spoken Yucatec Maya III</td>
<td>100</td>
</tr>
<tr>
<td>LACS 47814</td>
<td>Advanced Seminar in Mesoamerican Linguistics</td>
<td>100</td>
</tr>
<tr>
<td>LACS 36221</td>
<td>Advanced Seminar on Haitian Kreyol Language 1</td>
<td>100</td>
</tr>
<tr>
<td>LACS 36222</td>
<td>Advanced Seminar on Haitian Kreyol Language 2</td>
<td>100</td>
</tr>
<tr>
<td>LACS 36223</td>
<td>Advanced Seminar on Haitian Kreyol Language 3</td>
<td>100</td>
</tr>
<tr>
<td>LACS 20400</td>
<td>Intensive Study of a Culture: Lowland Maya History and Ethnography</td>
<td>100</td>
</tr>
<tr>
<td>LACS 24705</td>
<td>Argentine Histories</td>
<td>100</td>
</tr>
<tr>
<td>LACS 25109</td>
<td>Clientelism and Elections in Latin America</td>
<td>100</td>
</tr>
<tr>
<td>LACS 25110</td>
<td>Revolutions, Constitutions, and War: A Continent Transformed</td>
<td>100</td>
</tr>
<tr>
<td>LACS 25111</td>
<td>Tiempos mexicanos: la violencia y la comunidad por venir</td>
<td>100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>LACS 25112</td>
<td>History in Practice: Musical Multiculturalism in Brazil</td>
<td>100</td>
</tr>
<tr>
<td>LACS 35113</td>
<td>From &quot;Mestizaje&quot; to the &quot;Mexican genome&quot;</td>
<td>100</td>
</tr>
<tr>
<td>LACS 26412</td>
<td>Music and Globalization in Modern Latin America</td>
<td>100</td>
</tr>
<tr>
<td>LACS 26413</td>
<td>Progress, Development, and the Future in Latin America</td>
<td>100</td>
</tr>
<tr>
<td>LACS 26618</td>
<td>&quot;Empire of Liberty&quot; : U.S. Intervention in the Americas</td>
<td>100</td>
</tr>
<tr>
<td>LACS 29700</td>
<td>Reading and Research in Latin American Studies</td>
<td>100</td>
</tr>
<tr>
<td>LACS 29801</td>
<td>BA Colloquium</td>
<td>100</td>
</tr>
<tr>
<td>LACS 29900</td>
<td>Preparation of the BA Essay</td>
<td>100</td>
</tr>
<tr>
<td>LACS 40501</td>
<td>MA Proseminar</td>
<td>100</td>
</tr>
<tr>
<td>LACS 40300</td>
<td>MA Paper Prep: Latin American Studies</td>
<td>100</td>
</tr>
</tbody>
</table>
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/apply).
Questions pertaining to admissions and aid should be directed to admissions@ssd.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://grad-application.uchicago.edu) and the Division of the Social Sciences (https://socialsciences.uchicago.edu/admissions/apply) 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;
- Three quarters of an approved integrated Middle Eastern survey course.
- 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, Sumerian, 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 22000, 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 the three quarter sequence: Ancient Near Eastern History & Society (NEHC 30001, 30002, 30003).

**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 an independent 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, and San Francisco, Silicon Valley, and Albuquerque.

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 inspired affiliation, the reputations of each institution as well as 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 is also the home to seven academic research centers which occupy two floors in the Harris School building on the University campus. The Centers provide a collegial, interdisciplinary environment in which University of Chicago faculty can conduct social science research. The six centers are:

The Aging Action Research Center functions as a substantive hub for aging research 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 Advancing Research and Communication (ARC) in STEM (science, technology, engineering and math) is a National Science Foundation funded initiative that supports education research focusing on core scientific questions about learning in science, technology, engineering and mathematics. ARC investigators conduct research and provide technical assistance in support of over 300 STEM investigators across the U.S. funded by NSF’s Research and Evaluation on Education in Science and Engineering (REESE) program as they work to improve education policy, instruction, and learning, in and outside of formal classroom settings.

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 GSS 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 addressing 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.

The Population Research Center, funded by the National Institute of Child Health and Human Development, facilitates interdisciplinary population research by economists, sociologists, and other population sciences from the University.

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. 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.
COMMITTEE ON SOUTHERN ASIAN STUDIES/SOUTH ASIA LANGUAGE & AREA CENTER

Chair, Committee on Southern Asian Studies

- Kathleen D. Morrison

Associate Director, Committee on Southern Asian Studies

- Irving Birkner

Members: Faculty and Emeritus Faculty

- Anjali Adukia, Law
- Muzaffar Alam, South Asian Languages & Civilizations
- E. Annamalai, South Asian Languages & Civilizations
- Daniel A. Arnold, Divinity: Philosophy of Religion
- 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, History
- Brian S. Citro, Law
- Steven Collins, South Asian Languages & Civilizations
- Whitney Cox, South Asian Languages & Civilizations
- Thibaut d’Hubert, South Asian Languages & Civilizations
- Wendy Doniger, Divinity: History of Religions
- Sascha Ebeling, South Asian Languages & Civilizations
- Philip Engblom, South Asian Languages & Civilizations
- Marco Garrido, Sociology
- Jason Grunebaum, South Asian Languages & Civilizations
- Iza Hussin, Political Science
- Ronald B. Inden, History
- Matthew Kapstein, Divinity: History of Religions
- John D. Kelly, Anthropology
- Alan Kolata, Anthropology
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.
STEVANOVICH INSTITUTE ON
THE FORMATION OF KNOWLEDGE

Director
Shadi Bartsch-Zimmer
sbartsch@uchicago.edu
773-702-4847

Executive Director
Macol Stewart Cerda
macol@uchicago.edu
773-702-6786 (collegecatalog.uchicago.edu/graduate/stevanovichinstitute/
tel:773-702-6786)

Administrative Assistant
Vicky Lim
vickylim@uchicago.edu
773-702-6038 (collegecatalog.uchicago.edu/graduate/stevanovichinstitute/
tel:773-702-6038)

Faculty Members

• Clifford Ando, David B. and Clara E. Stern Professor; Professor of Classics, History and Law
• Shadi Bartsch-Zimmer, Helen A. Regenstein Distinguished Service Professor of Classics and the Program in Gender Studies
• Claudia Brittenham, Assistant Professor of Art History
• Simeon Chavel, Assistant Professor of Hebrew Bible, Divinity School
• Whitney Cox, Associate Professor of South Asian Languages and Civilizations
• Arnold Davidson, Robert O. Anderson Distinguished Service Professor in the Department of Philosophy, the Department of Comparative Literature, the Department of Romance Languages and Literatures, the Committee on the Conceptual and Historical Studies of Science, and the Divinity School
• Ahmed El-Shamsy, Assistant Professor, NELC
• Jas’ Elsner, Visiting Professor of Art History
• Jack Gilbert, Associate Professor Ecology & Evolution, Evolutionary Biology
• Tom Ginsburg, Leo Spitz Professor of International Law, Ludwig and Hilde Wolf Research Scholar, and Professor of Political Science
• Andreas Glaeser, Professor of Sociology
• John Goldsmith, Edward Carson Waller Distinguished Service Professor, Departments of Linguistics and Computer Science; Senior Fellow, Computation
The Stevanovich Institute on the Formation of Knowledge opens in the fall of 2015 and will move into fully operational mode in October 2016. Our mission is to unite scholars from many different fields to study the process of knowledge formation and transmittal from antiquity to the present day and, in correlation, to explore how this history shapes our modern world. The Institute functions as a research laboratory and incubator for University of Chicago faculty and visiting scholars, and offers support for affiliated PhD students and post-doctoral scholars.

The questions we ask include: What are the sites from which discourses of knowledge emerge and derive legitimacy? What is the impact of the conditions and restrictions upon the constitution of knowledge, its circulation, and its transmission.
to the future? How are (and were) political life, religious belief, and scientific
exploration shaped by assumptions about what knowledge is?

Website

sifk.uchicago.edu

STEVANOVICH INSTITUTE ON THE FORMATION OF KNOWLEDGE

Courses

KNOW 40101. Textual Knowledge & Authority: Biblical & Chinese Literature. 100 Units.
Ancient writers and their patrons exploited the textual medium, the virtual reality
it can evoke and the prestige it can command to promote certain categories of
knowledge and types of knowers. This course will survey two ancient bodies of
literature, Hebrew and Chinese, for the figures they advance, the perspectives they
configure, the genres they present, and the practices that developed around them,
all in a dynamic interplay of text and counter-text. Excerpts from Hebrew literature
include (a) royal wisdom in Proverbs & Ecclesiastes; (b) divine law in Exodus 19–
24, Deuteronomy, and the Temple Scroll; and (c) other works found among the
Dead Sea scrolls. Readings from Chinese literature include (d) speeches from the
Shang shu (Book of Documents), (e) odes from the Shi jing (Book of Songs), and (f)
commentaries from Han to Qing periods that elucidate, often in contradictory terms,
the law-giving properties of these texts.
Instructor(s): Simeon Chavel / Haun Saussy Terms Offered: Autumn
Equivalent Course(s): BIBL 50805

KNOW 40201. Reason and Religion. 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."
Instructor(s): Shadi Bartsch and Robert Richards Terms Offered: Winter
Prerequisite(s): Consent required: Email sbartsch@uchicago.edu a few sentences
describing your background and what you hope to get out of this seminar.
Equivalent Course(s): DVPR 46616, CLAS 46616, CHSS 40201, CDIN 40201
KNOW 40301. 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.
Instructor(s): Clifford Ando and Claudia Brittenham Terms Offered: Spring
Equivalent Course(s): HREL 40301, CLAS 44916, LACS 40301, HMRT 64202, ARTH 40310, CDIN 40301

KNOW 41401. Science meets literature: Elias Canetti’s Auto-da-Fé and human. 100 Units.
In this graduate seminar we will read the 1935 novel Auto-da-Fé by Elias Canetti (1981 Nobel Prize for Literature) and discuss it from the perspectives of different disciplines such as psychology and psychoanalysis, anthropology and sociology, history and philosophy, and literary criticism. One of the main themes of the seminar will be the relationship between Canetti’s representation of human mental and social processes in the novel and our current understanding of the human mind and human interpersonal relationships (e.g., understanding other minds, interpersonal communication, power dynamics, etc.).
Instructor(s): Maestripieri, D. Terms Offered: Winter
Note(s): CHDV Distribution, 1*, 2*, 5*
Equivalent Course(s): GRMN 48417, CHDV 48420
KNOW 41402. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 1. 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 as 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.

Instructor(s): A. Palmer Terms Offered: Autumn
Prerequisite(s): Grad students only; can be taken as a 1-qtr colloquium with permission.
Equivalent Course(s): CLAS 45116, HIST 81503

KNOW 41403. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 2. 100 Units.
The second quarter is mainly for graduate students writing a seminar research paper.

Instructor(s): A. Palmer Terms Offered: Winter
Prerequisite(s): HIST 81503
Equivalent Course(s): CLAS 45117, HIST 81504
KNOW 47002. Philosophy of Judaism: Soloveitchik Reads the Classics. 100 Units.
Topics in the Philosophy of Judaism: Soloveitchik Reads the Classics. Rabbi Joseph B. Soloveitchik was one of the most important philosophers of Judaism in the twentieth century. Among his many books, essays and lectures, we find a detailed engagement with the Bible, the Talmud and the fundamental works of Maimonides. This course will examine Soloveitchik’s philosophical readings and appropriation of Torah, Talmud, and both the Guide and the Mishneh Torah. A framing question of the course will be: how can one combine traditional Jewish learning and modern philosophical ideas? What can Judaism gain from philosophy? What can philosophy learn from Judaism?
Instructor(s): A. Davidson Terms Offered: Winter
Note(s): All students interested in enrolling in this course should send an application to jbarbaro@uchicago.edu by 12/16/2016. 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): HIJD 53360, DVPR 53360, PHIL 53360
The Division of the Biological Sciences and the Pritzker School of Medicine

Kenneth S. Polonsky, M.D.

- Richard T. Crane Distinguished Service Professor
- Dean of the Division of the Biological Sciences and the Pritzker School of Medicine
- Executive Vice President of Medical Affairs

Victoria E. Prince, Ph.D.

- Professor, Department of Organismal Biology & Anatomy
- Dean and Director, Office of Graduate and Postdoctoral Affairs

Holly J. Humphrey, M.D.

- Ralph W. Gerard Professor in 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 Science, 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 SCIENCE**

The Master of Science degree is awarded by the Division of the Biological Sciences in very specific circumstances: the S.M in Health Studies 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. Credit 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 PhD 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.
The Division of the Biological Sciences offers a variety of graduate programs leading to the Ph.D. degree. Joint programs also may be devised with departments, such as chemistry and psychology, in other divisions of the university. 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. Recent years have seen a trend in graduate study in the biological sciences away from strict separations of disciplines and toward interdisciplinary approaches to research. Toward a similar goal in the Division of the Biological Sciences, several degree granting units have joined together in clusters, with a common admissions process and a core basic curriculum. The cluster arrangement offers students greater flexibility in their choice of graduate program, while enhancing interdisciplinary research opportunities. The fundamentals of graduate education in the division are not altered by these provisions. Students complete their degree in individual graduate programs.

The goal of the programs, whether offered by clusters or individual departments or committees, 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 clusters in the division that offer programs of study leading to the Ph.D. degree are:

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
- The Department of Organismal Biology and Anatomy
Molecular Biosciences: Biochemistry, Genetics, and Cell and Developmental Biology

- The Department of Biochemistry and Molecular 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
- The Department of Molecular Genetics and Cell 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). If admitted to more than one program, applicants will have the option of accepting the program of their choice.
APPLICATION MATERIALS

Information about graduate programs and application materials is available at http://bsdgrad.bsd.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. Beginning about March 1, admissions decisions are released to applicants. 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.
Program in Biochemistry and Molecular Biophysics

Chair

• Tobin R. Sosnick

Professors

• Erin J. Adams
• Francisco Bezanilla
• Sean D. Crosson
• Glyn Dawson, Pediatrics
• Geoffrey Greene, Ben May Department for Cancer Research
• Chuan He, Chemistry
• Stephen B. H. Kent
• Shohei Koide
• Anthony A. Kossiakoff
• David Kovar, Molecular Genetics & Cell Biology
• Marvin W. Makinen
• Stephen Meredith, Pathology
• Keith Moffat
• Tao Pan
• Eduardo Perozo
• Joseph A. Piccirilli
• Phoebe A. Rice
• Benoit Roux
• Nancy B. Schwartz, Pediatrics
• James A. Shapiro
• Tobin R. Sosnick

Associate Professors

• Robert J. Keenan
• Ronald S. Rock

Assistant Professors
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.

Admission

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

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.
Classes may be substituted by graded laboratory rotations. Of the nine courses only the following are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCMB 30400</td>
<td>Protein Fundamentals</td>
<td>100</td>
</tr>
<tr>
<td>BCMB 31600</td>
<td>Cell Biology I</td>
<td>100</td>
</tr>
<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>
</tr>
</tbody>
</table>

Two additional courses (BCMB 31900 – Introduction to Faculty Research, affectionately 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 MSTP 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 30266. Molecular Immunology. 100 Units.**

This course will examine the molecular principles of immune recognition. We will explore the roles of protein modification, protein-protein and protein-DNA interactions in the discrimination between self and non-self, and will study the molecular fundamentals of cell stimulation and signaling. Primary literature focused on molecular research of the immune system will be integrated with lectures on commonly used biochemical, structural and immunological techniques used in the research papers examined.

Emphasis is placed on class participation.

Instructor(s): E. Adams
Terms Offered: Spring
Prerequisite(s): Prereq: BIOS 20200, BIOS 25256, or consent of instructor

**BCMB 30300. Applications of Nuclear Magnetic Resonance to Structural Biolo. 100 Units.**

The main objectives of the workshop are (i) to learn NMR based structure characterization methods and their applications and (ii) to become familiar with technical underpinnings of these methods so as to be able to critically appraise publications using these methods.

Instructor(s): S. Meredith; J. Sachleben
Terms Offered: Autumn

**BCMB 30400. Protein Fundamentals. 100 Units.**

The course covers the physical and chemical phenomena that define protein structure and function. Topics include: the principles of protein folding, molecular motion and molecular recognition; protein evolution, design and engineering; enzyme catalysis; regulation of protein function and molecular machines; proteomics and systems biology. Workshop on X-ray Crystallography: The workshop is an addendum to Protein Fundamentals and is required for all BCMB students. This one-week workshop will provide students with an intensive introduction to protein structure determination by x-ray crystallography. In addition to lectures, an extensive laboratory component will give students the opportunity to carry out protein crystallization, data collection (at Argonne), structure determination, refinement, model building and validation.

Instructor(s): E. Ozkan, 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, T. Pan
Terms Offered: Autumn
Prerequisite(s): Course in biochemistry, molecular biology and organic chemistry
BCMB 30800. Single Molecule Biochemistry. 100 Units.
This course presents a series of advanced case studies designed to familiarize students with current single molecule research. Topics include: motor proteins and the cytoskeleton, nucleic acid processing enzymes, ion channels, and force spectroscopy and macromolecule folding.
Instructor(s): R. Rock, F. Bezanilla Terms Offered: Spring

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): HGEN 31100,ECEV 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, D. Bishop Terms Offered: Winter
Equivalent Course(s): DVBI 31200,MGCB 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.
Enrollment requires the equivalent of an undergraduate molecular biology course or consent from the instructors.
Instructor(s): J. Staley, A. Ruthenburg Terms Offered: Spring
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): BIOS 20200 and Bios 26210-26211, or consent from instructor
Equivalent Course(s): BIOS 21358, CPNS 31358

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. Instructor(s): D. Bishop, E. Ferguson, J. Malamy, I. Moskowitz Terms Offered: Autumn
Equivalent Course(s): DVBI 31400, HGEN 31400, MGCB 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): DVBI 31600, MGCB 31600

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, DVBI 31900, GENE 31900, HGEN 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. Sosnick Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): BIOS 21328, BPHS 31000
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 32500. Bioorganic Chemistry. 100 Units.
A goal of this course is to relate chemical phenomena with biological activities. We cover two main areas: (1) chemical modifications of biological macromolecules and their potential effects; and (2) the application of spectroscopic methods to elucidate the structure and dynamics of biologically relevant molecules.
Terms Offered: Not offered in 2016–17
Equivalent Course(s): CHEM 32500

BCMB 32700. Protein Aggregation /"Misfolding" and Protein Design. 100 Units.
This course will discuss in depth two major topics in protein science in biomedical sciences, protein misfolding and protein design. The class will examine milestone papers from the primary literature that cover important concepts and techniques for the topics.
Instructor(s): S. Meredith Terms Offered: Winter

BCMB 39800. Selected Reading Topics in Biochemistry and Molecular Biology. VAR 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: Autumn, Winter, Spring, Summer
Prerequisite(s): Consent of Department and Instructor

BCMB 40100. Research in Biochemistry and Molecular Biology. VAR 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, Winter, Spring, Summer
Prerequisite(s): Completion of course requirements adn Preliminary Examination at the Ph.D. level and approval of Chairman of the Department.
Committee on Cancer Biology

Chair

- Kay Macleod, Ben May Department for Cancer Research

Professors

- Erin Adams, Biochemistry and Molecular Biology
- Habibul Ahsan, Public Health Sciences
- Eric Beyer, Pediatrics
- Douglas Bishop, Radiation and Cellular Oncology
- Susan Cohn, Pediatrics
- Suzanne Conzen, Medicine
- M. Eileen Dolan, Medicine
- Wei Du, Ben May Department for Cancer Research
- Thomas Gajewski, Medicine
- David Grdina, Radiation and Cellular Oncology
- Geoffrey Greene, Ben May Department for Cancer Research
- Gregory Karczmar, Radiation and Cellular Oncology
- Stephen Kron, Molecular Genetics and Cell Biology
- Howard Halpern, Radiation and Cellular Oncology
- Lucy Godley, Medicine
- Michelle Le Beau, Medicine
- Ernst Lengyel, Obstetrics and Gynecology
- Anning Lin, Ben May Department for Cancer Research
- Mark Lingen, Pathology
- Olufunmilayo Olopade, Medicine
- Ilaria Rebay, Ben May Department for Cancer Research
- Carrie Rinker-Schaeffer, Surgery
- Marsha Rosner, Ben May Department for Cancer Research
- Benoit Roux, Biochemistry and Molecular Biology
- Hans Schreiber, Pathology
- Walter Stadler, Medicine
- 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
• Yingming Zhao, Ben May Department for Cancer Research

Associate Professors

• Nickolai Dulin, Medicine
• Tong Chuan He, Surgery
• Fotini Gounari, Medicine
• Akira Imamoto, Ben May Department for Cancer Research
• Barbara Kee, Pathology
• Robert Keenan, Biochemistry and Molecular Biology
• Kay Macleod, Ben May Department for Cancer Research
• Peter Savage, Pathology
• Kenan Onel, Pediatrics
• Michael Thirman, Medicine

Assistant Professors

• Lev Becker, Ben May Department for Cancer Research
• Daniel Catenacci, Medicine
• Kenneth Cohen, Medicine
• Jill De Jong, Pediatrics
• Bryan Dickinson, Chemistry
• Yu-Ying He, Medicine
• Rong (Stephanie) Huang, Medicine
• Seungmin Hwang, Pathology
• Justin Kline, Medicine
• James LaBelle, Pediatrics
• Deborah Lang, Medicine
• Megan Mc Nerney, Medicine
• Raymond Moeller, Chemistry
• Akash Patnaik, Medicine
• Russell Szmulewitz, Medicine
• Michael Spiotto, Radiation and Cellular Oncology
• Donald Vander Grind, Surgery
• Xiaoyang Wu, Ben May Department of Cancer Research

Emerita Professors
Committee on Cancer Biology

- Ursula Storb, Molecular Genetics and Cell Biology

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 approximately 65 faculty members from across the Biological Sciences Division 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 cluster 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 Cancer Research Center (an NCI designated 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 9.5 course credits consisting of basic science, cancer biology and elective courses
• A preliminary examination
• A dissertation based on original research
• A final thesis examination

CANCER BIOLOGY COURSES

CABI 30500. Heterogeneity in Human Cancer: Etiology and Treatment. 100 Units. This course addresses the importance of understanding human tumor heterogeneity (organ site by organ site) in terms of predicting whether tumors will progress to malignancy and how tumors will respond to standard treatments or require tailored molecular therapeutics. Alternating lecture and discussion lectures will explore and tease apart the controversies in the field that limit progress in cancer prevention, diagnosis and treatment. At the end of the course, students should have an in-depth understanding of the complexities, challenges and opportunities facing modern cancer researchers and clinical oncologists and be able to discuss novel scientific approaches to solving these issues.
Instructor(s): K. MacLeod Terms Offered: Spring
Prerequisite(s): A grade of B or better in BIOS 25108
Equivalent Course(s): BIOS 25308

CABI 30800. Cancer Biology 1: Fundamentals in Cancer Biology. 100 Units. This course introduces students to key aspects of cancer biology, including fundamental molecular mechanisms (includes tumor suppressor and oncogene function, cell cycle checkpoint control, cytokinesis defects and aneuploidy, DNA damage sensing & repair, cell death mechanisms, cellular senescence) underpinning the initiation and progression of disease. These lectures are taught alongside an introduction to clinical and translational perspectives, on the topics of epidemiology, pathology, diagnosis and staging, and the basis for various therapeutic strategies with an emphasis on four different organ sites to illustrate key points. The course concludes with an examination of how to identify important research questions in cancer biology and the importance of innovation in research
Instructor(s): M. Lingen Terms Offered: Autumn
CABI 30900. Cancer Biology 2: Molecular Mechanisms in Cancer Biology. 100 Units.
This course provides students with an in-depth understanding of how key cellular processes are deregulated in cancer and the molecular mechanisms underpinning these defects. The course covers cell cycle checkpoint control, cell death, tumor suppressor and oncogene function, DNA repair mechanisms, epigenetics of cancer, nuclear hormone receptor activity in cancer, tumor metabolism, hypoxia responses, angiogenesis and metastasis. In addition to material covered in formal lectures, discussion sessions cover tumor stem cells, "oncogene addiction," inflammatory responses, cancer therapeutics, mouse models of human cancer and other topical subjects relevant to understanding tumor initiation and progression, as well as how current research may facilitate cancer treatment.
Instructor(s): D. Vander Griend Terms Offered: Winter
Equivalent Course(s): CCTS 40200, MPMM 30900

CABI 31300. Cancer Biology 3: Translational Approaches in Cancer Research. 100 Units.
This is a lab/clinic-based course in which students complete training objectives in multiple modules of translational/applied cancer research (clinical, animal models, targeted therapy, intellectual property, bioinformatics, nanotechnology and population science). The emphasis of the course is hands-on experience and a high degree of independence is expected. Trainees select a topic on which to write up a final discussion paper and each student will deliver a presentation on their topic that incorporates elements of the different translational elements discussed during the quarter.
Instructor(s): K. Macleod Terms Offered: Spring

CABI 31500. Cancer Biology 4: Hypothesis Design and Grant Writing. 100 Units.
This is a course based on developing and testing hypotheses that will provide an overview and real-world experience of the grant-writing process (F31 format), as well as responding to criticisms and presenting one’s grant in a precise but concise manner. As it is a course centered around in-class discussion, it is dependent on the consistent creativity and participation of students in order to provide and receive useful feedback to and from their colleagues. The grant will formulate hypotheses around the student’s own research project and the completed grant should provide a strong basis for future F31 or other fellowship applications
Instructor(s): L. Becker and X. Wu Terms Offered: Autumn. This course will not be offered until Autumn 2016. It is being implemented as part of the core curriculum for students matriculating in 2015-2016, but they will not take it until Autumn of their second year. Current first years completed the course Spring 2015.
CABI 32000. Cancer Biology 3: Translational Approaches in Cancer Research. 100 Units.
This is a lab/clinic-based course in which students complete training objectives in multiple modules of translational/applied cancer research (clinical, animal models, targeted therapy, intellectual property, bioinformatics, nanotechnology and population science). The emphasis of the course is hands-on experience and a high degree of independence is expected. Trainees select a topic on which to write up a final discussion paper and each student will deliver a presentation on their topic that incorporates elements of the different translational elements discussed during the quarter.
Instructor(s): K. Macleod Terms Offered: Spring

CABI 39000. Cancer Biology 5: Introduction to Experimental Cancer Biology. 050 Units.
This is a primary literature-based course that tracks our outstanding CCB Seminar Series and also incorporates seminars of interest from other Divisional programs. Typically, students meet to discuss research papers published by the following week's seminar speaker, attend the seminar, and then meet with the speaker afterward. Faculty hosts of outside speakers are also encouraged to attend the relevant class. The goal of the course is to broaden the student's exposure to current cutting edge research and to encourage discussion of scientific ideas among peers, as well introduce students to some of the major figures in cancer research with whom they may pursue future post-doctoral opportunities. All students start with an “A” grade but lose grade points if class performance or attendance is inadequate. Students are required to take this course for six quarters during years 1-2.
Instructor(s): K. Onel, J. LaBelle Terms Offered: Autumn,Winter,Spring
Pharmacogenomics is aimed at advancing our knowledge of the genetic basis for variable drug response. Advances in genetic knowledge gained through sequencing have been applied to drug response, and identifying heritable genetic variants that predict response and toxicity is an area of great interest to researchers. The ultimate goal is to identify clinically significant variations to predict the right choice and dose of medications for individuals—"personalizing medicine." The study of pharmacogenomics is complicated by the fact that response and toxicity are multigenic traits and are often confounded by nongenetic factors (e.g., age, co-morbidities, drug-drug interactions, environment, diet). Using knowledge of an individual’s DNA sequence as an integral determinant of drug therapy has not yet become standard clinical practice; however, several genetics-guided recommendations for physicians have been developed and are highlighted. The ethics and economics of pharmacogenomics are also discussed.

Instructor(s): R. S. Huang, B. Stranger
Terms Offered: Spring
Prerequisite(s): BIOS 20186 and 20187 and consent of Instructor.
Equivalent Course(s): CCTS 40006, BIOS 25310
**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
- 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

- Margaret Gardel, Physics
- Sally Horne-Badovinac
- Jocelyn Malamy
- Ed Munro

Assistant Professors

- Ellie Heckscher
- Heng-Chi Lee
- Michael Rust
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 at http://molbio.bsd.uchicago.edu.
MOLECULAR GENETICS & CELL BIOLOGY COURSES

MGCB 30400. Protein Fundamentals. 100 Units.
The course covers the physical and chemical phenomena that define protein structure and function. Topics include: the principles of protein folding, molecular motion and molecular recognition; protein evolution, design and engineering; enzyme catalysis; regulation of protein function and molecular machines; proteomics and systems biology. Workshop on X-ray Crystallography: The workshop is an addendum to Protein Fundamentals and is required for all BCMB students. This one-week workshop will provide students with an intensive introduction to protein structure determination by x-ray crystallography. In addition to lectures, an extensive laboratory component will give students the opportunity to carry out protein crystallization, data collection (at Argonne), structure determination, refinement, model building and validation.
Instructor(s): E. Ozkan, 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, D. Bishop 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. Enrollment requires the equivalent of an undergraduate molecular biology course or consent from the instructors.
Instructor(s): J. Staley, A. Ruthenberg Terms Offered: Spring
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.
Instructor(s): D. Bishop, E. Ferguson, J. Malamy, I. Moskowitz Terms Offered: Autumn
Equivalent Course(s): DVBI 31400, BCMB 31400, HGEN 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,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
Equivalent Course(s): DVBI 31700,BIOS 21238

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): BCMB 31900,DVBI 31900,GENE 31900,HGEN 31900

MGCB 32000. Quantitative Analysis of Biological Dynamics. 100 Units.
This course covers quantitative approaches to understanding biological organization and dynamics at molecular, sub-cellular and cellular levels. A key emphasis is on the use of simple mathematical models to gain insights into complex biological dynamics. We also will cover modern approaches to quantitative imaging and image analysis, and methods for comparing models to experimental data. A series of weekly computer labs will introduce students to scientific programming using Matlab and exercise basic concepts covered in the lectures.
Instructor(s): E. Munro; M. 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): J. Malamy 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 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, C. Ragsdale
Terms Offered: Spring
Prerequisite(s): For College students: Completion of the first three quarters of a Biological Sciences Fundamentals Sequence
Equivalent Course(s): DVBI 35600, 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: Completion of the general education requirement in the biological sciences
Equivalent Course(s): DVBI 36100, ECEV 32900, BIOS 23299
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: BIOS 20189, BIPS 20190, or BIOS 20235 or equivalent.
Equivalent Course(s): BIOS 21237, DVBI 36400
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/CCTS.

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/CCTS
CLINICAL AND TRANSLATIONAL SCIENCE COURSES

CCTS 31300. Infectious Disease Epidemiology; Networks and Modeling. 100 Units.
No description available.
Instructor(s): M. David, J. Schneider Terms Offered: Spring 2015
Prerequisite(s): PBHS 30700 or PBHS 30900 or introductory epidemiology or consent of instructor.
Equivalent Course(s): PBHS 31300,BIOS 25419,MEDC 31300

CCTS 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): J. Dignam Terms Offered: Spring
Prerequisite(s): PBHS 32100 or STAT 22000; Introductory Statistics or Consent of Instructor
Equivalent Course(s): STAT 35201,PBHS 32901

CCTS 40004. Advanced Clinical Pharmacology I. 050 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): N. Pinto, M. Sharma Terms Offered: Autumn
Prerequisite(s): MEDC 30777, equivalent Intro to Pharmacology course, or instructor approval.
CCTS 40006. Pharmacogenomics: Discovery and Implementation. 100 Units.
Pharmacogenomics is aimed at advancing our knowledge of the genetic basis for variable drug response. Advances in genetic knowledge gained through sequencing have been applied to drug response, and identifying heritable genetic variants that predict response and toxicity is an area of great interest to researchers. The ultimate goal is to identify clinically significant variations to predict the right choice and dose of medications for individuals—"personalizing medicine." The study of pharmacogenomics is complicated by the fact that response and toxicity are multigenic traits and are often confounded by nongenetic factors (e.g., age, co-morbidities, drug-drug interactions, environment, diet). Using knowledge of an individual’s DNA sequence as an integral determinant of drug therapy has not yet become standard clinical practice; however, several genetics-guided recommendations for physicians have been developed and are highlighted. The ethics and economics of pharmacogenomics are also discussed. Instructor(s): R. S. Huang, B. Stranger Terms Offered: Spring Prerequisite(s): BIOS 20186 and 20187 and consent of Instructor. Equivalent Course(s): CABI 47510, BIOS 25310

CCTS 40200. Cancer Biology 2: Molecular Mechanisms in Cancer Biology. 100 Units.
This course provides students with an in-depth understanding of how key cellular processes are deregulated in cancer and the molecular mechanisms underpinning these defects. The course covers cell cycle checkpoint control, cell death, tumor suppressor and oncogene function, DNA repair mechanisms, epigenetics of cancer, nuclear hormone receptor activity in cancer, tumor metabolism, hypoxia responses, angiogenesis and metastasis. In addition to material covered in formal lectures, discussion sessions cover tumor stem cells, "oncogene addiction," inflammatory responses, cancer therapeutics, mouse models of human cancer and other topical subjects relevant to understanding tumor initiation and progression, as well as how current research may facilitate cancer treatment. Instructor(s): D. Vander Griend Terms Offered: Winter Equivalent Course(s): MPMM 30900, CABI 30900

CCTS 40300. Signal Transduction and Disease. 100 Units.
Topics include receptor ligands, membrane receptor tyrosine kinases and phosphatases, G proteins, proto-oncogenes, signaling pathways, cytoplasmic protein kinases and phosphatases, transcription factors, receptor-nucleus signaling, development and cancer, genetic dissection of signaling pathways, cell growth and cell proliferation, interplay of cell cycle regulators, cell cycle progression and apoptosis, and sensing of hypoxia and mechanical stimuli. The role of signaling in disease is a theme throughout the course. Instructor(s): N. Dulin Terms Offered: Winter Equivalent Course(s): MPMM 30600
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 and S. Conzen Terms Offered: Winter. Course not offered every year.
Prerequisite(s): Undergrads need to be at least a 3rd or 4th year Equivalent Course(s): CCTS 20400, BIOS 25327

CCTS 42000. Introduction to Clinical Research Informatics. 050 Units.
Informatics is the science of information, studying how “data” is acquired, structured, stored, processed, retrieved, analyzed, and ultimately communicated in order to become actionable “information.” Given the extraordinary growth in the quantity, source, variety and availability of health data, clinical informatics (a.k.a. healthcare informatics, biomedical informatics, medical informatics, etc.) has become a fundamental skill that should be familiar to every profession within healthcare. This course provides an introduction to clinical and research informatics, describing the fundamental concepts, vocabularies, techniques and trends needed for one to participate in healthcare discussions and research. This course addresses areas foundational to clinical and research data development, clinical decision support, mobile applications of healthcare information, and the human computer interactions that have become necessary in today’s healthcare environment. We will focus on the patient, health care provider, and the health care delivery institutions, framing each theme with the overarching clinical and research use cases applied to that topic. In addition to the foundational concepts of informatics, this course will also address sources and forms of clinical and provider data, system integration, analytics and educational applications and new and emerging uses of technology. Instructor(s): J. Segal, S. Volchenbaum, D. McClintock, C. Kao Terms Offered: Winter. Not offered every year.
CCTS 43000. Introduction to Global Health. 100 Units.
This course provides an overview of global health from the historical perspective to the current state of global health. The course features weekly guest lecturers with a broad range of expertise in the field: topics include the social and economic determinants of health, the economics of global health, global burden of disease, and globalization of health risks, as well as the importance of ethics, human rights, and diplomacy in promoting a healthier world. The course is designed for graduate-level students and senior undergraduates with an interest in global health work in resource-limited settings.
Instructor(s): C. Babcock, C. S. Olopade Terms Offered: Winter
Prerequisite(s): This course does not meet requirements for the biological sciences major
Equivalent Course(s): PBHS 30030,BIOS 29294

CCTS 43100. Topics in Global Health. 100 Units.
This course is a continuation of Introduction to Global Health (CCTS 43000). It is designed to address specific medical issues of global significance including maternal and child health, communicable and non-communicable diseases, and emerging diseases; the course will also address the impact of population growth, migration, environmental decay, and humanitarian disasters on health. Finally, the course will discuss research and career opportunities within the field of global health.
Instructor(s): C. S. Olopade Terms Offered: Winter
Prerequisite(s): This course does not meet the requirements for the Biological Sciences major.
Equivalent Course(s): BIOS 29279

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): S. Watson Terms Offered: Summer
Prerequisite(s): 2 quarters of pre-calculus
Note(s): *In addition to the course, there is a statistical computing workshop on Wednesdays from 10-11:30am.
Equivalent Course(s): PBHS 32100
CCTS 45100. Clinical Epidemiology. 100 Units.
Clinical epidemiology is the "application of epidemiologic principles and methods to problems encountered in clinical medicine." This course introduces the basic principles of epidemiologic study design, analysis and interpretation, with a particular focus on clinical applications. The course includes lectures and discussions based on critical appraisal of significant research articles. The course is primarily intended for, but not restricted to, students with prior clinical training. Public Health Sciences 30700 and 30900 may not both be taken for credit, either will fulfill the basic epidemiology requirement for the MSCP in Public Health Sciences and either will serve as the epidemiology prerequisite for Public Health Sciences 31001.
Instructor(s): B. Chiu, D. Lauderdale Terms Offered: Summer
Prerequisite(s): Introductory statistics recommended, may be taken concurrently. Equivalent Course(s): PBHS 30700

CCTS 45200. Fundamentals of Health Services Research: Theory, Methods & 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 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.
Instructor(s): D. Meltzer, M. H. Chin Terms Offered: Summer

CCTS 45300. Methods of Systematic Review. 025 Units.
This short course will introduce you to methods used to develop systematic reviews (both qualitative and quantitative i.e. meta-analysis) which have become increasingly popular in answering important health related questions. Students will work through the process of developing a review, including developing a sound clinical question, identifying, selecting, and assessing the quality of studies, identifying heterogeneity, and pooling results. Additional topics including identifying publication bias, subgroup and sensitivity analyses and emerging methods for meta-analysis will be covered very briefly. Students will also receive a brief introduction to meta-analysis software.
Instructor(s): E. Huang and G. Rao Terms Offered: Winter. This is a mini-course that lasts 4 weeks.
Note(s): Course is open to faculty and staff who wish to audit.
CCTS 46001. Fundamentals of Quality Improvement and Patient Safety (QI & PS 101) 025 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 47000. Bioinformatics analysis of high-throughput genomics data. 100 Units.
Biomedical researches all around the world are starting to exploit the power of high-throughput genomics technologies to address an increasingly diverse range of biological problems. The primary bottleneck in using big genomics data including Next Generation Sequencing (NGS), is the bioinformatics; high-throughput genomics data analysis is not trivial and requires access to dedicated High Performing Computing (HPC) infrastructures, to address the CPU intensive and memory demanding analysis tasks. The focus of this course is training researchers on the use of computational technologies and the latest bioinformatics analysis tools, required to deal with big genomics data. This training will cover a complete range of technologies and applications from the basics of computational thinking to the large-scale data analysis on Linux and HPC infrastructures. Topics include microarray data analysis using R, the implementation of open source based NGS analysis workflows for RNA-seq data, genomics visualization tools (e.g., IGV, UCSC, circos, etc.) and tools that can perform the most common everyday tasks for bioinformaticians of “omics” data. The course will cover in-depth practical theory and hands-on training.
Instructor(s): S. Volchenboum, J. Andrade, R. Bao, K. Hernandez, L. Huang, W. Kang, S. Kadri Terms Offered: Autumn. Autumn (not offered every year); Meets over four days in December.
Equivalent Course(s): CCTS 27000
CCTS 47001. Advanced Community Based Participatory Research (CBPR) Training Program 1. 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
Prerequisite(s): Students must register for three-course sequence in order to receive course credit; CCTS 47001 and CCTS 47002 in Winter Quarter as well as for CCTS 47003 in Spring 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 2. 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: Winter
Prerequisite(s): Students must register for three-course sequence in order to receive course credit; CCTS 47001 and CCTS 47002 in Winter Quarter as well as for CCTS 47003 in Spring Quarter. Students must also register online. Contact CCTS administrator Kelsey Bogue at kbogue@bsd.uchicago.edu for more details.

CCTS 47003. Advanced Community Based Participatory Research (CBPR) Training Program 3. 025 Units.
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. Lunch will be provided at each session.
Instructor(s): D. Burnet, D. Miller Terms Offered: Spring
Prerequisite(s): Students must register for three-course sequence in order to receive course credit; CCTS 47001 and CCTS 47002 in Winter Quarter as well as for CCTS 47003 in Spring 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. 075 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 first course of a year-long sequence.
Instructor(s): S. Volchenboum, D. McClintock, UIC & NU faculty Terms Offered: Autumn
Prerequisite(s): Basic understanding of Python programming language; prior or simultaneous enrollment in Health & Biomedical Informatics (HBMI) intro course. Course takes place at Northwestern’s downtown campus.

CCTS 47100. Bioinformatics Analysis of Integrative ‘Omics Data. 100 Units.
The workshop will focus on the integration of multiple ‘omic/clinical data sets to answer complex questions on Biomedical research. Strong focus will be placed on the use of NGS based ChIP-seq analysis pipeline and its integration with gene expression and clinical information.
Instructor(s): S. Volchenboum, J. Andrade Terms Offered: Autumn. Autumn (not offered every year); Meets over 4 days in December.
Prerequisite(s): Instructor consent is required. Visit chess.uchicago.edu/ccts for more information on how to apply to the course.
Equivalent Course(s): CCTS 27100
Committee on Computational Neuroscience

Chair

- David Freedman, Neurobiology

Professors

- Yali Amit, Statistics
- Ed Awh, Psychology
- Nicolas Brunel, Statistics
- Jack Cowan, Mathematics
- Ruth Anne Eatock, Neurobiology
- John Ebersole, Neurology
- David Freedman, Neurobiology
- Jay Goldberg, Neurobiology, Pharmacology and Physiology
- John Goldsmith, Linguistics
- Melina Hale, Organismal Biology and Anatomy
- Dorothy Hanck, Medicine
- Christian Hansel, Neurobiology
- Nicholas Hatsopoulos, Organismal Biology and Anatomy
- Richard P. Kraig, Neurology
- Leslie Kay, Psychology
- Daniel Margoliash, Organismal Biology and Anatomy
- John Maunsell, Neurobiology
- Martha McClintock, Psychology
- Howard Nusbaum, Psychology
- Eduardo Perozo, Biochemistry and Molecular Biology
- Brian Prendergast, Psychology
- S. Murray Sherman, Neurobiology
- Steven Shevell, Psychology
- V. Leo Towle, Neurology
- Wim van Drongelen, Pediatrics
- Ed Vogel, Psychology
- Xiaoxi Zhuang, Neurobiology
Committee on Computational Neuroscience

Associate Professors

- Jason MacLean, Neurobiology
- Sliman Bensmaia, Organismal Biology and Anatomy

Assistant Professors

- David Biron, Physics
- Stephanie Cacioppo, Psychiatry and Behavioral Neuroscience
- Narayanan (Bobby) Kasthuri, Neurobiology
- Leslie Osborne, Neurobiology
- Stephanie Palmer, Organismal Biology and Anatomy
- Wei Wei, Neurobiology

Emeritus

- Joel Pokorny, Ophthalmology and Visual Science

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 non linear 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 nine quarters of research. The formal courses are typically taken in the first year 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 online application, can be viewed at http://bsdgrad.uchicago.edu/page/admissions-and-aid. 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): C. Hansel, X. Zhuang, and R. A. Eatock
Terms Offered: Autumn

**Equivalent Course(s):** NURB 30107, PSYC 40107

**CPNS 30107. Behavioral Neuroscience. 100 Units.**
This course is concerned with the structure and function of systems of neurons, and how these are related to behavior. Common patterns of organization are described from the anatomical, physiological, and behavioral perspectives of analysis. The comparative approach is emphasized throughout. Laboratories include exposure to instrumentation and electronics, and involve work with live animals. A central goal of the laboratory is to expose students to in vivo extracellular electrophysiology in vertebrate preparations. Laboratories will be attended only on one day a week but may run well beyond the canonical period.

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

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): L. Osborne
Terms Offered: Autumn
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 computations methods to implement the models in MATLAB.
Instructor(s): D. Kondrashov Terms Offered: Autumn. L
Prerequisite(s): BIOS 20151 or BIOS 20152 or consent of the instructor
Equivalent Course(s): BIOS 26210, PSYC 36210

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 Equivalent
Equivalent Course(s): BIOS 26211, PSYC 36211

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 Mathlab would be valuable.
Instructor(s): B. Roux Terms Offered: Winter
Prerequisite(s): BIOS 20200 and Bios 26210-26211, or consent from instructor
Equivalent Course(s): BIOS 21358, BCMB 31358

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): BIOS 26210 and 26211, or consent of instructor.
Equivalent Course(s): BIOS 24408
CPNS 33200. Computational Approaches for Cognitive Neuroscience. 100 Units.
This course is concerned with the relationship of the nervous system to higher order behaviors such as perception and encoding, action, attention, and learning and memory. Modern methods of imaging neural activity are introduced, and information theoretic methods for studying neural coding in individual neurons and populations of neurons are discussed.
Instructor(s): N. Hatsopoulos Terms Offered: Spring
Prerequisite(s): BIOS 24222 or CPNS 33100
Equivalent Course(s): PSYC 34410, ORGB 34650

CPNS 34206. Peering Inside the Black Box: Neocortex. 100 Units.
The neocortex is the multilayered outermost structure of the mammalian brain. It is the site of higher brain functions including reasoning and creativity. However, the complexity of the neocortex—it is comprised of ~20 billion neurons which have 0.15 quadrillion connections between them—seems to preclude any hope of achieving a fundamental understanding of the system. Recent technological innovations have opened novel avenues of investigation making realization of the neocortex an increasingly tractable problem. This course will place particular emphasis on how to critically read scientific papers as we evaluate and discuss current experimental approaches to the neocortex. Integral to this evaluation will be the detailed discussion of the latest technological approaches.
Instructor(s): J. MacLean Terms Offered: Autumn
Prerequisite(s): BIOS 24205 or consent of instructor.
Equivalent Course(s): BIOS 24206

CPNS 34231. Methods in Computational Neuroscience. 100 Units.
Topics include (but are not limited to): Hodgkin-Huxley equations, Cable theory, Single neuron models, Information theory, Signal Detection theory, Reverse correlation, Relating neural responses to behavior, and Rate vs. temporal codes.
Instructor(s): S. Bensmaia Terms Offered: Winter.
Prerequisite(s): BIOS 26210 and BIOS 26211 which must be taken concurrently, or consent of instructor.
Equivalent Course(s):

CPNS 34600. Neurobiology of Disease I. 100 Units.
No description available.
Instructor(s): C. Gomez Terms Offered: Winter
CPNS 35510. Theoretical Neuroscience: Single Neuron Dynamics and Computation. 100 Units.
This course is the first part of a three-quarter sequence in, theoretical/computational neuroscience. It will focus on mathematical, models of single neurons. Topics will include: basic biophysical, properties of neurons; Hodgkin-Huxley model for action potential, generation; 2D models, phase-plane analysis and bifurcations leading to action potential generation; integrate-and-fire-type models; noise; characterization of neuronal activity with stochastic inputs; spatially extended models; models of synaptic currents and synaptic, plasticity; unsupervised learning; supervised learning; reinforcement, learning.
Terms Offered: Autumn
Prerequisite(s): Prior exposure to differential equations, linear algebra, probability theory
Equivalent Course(s):

CPNS 35520. Theoretical Neuroscience: Network Dynamics and Computation. 100 Units.
This course is the second part of a three-quarter sequence in, theoretical/computational neuroscience. It will focus on mathematical, models of networks of neurons. Topics will include: firing rate models, for populations of neurons; spatially extended firing rate models; models of visual cortex; models of brain networks at different levels; characterization of properties of specific brain networks; models of networks of binary neurons, mean rates, correlations, reductions to, rate models; learning in networks of binary neurons, associative, memory models; models of networks of spiking neurons: asynchronous vs, synchronous states; oscillations in networks of spiking neurons; learning in networks of spiking neurons; models of working memory; models of decision-making.
Terms Offered: Winter
Prerequisite(s): Prior exposure to differential equations, linear algebra, probability theory, STAT 42510 or instructor consent.
Equivalent Course(s):
CPNS 35600. Theoretical Neuroscience: Statistics and Information Theory. 100 Units.
This course is the third part of a three-quarter sequence in theoretical/computational neuroscience. It begins with the spike sorting problem, used as 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 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 and newer population coding models. The decoding section will cover basic methods for inferring the stimulus 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
Committee on Development, Regeneration, and Stem Cell Biology

Chair

- Ilaria Rebay

Professors

- John Cunningham, Pediatrics
- Glyn Dawson, 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 Haselkorn, Molecular Genetics & Cell Biology
- Robert Ho, Organismal Biology & Anatomy
- David Kovar, Molecular Genetics & Cell Biology
- Bruce Lahn, Human Genetics
- Victoria Prince, Organismal Biology & Anatomy
- Clifton Ragsdale, Neurobiology
- Ilaria Rebay, Ben May Department for Cancer Research
- Marsha Rosner, Ben May Department for Cancer Research
- Nancy Schwartz, Pediatrics
- Neil Shubin, Organismal Biology & Anatomy
- Kevin White, Human Genetics

Associate Professors

- Sally Horne-Badovinac, Molecular Genetics & Cell Biology
- Akira Imamoto, Ben May Department for Cancer Research
- Barbara Kee, Pathology
- Kay Macleod, Ben May Department for Cancer Research
- Jocelyn Malamy, Molecular Genetics & Cell Biology
• Ivan Moskowitz, Pediatrics
• Ed Munro, Molecular Genetics & Cell Biology
• Urs Schmidt-Ott, Organismal Biology & Anatomy

Assistant Professors

• Jill de Jong, Pediatrics
• Ellie Heckscher, Molecular Genetics & Cell Biology
• Paschalis Kratsios, Neurobiology
• Vincent Lynch, Human Genetics
• Donald VanderGriend, Medicine
• Xiaoyang Wu, Ben May Department for Cancer Research

Emeritus Faculty

• Martin Gross, Pathology
• 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 course work 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 course work 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 examines the evolution of animal development. Special attention is given to the development of invertebrate phyla from sponges to lower chordates. References to vertebrate body plans are included. Original research papers will be assigned to introduce current debates. Students will be asked to contribute an oral presentation on a selected research topic that fits the broader goal of the course.
Instructor(s): U. Schmidt-Ott Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with the consent of the instructor.
Equivalent Course(s): BIOS 22306, EVOL 33850, 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, C. Ragsdale. Terms Offered: Spring
Prerequisite(s): For College students: Completion of the first three quarters of a Biological Sciences Fundamentals Sequence
Equivalent Course(s): MGCB 35600, BIOS 21356
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: Completion of the general education requirement in the biological sciences
Equivalent Course(s): ECEV 32900, MGCB 36100, BIOS 23299

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, J. De Jong, X. Wu Terms Offered: Autumn
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: BIOS 20189, BIPS 20190, or BIOS 20235 or equivalent.
Equivalent Course(s): BIOS 21237, MGCB 36400

DVBI 32000. Quantitative Analysis of Biological Dynamics. 100 Units.
This course covers quantitative approaches to understanding biological organization and dynamics at molecular, sub-cellular and cellular levels. A key emphasis is on the use of simple mathematical models to gain insights into complex biological dynamics. We also will cover modern approaches to quantitative imaging and image analysis, and methods for comparing models to experimental data. A series of weekly computer labs will introduce students to scientific programming using Matlab and exercise basic concepts covered in the lectures.
Instructor(s): E. Munro; M. Rust Terms Offered: Spring
Equivalent Course(s): MGCB 32000
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, D. Bishop Terms Offered: Winter
Equivalent Course(s): BCMB 31200, MGCB 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. Enrollment requires the equivalent of an undergraduate molecular biology course or consent from the instructors.
Instructor(s): J. Staley, A. Ruthenburg Terms Offered: Spring
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.
Instructor(s): D. Bishop, E. Ferguson, J. Malamy, I. Moskowitz Terms Offered: Autumn
Equivalent Course(s): BCMB 31400, HGEN 31400, MGCB 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
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
Equivalent Course(s): BIOS 21238, MGCB 31700
Department of Ecology and Evolution

Chair: Joy Bergelson
Director of Graduate Studies: Stefano Allesina

Professors

- Joy Bergelson
- Jerry Coyne
- Gregory Dwyer
- Richard R. Hudson
- Martin Kreitman
- Manyuan Long
- Mercedes Pascual
- Catherine Pfister
- Trevor D. Price
- John Reinitz, Statistics
- Joseph Thornton
- Kevin White, Human Genetics
- J. Timothy Wootton
- Chung-I Wu

Associate Professors

- Jack Gilbert (Surgery)
- Stephen Pruett-Jones

Assistant Professors

- Sarah Cobey
- Marcus Kronforst

Emeritus Faculty

- Wen-Hsiung Li
- Thomas Nagylaki
- Manfred D.E. Ruddat
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. The department requires GRE General Test scores from all applicants, and recommends submission of GRE subject test scores in biology. 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://pondside.uchicago.edu/ee/

ECOLOGY AND EVOLUTION COURSES

**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 32000. Introduction to Scientific 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: Completion of the general education requirement in the biological sciences
Equivalent Course(s): DVBI 36100, MGCB 36100, BIOS 23299

ECEV 33365. Evolutionary and Genomic Medicine I. 100 Units.
Evolution is regularly investigated in free-living organisms, but some of its most fascinating and important examples occur in the interface between free-living and non-free-living states. In this course, we will use evolutionary and ecological principles to study the dynamics of viruses, unicellular organisms and cells in multi-cellular organisms relevant to human medicine. In EGM I, the emphasis will be on the evolution of pathogens, the evolution of cells of the immune system in response to pathogen invasion, the basis of autoimmune disorders, and the population genetics of cancerous cells in light of recent cancer genomic studies. EGM II will cover more general topics including Darwinian medicine, aging, and systems biology/medicine.
Instructor(s): S. Cobey, C-I. Wu Terms Offered: Winter
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence. Background in evolution and population genetics.
Equivalent Course(s): BIOS 23365
ECEV 34500. Advanced Topics in Evolution. 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): M. Kronforst Terms Offered: Spring
Equivalent Course(s): EVOL 34500

ECEV 35600. Principles of Population Genetics-1. 100 Units.
Examines the basic theoretical principles of population genetics, and their application to the study of variation and evolution in natural populations. Topics include selection, mutation, random genetic drift, quantitative genetics, molecular evolution and variation, the evolution of selfish genetic systems, and human evolution.
Instructor(s): C.-I. Wu and M. Kreitman Terms Offered: Winter
Equivalent Course(s): EVOL 35600

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, J. Reinitz, C-I Wu Terms Offered: Winter
Equivalent Course(s): EVOL 35800

ECEV 35901. Genomic Evolution. 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 and J. Reinitz Terms Offered: Autumn
Equivalent Course(s): STAT 35410, EVOL 35901
ECEV 36100. Evolution by Gene Interaction: The Data and Graphic Theories. 100 Units.
This course is a summary and analysis for a general problem in molecular evolution: how does gene interaction evolves? With the advent of various genomic techniques, gigantic amount of gene interaction data have been published. We will be focused on the gene expression networks, summarizing the technology to decipher the gene networks and major findings of evolution of gene networks. Theoretical problems will be emphasized on how topology is defined and interpreted and how the stability of gene networks is maintained. The application of theoretical results to the problems of molecular evolution will be discussed. The relevant basic elements of graph theory and quantitative description of interaction systems will be introduced and discussed. A particular interest is the discussion of how new genes are integrated into an ancestral gene network and rewire the networks.
Instructor(s): M. Long, C-I. Wu Terms Offered: Spring

ECEV 36300. Speciation. 100 Units.
A review of the literature on the origin of species beginning with Darwin and continuing through contemporary work. Both theoretical and empirical studies will be covered, with special emphasis on the genetics of speciation.
Instructor(s): C-I Wu, S. Pruett-Jones Terms Offered: Winter. in alternate (odd) years Note(s): not offered in 2016-17
Equivalent Course(s): EVOL 36300

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): D. Jablonski, S. Kidwell, T. Price Terms Offered: Autumn
Equivalent Course(s): EVOL 31900, GEOS 36900

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): EVOL 40100, ORGB 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, S. Hackett Terms Offered: Winter. offered in alternate (even) years
Prerequisite(s): Open to Ph.D. students in the Darwinian Sciences
Note(s): not offered in 2016-17
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
Equivalent Course(s): EVOL 42900

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): Two quarters of biology and calculus, or consent of instructor
Equivalent Course(s): BIOS 23258, EVOL 44001
Committee on Evolutionary Biology

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

Chair
- Michael Coates

Associate Chair
- Shannon Hackett

Faculty
- Kenneth Angielczyk, Field Museum
- John Bates, Field Museum
- Joy Bergelson, Ecology and Evolution
- Rüdiger Bieler, Field Museum
- Michael Coates, Organismal Biology and Anatomy
- Maureen Coleman, Geophysical Sciences
- Martin Feder, Organismal Biology and Anatomy
- Michael J. Foote, Geophysical Sciences
- Jack A. Gilbert, Ecology and Evolution
- 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
- David Jablonski, Geophysical Sciences
- Susan M. Kidwell, Geophysical Sciences
- Marcus Kronforst, Ecology and Evolution
- Robert Lacy, Brookfield Zoo
- Scott Lidgard, Field Museum
- Sarah London, Psychology
- Manyuan Long, Ecology and Evolution
- Thorston Lumbsch, Field Museum
- Zhe-Xi Luo, Organismal Biology and Anatomy
• Vincent J. Lynch, Human Genetics
• Dario Maestripieri, Comparative Human Development
• Peter Makovicky, Field Museum
• Robert D. Martin, Field Museum
• Jill Mateo, Comparative Human Development
• Lance Miller, Chicago Zoological Society (Brookfield Zoo)
• R. Michael Miller, Argonne National Laboratory
• Corrie Moreau, Field Museum
• Gregory M. Mueller, Chicago Botanic Garden
• Salikoko Mufwene, Linguistics
• John Novembre, Human Genetics
• Bruce Patterson, Field Museum
• Catherine Pfister, Ecology and Evolution
• Trevor Price, Ecology and Evolution
• Victoria Prince, Organismal Biology and Anatomy
• Stephen Pruett-Jones, Ecology and Evolution
• Clifton Ragsdale, Neurobiology
• Richard Ree, Field Museum
• Olivier Rieppel, Field Museum
• Callum Ross, Organismal Biology and Anatomy
• Rachel Santymire, Lincoln Park Zoo
• Urs Schmidt-Ott, Organismal Biology and Anatomy
• Paul Sereno, Organismal Biology and Anatomy
• Neil Shubin, Organismal Biology and Anatomy
• Petra Sierwald, Field Museum
• Graham Slater, Geophysical Sciences
• Douglas Stotz, Field Museum
• Russell Tuttle, Anthropology
• Janet Voight, Field Museum
• Mark Webster, Geophysical Sciences
• Mark Westneat, Organismal Biology and Anatomy
• Huntington Willard, President and Director, Marine Biological Laboratory
• John Timothy Wootton, Ecology and Evolution
• Chung I Wu, Ecology and Evolution

Emeritus Faculty

• Stuart Altmann, Ecology and Evolution
• John Bolt, Field Museum
Jerry Coyne, Ecology and Evolution
James Hopson, Organismal Biology and Anatomy
Michael LaBarbera, Organismal Biology and Anatomy
Wen-Hsiung Li, Ecology and Evolution
R. Eric Lombard, Organismal Biology and Anatomy
Thomas Nagylaki, Ecology and Evolution
Janice B. Spofford, Ecology and Evolution
Margaret Thayer, Field Museum
Harold Voris, Field Museum
William Wimsatt, Philosophy

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 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 six broad areas. Students must successfully complete a course in five of the six 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 assistants 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 1\textsuperscript{st} deadline. The committee requires GRE General Test scores from all applicants. 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.

\textbf{EVOLUTIONARY BIOLOGY COURSES}

\textbf{EVOL 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: Spring.
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence. Recommended for Advanced Biology students.
Equivalent Course(s): BIOS 22250, ORGB 30250

\textbf{EVOL 30300. Key Issues in Early Vertebrate Evolution. 100 Units.}
The course addresses questions about the origin of vertebrates, the interrelationships of major gnathostome clades, and the fish-tetrapod transition.
Instructor(s): M. I. Coates Terms Offered: Winter
Prerequisite(s): Undergraduate level chordate biology required; familiarity with methods in systematic biology advantageous.
Equivalent Course(s): ORGB 31300

\textbf{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): D. Jablonski, S. Kidwell, T. Price
Terms Offered: Autumn
Equivalent Course(s): ECEV 36900,GEOS 36900

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. Not offered 2016-2017
Prerequisite(s): GEOS 13100 and 13200, or equivalent. For BIOS students: Completion of the first three quarters of a Biological Sciences Fundamentals Sequence.
Equivalent Course(s): BIOS 23261,GEOS 36300,GEOS 26300

EVOL 33700. Evolutionary Developmental Biology. 100 Units.
The purpose of this course is to provide a developmental genetic perspective on evolutionary questions that have emerged in various disciplines (e.g., developmental biology, paleontology, phylogenetic systematics). Topics range from the evolution of gene regulation to the origin of novelties (e.g., eyes, wings). Although these subjects are introduced in lectures, the focus of this course is on reading, presenting, and discussing original research papers.
Instructor(s): U. Schmidt-Ott
Terms Offered: Spring
Prerequisite(s): Biological Sciences Fundamentals sequence. Recommended for AP5 students.
Equivalent Course(s): BIOS 22256
EVOL 33850. Evolution and Development. 100 Units.
The course examines the evolution of animal development. Special attention is
given to the development of invertebrate phyla from sponges to lower chordates.
References to vertebrate body plans are included. Original research papers will be
assigned to introduce current debates. Students will be asked to contribute an oral
presentation on a selected research topic that fits the broader goal of the course.
Instructor(s): U. Schmidt-Ott Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with the consent of the
instructor.
Equivalent Course(s): BIOS 22306,DVBI 33850,ORGB 33850

EVOL 34500. Advanced Topics in Evolution. 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): M. Kronforst Terms Offered: Spring
Equivalent Course(s): ECEV 34500

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 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): C. Moreau, R. Ree. Terms Offered: Autumn. L.
Prerequisite(s): Completion of the general education requirement in the biological sciences or consent of instructor
Note(s): This course is offered in alternate (odd) years.
Equivalent Course(s): BIOS 23404

EVOL 35600. Principles of Population Genetics-1. 100 Units.
Examines the basic theoretical principles of population genetics, and their application to the study of variation and evolution in natural populations. Topics include selection, mutation, random genetic drift, quantitative genetics, molecular evolution and variation, the evolution of selfish genetic systems, and human evolution.
Instructor(s): C.-I. Wu and M. Kreitman Terms Offered: Winter
Equivalent Course(s): ECEV 35600

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, J. Reinitz, C-I Wu Terms Offered: Winter
Equivalent Course(s): ECEV 35800

EVOL 35901. Genomic Evolution. 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 and J. Reinitz Terms Offered: Autumn
Equivalent Course(s): STAT 35410, ECEV 35901

EVOL 36300. Speciation. 100 Units.
A review of the literature on the origin of species beginning with Darwin and continuing through contemporary work. Both theoretical and empirical studies will be covered, with special emphasis on the genetics of speciation.
Instructor(s): C-I Wu, S. Pruett-Jones Terms Offered: Winter. in alternate (odd) years
Note(s): not offered in 2016-17
Equivalent Course(s): ECEV 36300
EVL 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
Equivalent Course(s): GEOS 36000

EVL 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 seafloors, 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): Prerequisites for undergraduates: completion of GEOS 13100-13200-13300 or equivalent or completion of a 20000-level course in paleontology.
Equivalent Course(s): GEOS 26905, GEOS 36905

EVL 38100. Evolution of the Hominidea. 200 Units.
This course is a detailed consideration of the fossil record and the phylogeny of Hominidae and collateral taxa of the Hominidea that is based upon studies of casts and comparative primate osteology.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): ANTH 38100, HIPS 24000, ANTH 28100
EVOL 38400. History and Theory of Human Evolution. 100 Units. 
This course is a seminar on racial, sexual, and class bias in the classic theoretic 
 writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, 
 Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, 
 Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, 
 Simpson, and Gould. 
Instructor(s): R. Tuttle Terms Offered: TBD 
Equivalent Course(s): ANTH 38400,HIPS 23600,ANTH 21102

EVOL 38800. Introduction to Research at the Field Museum. 100 Units. 
Introduction to Research at the Field Museum and the University of Chicago. 
This course meets once every two weeks for a lecture by a curator at the Field 
Museum. A different curator lectures each week, presenting results of her/his 
current research on a range of topics in evolutionary biology, including phylogenetic 
systematics, molecular biology, paleontology, development, conservation biology 
and biodiversity, population biology, or biomechanics. Lectures often are followed 
by a tour of one of the major natural history collections in the world of living or 
fossil birds, mammals, plants, insects, fishes, invertebrates, or amphibians and 
reptiles. 
Instructor(s): S. Hackett Terms Offered: Autumn

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 40100,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, S. Hackett Terms Offered: Winter. offered in 
alternate (even) years 
Prerequisite(s): Open to Ph.D. students in the Darwinian Sciences 
Note(s): not offered in 2016-17 
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 
Prerequisite(s): GEOS 26400 and GEOS 28300 or equivalent 
Equivalent Course(s): GEOS 38400
EVOL 41920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920, ANTH 47305, CHDV 41920, PSYC 41920, LING 21920, LING 41920

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 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
Equivalent Course(s): ECEV 42900
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): Two quarters of biology and calculus, or consent of instructor  
Equivalent Course(s): BIOS 23258, ECEV 44001  

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): B. Patterson (odd years, lab). L., Heaney (even years, discussion)  
Terms Offered: Winter  
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor  
Equivalent Course(s): ENST 25500, GEOG 25500, GEOG 35500, 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.  
Instructor(s): M. Webster  
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.
Instructor(s): Staff
Prerequisite(s): Open to Ph.D. students in the Darwinian Sciences

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. Prerequisite: successful fulfillment of the BSD teaching requirement and consent of instructor. Students must choose the instructor name from the faculty listing in the <em>Time Schedules</em> and register using that instructor’s assigned section number.
Instructor(s): Staff

EVOL 49600. Graduate Readings in Evolutionary Biology at the Field Museum. VAR 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 <em>Time Schedules</em> and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of instructor.

EVOL 49700. Graduate Readings in Evolutionary Biology. VAR Units.
Directed individual reading courses in evolutionary biology supervised by CEB faculty members. Prerequisite: consent of instructor. Students must choose the instructor name from the faculty listing in the <em>Time Schedules</em> and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of Instructor
EVOL 49800. Graduate Research - Off Campus. VAR 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 <em>Time Schedules</em> and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of Instructor

EVOL 49900. Graduate Research - On Campus. VAR 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 <em>Time Schedules</em> and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of Instructor
Committee on Genetics, Genomics & Systems Biology

Chair, Committee on Genetics, Genomics & Systems Biology (http://ggsb.uchicago.edu)

- Yoav Gilad

Professors

- Graeme Bell, Biochemistry & Molecular Biology
- Joy Bergelson, Ecology & Evolution
- Douglas K. Bishop, Radiation & Cellular Oncology
- Sean Crosson, Biochemistry & Molecular Biology
- Anna DiRienzo, Human Genetics
- M. Eileen Dolan, Medicine
- Wei Du, Ben May Department for Cancer Research
- Martin Feder, Organismal Biology & Anatomy
- 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, Molecular Genetics & Cell Biology
- Robert Grossman, Medicine
- CHuan He, Chemistry
- Robert Ho, Organismal Biology & Anatomy
- David Kovar, Molecular Genetics & Cell Biology
- Martin Kreitman, Ecology & Evolution
- Stephen J. Kron, Molecular Genetics & Cell Biology
- Bruce T. Lahn, Human Genetics
- Michelle M. LeBeau, Medicine
- Manyuan Long, Ecology & Evolution
- Mary Sara McPeek, Statistics
- Carole Ober, Human Genetics
• Olufunmilayo Olopade, Medicine
• Brian J. Popko, Neurology
• Trevor Price, Ecology & Evolution
• Victoria Prince, Organismal Biology & Anatomy
• Ilaria Rebay, Ben May Department for Cancer Research
• John Reinitz, Statistics
• Carrie Rinker-Schaeffer, Surgery
• Marsha Rosner, Ben May Department for Cancer Research
• Lucia Rothman-Denes, Molecular Genetics & Cell Biology
• Andrey Rzhetsky, Medicine
• James A. Shapiro, Biochemistry & Molecular Biology
• Jonathan P. Staley, Molecular Genetics & Cell Biology
• Joseph W. Thornton, Ecology & Evolution
• Aaron Turkewitz, Molecular Genetics & Cell Biology
• Kevin White, Human Genetics
• Chung-I Wu, Ecology & Evolution
• Xiaoxi Zhuang, Neurobiology

Associate Professors

• Jack Gilbert, Surgery
• Tong-Chuan He, Surgery
• Akira Imamoto, Ben May Department for Cancer Research
• Gayle K. Lamppa, Molecular Genetics & Cell Biology
• Jocelyn Malamy, Molecular Genetics & Cell Biology
• Laurens J. Mets, Molecular Genetics & Cell Biology
• Ivan Moskowitz, Pediatrics
• Marcelo Nobrega, Human Genetics
• Kenan Onel, Pediatrics
• Urs Schmidt-Ott, Organismal Biology & Anatomy

Assistant Professors

• David Biron, Physics
• D. Allan Drummond, Biochemistry & Molecular Biology
• Xin He, Human Genetics
• Ellie Heckscher, Molecular Genetics & Cell Biology
• Sally Horne-Badovinac, Molecular Genetics & Cell Biology
• Vincent Lynch, Human Genetics
Committee on Genetics, Genomics & Systems Biology

- Megan McNerney, Pathology
- Edwin Munro, Molecular Genetics & Cell Biology
- Alex Ruthenburg, Molecular Genetics & Cell Biology
- Barbara Stranger, Medicine

Emeritus Faculty

- Wolfgang Epstein, Molecular Genetics & Cell Biology
- Robert Haselkorn, Molecular Genetics & Cell Biology
- Richard R. Hudson, Ecology & Evolution
- Samuel Refetoff, Medicine
- Bernard Roizman, Molecular Genetics & Cell Biology
- Angelo Scanu, Medicine
- Bernard Strauss, Molecular Genetics & Cell Biology

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

The Committee on Genetics, Genomics & Systems Biology (http://ggsb.uchicago.edu) (GGSB) is an interdisciplinary degree-granting program that brings together biologists from over a dozen academic departments. The program is aimed at training Ph.D. scholars for careers as independent scientists in basic and applied biomedical research and education. The Genetics, Genomics, & Systems Biology graduate program offers a program of basic study leading to Doctor of Philosophy in genetics. The Ph.D. 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. Such systems are studied in physiological, developmental and evolutionary contexts. The presence of both basic and clinical sciences in the Biological Sciences Division (BSD) enhances the committee's broad based interdisciplinary approach to teaching and research. The committee provides an exciting environment in which to pursue rigorous, high quality training with flexibility in designing programs to meet individual needs. The focus of GGSB is to train students to utilize sophisticated genetic analysis, genomics, modeling and systems level analysis of regulations networks in their own research program. Opportunities are available to study diverse areas of biology and genetics, including bioinformatics, developmental processes, gene structure and regulation, genetic recombination and mutation, chromosome mechanics, evolution, human disease, immunology, and other areas of modern genetics. Students receive broad training in these sub-disciplines, while specializing in one of them for their research career. The committee's goal is to provide an intellectually stimulating, collegial and
Currrriculum and Timeline - First Year
(collegecatalog.uchicago.edu/graduate/committeeongeneticsgenomicsampsystemsbiology/
%20http://ggsb.uchicago.edu)

The first year of graduate study is spent completing coursework, exploring research opportunities and doing laboratory rotations.

Core Courses and Electives (http://ggsb.uchicago.edu/graduate-program/curriculum-timeline-first-year)

Graduate students in the BSD are required to take nine credits of coursework for the Ph.D. program. Each class is one credit.

- 4 required courses in genetics
- 4 electives
- 2 graded lab rotations for 1/2 credit each

In addition to the course requirements, students attend the Faculty Research Seminar Series (also referred to as "AllStars"), to acquaint themselves with the research community and potential mentors. All first year students in the BSD are required to attend a scientific ethics course.

Required Courses (http://ggsb.uchicago.edu/graduate-program/curriculum-timeline-first-year)

- Genetic Analysis of Model Organisms PLUS
- Genomics & Systems Biology PLUS one of the following three courses:
- Fundamentals of Molecular Biology OR Molecular Biology I OR Molecular Biology II

Students must then choose one of the following to satisfy their final course requirement:

- Fundamentals of Molecular Evolution OR
- Principals of Population Genetics I OR
- Evolutionary Genomics OR
- Human Variation and Disease

The remaining four courses are chosen as elective courses from a host of courses offered in the BSD, the Department of Statistics and the Department of Computer
Science. All elective courses are to be approved by an academic advisor. The curriculum and research training are designed to take full advantage of the strength of genetics, genomics & systems biology research at the university. The program sponsors a regular colloquium, an annual symposium on a chosen topic, a biweekly journal club, and a biweekly genetics of model organisms club.

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.

APPLICATION

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

GENETICS COURSES

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, BCMB 31900, DVBI 31900, HGEN 31900

GENE 39900. Readings Genetics. 100 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: Autumn, Winter, Spring, Summer

GENE 40100. Thesis Research: Genetics. 300 Units.
No description available.
Instructor(s): Gilad Terms Offered: Autumn, Winter, Spring, Summer

GENE 40200. Non-Thesis Research: Genetics. 300 Units.
No description available.
Instructor(s): Gilad Terms Offered: Autumn, Winter, Spring, Summer
GENE 40206. Genetics: Lab Rotation 3. 150 Units.
No description available.
Terms Offered: Autumn, Winter, Spring, Summer
Department of Public Health Sciences

Chair

- Diane S. Lauderdale

Professors

- Habib Ahsan
- James J. Dignam
- Robert D. Gibbons
- Donald Hedeker
- R. Tamara Konetzka
- Benjamin B. Lahey
- Diane S. Lauderdale
- Harold Pollack, School of Social Service Administration
- Ronald A. Thisted

Associate Professors

- Kathleen A. Cagney, Sociology
- Brian Chiu
- Dezheng Huo
- Yuan Ji (part-time)

Assistant Professors

- Lin Chen
- Rena Conti, Pediatrics
- Michael David, Medicine
- Brandon Pierce
- Prachi Sanghavi
- John Schneider, Medicine
- Fabrice Smieliauskas
- Fan Yang
Emeritus Faculty

- John Christian Bailar

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 a graduate program, the Master of Science in Public Health Sciences for Clinical Professionals, and a Ph.D. program. Current information on graduate programs is available from the department’s website at 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 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

PBHS 30910 Epidemiology and Population Health
APPLICATION FOR ADMISSION

Applications should be received by December 1st for entrance into the program in the fall quarter and should consist of a BSD application (including three letters of recommendation), uploaded official transcript(s) from all degree institutions, GRE scores, TOEFL scores (if applicable), CV/detailed relevant work history, and a research statement indicating area of major concentration.

Interested students should visit the department website at http://health.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>
</tr>
</thead>
<tbody>
<tr>
<td>PBHS 30700</td>
<td>Clinical Epidemiology</td>
<td>100</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBHS 30910</td>
<td>Epidemiology and Population Health</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 31001</td>
<td>Epidemiologic Methods</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>
</tr>
<tr>
<td>PBHS 35100</td>
<td>Health Services Research Methods</td>
<td>100</td>
</tr>
</tbody>
</table>

At least one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBHS 32600</td>
<td>Analysis of Categorical Data</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 32700</td>
<td>Biostatistical Methods</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 33300</td>
<td>Applied Longitudinal Data Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 33100</td>
<td>Applied Survival Analysis</td>
<td>100</td>
</tr>
</tbody>
</table>

* STAT 22000 or equivalent can be substituted for this course.

Application for Admission

Applications for admission should be completed by December 1st for entry into the program in the following summer 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.bsd.uchicago.edu.
PUBLIC HEALTH SCIENCES COURSES

PBHS 30030. Introduction to Global Health. 100 Units.
This course provides an overview of global health from the historical perspective to the current state of global health. The course features weekly guest lecturers with a broad range of expertise in the field: topics include the social and economic determinants of health, the economics of global health, global burden of disease, and globalization of health risks, as well as the importance of ethics, human rights, and diplomacy in promoting a healthier world. The course is designed for graduate-level students and senior undergraduates with an interest in global health work in resource-limited settings.
Instructor(s): C. Babcock, C. S. Olopade Terms Offered: Winter
Prerequisite(s): This course does not meet requirements for the biological sciences major
Equivalent Course(s): CCTS 43000, BIOS 29294

PBHS 30700. Clinical Epidemiology. 100 Units.
Clinical epidemiology is the “application of epidemiologic principles and methods to problems encountered in clinical medicine.” This course introduces the basic principles of epidemiologic study design, analysis and interpretation, with a particular focus on clinical applications. The course includes lectures and discussions based on critical appraisal of significant research articles. The course is primarily intended for, but not restricted to, students with prior clinical training. Public Health Sciences 30700 and 30900 may not both be taken for credit, either will fulfill the basic epidemiology requirement for the MSCP in Public Health Sciences and either will serve as the epidemiology prerequisite for Public Health Sciences 31001.
Instructor(s): B. Chiu, D. Lauderdale Terms Offered: Summer
Prerequisite(s): Introductory statistics recommended, may be taken concurrently.
Equivalent Course(s): CCTS 45100

PBHS 30910. Epidemiology and Population Health. 100 Units.
Epidemiology is the basic science of public health. It is the study of how diseases are distributed across populations and how one designs population-based studies to learn about disease causes, with the object of identifying preventive strategies. Epidemiology is a quantitative field and draws on biostatistical methods. Historically, epidemiology’s roots were in the investigation of infectious disease outbreaks and epidemics. Since the mid-twentieth century, the scope of epidemiologic investigations has expanded to a fuller range non-infectious diseases and health problems. This course will introduce classic studies, study designs and analytic methods, with a focus on global health problems.
Instructor(s): D. Lauderdale Terms Offered: Autumn
Prerequisite(s): PBHS 32100 or STAT 22000 or other introductory statistics highly desirable.
Equivalent Course(s): PPHA 36410, 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): D. Huo Terms Offered: Winter
Prerequisite(s): PBHS 30700 or PBHS 30900 or 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
Prerequisite(s): PBHS 30700 or PBHS 30900 or PBHS 30910

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

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): B. Aschebrook-Kilfoy Terms Offered: Autumn
Prerequisite(s): PBHS 30700 or PBHS 30900 or PBHS 30910
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 30700 or PBHS 30900, or PBHS 30910 (or introductory epidemiology) AND HGEN 47000 or consent of instructor.
Note(s): Course not offered in 2016-17.

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 logistic regression.
Instructor(s): S. Watson Terms Offered: Summer
Prerequisite(s): 2 quarters of pre-calculus
Note(s): *In addition to the course, there is a statistical computing workshop on Wednesdays from 10-11:30am.
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.
Terms Offered: Autumn or Spring or both
Prerequisite(s): STAT 22000 or 23400 or 24500 or PBHS 32100 and two quarters of calculus.
Equivalent Course(s): STAT 22400
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 or 24500 and two quarters of calculus.
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): F. Yang Terms Offered: Winter
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): J. Dignam Terms Offered: Spring
Prerequisite(s): PBHS 32100 or STAT 22000; Introductory Statistics or Consent of Instructor
Equivalent Course(s): STAT 35201, CCTS 32901
PBHS 33100. Applied Survival Analysis. 100 Units.
This course will provide an introduction to the principles and methods for the analysis of time-to-event data. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in industrial applications. While some theoretical statistical detail is given (at the level appropriate for a Master's student in statistics), the primary focus will be on data analysis. Problems will be motivated from an epidemiologic and clinical perspective, concentrating on the analysis of cohort data and time-to-event data from controlled clinical trials.
Prerequisite(s): PBHS 32100 or Stat 22000; introductory statistics or consent of instructor
Note(s): Course not offered every year.
Equivalent Course(s): STAT 35600

PBHS 33200. Statistical Analysis with Missing Data. 100 Units.
This course is intended to introduce basic concepts and provide a guide to conducting missing data analysis using the statistical software R. The course will cover topics including Expectation–Maximization algorithm, weighting methods, imputation and other likelihood-based approaches to the analysis of missing data. Some other relevant topics will also be introduced, such as non-ignorable missing data, machine learning methods and multivariate missing data analysis. Computation and application will be emphasized, rather than statistical theory. In the end of the course, the students are expected to complete a final project related to missing data analysis.
Instructor(s): L. Chen Terms Offered: Winter. Not offered 2016-17; Offered alternate years
Prerequisite(s): PBHS 32400/STAT 22400; or STAT 24500; or equivalent; and basic programming skill using R or equivalent

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: Autumn
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
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: TBD. Course not offered every year. Prerequisite(s): PBHS 32400 and PBHS 32700 or consent of instructor.

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: Spring Prerequisite(s): PBHS 32700/STAT 22700 or STAT 34700 or consent of instructor. Equivalent Course(s): STAT 35800

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 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. This course will meet for 1.5-hour sessions, five times per week for six weeks.
Equivalent Course(s): 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

PBHS 35411. The U. S. Health Care System. 100 Units.
This course is a comprehensive examination of many of the key components of
the U.S. health care system and how they work, intended for students from a wide
range of backgrounds. Among others, topics may include public and private health
insurance, the uninsured, health reform, hospitals, physicians, health care quality
and costs, health information technology, pharmaceuticals, medical devices and
diagnostics, long-term care, mental health services, and comparisons with health
systems in developed and emerging markets.
Instructor(s): F. Smieliauskas Terms Offered: Winter & Spring
Note(s): Open to Non-GPHAP students in Winter quarter; GPHAP student
requirement in Spring quarter.
Equivalent Course(s): PPHA 37510, SSAD 47512

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, R. Conti Terms Offered: Course not offered in 2016-17.
Prerequisite(s): Graduate courses in microeconomics and econometrics or statistics,
including the use of linear and nonlinear regression methods.

PBHS 40500. Advanced Epidemiologic Methods. 100 Units.
This course examines some features of study design, but is primarily focused on
analytic issues encountered in epidemiologic research. The objective of this course
is to enable students to conduct thoughtful analysis of epidemiologic and other
population research data. Concepts and methods that will be covered include:
matching, sampling, conditional logistic regression, survival analysis, ordinal
and polytomous logistic regressions, multiple imputation, and screening and
diagnostic test evaluation. The course follows in sequence the material presented in
“Epidemiologic Methods.”
Instructor(s): D. Huo Terms Offered: Spring. Course not offered in 2016-17.
Prerequisite(s): PBHS 31001
PBHS 43010. 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: Spring
Prerequisite(s): STAT 24400 and STAT 24500 or master level training in statistics. Equivalent Course(s): STAT 35920

PBHS 43201. 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 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: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite.
Note(s): Graduate course, open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): STAT 31900, SOCI 30315, PLSC 30102, CHDV 30102
DEPARTMENT OF HUMAN GENETICS

Chair: Carole Ober

Professors

- Habibul Ahsan, Public Health Sciences
- Graeme Bell, Biochemistry and Molecular Biology
- Soma Das
- Anna Di Rienzo
- Elliot Gershon, Psychiatry and Behavioral Neuroscience
- Yoav Gilad
- T. Conrad Gilliam
- Richard Hudson, Ecology and Evolution
- Bruce T. Lahn
- Michelle M. Le Beau, Medicine
- Natalia Maltsev
- Mary Sara McPeek, Statistics
- Dan L. Nicolae, Statistics
- Carole Ober
- Andrey Rzhetsky, Medicine
- Matthew Stephens
- Joseph Thornton, Ecology and Evolution
- Olufunmilayo Olopade, Medicine
- Darrel J. Waggoner
- Kevin White
- Huntington F. Willard

Associate Professors

- Mark Abney
- Ivan Moskowitz, Pediatrics
- Marcelo Nobrega
- John Novembre
- Abraham Palmer

Assistant Professors

- D. Allan Drummond, Biochemistry and Molecular Biology
The Department of Human Genetics offers training in a number of fields of human genetics such as human disease, classical genetics, complex trait genetics, population and evolutionary genetics, cytogenetics, neurogenetics, systems biology, pharmacogenetics and developmental human genetics. This coursework is intended for graduate students who plan to pursue research careers and teaching in the emerging areas of modern biology, and is intended for medical students, advanced undergraduate and graduate students in other programs. The Ph.D. program places great emphasis on sound preparation in human genetics, statistical genetics, and molecular biology.

THE DEGREE OF DOCTOR OF PHILOSOPHY

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 department expects a knowledge of and proficiency in human genetics. This requirement will normally be met by fulfilling the formal coursework described here, but degree programs are flexible. Courses taken at other institutions, in other programs, or as part of the Pritzker School of Medicine curriculum may substitute for HG courses with approval of the Curriculum Committee. To fulfill the requirements for a Ph.D., nine graded courses are required. In the Department of Human Genetics, a student must take the following three required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGCB 31400</td>
<td>Genetic Analysis of Model Organisms</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 47000</td>
<td>Human Genetics-1</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 46900</td>
<td>Human Variation and Disease</td>
<td>100</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HGEN 47100</td>
<td>Intro Statistical Genetics</td>
<td>100</td>
</tr>
<tr>
<td>MGCB 31500</td>
<td>Genetic Mechanisms</td>
<td>100</td>
</tr>
<tr>
<td>DVBI 35600</td>
<td>Vertebrate Development</td>
<td>100</td>
</tr>
<tr>
<td>MGCB 31300</td>
<td>Molecular Biology-II</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 35600</td>
<td>Principles of Population Genetics-1</td>
<td>100</td>
</tr>
</tbody>
</table>

The remaining 4 courses are electives chosen from a host of courses in the Biological Sciences Division and Statistics Department. All courses are to be
approved by an assigned academic advisor. These courses and many more are
designed to develop greater proficiency in your particular sub discipline.

A student is also required to do two laboratory rotations before selecting an
advisor and laboratory in which to pursue a Ph.D. dissertation. These rotations will
be graded and together will be equivalent to one elective. All students are required
to serve as a teaching assistant for two quarters.

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.

APPLICATION

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

HUMAN GENETICS COURSES

**HGEN 30400. Protein Fundamentals. 100 Units.**
The course covers the physical and chemical phenomena that define protein
structure and function. Topics include: the principles of protein folding, molecular
motion and molecular recognition; protein evolution, design and engineering;
enzyme catalysis; regulation of protein function and molecular machines;
proteomics and systems biology. Workshop on X-ray Crystallography: The
workshop is an addendum to Protein Fundamentals and is required for all BCMB
students. This one-week workshop will provide students with an intensive
introduction to protein structure determination by x-ray crystallography. In
addition to lectures, an extensive laboratory component will give students the
opportunity to carry out protein crystallization, data collection (at Argonne),
structure determination, refinement, model building and validation.
Instructor(s): E. Ozkan, D. Arac Terms Offered: Autumn
Equivalent Course(s): MGCB 30400, BCMB 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.
Instructor(s): D. Bishop, E. Ferguson, J. Malamy, I. Moskowitz Terms Offered: Autumn
Equivalent Course(s): DVBI 31400, BCMB 31400, MGCB 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. Quarter

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, BCMB 31900, DVBI 31900, GENE 31900

HGEN 40400. Thesis Research. Units.
No description available.
Instructor(s): A DiRienzo Terms Offered: Autumn, Winter, Spring, Summer

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. Spring
HGEN 47000. Human Genetics-1. 100 Units.
This course covers classical and modern approaches to studying cytogenetic, 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. Autumn
Instructor(s): C. Ober, M. Nobrega, D. Waggoner

HGEN 47100. Intro Statistical Genetics. 100 Units.
This course focuses on genetic models for complex human disorders and quantitative traits. Topics covered also include linkage and linkage disequilibrium mapping and genetic models for complex traits, and the explicit and implicit assumptions of such models.
Instructor(s): X. He Terms Offered: Winter
Equivalent Course(s): BIOS 21216

HGEN 47300. Genomics and Systems Biology. 100 Units.
This lecture course explores the technologies that enable high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, assays of copy number variation, protein expression and protein-protein interaction. We also cover study design and statistical analysis of large data sets, as well as how data from different sources can be used to understand regulatory networks (i.e., systems). Statistical tools introduced include linear models, likelihood-based inference, supervised and unsupervised learning techniques, methods for assessing quality of data, hidden Markov models, and controlling for false discovery rates in large data sets. Readings are drawn from the primary literature.
Instructor(s): Y. Gilad Terms Offered: Spring
Prerequisite(s): STAT 23400 or Statistics in the Biomath Sequence
Equivalent Course(s): IMMU 47300, BIOS 28407

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, A. Skol Terms Offered: Autumn
Committee on Immunology

Chair

- Alexander Chervonsky

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, Molecular Engineering
- Bana Jabri, Medicine
- Vinay Kumar, Pathology
- Rima McLeod, Surgery
- Cathryn Nagler, Pathology
- Anthony Reder, Neurology
- Raymond Roos, Neurology
- Olaf Schneewind, Microbiology
- Hans Schreiber, Pathology
- Melody Swartz, Molecular Engineering
- Martin Weigert, Pathology

Associate Professors

- Juliane Bubeck Wardenburg, Pediatrics
- Fotini Gounari, Medicine
- Haochu Huang, Medicine
- Barbara Kee, Pathology
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, the Committee on Molecular Metabolism and Nutrition, and the Department of Pathology’s Molecular Pathogenesis and Molecular Medicine Graduate Program. The five 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.

IMMUNOLOGY COURSES

IMMU 30010. Immunopathology. 100 Units.
Five examples of diseases are selected each year among the following categories: autoimmune diseases, inflammatory bowel diseases, infection immunity, immunodeficiencies and gene therapy, and transplantation and tumor immunology. Each disease is studied in depth with general lectures that include, where applicable, histological analysis of diseased tissue samples and discussions of primary research papers on experimental disease models. Special emphasis is placed on understanding immunopathology within the framework of general immunological concepts and on experimental approaches to the study of immunopathological models.
Instructor(s): B. Jabri Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): BIOS 25258, PATH 30010

IMMU 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 Terms Offered: Autumn
Equivalent Course(s): MICR 31200
IMMU 31500. Advanced Immunology 1. 100 Units.
This course explores the basic principles of the immune system, including tolerance, the development and differentiation of lymphocyte subsets, the regulation of the class of immune responses, memory, cell homing and migration, cell-cell interactions, antigen presentation and recognition.
Instructor(s): A. Bendelac Terms Offered: Winter

IMMU 32000. Advanced Immunology 2. 100 Units.
This class will explore the molecular and biochemical mechanisms by which lymphocytes develop and are activated in response to antigen. This will include the signal transduction pathways and transcriptional networks involved in these processes, as well as the molecular mechanisms underlying the generation of receptor diversity.
Instructor(s): B. Kee Terms Offered: Spring

IMMU 37000. Mucosal Immunology. 100 Units.
This course addresses how the gut associated lymphoid tissue distinguishes innocuous dietary antigens and commensal bacteria from pathogenic microbes and mounts an appropriate response. The realization that we live in a dynamic relationship with the trillions of bacteria that form the commensal microbiome has added additional complexity to our understanding of this conundrum. In this course a topic will be introduced with a lecture and review article for the first class of each week. In the second class each week students will lead the discussion of the primary articles assigned. The course will be graded on class participation and a final essay-based exam. Although intended primarily for graduate students in the Immunology, Microbiology, MPMM and CMMN programs, undergraduates may enroll with the permission of the instructor.
Instructor(s): C. Nagler Terms Offered: Spring. Not offered 2016-17
Prerequisite(s): An introductory course in immunology is required.
Equivalent Course(s): BIOS 25267

IMMU 40200. Experimental Immunology. 050 Units.
This course centers around the Immunology Journal Club and the Immunology Seminar Series and has two purposes. The first is to provide background knowledge for the seminar given each week by an outside speaker or a member of the Committee on Immunology. The second is to allow the students an opportunity to develop skills in analyzing the literature with students at the same stage of training. First and second year students are required to participate in this course. The two-year course counts towards one credit.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
IMMU 47300. Genomics and Systems Biology. 100 Units.
This lecture course explores the technologies that enable high-throughput collection of genomic-scale data, including sequencing, genotyping, gene expression profiling, assays of copy number variation, protein expression and protein-protein interaction. We also cover study design and statistical analysis of large data sets, as well as how data from different sources can be used to understand regulatory networks (i.e., systems). Statistical tools introduced include linear models, likelihood-based inference, supervised and unsupervised learning techniques, methods for assessing quality of data, hidden Markov models, and controlling for false discovery rates in large data sets. Readings are drawn from the primary literature.
Instructor(s): Y. Gilad Terms Offered: Spring
Prerequisite(s): STAT 23400 or Statistics in the Biomath Sequence
Equivalent Course(s): HGEN 47300, BIOS 28407
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-sites.uchicago.edu) and a PhD from the graduate studies arm of the MSTP, the Interdisciplinary Scientist Training Program (ISTP) (https://pritzker-sites.uchicago.edu/page/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 Biological Sciences Division (http://bsdgrad.uchicago.edu), the Physical Sciences Division (http://physical-sciences.uchicago.edu), and the Social Sciences Division (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
medial school or after the Spring Quarter of their second year of medical school. Most students take 3 to 4 years to complete their PhD research and 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 program’s web site: https://pritzker.uchicago.edu/mstp

**INTERDISCIPLINARY SCIENTIST TRAINING PROGRAM COURSES**

**ISTP 30420. Variable Topic Journal Club. 025 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 16-17 academic year is Cell & Developmental Biology.  
Instructor(s): S. Horne-Badovinac, M. McNerney Terms Offered: Autumn

**ISTP 30440. Variable Topic Journal Club. 025 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 16-17 academic year is physiology.  
Instructor(s): C. Weber, M. Hofmann-Bowman Terms Offered: Winter

**ISTP 30441. Variable Topic Journal Club. 050 Units.**  
The course focuses on grantsmanship, an integral part of a research career.  
Instructor(s): M. Clark Terms Offered: Spring


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
Samuel G. Armato III, Radiology
Bulent Aydogan, Radiation & Cellular Oncology
Chin-Tu Chen, Radiology
Yulei Jiang, Radiology
Chien-Min Kao, Radiology
Patrick La Riviere, Radiology
Zheng Feng Lu, Radiology
Bill O’Brien-Penney, Radiology
Charles A. Pelizzari, Radiation & Cellular Oncology
Steffen Sammet, Radiology
Kamil M. Yenice, Radiation & Cellular Oncology

Assistant Professors

Hania A. Al-Hallaq, Radiation & Cellular Oncology
Naim Ozturk, Radiation & Cellular Oncology
Ingrid Reiser, Radiology
Rodney D. Wiersma, Radiation & Cellular Oncology

Emeritus Professors

Kunio Doi, Radiology
David N. Levin, Radiology
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 from either US or Canadian universities.

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 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 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 Rivière, 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 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): C. Reft, H. Al-Hallaq, B. Aydogan Terms Offered: Winter

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 Rivière 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) 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: Winter

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, R. Miller, J. Murley Terms Offered: Winter

MPHY 37400. Charles E. Metz Special Topics. 100 Units.
The Charles E. Metz Special Topics Course will focus on a faculty/student selected topic in medical physics, which will enhance and extend the education process. A visiting faculty member will spend approximately a week at the University delivering lectures/seminars and interacting with faculty, students, and staff. Each course offering will also include a specific Committee on Medical Physics faculty member who will hold pre- and post- seminar lectures.
Instructor(s): M. Giger, P. La Rivière Terms Offered: Spring (every other year)

MPHY 38600. Physics of Medical Imaging I. 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.</span>
Instructor(s): Y. Jiang, H. Halpern, P. La Rivière, B. Roman Terms Offered: Spring

MPHY 38700. Physics of Medical Imaging II. 100 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. 100 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 39600. Image Processing and Computer Vision. 100 Units.
Introduction to the fundamental concepts and techniques widely used for processing and understanding digital images. The course will consist of a series of lectures and with student projects to provide hands-on experience in various image processing techniques. Topics include: digital image properties, data structures for image analysis, image filtering (smoothing, edge detection, noise reduction), segmentation (region growing, mathematical morphology), feature extraction (histogram analysis, shape description), texture analysis (co-occurrence matrices, texture energy measures, fractals), pattern recognition (discriminant analysis, statistical pattern recognition, neural networks), and linear transforms (Fourier, discrete cosine, Hough, and wavelet transforms).
Instructor(s): S. Armato, M. Giger Terms Offered: Winter

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 39901. Directed Reading In Ultrasonic Imaging Physics. 100 Units.
This course, which will be offered in accordance with student interest and faculty availability, involves directed reading of texts related to ultrasonic physics and engineering, such as R.S.C. Cobbold’s “Foundations of Biomedical Ultrasound.”
Instructor(s): P. La Rivière Terms Offered: All Quarters

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, C Pelizzari 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, C. Pelizzari and Staff 
Terms Offered: All Quarters

MPHY 41800. Research in Advanced Tomographic Imaging. 100 Units. 
Possible research topics include investigation, development, and evaluation of algorithms for advanced tomographic imaging with emphases 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 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 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 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 
Terms Offered: All Quarters
MPHY 42200. Research Physics of Radiation Therapy. 100 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 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 invivo. 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 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 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
Chair

- Sean Crosson, Biochemistry & Molecular Biology and Microbiology

Professors

- Joy Bergelson, Ecology & Evolution
- Eugene B. Chang, Medicine
- Alexander Chervonsky, Pathology
- Sean Crosson, Biochemistry & Molecular Biology and Microbiology
- Robert Daum, Pediatrics
- Tatyana Golovkina, Microbiology
- Jean Greenberg, Molecular Genetics & Cell Biology
- Robert Haselkorn, Molecular Genetics & Cell Biology
- Joseph Kanabrocki, Microbiology
- Dominique Missiakas, Microbiology
- Tao Pan, Biochemistry & Molecular Biology
- Bernard Roizman, Microbiology
- Raymond Roos, Neurology
- Lucia Rothman-Denes, Molecular Genetics & Cell Biology
- Olaf Schneewind, Microbiology
- Howard Shuman, Microbiology
- Wei Jen Tang, Ben May Department for Cancer Research

Associate Professors

- Juliane Bubeck Wardenburg, Pediatrics and Microbiology
- Michaela Gack, Microbiology
- Jack Gilbert, Surgery
- Glenn Randall, Microbiology

Assistant Professors

- Maureen Coleman, Geophysical Sciences
- A. Murat Eren, Medicine
- Seungmin Hwang, Pathology
- Balaji Manicassamy, Microbiology
• Michael Rust, Molecular Genetics & Cell Biology
• Jacob Waldbauer, Geophysical Sciences

The primary purpose of the Committee on Microbiology is to produce research scientists and teachers in microbiology by offering formal instructions; 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 Terms Offered: Autumn
Prerequisite(s): BIOS 20186 or 20234, or consent of instructor
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 Terms Offered: Autumn

MICR 31600. Molecular Basis of Bacterial Diseases. 100 Units.
This course meets one of the requirements of the microbiology specialization. This lecture/discussion course involves a comprehensive analysis of bacterial pathogens, the diseases that they cause, and the molecular mechanisms involved during pathogenesis. Students discuss recent original experimental work in the field of bacterial pathogenesis.
Instructor(s): H. Shuman Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences
Equivalent Course(s): BIOS 25216

MICR 33000. Bacteria/Bacteriophage Genetics and Cell Biology. 100 Units.
This graduate-level course is focused on providing students with a) an understanding of the foundational principles of bacterial genetics, and methods of genetic analysis, and b) how expression of genetic material is regulated in bacteria and phage, and c) mechanisms that govern the construction, development, and division of bacterial cells and multicellular communities.
Instructor(s): S. Crosson, H. Shuman, L. Rothman-Denes 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): B. Manicassamy Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in the biological sciences and third- or fourth-year standing
Equivalent Course(s): BIOS 25287
MICR 35900. Medical Microbiology. 125 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, O. Schneewind Terms Offered: Spring
Prerequisite(s): Second year medical students only or consent of instructor

MICR 39000. Introduction to Experimental Microbiology. 100 Units.
The Committee on Microbiology will host a seminar series comprised of seven to ten presentations by faculty invited from other institutions. A reading and discussion session will accompany the seminar series. In the session, which meets for one hour on a day preceding each week’s seminar, first year graduate students will discuss with their peers and a Microbiology faculty member three original research papers of the invited speaker. Following the seminar and the conventional question and answer period, first year graduate students of the Committee on Microbiology are invited to question the speaker on her or his research and to discuss their own research for a period of 1 hour. In this manner, we will provide students with an intellectual environment that reveals the discovery process and research frontiers in various laboratories and fields. First year graduate students are required to register for the course.
Instructor(s): S. Crosson Terms Offered: Autumn,Winter,Spring

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): S. Crosson Terms Offered: Autumn,Winter,Spring
COMMITTEE ON MOLECULAR METABOLISM AND NUTRITION

Chair

- Matthew Brady

Professors

- Maria-Luisa Alegre, Medicine
- Graeme Bell, 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
- Deborah Nelson, Neurobiology, Pharmacology and Physiology
- Louis Philipson, Medicine
- Victoria Prince, Organismal Biology and Anatomy
- F. Gary Toback, Medicine
- 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
- Kay Macleod, Ben May Department for Cancer Research
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 9.5 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.

**MOLECULAR METABOLISM AND NUTRITION COURSES**

**MOMN 40200. Topics in Nutrition Research.** 100 Units.

This course is conducted as a seminar series. Students will broaden their exposure to metabolism related research through bi-weekly faculty and student presentations of research data and primary literature. Additionally, prominent researchers from other institutions are invited to give a seminar and meet alone with the students to discuss their career paths, experiences in running successfully funded labs and use of cutting edge experimental approaches. Attendance is mandatory for first and second year students but all students are strongly urged to attend.

Instructor(s): M. Brady

Terms Offered: Autumn, Winter, Spring
Committee on Neurobiology

Chair

- Ruth Anne Eatock

Professor

- Edward Awh, Psychology
- 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, Neurobiology, Pharmacology and Physiology
- Elliot S. Gershon, Psychiatry and Behavioral Neuroscience
- Jay M. Goldberg, Neurobiology, Pharmacology and Physiology
- Christopher Gomez, Neurology
- William Green, Neurobiology
- Elizabeth Grove, Neurobiology
- Melina Hale, Organismal Biology and Anatomy
- Dorothy Hanck, Medicine
- Christian Hansel, Neurobiology
- Nicholas Hatsopoulos, Organismal Biology and Anatomy
- Leslie Kay, Psychology
- Richard P. Kraig, Neurology
- Andrea King, Psychiatry and Behavioral Neuroscience
- Anning Lin, Ben May Department of Cancer Research
- Dario Maestripieri, Comparative Human Development
- Daniel Margoliash, Organismal Biology and Anatomy
- Peggy Mason, Neurobiology
- James A. Mastrianni, Neurology
- John Maunsell, Neurobiology
- Martha McClintock, Psychology
- Deborah Nelson, Neurobiology, Pharmacology and Physiology
- Eduardo Perozo, Biochemistry and Molecular Biology
- Brian Popko, Neurology
- Nanduri Prabhakar, Medicine
• Brian Prendergast, Psychology
• Victoria Prince, Organismal Biology and Anatomy
• Clifton Ragsdale, Neurobiology
• Anthony T. Reder, Neurology
• Raymond P. Roos, Neurology
• Marsha Rosner, Ben May Department of Cancer Research
• Steven Roth, Anesthesia and Critical Care
• Eric A. Schwartz, Neurobiology, Pharmacology and Physiology
• S. Murray Sherman, Neurobiology
• Sangram Sisodia, Neurobiology
• Betty Soliven, Neurology
• Sara Szuchet, Neurology
• Wei-Jen Tang, Ben May Department of Cancer Research
• Gopal Thinakaran, Neurobiology
• V. Leo Towle, Neurology
• Paul Vezina, Psychiatry and Behavioral Neuroscience
• Edward Vogel, Psychology
• Ming Xu, Anesthesia and Critical Care
• Xiaoxi Zhuang, Neurobiology

Associate Professor

• Sliman Bensmaia, Organismal Biology and Anatomy
• James Brorson, Neurology
• Philip E. Lloyd, Neurobiology, Pharmacology and Physiology
• Jason MacLean, Neurobiology
• Jeremy Marks, Pediatrics
• Daniel McGehee, Anesthesia and Critical Care

Assistant Professor

• David Biron, Physics
• Stephanie Cacioppo, Psychiatry and Behavioral Neuroscience
• Ellie Heckscher, Molecular Genetics and Cell Biology
• Narayanan (Bobby) Kasthuri, Neurobiology
• Sarah Keedy, Psychiatry and Behavioral Neuroscience
• Paschalis Kratsios, Neurobiology
• Sarah London, Psychology
• Leslie Osborne, Neurobiology
Committee on Neurobiology

- Engin Özkan, Biochemistry and Molecular Biology
- Stephanie Palmer, Organismal Biology and Anatomy
- Wei Wei, Neurobiology

Emeritus Faculty

- Robert L. Perlman, Pediatrics

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 one or two years by the chair of the Committee on Neurobiology until the student chooses a thesis advisor. Upon choosing a thesis advisor, an advisory committee chaired by a 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 four core courses, two graded laboratory rotations and three-related electives. 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, molecular 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, COMMITTEE ON COURSES

NURB 30107. Behavioral Neuroscience. 100 Units.
This course is concerned with the structure and function of systems of neurons, and how these are related to behavior. Common patterns of organization are described from the anatomical, physiological, and behavioral perspectives of analysis. The comparative approach is emphasized throughout. Laboratories include exposure to instrumentation and electronics, and involve work with live animals. A central goal of the laboratory is to expose students to in vivo extracellular electrophysiology in vertebrate preparations. Laboratories will be attended only on one day a week but may run well beyond the canonical period.
Instructor(s): D. Margoliash Terms Offered: Winter
Equivalent Course(s): PSYC 40107,CPNS 30107

NURB 30500. Medical Neurobiology. 100 Units.
This intensive course starts by introducing the student to neuroanatomy and neurophysiology. With the vocabulary afforded by that introduction in hand, students will then learn the general principles of perception, followed by focused treatment of vision, hearing and verbal communication, pain, and equilibrium. Students will then learn the key components of voluntary motor control including the motor unit, reflexes, gait, posture, praxis, cerebellar and basal ganglia function, and gaze control. The course wraps up with a consideration of neural contributions to homeostasis and a consideration of how the brain informs the practice of medicine.<span class="Apple-converted-space"> </span><br /> The course consists of daily lectures, 9 laboratory exercises, 6 review sessions, a midterm and a final. In addition, the ophthalmology and neurology exams will be taught in collaboration with Clinical Skills.<br /> At the conclusion of this course, students will be prepared for the boards, the neurological part of CPPT, and most importantly for understanding the neural contributions to disorders of all organ systems.
Instructor(s): P. Mason Terms Offered: Autumn
Equivalent Course(s): NEUR 30500
NURB 31349. 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): Completion of a Biological Sciences Fundamentals sequence.
Biochemistry strongly recommended.
Equivalent Course(s): BIOS 21349

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): L. Osborne Terms Offered: Autumn
Prerequisite(s): undergraduates with consent of instructor
Equivalent Course(s): ORGB 32500

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): C. Hansel, X. Zhuang, R. A. Eatock Terms Offered: Autumn
Prerequisite(s): Undergraduates With Consent Of Instructor.

NURB 31900. Molecular Mechanisms of Cell Signaling. 100 Units.
Cells in the body communicate with each other by a variety of extracellular signals
(e.g., hormones, neurotransmitters) and processes such as vision and olfaction, as
well as diseases such as cancer, all involve aspects of such signaling processes. The
subject matter of this course considers molecular mechanism of the wide variety of
intracellular mechanisms that, when activated, change cell behavior. Both general
and specific aspects of intracellular signaling are covered, with an emphasis on the
structural basis of cell signaling.
Instructor(s): W.-J. Tang Terms Offered: Spring
Prerequisite(s): "BIOS 20181-20183 or 20191-20193, and 20200"
Equivalent Course(s): BIOS 26317, CPHY 31900
NURB 32100. Cell and Molecular Biology of the Neuron. 100 Units.
Cell and molecular biology of the neuron will discuss the fundamental knowledge the students need to understand the inner workings of the neuron. This course will explore core concepts in cell and molecular biology in considerable depth using examples from neurobiology. A wide range of topics will be covered including: from gene to proteins, regulation of gene expression, mammalian cell architecture, neuronal compartmentalization, membrane trafficking, neuronal dysfunction, and genetic models.
Instructor(s): G. Thinakaran Terms Offered: Winter

NURB 32200. Molecular Neurobiology. 100 Units.
This course is devoted to the examination of current research in the molecular biology of the nervous system. We will explore the structure and function of macromolecules that control, propagate, and elicit neural signaling. Topics covered include 1) structural elements of neurons and glia; 2) structure and function of the synapse; 3) aspects of the molecular basis of neural signaling; and 4) gene expression in neural systems. Lectures draw on current journal literature to present a state-of-the-art background of the topic, the current questions being explored, as well as problems and aspects.
Instructor(s): W. Green; B. Popko Terms Offered: Spring. Alternate

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 and A. Fox Terms Offered: Spring

NURB 32800. Neuropsychopharmacology. 100 Units.
Effects of drugs on behavior; emphasis on the functional contribution of brain neurotransmitter systems.
Instructor(s): P. Vezina Terms Offered: Winter

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
NURB 33370. Sensitive Periods: How the Timing of Exper Alters Its Effect. 100 Units.
Sensitive periods are defined as phases in life when experience has the most effect on a particular brain system. Typically occurring during development, experience during sensitive periods has long-term implications for sensory processing, affective development, cognitive processes, and production of complex learned behavior such as language. We will combine an investigation of biological underpinnings with behavioral consequences of sensitive periods and ask questions such as: How are sensitive periods defined during development? Are sensitive periods for a variety of behaviors different or the same? How does experience intersect with the brain to encode and modify a sensitive period? Can we re-open sensitive periods after their normal end - and do we want to?
Instructor(s): S. London Terms Offered: Spring
Note(s): CHDV Distribution: 1*
Equivalent Course(s): CHDV 43760, PSYC 43760

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.ches as well as different elements of neuro
Instructor(s): X. Zhuang Terms Offered: Winter
Equivalent Course(s): NEUR 33400

NURB 33800. Animal Models of Neuropsychiatric Disorders. 100 Units.
This course will cover the development, validation, and use of animal models of neuropsychiatric disorders. A wide range of animal models will be covered including behavioral, pharmacological, and genetic models, with an emphasis on mouse models. The disorders covered will range from those with unknown etiology to those with known single-gene causes. Disorders covered will include schizophrenia, mood disorders, obsessive-compulsive disorder, and autism spectrum disorders.
Instructor(s): S. Dulawa Terms Offered: Spring
Equivalent Course(s): BIOS 25129
NURB 34600. Neurobiology of Disease. 100 Units.
The graduate-level course on the Neurobiology of Disease 100-unit course, co-directed by Chris Gomez and Xiaoxi Zhuang, 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.

Meetings are planned for the third Wednesday in each month, from 5:30 to 7:30pm. Food and beverages will be provided.

Instructor(s): C. Gomez, X. Zhuang Terms Offered: Autumn,Winter,Spring. Once-a-month class, 10 meetings over three quarters
Department of Organismal Biology and Anatomy

Chair: Robert K. Ho

Director of Graduate Studies: Mark Westneat

Professors

- 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
- Victoria E. Prince
- Clifton Ragsdale, Neurobiology
- Callum Ross
- Paul Sereno
- Neil H. Shubin
- Mark Westneat

Associate Professors

- Sliman Bensmaia
- Urs Schmidt-Ott

Assistant Professors

- Leslie Osborne, Neurobiology
- Stephanie Palmer

Emeritus Faculty

- James A. Hopson
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 vertebrate 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, evolutionary developmental biology, and vertebrate 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 to understand broader systems-level questions. OBA and its integrative biology program has been actively positioning itself as a leader in research and graduate training in this endeavor.

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 department to begin preparation of their application early in the autumn quarter, so that all materials will arrive by the December 1 deadline. The department requires GRE General Test scores from all applicants. 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://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 & ANATOMY COURSES

ORGB 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 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: Spring.
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals Sequence. Recommended for Advanced Biology students.
Equivalent Course(s): BIOS 22250, EVOL 30250
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.
Instructor(s): Z. Luo, K. Angielczyk Terms Offered: Autumn.
Prerequisite(s): Second-year standing and completion of a Biological Sciences Fundamentals sequence; or GEOS 13100-13200 or GEOS 22300, or consent of instructors.
Equivalent Course(s): BIOS 23262

ORGB 31300. Key Issues in Early Vertebrate Evolution. 100 Units.
The course addresses questions about the origin of vertebrates, the interrelationships of major gnathostome clades, and the fish-tetrapod transition.

Instructor(s): M. I. Coates Terms Offered: Winter
Prerequisite(s): Undergraduate level chordate biology required; familiarity with methods in systematic biology advantageous.
Equivalent Course(s): EVOL 30300

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): L. Osborne Terms Offered: Autumn
Prerequisite(s): undergraduates with consent of instructor
Equivalent Course(s): NURB 31600
ORGB 33850. Evolution and Development. 100 Units.
The course examines the evolution of animal development. Special attention is
given to the development of invertebrate phyla from sponges to lower chordates.
References to vertebrate body plans are included. Original research papers will be
assigned to introduce current debates. Students will be asked to contribute an oral
presentation on a selected research topic that fits the broader goal of the course.
Instructor(s): U. Schmidt-Ott Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with the consent of the
instructor.
Equivalent Course(s): BIOS 22306,DVBI 33850,EVOL 33850

ORGB 34650. Computational Approaches for Cognitive Neuroscience. 100 Units.
This course is concerned with the relationship of the nervous system to higher
order behaviors such as perception and encoding, action, attention, and learning
and memory. Modern methods of imaging neural activity are introduced, and
information theoretic methods for studying neural coding in individual neurons and
populations of neurons are discussed.
Instructor(s): N. Hatsopoulos Terms Offered: Spring
Prerequisite(s): BIOS 24222 or CPNS 33100
Equivalent Course(s): PSYC 34410,CPNS 33200

ORGB 40000. Introduction to Integrative Organismal Biology. 100 Units.
A graduate seminar to introduce students to research of faculty in the Department
of Organismal Biology and Anatomy.<br />
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.
No description available.
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. 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.
Instructor(s): M. Coates, P. Herendeen, S. Hackett Terms Offered: Winter. offered in alternate (even) years
Prerequisite(s): Open to Ph.D. students in the Darwinian Sciences
Note(s): not offered in 2016-17
Equivalent Course(s): ECEV 40200, EVOL 40200

ORGB 42600. Theoretical Neuroscience: Statistics and Information Theory. 100 Units.
This course is the third part of a three-quarter sequence in theoretical/computational neuroscience. It begins with the spike sorting problem, used as 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 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 and newer population coding models. The decoding section will cover basic methods for inferring the stimulus 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): CPNS 35600, STAT 42600

ORGB 57500. Cell Growth, Injury, Repair and Death. 100 Units.
This course reviews the various modes of cell injury that can occur, the basic molecular healing responses, and pathways of metabolic survival or death. This course may be of interest to those interested in wound healing, biological stress responses, molecular chaperones, radiobiology, biomechanics, biomedical engineering, as well as trauma and critical care medicine.
Instructor(s): R. Lee Terms Offered: Autumn
Equivalent Course(s): MOLM 57500, MPMM 57500
TRANSLATIONAL RESEARCH

HOWARD HUGHES MEDICAL INSTITUTE MED-INTO-GRAD TRANSLATIONAL TRAINING PROGRAM (TTP)

The Howard Hughes Medical Institute - University of Chicago PhD/MS Translational Training Program (TTP) is designed to engage students in both basic biological and clinical research, and to bridge the gap between highly specialized research and human disease processes in the context of a formal PhD program. Graduates will receive a PhD in their chosen discipline and an MS in Translational Research.

In addition to gaining a strong understanding of modern research methodology, trainees will simultaneously be trained in pathophysiology and exposed to clinical problems that present them with opportunities to establish credentials as a biomedical researcher.

First-year doctoral students in the Biomedical Sciences cluster, which includes the Committees on Cancer Biology, Immunology, Microbiology, and Molecular Metabolism and Nutrition are eligible to apply. These four academic units share several common courses, seminar series, retreats and additional common events.

Students in the Neuroscience cluster, specifically the Committees on Neurobiology and Computational Neuroscience, are also welcome to apply. Neurobiology is an interdepartmental program designed to provide training and instruction for students interested in the biology of the nervous system, while computational neuroscience is concerned with how components of the various nervous systems interact to produce behaviors.

A call for applications will be issued to eligible students in late Winter Quarter through the program administrators of the eligible programs and on the program website, due early in Spring Quarter. The application includes a research statement and a UC transcript. Decisions are made by Translational Research faculty. Decisions are released in late Spring Quarter.

The Translational Training Program courses (several that were designed specifically for this program), lectures and workshops offer exposure to a wide array of clinical situations which would not be experienced in a regular basic science program. In addition, the requirement of having a thesis supervisor with a clinical background assures a medical focus in the research project.

Participants are also required to develop thesis projects focused on human biology or disease processes, and remain intellectually engaged with translational research topics through various conferences, seminars and the CTSA Translational Research
Translational Research and Outcomes Research workshops. Each trainee will have two mentors: one from their primary program and one with a clinical background.

Molecular Pathogenesis & Molecular Medicine Courses

MPMM 30900. Cancer Biology 2: Molecular Mechanisms in Cancer Biology. 100 Units.
This course provides students with an in-depth understanding of how key cellular processes are deregulated in cancer and the molecular mechanisms underpinning these defects. The course covers cell cycle checkpoint control, cell death, tumor suppressor and oncogene function, DNA repair mechanisms, epigenetics of cancer, nuclear hormone receptor activity in cancer, tumor metabolism, hypoxia responses, angiogenesis and metastasis. In addition to material covered in formal lectures, discussion sessions cover tumor stem cells, "oncogene addiction," inflammatory responses, cancer therapeutics, mouse models of human cancer and other topical subjects relevant to understanding tumor initiation and progression, as well as how current research may facilitate cancer treatment.
Instructor(s): D. Vander Griend Terms Offered: Winter
Equivalent Course(s): CCTS 40200, CABI 30900

MPMM 34300. Selected Topics in Molecular Engineering: The Engineering and Biology of Tissue Repair. 100 Units.
This course will examine the biomolecular and cellular bases for tissue engineering, including biological processes and biomolecular actors underlying morphogenesis and tissue repair in a number of tissue systems. Biomaterials and drug release principles being developed for tissue engineering will be examined, and the means by which molecular engineering is interfaced with the biomolecules and cells involved in tissue morphogenesis for tissue engineering will be elaborated. Selected case studies in different tissue engineering applications will be considered both through didactic presentations and projects undertaken by the students. Course work or research experience in cell biology and biochemistry strongly recommended.
Instructor(s): Joel Collier Terms Offered: Spring
Prerequisite(s): BIOS 20186 or BIOS 20234

MPMM 40500. Team Translational Project I. 100 Units.
No description available.
Instructor(s): Louis Philipson and Richard Kraig Terms Offered: Summer
Prerequisite(s): Admission to HHMI-MiG program

MPMM 40614. Team Translational Project II. 100 Units.
No description available.
Instructor(s): Louis Philipson and Richard Kraig Terms Offered: Autumn
Prerequisite(s): Admission to HHMI-MiG program
MPMM 40700. Team Translational Project III: Translational Research and Associated Clinical Trials. 100 Units.
No description available.
Instructor(s): Nancy Schwartz Terms Offered: Winter
Prerequisite(s): Consent of instructor

MPMM 40800. Team Translational Project IV: Clinical Experience. 100 Units.
No description available.
Instructor(s): Nancy Schwartz Terms Offered: Summer
Prerequisite(s): Admission to HHMI-MiG program
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 and Pritzker School of Medicine websites: http://www.bsd.uchicago.edu/ and http://pritzker.uchicago.edu/

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, 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, Dr. Ravi Salgia 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) 702-6390.
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, electroconvulsive therapy, and schizophrenia. Primary and affiliated teaching and clinical institutions besides the University of Chicago Medical Center include Mercy Hospital, 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. 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.bsd.uchicago.edu/.

For more information, please contact the Psychiatry Office of Education at (773) 702-0529 or the Chair of Psychiatry at (773) 834-4083, further contact information available at http://psychiatry.bsd.uchicago.edu/.
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 or Karl S. Matlin, Ph.D. (kmatlin@surgery.bsd.uchicago.edu), Vice-Chairman of Research.
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. In recognition of the generous support extended to the medical school from the Pritzker family of Chicago, the medical school was renamed the Pritzker School of Medicine in 1968. 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 a part of the academic Division of the Biological Sciences. This situation offers medical students a wide array of opportunities for interdisciplinary research, learning and collaboration between the basic and clinical sciences. Surveys conducted by the Association of American Medical Colleges over the last several years consistently show the University of Chicago among the top schools in the nation as a producer of faculty members at academic medical centers.

In 2009, the Pritzker School of Medicine began rolling out a reorganized curriculum, known as the Pritzker Initiative. The new curriculum emphasizes active learning, integration among the clinical and basic sciences, and scholarship and discovery. The Pritzker curriculum begins with the introduction to the Human Body, which runs from early August through October and includes lectures from nearly 30 University of Chicago faculty members. Beginning in late September, first years students are introduced to the Scientific Foundation of Medicine series. This series spans the first two years of study guiding students through such themes as Response to Injury, Neurobiology, and Clinical Pathophysiology and Therapeutics. Students also begin seeing patients during their first quarter as part of the longitudinal Physician-Patient-Society-Systems (P2S2) course. This course includes modules on Health Care Disparities and the Social Context of Medicine. Students have access to a state-of-the-art clinical performance center which uses standardized patients and videotaped performance to educate students in taking a history, performing a physical examination, and clinical decision making. By the
time students enter their clerkship rotations during the end of their second year of studies they are considered part of the health care team. During their clinical years, students participate in eight clinical clerkships, a subinternship and a series of elective experiences at the nationally ranked University of Chicago Medical Center and NorthShore University HealthSystem.

Building on Pritzker’s legacy of producing research scholars, the revamped curriculum also includes a Scholarship and Discovery thread which requires the completion of a mentored scholarly project. Students have the option to engage in scholarship in medical education, quality improvement, community health, global health, and scientific investigation. During the pre-clinical years, students acquire core skills in research methodology and biostatistics and return to their designated scholarly area during their fourth year. The Pritzker School of Medicine’s curriculum culminates with the Transitions to Internship Capstone course which provides graduating fourth year students with the practical skills they need to transition seamlessly into graduate medical education.

The University of Chicago Medical Center

The University of Chicago Medical Center, which includes the new $700 million 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.

The Medical Center and Biological Sciences Division encompass almost 5 million gross square feet of space in more than 30 buildings devoted to research, teaching and patient care.

In early 2013, the 10-story Center for Care and Discovery opened, adding 1.2 million square feet of patient and clinical space. The state-of-the-art facility, designed by renowned architect Rafael Vinoly, is nestled in the heart of the medical campus, steps away from the 10-story Knapp Center for Biomedical Discovery, which opened in 2009, the Gordon Center for Integrative Science and Pritzker School of Medicine. Its prime location emphasizes our commitment to integrating research, education, and clinical excellence to improve patient care.

The Medical Center 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).
Faculty members associated with the Medical Center and BSD ranked fifth nationally in National Institutes of Health (NIH) research funding per faculty member in 2013.

The medical center 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.

Patients with particularly complex or obscure medical problems travel from all over the world for treatment at the University of Chicago Medicine. The medical center includes the National Cancer Institute-designated University of Chicago Medicine Comprehensive Cancer Center; a Howard Hughes Medical Institute; a National Diabetes Research and Training Center; a National Clinical Nutrition Research Unit; the Special Center for Research in Arteriosclerosis; the MacLean Center for Clinical Medical Ethics; the Bucksbaum Institute for Clinical Excellence; the Joseph P. Kennedy Jr. Intellectual and Developmental Disabilities Research Center; the Center for Health and the Social Sciences; and the Clinical Pharmacology Center.

It is also the site of two additional national clinical research units and has widely recognized research programs on digestive diseases, anti-cancer medications, cell biology of cardiac and skeletal muscle, transplantation biology, lipoprotein-cell surface interactions, nuclear medicine and imaging, and receptors and response proteins in reproductive tissue.

The medical center is supported by its critical care transport helicopter team, UCAN, which celebrated its 30th anniversary in 2013. It was the first dedicated medical helicopter program in the Chicago area when it began in 1983, and is the only area program to fly with a flight physician.

Requests for an application and other inquiries should be addressed to the Admissions Department, The University of Chicago Pritzker School of Medicine, 924 E. 57th Street, BSLC 104, Chicago, IL 60637. Email: pritzkeradmissions@bsd.uchicago.edu

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 and Development Training Program (GDTP). 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.
The Pritzker School of Medicine

For further information about this program, please visit: 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

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
THE DIVISION OF THE HUMANITIES

Dean

• Anne W. Robertson

Dean of Students

• Martina Munsters

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 December 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 PROGRAM
IN THE HUMANITIES

Director

- Malynne Sternstein, Associate Professor of Russian and East European Studies, Associate in Cinema and Media Studies, Affiliate in Germanic Studies and Chair of the Fundamentals Program in the College

Deputy Director

- Hilary Strang, Lecturer, English Language and Literature

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 university 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.

For students interested in careers at cultural institutions and in cultural policy, publishing, journalism, business, politics, or secondary school or community college teaching and the full spectrum of the nonprofit sector, MAPH’s emphasis on critical writing, analytical thinking, scholarly research, and flexible cultural perspectives is invaluable.

DEGREE REQUIREMENTS

Requirements for the A.M. 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 Deputy 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.

**PRECEPTORS**

Preceptors are advanced graduate students or recent Ph.D. graduates 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 may 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).

To apply, click here (https://humanities.uchicago.edu/students/admissions/apply-now).

**CONTACT**

MAPH Website: http://maph.uchicago.edu/
Email: ma-humanities@uchicago.edu
Phone: (773) 834-1201
MASTER OF ARTS PROGRAM IN THE HUMANITIES COURSES

MAPH 30100. Foundations of Interpretive Theory. 100 Units.
No description available.

MAPH 30200. Thesis Writing Workshop. 000 Units.
No description available.

MAPH 30400. Thesis Writing Workshop. 100 Units.
No description available.

MAPH 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.
This course is designed to provide MAPH students with an introduction to some recent and ongoing debates between philosophers working in the analytic tradition. The course is, however, neither a history nor an overview of analytic philosophy. Instead, we will focus on three different debates, spending about three weeks on each. We will likely consider one debate in metaphysics (on the freedom of the will), one in metaethics (on “constitutivism”), and one in epistemology (on the nature of knowledge and reasons for belief).
Instructor(s): K. Davey 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

MAPH 32001. Teaching Precollegiate Philosophy. 100 Units.
This course will consider the practices of philosophy through a critical examination of different approaches to teaching precollegiate philosophy. Philosophy at the precollegiate level is common outside of the United States, and there is a growing movement in the US to try to provide greater opportunities, in both public and private schools, for K–12 students to experience the joys of philosophizing. But what are the different options for teaching precollegiate philosophy and which are best? That is the main question that this course will address. Students in this course will also have the opportunity to include an experiential learning component by participating in the UChicago Winning Words precollegiate philosophy program. A and B.
Instructor(s): B. Schultz Terms Offered: Spring
Prerequisite(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): PHIL 22001
MAPH 32209. Philosophies of Environmentalism and Sustainability. 100 Units.
Some of the greatest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions informing such environmental issues. Can a plausible philosophical account of justice for future generations be developed? What counts as the ethical treatment of non-human animals? What does the term “natural” mean, and can natural environments as such have moral standing? A and B

Instructor(s): B. Schultz Terms Offered: Winter
Note(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): HMRT 22201, ENST 22209, GNDR 22204, PHIL 22209

MAPH 32250. Philosophy: Practice, Form and Genre. 100 Units.
This course provides an introduction to philosophy though a consideration of the extraordinary diversity of its historical pedagogical practices and literary (and non-literary) forms and genres. “Philosophy” has been everything from a way of life to an academic profession, and “philosophizing” has been conducted in such forms and genres as Socratic conversation, scholastic debate, lectures, group discussions, dialogues, aphorisms, fables, poetry, meditations, novels, reviews, essays, treatises, music, and more. Cultivating some sense of this diversity is crucial to understanding many of the deep differences between philosophical perspectives, past and present. A and B

Instructor(s): B. Schultz Terms Offered: Autumn
Note(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): PHIL 22515

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): Staff Terms Offered: Autumn
Equivalent Course(s): ENGL 48000, CMST 40000
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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required
of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600,ARTH 38600,ARTV 26600,CMLT 22500,CMLT 32500,CMST 48600,ENGL 29600,ENGL 48900,CMST 28600

MAPH 34010. Expanded Arts, 1958-1978. 100 Units.
During the 1960s and 1970s, many artists challenged traditional media, transgressed
disciplinary boundaries, and revolutionized the ways that art is produced,
exhibited, and experienced. Through a mixture of overview and case studies,
this seminar will focus on key international developments in this process,
including Fluxus, Happenings, New Music, Performance, Expanded Cinema,
“Structural” film, Experiments in Art and Technology, Land Art, artists’ books and
publications, and more. Taught in coordination with three related exhibitions on
view concurrently at the Smart Museum of Art, Neubauer Collegium for Culture
and Society, and Special Collections Research Center.
Instructor(s): J. Proctor Terms Offered: Winter
Equivalent Course(s): ARTH 34010,ARTV 20410,ARTV 30410,ARTH 24010

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 Aristotle to
Adorno and beyond. But we will also question the very project of thinking about
“poetics” as opposed to “poetry” or “poems.” Is it possible to theorize the art form
without doing violence to the particularity—and peculiarity—of individual poems
themselves?
Instructor(s): J. Wilkinson Terms Offered: Autumn
Prerequisite(s): MAPH Poetics Core
Equivalent Course(s): CRWR 34800,ENGL 34800
MAPH 36000. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): T. Gunning Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, CMST 28500

MAPH 36750. Anxiety. 100 Units.
The phenomenon of anxiety emerged as one of the leading psychological disorders of the 20th and 21st centuries. Worrying ourselves into the realm of the pathological, we now have a requisite measure of anxiety for every prescribed stage of life. But why are we so anxious? Considering its prevalence in everyday life, the concept and theories of anxiety have been employed surprisingly seldom as a way into film, fiction, and art. In this course we examine the modern origin of contemporary discourses specific to anxiety and their unique manifestation in cultural artifacts. To understand the complex of anxiety in the so-called Western world, we rely on the theories of Søren Kierkegaard, Martin Heidegger, Sigmund Freud, Jacques Lacan, and Alenka Zupančič; fiction by Stoker, Schnitzler, Kafka, and Sebald; and film by Haneke, Kubrick, Ophuls, and Hitchcock. We will also have guest speakers from the fields of clinical psychiatry, geriatric medicine, philosophy, and comparative anthropology.
Instructor(s): M. Sternstein, A. Flannery Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing
Note(s): English majors: This course fulfills the Theory (H) distribution requirement.
Equivalent Course(s): ENGL 24260, GRMN 26715, BPRO 26750

MAPH 39411. Consequentialism from Bentham to Singer. 100 Units.
Are some acts wrong "whatever the consequences"? Do consequences matter when acting for the sake of duty, or virtue, or what is right? How do "consequentialist" ethical theories, such as utilitarianism, address such issues? This course will address these questions by critically examining some of the most provocative defenses of consequentialism in the history of philosophy, from the work of the classical utilitarians Bentham, Mill, and Sidgwick to that of Peter Singer, one of the world’s most influential living philosophers and the founder of the animal liberation and effective altruism movements. Does consequentialism lend itself to the Panoptical nightmares of the surveillance state, or can it be a force for a genuinely emancipatory ethics and politics? A and B
Instructor(s): B. Schultz Terms Offered: Winter
Note(s): Course is open to undergraduates and MAPH students.
Equivalent Course(s): PHIL 29411
MAPH 40201. Topics in Contemporary Theory and Criticism. 100 Units.
This seminar focuses on key theories and theoretical debates in the critical
discussion of contemporary art. Through close examinations of selected texts,
exhibitions, and artworks, we will engage with a set of concepts and concerns
that have shaped the discourse around cultural production in recent decades.
Rather than presenting a comprehensive survey, the seminar will involve intensive
investigation of certain key positions and debates and their relevance for thinking
about artistic practice today.
Instructor(s): J. Proctor Terms Offered: Autumn
Equivalent Course(s): ARTH 30201, ARTV 20201, ARTV 40201, ARTH 20201

MAPH 44319. Writing Images/Picturing Words. 100 Units.
What is the relationship between reading and looking? To what extent are all
texts images, and all images texts? What are the cognitive, phenomenological,
social, and aesthetic consequences of foregrounding the pictorial aspect of
alphabetical characters? How do textual and visual images compare to our mental
visualizations?
In this arts studio course, students will construct original works of
literary and visual art that "picture language" in order to investigate the overlapping
functions of text and image. Studying works by contemporary visual artists like
Alison Knowles and Jenny Holzer, and practicing poets such as Susan Howe
and Tan Lin, we will frame our artistic and literary practice within the ongoing
conversation between word and image in modern culture.
The course will feature
visits to our studio by contemporary poets and visual artists, who will provide
critiques of student work and discussion of their own ongoing projects.
Faculty
members working at the intersection of word and image will also visit the class
to help us frame our creative practice within a critical, historical, and theoretical
context. Students will submit a final project, which may be accompanied by a critical
background essay, at the end of the term.
Instructor(s): S. Reddy and J. Stockholder Terms Offered: Spring
Prerequisite(s): Consent of instructor required. Interested students, please email
faculty a paragraph about your background and interest in the material.
Equivalent Course(s): CDIN 44319, ENGL 44319, ARTV 44319
MAPH 46000. Teaching in the Community College. 100 Units.
Community colleges serve as an important entry point to higher education for many Americans. As open-access institutions, they take students regardless of their performance in high school or its equivalent and serve as a second educational chance for many. Because community colleges are often heavily subsidized by taxpayers, and because classes are relatively small and taught by credentialed faculty, students have an opportunity for a low-cost, high-quality education. Many MAPH students identify with the community college’s academic mission and ideals of democratic access.

“Teaching in the Community College,” prepares students both for the teaching job market and the classroom. Students examine the history and social location of the community college and the sometimes troubling contradictions embedded in its mission. The course raises some core questions of teaching and educational justice, introducing key figures in critical pedagogy and some important voices in recent debates in higher education. Students also prepare a teaching portfolio, including a sample syllabus, resume, and cover letter, and lead a teaching demonstration.
Instructor(s): TBD Terms Offered: Winter
Note(s): Open only to MAPH students. Instructor consent required.
MASTER OF ARTS IN LATIN AMERICAN STUDIES - HUMANITIES

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

DIRECTOR

Brodwyn Fischer, Department of History and the College

STUDENT AFFAIRS COORDINATOR (PROGRAM ADVISOR)

Jamie Gentry

e-mail: jagentry@uchicago.edu

phone: 773.702.8420

Please see the pages for the Center for Latin American Studies (p. 63) for the list of the Latin American Studies faculty, also available at o (http://clas.uchicago.edu/page/people) in the CLAS website (http://clas.uchicago.edu).

The Center for Latin American Studies administers a Master of Arts degree program in Latin American Studies. The Master of Arts program is a one year program of graduate studies that provides students with a thorough knowledge of the cultures, history, politics, and languages of the region. Students benefit from various resources that put the University of Chicago at the forefront of research and scholarship on Latin America, including world renowned faculty, top quality library resources, graduate workshops, and field research grant opportunities. Please see the Center for Latin American Studies pages for full details on Center resources. The Center also administers a Bachelor of Arts (major and minor) in Latin American Studies, and a BA to MA degree program (for details please see t (http://clas.uchicago.edu/page/degree-programs)he CLAS degree programs webpages (https://clas.uchicago.edu/page/degree-programs)).

The master’s program attracts students who will benefit from interdisciplinary training in a highly individualized and flexible program. Each student works closely with faculty and the program advisor to design a customized curriculum, define an area of scholarly research, and write a master’s thesis. Students take advantage of the program’s flexibility to advance their academic and/or career objectives. Some students approach a research interest from a multidisciplinary perspective. Others strengthen their training in a single discipline as it relates to Latin American Studies, or explore new fields.

Through the M.A. Proseminar, the required common core of the master’s program, students gain a critical understanding of the major theoretical approaches, principal research methods, and current trends in Latin American Studies. During the autumn and winter quarters of the Proseminar students develop the proposal for their
master’s thesis. The master’s thesis is meant to demonstrate the student’s ability to apply formal training in Latin American Studies toward a specific and original research problem. Primary Latin Americanist faculty at the University of Chicago serve as guest lecturers in the Proseminar to introduce students to their research.

The master’s program provides students with the opportunity to develop and enhance skills and knowledge appropriate for careers related to Latin America or as preparation for further graduate work or professional training. Graduates of the program enter or return to careers for which the master’s degree is increasingly an entry-level requirement, including secondary and higher education, government, business, and various cultural organizations and non-profit agencies. Others enter doctoral and professional degree programs with support and advice from Latin American Studies staff and faculty.

ADMISSION TO THE MASTER’S PROGRAM

Prospective students to the Master of Arts program in Latin American Studies may apply to the program through the Division of the Social Sciences or through the Division of the Humanities and will receive the degree from the division through which they have been admitted.

INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all 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:
Division of the Humanities (http://humanities.uchicago.edu/students/admissions/apply-now)
Social Sciences Division (https://apply-ssd.uchicago.edu/apply)

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.

Students who wish to earn a Ph.D. degree should apply to a degree program in one of the graduate departments or committees in the Division of the Humanities or the Division of the Social Sciences. Foreign students should be advised that in the United States completion of a master’s degree program is generally not a prerequisite to entering a Ph.D. program.
Program Requirements

Upon entering the program, students will work under academic direction of the CLAS Student Affairs Coordinator and the CLAS Postdoctoral Lecturer to develop a specific program of study, cultivate their research interests, and identify a faculty advisor for their master’s thesis. The basic components of the master’s program are described below.

Languages

A fundamental requirement of the program is proficiency in one of the spoken languages (other than English) of Latin America and the Caribbean. This requirement normally will be met in Spanish or Portuguese. However, substitution of an Amerindian language (such as Aymara, K’iche’ Maya, or Yucatec Maya) or a language spoken in the Caribbean (such as Haitian Kreyol) is permissible with the approval of the program advisor. Petitions for substitution will be evaluated in light of the student’s prior competency and curricular program and the adequacy of instructional resources in the substitute language. Advanced Proficiency Examinations will be administered to evaluate the entering student’s language skills. Students usually meet the language requirement through the Advanced Proficiency Examination in Spanish or Portuguese.

Course Requirements

The standard course requirement is nine quarter courses, to be met as follows: the M.A. Proseminar in Latin American Studies; five courses in Latin American and Caribbean Studies; and three disciplinary elective courses. Students are expected to fulfill the language requirement through proficiency examination, and complete the master’s program in three quarters of course work.

The MA Proseminar in Latin American Studies

Through the MA Proseminar, the required common core of the master’s program, students gain an introduction to the variety of disciplinary approaches, discourses, and foci that fall under the large rubric of Latin American Studies. The Proseminar introduces students to specialists in the field at the University of Chicago and to the research and investigation in which they are involved. Led by the Postdoctoral Lecturer in Latin American Studies, the Proseminar meets during the Autumn and Winter quarters.
5 Latin American Content Courses

Each quarter CLAS compiles a list of University-wide courses with Latin American content. Courses which focus on disciplinary, methodological or comparative topics (such as International Relations Theory or Indigeneity) may also be counted toward this requirement, provided the student completes a paper or other major project treating a Latin American theme. Students choose their content courses in consultation with the Program Advisor and the CLAS Postdoctoral Lecturer.

3 Disciplinary Elective Courses

These courses may have Latin American content, but they are often taken in order to gain a specific disciplinary grounding, to explore a particular theoretical framework, or to develop skills in a particular research methodology. Non-degree graduate level courses taken and completed at the University prior to admission to the master’s program may be used in fulfillment of elective requirements, upon approval of the Program Advisor. Students choose their elective courses in consultation with the Program Advisor and the CLAS Postdoctoral Lecturer.

Credits towards the Master of Arts in Latin American Studies must be taken at the graduate level (courses designated as 30000 or above). However, certain lower level courses may be accepted, at the discretion of the program advisor. All course requirements can be met in three academic quarters.

Courses

Courses pertinent to the Latin American area are offered through the individual departments and committees of the Divisions of the Social Sciences and the Humanities, and through the University’s professional schools. Please refer to the listings in these Announcements and in the quarterly Time Schedules for specific offerings. Additionally, special courses are offered by senior visiting Latin Americanist faculty through the Center’s Tinker Visiting Professorship. Each quarter the Center compiles a comprehensive list of Latin American and Caribbean courses to be offered at the University available on the CLAS webpage (http://clas.uchicago.edu/page/courses) or through classes.uchicago.edu.

The Master’s Thesis

In addition to the course requirements outlined above, every master’s degree candidate is required to submit a master’s thesis. This paper is meant to demonstrate the student’s ability to apply formal training in Latin American and Caribbean studies toward a specific research problem developed over the course of the program. The research and writing of the thesis will be conducted
under the guidance of a faculty advisor and the CLAS Postdoctoral Lecturer. A student may register for the course LACS 40300 Master’s Paper Preparation, which is arranged on an individual basis with the faculty advisor for the project. This course, while optional, may be counted as one of the five required Latin American Studies core courses.

For additional information about the Master of Arts in Latin American Studies program, please see visit the CLAS website (http://clas.uchicago.edu) or call CLAS Student Affairs Coordinator Jamie Gentry at (773) 702-8420.
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;
- Three quarters of an approved integrated Middle Eastern survey course.
- 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, Sumerian, 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 22000, 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 the three quarter sequence: Ancient Near Eastern History & Society (NEHC 30001, 30002, 30003).

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

Website: https://arts.uchicago.edu/theater-and-performance-studies

Core Faculty

Chair

• David Levin, Departments of Germanic Studies and Cinema & Media Studies

Professors

• Philip Bohlman, Department of Music
• Thomas Christensen, Department of Music
• Martha Feldman, Department of Music
• Theaster Gates, Department of Visual Arts
• Tom Gunning, Departments of Cinema & Media Studies and Art History
• Elaine Hadley, Department of English Language & Literature
• Loren Kruger, Departments of English Language & Literature and Comparative Literature
• Larry Norman, Department of Romance Languages & Literatures
• Freddie Rokem, Wiegeland Visiting Professor of Theater & Performance Studies
• Yuri Tsivian, Departments of Art History, Cinema & Media Studies, Comparative Literature, and Slavic Languages & Literatures
• Judith Zeitlin, Department of East Asian Languages & Civilizations

Associate Professors

• Berthold Hoeckner, Department of Music
• Matthew Jesse Jackson, Departments of Art History and Visual Arts
• Agnes Lugo-Ortiz, Department of Romance Languages & Literatures
• Sarah Nooter, Department of Classics
• William Pope.L, Department of Visual Arts
• Steven Rings, Department of Music
• Catherine Sullivan, Department of Visual Arts
• Christopher Wild, Department of Germanic Studies

Assistant Professors

• Seth Brodsky, Department of Music
• Ariel Fox, Department of East Asian Languages & Civilizations
• John Muse, Department of English Language & Literature
• Rocco Rubini, Department of Romance Languages & Literatures

Professors of Practice

• Leslie Buxbaum Danzig, Assistant Professor of Practice in Theater & Performance Studies
• Annie Dorsen, Visiting Assistant Professor of Practice in Theater & Performance Studies

Emeritus Faculty

• David Bevington, Departments of English Language & Literature and Comparative Literature

Lecturers

• Heidi Coleman, Director of Undergraduate Studies
• Shade Murray
• David New
• Pamela Pascoe
• Jessica Wardell

Staff

• Laura Ashlock, Production Manager of University Theater
• Carla Barger, Coordinator for the Center for Theater & Performance Studies
• Corrie Besse, Managing Director of University Theater, Coordinator for the Theater & Performance Studies Program
• Ben Caracello, Technical Director
• Joe Court, Sound and Audio Manager
• Jenny Pinson, Props Manager
• Samantha Rausch, TAPS North Theater Manager
• Nathan R. Rohrer, Costume Shop Manager
• Jessica Kuehnau Wardell, Director of Design
• Josh Wroblewski, Lighting Manager

Overview

The PhD program in Theater & Performance Studies is a joint degree program that affords students rigorous and comparative work across two disciplines. Students develop a program of study within TAPS 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 may also extend their curricular experience through the development of performance work, engaging national and international artists in intellectual and artistic collaborations. Graduates are well prepared for professional opportunities in a variety of fields within and beyond the academy.

The program consists of five main components: course work, artistic work, oral 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 participating entry 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. A two-course graduate sequence in the History and Theory of Theater and Performance, designed to provide a rigorous introduction to advanced study in the discipline.

2. Three TAPS-related seminars within the entry department, to be determined in consultation with the advisor.

3. Five courses outside the entry department.
   - Three courses in theater or performance practice (e.g., advanced acting, directing, set design, choreography, etc.).
   - Two seminars, selected in consultation with the Director of Graduate Studies that complement the student’s disciplinary training.

4. Two-Term qualifying paper and/or performance project.

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 research in the wider field of Theater and Performance Studies.
- Complete two internships in theater or performance practice with a professional theater, dance, or performance company. At least one of the internships should be completed over the summer (e.g., with the Chicago Performance Lab), while the other can be completed outside of Chicago with one of our national or international partners.

Qualifying Examination and Dissertation Proposal

Students are expected to complete the Qualifying Exam in TAPS at the outset of the fourth year 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. The exam provides an opportunity for the student to look back and lend coherence to his or her 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 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 dissertation 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 detail three things: (1) the scholarly and artistic stakes of the project; (2) the methodologies to be employed; and (3) a detailed outline of the planned chapters and, if appropriate, the planned creative work. The proposal should be completed and defended one quarter after the Ph.D. 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.

Fellowships

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. Pedagogical training is a vital part of the educational experience at the University, so all fellowships include a required teaching component.

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 company, and forge substantial contacts in the theater community. Chicago’s theater 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)


Court Theatre (http://www.courtttheatre.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.thehousetheatre.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.theatereoobleck.com)

University Theater (https://arts.uchicago.edu/theater-and-performance-studies/performing-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

Students in a joint degree program need to meet 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 each student’s 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. Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

Theater and Performance Studies Courses

TAPS 32312. Virtual Theaters. 100 Units.
This course probes the nature and limits of theater by exploring a range of theatrical texts whose relation to performances are either partially or fully virtual. Like the works we will read, the course transgresses disciplinary, generic, and temporal boundaries, bringing together from various centuries philosophical dialogues (Plato), closet dramas, novel chapters in dramatic form (Melville’s Moby-Dick, Joyce’s Ulysses), radio drama, nonsense drama, and new media forms that test conventional definitions of theatrical performance: flash mobs, twitter theater, digital theater, and interactive games.
Instructor(s): J. Muse
Terms Offered: Winter
Equivalent Course(s): ENGL 32312
TAPS 36550. Shakespeare’s History Plays. 100 Units.
This course on Shakespeare’s English history plays will adopt an unusual stratagem of reading the plays in order of the historical events they depict: that is, starting with King John, who ruled England from 1199 until his death in 1216, down to Henry VIII (1509-47), the father of Queen Elizabeth. The emphasis will be on the great plays, Richard II, Henry IV Parts 1 and II, Henry V, and Richard III. My hope is that this approach will enable us to explore Shakespeare’s concept of English history over a large sweep of time. (D, E)
Instructor(s): D. Bevington Terms Offered: Autumn
Equivalent Course(s): ENGL 36550,FNDL 21405,TAPS 16550,ENGL 16550

TAPS 38422. Opera in the Age of Its Mechanical Reproducibility. 100 Units.
Instructor(s): D. Levin Terms Offered: Spring
Equivalent Course(s): GRMN 37717,TAPS 28422,MUSI 24417,MUSI 34417,CMST 28301,CMST 38301,GRMN 27717

TAPS 38427. Comedy Central. 100 Units.
Comedy is a serious subject and art is no laughing matter, but levity displays a type of intelligence that is both profound and nimble and must be met on its own terms. Toward that end, this interdisciplinary seminar will investigate: the various modes through which comedy infects contemporary art, questions of form in the art of comedy, performative objects, the object of comedic performance, and the seriousness of play. Prerequisite: Consent of instructor(s) required; English and DOVA students will have priority.
Instructor(s): L. Berlant Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates admitted with the consent of instructor
Equivalent Course(s): ENGL 32407
TAPS 38495. Literature and Performance in Medieval Japan. 100 Units.
This course acquaints students with some of the major genres of medieval Japanese literature and performance, including setsuwa (explanatory tales), sarugaku (“monkey music”) and dengaku (“field music”), imayō (popular songs), gunki monogatari (warrior tales), and the noh and kyōgen theaters. We will explore the religious, social, and political contexts from which these genres emerge, as well as the rich and intricate ways in which performance and literature overlap throughout the medieval period. Specific topics of interest include the significance of “medievality” in conceptions of Japanese culture, the shifting relationship between elite and commoner culture, the emergence of a “national” culture, and the role of women authors and performers. We will read primary texts in translation, examine visual materials, and watch and listen to recordings of contemporary performances. Additionally, we will read relevant secondary scholarship in order to broaden our understanding of both the medieval texts themselves and their reception over time and space. No Japanese language ability is necessary, although students who have taken Japanese literature or culture courses will be particularly well prepared.
Instructor(s): A. Lazarus Terms Offered: Winter
Equivalent Course(s): EALC 34810, TAPS 28495, EALC 24810

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): J. Zeitlin Terms Offered: Spring
Prerequisite(s): Good command of classical Chinese.
Equivalent Course(s): EALC 41451
TAPS 59306. Performance Theory: Action, Affect, Archive. 100 Units.
This PhD seminar offers a critical introduction to performance theory and its applications not only to theatre but also to performance on film and, more controversially, to ‘performativity’ to fictional and other texts that have nothing directly to do with performance. The seminar will be organized around three key conceptual clusters:

a) action, acting, and other forms of production or play, in theories from the classical (Aristotle) through the modern (Hegel, Brecht, Artaud), to the contemporary (Richard Schechner, Philip Zarilli, and others)

b) affect, and its intersections with emotion and feeling: in addition to the impact of contemporary theories of affect and emotion (Massumi, Sedgwick) on performance theory (Erin Hurley), we will read earlier modern texts that anticipate recent debates (Diderot, Freud) and their current interpreters (Joseph Roach, Tim Murray and others), as well as those writing about the absence of affect and the performance of failure (Sara Bailes and others)

c) archives and related institutions, practices and theories of recording performance, including the formation of audiences (Susan Bennett and with evaluating print and other media yielding evidence of ephemeral acts, including the work of theorists of memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians (Rose Bank, Jody Enders, Tracy Davis and others) as well as current theorists on the tensions between the archive and the repertoire (Diana Instructor(s): L. Kruger Terms Offered: Winter
Note(s): Requirements: one or two oral presentations of assigned texts and final paper. To prepare PhDs for professional writing, final paper will take the form of a review article (ca 5000 words) examining key concepts in the field and the controversies they may engender, by way of two recent books that tackle these concepts
Equivalent Course(s): CMST 62201, ENGL 59306
DEPARTMENT OF ART HISTORY

Chair

- Richard Neer

Professors

- Charles Cohen
- Darby English
- Tom Gunning
- Christine Mehring
- William J. T. Mitchell
- Richard Neer
- Joel M. Snyder
- Yuri Tsivian
- Wu Hung

Associate Professors

- Persis Berlekamp
- Claudia Brittenham
- Matthew Jesse Jackson
- Aden Kumler
- Wei-cheng Lin
- Andrei Pop
- Katherine Taylor
- Martha Ward

Assistant Professors

- Niall Atkinson
- Patrick Crowley
- Chelsea Foxwell
- Cécile Fromont
- Megan Sullivan

Harper Schmidt Collegiate Assistant Professor
The department offers a program for the study of the history and theory of art, leading to the degree of Doctor of Philosophy. We provide a forum for exploring the visual arts of European, Near Eastern, Asian, African, and American civilizations. The department seeks to cultivate knowledge of salient works of art, of the structures within which they are produced and used, and of the ways in which the visual environment in the broadest sense generates, acquires, and transmits meaning. We encourage the exploration of diverse approaches. Ways of addressing and analyzing the range of materials that constitute visual culture are emphasized in lectures, seminars, and workshops through the oral and written presentation of research and inquiry into specific objects, periods, and issues.

**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. Applicants are normally required to submit Graduate Record Examination (GRE) aptitude scores. Both applicants with a B.A. and applicants who bring an M.A. in Art History from another institution are welcome to apply for admission to the Ph.D. program. The department grants M.A. degrees but does not have an independent M.A. program.

The combined application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through
Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The department sets specific requirements for language skills, course distribution, and procedures leading to the completion of a dissertation. These are worked out individually, in accordance with a student’s interests, in consultation with the student’s major faculty advisor and the director of graduate studies. Ordinarily they include proficiency in two foreign languages and eighteen courses, at least ten of which are in art history, distributed between major and minor fields. These courses are taken during a two-year period and include the Art History Proseminar (ARTH 40200) and the COSI Objects & Materials Seminar (ARTH 44002). Independent research work in the student’s area of interest completes the program and guides the development of a dissertation proposal.

After completing course work, including a qualifying paper written over two quarters, the student prepares for a written examination testing knowledge in his or her major field of study and probable area of dissertation research. Successful completion of these preliminary examinations and departmental approval of the dissertation proposal qualifies the student for admission to candidacy. This identifies the final, most challenging and gratifying stage of doctoral study, the research and writing of the dissertation, an original contribution of scholarly or critical significance. Because the requirements for the programs in art history are regularly reviewed and revised, applicants should consult the departmental handbook for up-to-date statements: http://arthistory.uchicago.edu/graduate/department-handbook.

THE DEGREE OF MASTER OF ARTS

The objective of the program is the Ph.D. degree. Doctoral students in the program are eligible for the M.A. 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 the Art History Proseminar (ARTH 40200) and the COSI Objects & Materials Seminar (ARTH 44002); 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 at http://maph.uchicago.edu/

COURSES

For more information on recently taught courses, please see the course description page of the departmental website at: http://arthistory.uchicago.edu/courses.

ART HISTORY COURSES

ARTH 30201. Topics in Contemporary Theory and Criticism. 100 Units.
This seminar focuses on key theories and theoretical debates in the critical discussion of contemporary art. Through close examinations of selected texts, exhibitions, and artworks, we will engage with a set of concepts and concerns that have shaped the discourse around cultural production in recent decades. Rather than presenting a comprehensive survey, the seminar will involve intensive investigation of certain key positions and debates and their relevance for thinking about artistic practice today.
Instructor(s): J. Proctor Terms Offered: Autumn
Equivalent Course(s): MAPH 40201, ARTV 20201, ARTV 40201, ARTH 20201

ARTH 30603. Image and Text in Mexican Codices. 100 Units.
In most Mesoamerican languages, a single word describes the activities that we would call “writing” and “painting.” This seminar will investigate the interrelationships between image and text in Central Mexico both before and immediately after the introduction of alphabetic writing in the 16th century. We will also review art historical and archaeological evidence for the social conditions of textual and artistic production in Mexico, and how these traditions were transformed under Spanish colonial rule. We will consider the materiality of text and image by working with facsimiles of Mesoamerican books in the Special Collections Research Center of the Regenstein Library. At the end of the course, students will have acquired a basic literacy in Aztec and Mixtec writing systems, and will have refined their ability to look productively and write elegantly about art.
Instructor(s): C. Brittenham Terms Offered: Autumn
Equivalent Course(s): LACS 20603, LACS 30603, ARTH 20603
ARTH 31205. From the Non-Object to the End of Art: The South American 1960s. 100 Units.
Beginning with the 1959 publication of the “Neo-Concrete Manifesto” in Rio de Janeiro, this course traces the radical transformations of art objects and artistic practices in South America (especially Brazil and Argentina) over the course of the 1960s. Through the study of both works of art and the writings of artists and critics, we will investigate new definitions of the art object, revolts against existing institutions of art, and the emergence of performance, media, and conceptual art. These developments will be read against social and political changes in the region, including the impasse of mid-century modernization efforts and the rise of repressive dictatorships. We will make extensive use of the Hélio Oiticica exhibition and related programming at the Art Institute during the quarter.
Instructor(s): M. Sullivan Terms Offered: Spring
Equivalent Course(s): LACS 21205,LACS 31205,ARTH 21205

ARTH 31314. Fluxus and the Question of Media. 100 Units.
The course investigates the international Fluxus network of the 1960’s and 70’s from a media perspective. Often identified with the concept of “intermedia” launched in a 1966 text by artist, writer and publisher Dick Higgins, Fluxus artists seemed at pain to distinguish their work from the multimedia or gesamtkunstwerk approaches of the Happening artists, seeking instead to formulate a mode of working between or even beyond media. Underpinned by a desire to pass beyond the work of art itself, this was a complex position that had profound implications for their approaches to technologies and practices such as film, video, computing, sound/music, theatre, poetry and image-making. We will try to map the various facets of this position, with particular emphasis on its relation to another key Fluxus concept: the work as event.
Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): CMST 27804,CMST 37804,ARTH 21314
ARITH 32770. Rhoades Seminar: Conflict & Vision in the Modern Metropolis. 100 Units.
This course is a multidisciplinary exploration of the rapid and fraught evolution of the modern metropolis through images and writings spanning the 19th and 20th centuries. Sited at the Art Institute of Chicago, this course will focus on works in the museum's permanent collection that focus on cities after the industrial revolution. We will engage with a variety of polemical depictions of the urban in photography, painting, film, architecture, and urban planning in order to develop a dense and synthetic understanding of evolving and contradictory ideas about the modern city. Artworks for the course range from the iconic to the bureaucratic, with the goal of interrogating potent urban visions including Impressionist and Cubist paintings of modern Paris, photographers work in cities from Alfred Stieglitz to Brassai, as well as a wide sampling of architects and planners proposals for ideal, everyday, and utopian cities by Daniel Burnham, Ludwig Hilberseimer, Buckminster Fuller and many others. Although focused on the United States and Europe, this course will include key comparisons from areas outside of the west including Japan and Latin America.
Instructor(s): A. Fisher Terms Offered: Autumn
Equivalent Course(s): ARTH 22770

ARITH 33003. The Past Resurgent in Nineteenth-Century Art. 100 Units.
This course will interrogate the various senses of the past that emerge from European (particularly French) art of the nineteenth century, which has been called the great age of historical revivalism. No doubt the turbulence of contemporary events — replete with revolutions as well as rapid social and technological change — had something to do with the unprecedented ways in which nineteenth-century artists regarded and represented history, with a protean embrace of past styles.
Themes and topics to be considered include Homer and the classical past; Joan of Arc and medieval revivalism; Napoleon; modern life and the uses of history; monuments; and primitivism.

Engaging closely with the Classicisms exhibition on view at the Smart Museum in winter/spring 2017, the course will also examine objects from the Smart’s permanent collection and draw upon a series of critical and theoretical readings. Interested students will have the option to help organize a small, collection-based response exhibition.

Instructor(s): A. Leonard Terms Offered: Spring
Equivalent Course(s): ARTH 23003
ARTH 33310. Renaissance Geographies: Travel and the Geographic Imagination. 100 Units.
In his 15th century diary, the Florentine merchant and traveler, Benedetto Dei, described his encounter with the Sultan in Istanbul. He noted that if the Ottomans ever invaded the Italian peninsula, its warring states would forget their differences and form a united front to protect their common shores. This Italian “identity” expressed as a temporal unity against a common enemy betrays the complex and fluid nature of the multiple imagined geographies in which Early Modern Italians lived. Benedetto also delineated his idea of Europe, while he mapped out each street in his local neighborhood of the Oltrarno. These are only several of the numerous ways in which travelers came to terms with both familiar and foreign places, mapping out the psycho-geographies of their lives at home and abroad. Consequently, this course investigates the transactions between the local and the “global” in the spatial imaginations of travelers who created their own micro- and macrocosmic orders in which to live and understand the worlds around them. Consequently, the course will be looking at travel literature from the Middle Ages to Early Modern Europe, in particular how these texts mapped out intercultural relationships in the Mediterranean world through descriptions of cities, their customs, and their physical environment.
Instructor(s): N. Atkinson Terms Offered: Winter
Equivalent Course(s): ARTH 23310

ARTH 34002. Advanced Nonfiction Workshop: Writing About the Arts. 100 Units.
Writing about the arts has long been a way for writers to investigate the wide world, and to look inward. In this course, we’ll be focusing on the visual arts, and we’ll try to see how reflecting on painting, photography, installation art, and those arts that get called “decorative” gives us ways to consider the object in space, and also history, war, friendship, education, material culture, aesthetics, and coming-of-age. In writing, we will practice all kinds of forms: lyric fragments; polemics; reviews; catalog essays; museum wall texts; personal meditations on a single work; documentation of lost techniques and lost works; and history, criticism, and biography written for readers outside the academy. Students will also write a longer essay to be workshopped in class. We’ll read and discuss writers such as Susan Sontag, Geoff Dyer, Claudia Rankine, Tiana Bighorse, Rebecca Solnit, Zbigniew Herbert, Donald Judd, Octavio Paz, Mark Doty, Hervé Guibert, Kevin Young, Lawrence Weschler, and Walter Benjamin. Students will make some guided and some independent visits to museums including the Art Institute, the DuSable Museum of African American History, the Smart Museum of Art, the Oriental Institute, and the National Museum of Mexican Arts.
Instructor(s): R. Cohen Terms Offered: Spring
Prerequisite(s): Submit nonfiction writing sample when applying to register for the course.
Equivalent Course(s): CRWR 24002, CRWR 44002, ARTH 24002
ARTH 34010. Expanded Arts, 1958-1978. 100 Units.
During the 1960s and 1970s, many artists challenged traditional media, transgressed disciplinary boundaries, and revolutionized the ways that art is produced, exhibited, and experienced. Through a mixture of overview and case studies, this seminar will focus on key international developments in this process, including Fluxus, Happenings, New Music, Performance, Expanded Cinema, “Structural” film, Experiments in Art and Technology, Land Art, artists’ books and publications, and more. Taught in coordination with three related exhibitions on view concurrently at the Smart Museum of Art, Neubauer Collegium for Culture and Society, and Special Collections Research Center.
Instructor(s): J. Proctor Terms Offered: Winter
Equivalent Course(s): MAPH 34010, ARTV 20410, ARTV 30410, ARTH 24010

ARTH 34110. Venetian Painting from Bellini to Titian. 100 Units.
The works of Giovanni Bellini, Giorgione, Titian, and other major figures are studied in the context of the distinctive Venetian version of the Renaissance. The course will explore the patterns of patronage, iconography, and practice as they are impacted by the Venetian cult of the state, the role of the great charitable institutions in Venetian society, and the conservative Venetian guild and workshop organization. Some of the major art-historical themes will include the understanding of Giorgione and Giorgionism as a decisive turn towards modernity in European art; the complex place of the long-lived Titian throughout the entire period; the role of drawing in an art most noted for its light, color, and touch; and the complex interaction of Venetian and Tusco-Roman visual cultures throughout the Renaissance.
Instructor(s): C. Cohen Terms Offered: Autumn
Prerequisite(s): Any 100-level course in art history or visual arts.
Equivalent Course(s): ARTH 24110

ARTH 34266. Polemic Hut. 100 Units.
From Vitruvius to Le Corbusier, and from Thoreau’s cabin to prefab micro-houses, the architectural imaginary has been populated by idealized minimal dwellings. As an introductory architectural design studio, this course poses the problem of the “polemical hut” to ask how we live and build today. A range of projects and related readings will provide the context for students’ own designs. Basic techniques of architectural drawing and modeling will also be introduced.
Instructor(s): S. Keller Terms Offered: Winter
Equivalent Course(s): ARTV 34266, ARTH 24266, ARTV 24266

ARTH 34350. Art and Colonialism. 100 Units.
This course investigates the role of colonialism in the shaping of European discourses about non-Western peoples and their visual and material culture from the early modern period to the present. It is organized around three themes: colonization and the birth of the museum, the role of art in the colonial project, and world art in the post-colonial era.
Instructor(s): C. Fromont Terms Offered: Spring
Equivalent Course(s): ARTH 24350
ARTH 34812. Museums and Art. 100 Units.
This course considers how the rise of the art museum in the 19th and 20th centuries affected the making of modern art and the viewing of past art. It is not designed to be a survey course, but rather a historical investigation of certain issues and developments. We will concentrate on the following: what has been said to happen to objects when they are uprooted and moved into the museum; how and why museums have changed display practices so as to get viewers to look at art in new ways; what artists have understood museums to represent and how they have responded to that understanding in their work and their display preferences. Though reference will be made to the contemporary art world, the focus will be on materials and case studies drawn from the French Revolution through the 1960s. French, German, English, and American museums will be featured.
Instructor(s): M. Ward Terms Offered: Spring
Equivalent Course(s): ARTH 24812

ARTH 35002. Rethinking the Social History of Art. 100 Units.
Prior to the Second World War, and again in the wake of the 1968 unrests, a politically committed art history carried out innovative research in the social and political stakes of art with the ambition to offer a comprehensive critique of society. What kind of social history of art does our troubled epoch need (or deserve)? Is the social history of art primarily activism by other means or does it aspire to be a value-free social science? If the latter, what economic, sociological, anthropological, or other foundation should it have? With readings in the Hegelian, Marxist, Feminist, and other art historical traditions.
Instructor(s): Andrei Pop Terms Offered: Winter. Winter 2017
Equivalent Course(s): ARTH 25002, SCTH 35002

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 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: Spring. Spring 2017
Equivalent Course(s): ARTH 25003, SCTH 35003
ARTH 37304. Photo/Modernism/Esthetic. 100 Units.
The course presents the history of photographic practices in the United States, beginning in the late 19th century and extending into the 1980s, aimed at gaining an audience for photographs within museums of art. The issues under study include the contention over claims about medium specificity, notions of photographic objectivity, a peculiarly photographic esthetics, the division of photography into two categories—art vs. documentary—and the role of tradition and canon formation in the attempted definition of the photographic medium.
Instructor(s): J. Snyder Terms Offered: Spring
Equivalent Course(s): ARTH 27304

ARTH 37509. Reading Artists Writing. 100 Units.
The purpose of this course is to think deeply about the writing of artists and its considerable implications for the practice of art history. What kind of knowledge is produced when a visual artist writes? Are making and writing distinctive modes of cultural production? If every art practice has its own conditions of visibility, what role does an artist’s writing play in establishing them? How does this writing affect how and what one sees? What is art history’s responsibility to the artist’s discourse? Such questions will be guiding ones for this course. In addition to regular course meetings, several required sessions may be scheduled to accommodate site visits beyond Hyde Park.
Instructor(s): D. English Terms Offered: Winter
Prerequisite(s): Enrollment strictly limited to 15 with instructor consent required.
Equivalent Course(s): ARTH 27509

ARTH 38500. History of International Cinema I: Silent Era. 100 Units.
This course introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): T. Gunning Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): ARTH 28500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000, CMST 28500
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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700, CMST 28600

ARTH 39150. Veiling the Image: Sacred & Profane – Antiquity to Modernity. 100 Units.
This course will explore the fascinating culture of covering and veiling sacred icons, or images that were thought to cause trauma or outrage in the European tradition. It will begin in the ancient world and explore medieval, Renaissance and modern art – both paintings and sculptures, as well as images that represent the covering of images… It will attempt to restore the sensual, the tactile and the performative to the experience of viewing art and engaging with its powers, by contrast to the prevailing regime of disinterested contemplation encouraged by the modernist art gallery. Instructor(s): J. Elsner Terms Offered: Spring. The course will be taught in an accelerated format twice per week for the first five weeks of the quarter.
Equivalent Course(s): RLIT 39150, RLST 28716, ARTH 29150

ARTH 39400. Feminine Space in Chinese Art. 100 Units.
“Feminine space” denotes an architectural or pictorial space that is perceived, imagined, and represented as a woman. Unlike an isolated female portrait or an individual female symbol, a feminine space is a spatial entity: an artificial world composed of landscape, vegetation, architecture, atmosphere, climate, color, fragrance, light, and sound, as well as selected human occupants and their activities. This course traces the construction of this space in traditional Chinese art (from the second to the eighteenth centuries) and the social/political implications of this constructive process. Instructor(s): Wu Hung Terms Offered: Spring
Equivalent Course(s): EALC 27708, EALC 37708, ARTH 29400
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, 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.
Instructor(s): Jas’ Elsner and Françoise Meltzer Terms Offered: Spring
Equivalent Course(s): CDIN 40010, CMLT 40010, RLIT 40010

ARTH 40200. Art History Proseminar. 100 Units.
How do we do art history? What is it? What are its premises and where does it come from? This seminar will explore the historical foundations, formulations and applications of current art historical methods, as well as the foundations of the art historical discipline as it emerged from the late 19th and early 20th centuries. Both theory and practice will be considered through select texts, with special focus on art history as a distinct scholarly discipline today. Rather than attempting to cover a comprehensive history of the methodological and historiographic traditions, the readings will attempt to present a coherent, if highly complex and conflictive, narrative that remains open to continued interrogation by its practitioners. Required of all first year ARTH PhD students.
Instructor(s): A. Kumler Terms Offered: Autumn
Note(s): Required of all first year Art History PhD students.
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.
Instructor(s): Clifford Ando and Claudia Brittenham Terms Offered: Spring Equivalent Course(s): HREL 40301, KNOW 40301, CLAS 44916, LACS 40301, HMRT 64202, CDIN 40301

ARTH 41314. Media Atmospheres: Art & Biopolitics at the End of the 20th C. 100 Units.
In the late 1990’s and early 00’s contemporary art seemed to turn towards design, architecture and fashion, leading many critics to claim that the boundaries between the practices of art and design were eroding. This course proposes a different line of inquiry, based on the fact that so many of the artworks in question were in fact hidden media machines, improvisations on a life environment increasingly suffused in the dynamics of networked media technologies and their various modes of time production and -control. Elements of design and architecture were in other words enlisted in the construction of what we may call media atmospheres, everyday sensorial surrounds that addressed the intimate integration of bodies and real-time technologies in the information economy, a new modality of the capture of life forces that Michel Foucault called biopolitics.

The course will be oriented around a close study of a select number of artistic positions, in addition to reading theoretical and critical texts that were important to the artists in question as well as to the larger field of discussion. Ultimately, the course is about a form of new media art less invested in technical invention than in new aesthetic techniques of social production.

Instructor(s): I. Blom Terms Offered: Autumn Equivalent Course(s): CMST 67808
ARTH 41610. Between East and West: Venice in the Pre-Modern Period. 100 Units.
Venice's long-standing ties with the Byzantine Empire have left their visible trace in the city's art and architecture and have had an equally strong impact on Venetian myth-making in the pre-modern period. Until today the appropriation of Byzantine style is especially evident in the church of Saint Mark the Evangelist, as well as in the decoration of less-well known medieval churches of the Venetian Lagoon. During the so-called Fourth Crusade, the Sack of Constantinople has led to large-scale pillaging of the Byzantine capital and the transfer to Venice of countless Byzantine artifacts, among them are liturgical items, reliquaries, icons, and architectural spoils. How were these artifacts employed in the Venetian Lagoon for religious and political ends after being disassociated from their original contexts? What transformations did they experience with regard to usage and appearance? What kinds of new ceremonies, both religious and secular, did they inspire? What was their impact on artistic creativity and religious life in their new environment? How were they perceived intellectually, and what kinds of narratives evolved around them in Venice over the centuries? These are some of the key questions to guide our research. On a broader scale, we will investigate various phenomena of cultural transfer and 'hybridity' from the Middle Ages to the Baroque era.
Instructor(s): Karin Krause Terms Offered: Spring
Prerequisite(s): Reading comprehension of scholarship published in foreign languages, especially German, is essential (other language skills are desirable, esp. in Latin, French, and Italian). Undergraduates who have these skills are welcome to attend after obtaining consent from the instructor.
Equivalent Course(s): HCHR 51610, RLIT 51610

ARTH 42009. Art, Science, and Magic in the Pre-modern Islamic World. 100 Units.
This seminar examines relationships between arts and the study of the cosmos in the pre-modern Islamic world. Our objects of study mediated human understanding of the cosmos, and/or offered humans the possibility of manipulating their position within it. The media in which these objects were made include manuscripts, textiles, ceramics, metalwork, and architecture. Recurrent questions of the seminar include the following. How closely can we define historically appropriate theoretical frameworks (eg., Neoplatonic, Hermetic, Aristotelean, Prophetic Medicinal) for particular objects? How do we explain objects of similar forms which might be theorized through divergent models, or objects of divergent forms which might be theorized through similar models?
Instructor(s): P. Berlekamp Terms Offered: Autumn
Equivalent Course(s): NEHC 40723
ARTH 42250. Materiality & Medieval Art History. 100 Units.
In recent years the role played by materials and concepts (both implicit and explicit) of materiality in relation to European medieval culture have preoccupied medievalists working in a wide range of disciplines: this seminar aims to critically confront this scholarly work with a range of medieval objects and practices. Questions of how materials might "mean" in the Middle Ages, as well as how works of art and material culture were informed by and also contributed to medieval understandings of "materia," materiality, and processes of material making will be central to the seminar’s work. The seminar will critically consider not only the varied scholarly perspectives often dubbed "the new materialism," and we will also return to several important "old" materialisms that might yet have insights to offer the study of medieval material and intellectual culture. Readings will be drawn not only from the discipline of art history but also from the history of ideas, of science, medieval literature, law, theology, etc. In addition to collective discussion of medieval artifacts and works of art, we will also confront a range of medieval texts.
Instructor(s): A. Kumler Terms Offered: Spring
Prerequisite(s): Reading ability in French &/or German is essential. The seminar is open to PhD Students; MAPH students and undergrads must contact the instructor in advance if they wish to seek consent to take the seminar.

ARTH 42905. Modernism on the Margins. 100 Units.
This seminar explores approaches to modernism outside of the Euro-American tradition. Focusing primarily, but not exclusively, on Mexico and Brazil, we will attend to how both modern art and modernity have been conceptualized in the region by art historians, anthropologists, historians, and the artists themselves. Questions and themes to be explored include: the distinct relationships between modernism, modernity, and modernization outside of Europe, the applicability of postcolonial theory in Latin America, the temporality and teleology of modernism, the adaptation of European social, political, and artistic forms, the impact of postmodernism and globalization, and the potential dissonance between theories of peripheral or alternative modernisms and the practices of artists. Finally, we’ll ask if and how any of this is pertinent in the twenty-first century. Authors to be studied might include Timothy Mitchell, Néstor García Canclini, Roberto Schwarz, Beatriz Sarlo, Enrique Dussel, Nelly Richard, Arjun Appardurai, George Yúdice, Ticio Escobar, and Eduardo Viveiros de Castro. Although we will concentrate on Latin America for most of the course, comparative studies from other regions will be included and research papers dealing with theories or practices from other world areas are welcome.
Instructor(s): M. Sullivan Terms Offered: Winter
Equivalent Course(s): LACS 42905

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 43010. Art and Ritual in Byzantium. 100 Units.
What was the place of architecture, images and objects in the various rituals of Byzantium – public and private, sacred and secular? In what ways did works of art respond to the ritualistic purpose for which they were created? To what extent is the latter reflected in the design of buildings, their urban setting, their pictorial decoration, their furnishings and mobile equipment? These are the key questions underlying this course, to which must be added: What are the limitations encountered by those aiming to reconstruct the function of buildings that have survived in a fragmentary or refurbished state and of artifacts now isolated from their original context? We will approach this topic by critically confronting visual material surviving from Byzantium with various written sources. We will also explore these texts as a key source of information on works of art and architecture that no longer survive.

Instructor(s): K. Krause Terms Offered: Winter
Equivalent Course(s): HCHR 43010, RLIT 43010

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. Open to first year ARTH PhD students.
Instructor(s): M. Ward Terms Offered: Winter
Note(s): Open to first year Art History PhD students.

ARTH 44005. Pseudomorphosis. 100 Units.
This seminar explores the art historical phenomenon of pseudomorphosis coined by Erwin Panofsky, who defined it as “The emergence of a form A, morphologically analogous to, or even identical with, a form B, yet entirely unrelated to it from a genetic point of view.” Arguably, the history of the concept of pseudomorphosis has its very own pseudomorphoses: Panofsky borrowed it from Oswald Spengler, who borrowed it in turn from the scientific discourse of mineralogy and crystallography, each discipline putting the concept to work towards various rhetorical and methodological ends. It has also become the renewed focus of interest in recent work on the stakes of anachronism, formalism, and anthropological theory in the discipline of art history. To what extent, and according to what criteria, can a comparison of ostensibly distinct works be profitable? What are the stakes of empiricism and what Michael Baxandall has called “inferential criticism” in demonstrating proof of such a genetic relationship (and alternatively, demonstrating a negative proof of its absence)? The seminar will take a capaciously global and chronological perspective on these problems, featuring readings by Spengler, Panofsky, Lévi-Strauss, Kubler, Baxandall, Didi-Huberman, Gell, Nagel, Wood, Bois, and others.
Instructor(s): P. Crowley Terms Offered: Autumn
ARTH 44014. The Veneration of Icons in Byzantium: History, Theory, & Practice. 100 Units.

In order to appreciate the pivotal religious significance icons had in Byzantium for private devotion, in the liturgy, in civic ritual, and in military campaigns, we will survey the visual evidence along with a vast array of written sources. We will explore the origins of the Christian cult of icons in the Early Byzantine period and its roots in the Greco-Roman world of paganism. Through 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 Byzantine image theory, as developed by theologians from early on and codified in the era of Iconoclasm.

Instructor(s): Karin Krause Terms Offered: Winter 2017
Equivalent Course(s): RLST 28704, RLIT 44004, HCHR 44004

ARTH 44909. Seminar: Japanese Handscroll Paintings. 100 Units.

With pictorial and verbal narratives that unfold before the viewer, Japanese picture handscrolls (emaki) of the 12th through early 20th centuries fulfilled a variety of aims: to tell a story, propagate a Buddhist teaching, commemorate famous persons living and dead, and to locate divinity within a specific landscape. Focusing on masterworks such as the Tale of Genji, Miraculous Origins of Mt. Shigi, and the Illustrated Biography of the Monk Xuanzang, this course considers the scrolls’ diverse narrative strategies and spatial constructions, paying special attention to the pictorial expression of social status, gender roles, and divinity. We will also consider modern handscrolls from the early 20th century and scrolls in local collections.

Instructor(s): C. Foxwell Terms Offered: Spring
Equivalent Course(s): EALC 42609

ARTH 45005. Landscape and Religion in Chinese Art. 100 Units.

This course explores the relationship between landscape and religion in Chinese art. Possible topics include the origins of landscape representations, religious significance of landscape images, landscape environment of religious structures, 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.

Instructor(s): H. Wu Terms Offered: Winter
Prerequisite(s): Chinese reading skill is preferred.
Equivalent Course(s): EALC 45005

ARTH 48010. Black Gods and Kings: African Arts in the Early Modern Era. 100 Units.

This seminar explores the visual and material culture of African rulership and worship in the early modern period with a special emphasis on the continent’s multivalent connections with Europe and Latin America. Readings, class discussions, and student research will consider the artistic, religious, and political cultures of variety of pre-colonial kingdoms and examine their involvement in and contributions to the making of the early modern world.

Instructor(s): C. Fromont Terms Offered: Winter
ARTH 48201. Florentine Topographies: Art, Architecture, and Urban Life. 100 Units.
The site of some of the most widely recognizable monuments of western art history and the home to some of the most famous artists, writers, designers, thinkers, and cultural patrons of early modern culture, Florence has long occupied a central place in a larger pan-European discourse of Modernity, Beauty, and the Individual Subject. As a result, the city itself has come to occupy a mythic position as a central hub of Western intellectual culture: uprooted from its geographical specificity by the circulation of such proper names as Machiavelli, Leonardo, Michelangelo, and unmoored from its historical heritage by the disorienting complexities of modern mass tourism. Therefore, this course seeks to re-integrate the “Renaissance” into the urban context from which it emerged, to defamiliarize it so that it can be looked at from other perspectives. It focuses on the city itself as the protagonist of some of the most important experiments in art, architecture, and urban development and shows how they were intimately connected to a lively and engaged social body. By approaching images and monuments through the spatial practices by which they were encountered by Renaissance society (rituals of conflict, contests, economic exchange, religious devotion, urban politics, identity formation, among others), students will gain a more nuanced understanding of the links between a localized urban culture and a larger intercultural and cross-temporal exchange of ideas.
Instructor(s): N. Atkinson Terms Offered: Spring
Note(s): This course will be a traveling seminar in Spring 2017. Please contact the professor to express interest in participating.

ARTH 48709. Performance Art: Theory and History. 100 Units.
Performance-based artworks not only define several crucial chapters in the history of twentieth and twenty-first century art, they also consistently present the art historian with complex interpretive challenges. In this course, we will attempt to map differing theoretical approaches to the history of performance, while also analyzing performance’s transformation into an object of art historical investigation. This seminar will concentrate on the history of performance art in Europe and North America.

Instructor(s): Matthew Jesse Jackson Terms Offered: Autumn
Equivalent Course(s): ARTV 37000
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): P. Berlekamp Terms Offered: Autumn

ARTH 50200. Dissertation Proposal 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): P. Berlekamp Terms Offered: Spring
Department of Cinema and Media Studies

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

Core Faculty

Chair

• Daniel Morgan, Department of Cinema and Media Studies and the College

Professors

• James Chandler, Barbara E. and Richard J. Franke Distinguished Service Professor, Department of English, Department of Cinema and Media Studies, Committee on the History of Culture, and the College
• Tom Gunning, Edwin A. and Betty L. Bergman Distinguished Service Professor, Department of Art History, Department of Cinema and Media Studies, and the College
• David Levin, Addie Clark Harding Professor, Department of Germanic Studies, Department of Cinema and Media Studies, the Committee on Theater and Performance Studies, and the College
• Richard Neer, William B. Ogden Distinguished Service Professor in Art History, Cinema and Media Studies and the College
• David Rodowick, Department of Cinema and Media Studies, and the College
• Jacqueline Stewart, Department of Cinema and Media Studies, and the College
• Yuri Tsivian, William Colvin Professor, Department of Art History, Department of Slavic Languages and Literatures, Department of Comparative Literature, Department of Cinema and Media Studies, and the College

Associate Professors

• Robert Bird, Department of Slavic Languages and Literatures, Department of Cinema and Media Studies, and the College
• Patrick Jagoda, Department of English Language and Literature, and the College
• James Lastra, Department of Cinema and Media Studies, Department of English Language and Literature, and the College
• Rochona Majumdar, Department of Cinema and Media Studies, Department of South Asian Languages and Civilizations, and the College
• Daniel Morgan, Department of Cinema and Media Studies, and the College
• Jennifer Wild, Department of Cinema and Media Studies, Department of South Asian Languages and Civilizations, and the College
Assistant Professors

- Xinyu Dong, Department of Cinema and Media Studies and the College; affiliated faculty at the Center for East Asian Studies
- Salomé Skvirsky, Department of Cinema and Media Studies and the College

Professors of Practice

- Judy Hoffman

Lecturers

- Dominique Bluher

Visiting Faculty & Scholars

AFFILIATED FACULTY

- Paola Iovene, Assistant Professor in Chinese Literature, East Asian Languages and Civilizations
- Loren Kruger, Professor, Department of English Language and Literature and the College
- Laura Letinsky, Professor, Department of Visual Arts and the College
- Joel Snyder, Professor, Department of Art History and the College
- Catherine Sullivan, Assistant Professor, Department of Visual Arts and the College

STAFF

- Hank Sartin, Department Coordinator

THE GRADUATE PROGRAM IN CINEMA AND MEDIA STUDIES

The Department of Cinema and Media Studies offers a Ph.D. 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.

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 students attend classes with students in the Ph.D. programs. Further details about the MAPH program are available at http://maph.uchicago.edu/

**Fellowships**

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 Doctor of Philosophy**

Students are expected to complete sixteen courses during their course of study, of which a minimum of eleven have to be listed among the offerings of the Department of Cinema and Media Studies. These Cinema and Media Studies courses will include:

1. Three required courses originating in the department:
   - : an introduction to research methods, key concepts, and theoretical approaches, using case studies to introduce students to debates and issues in the field.
   - 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.
2. Eight elective courses in the Department of Cinema and Media Studies.

A sample program for students entering the department without previous graduate study in cinema and media studies would consist in the following:

- First year: A total of seven courses; the three required courses, a minimum of two elective courses in the Department of Cinema & Media Studies, and two further elective courses.
- Second year: A total of six courses; a minimum of four elective courses in the Department of Cinema and Media Studies, and two further elective courses. Of these six courses, three must be designated as advanced courses.
- Third year: A total of three courses; at least one Ph.D. research seminar in the Department of Cinema and Media Studies, and two elective courses.

Students entering the program with an M.A. from another institution or another program may ask to be exempt from some of these requirements. Such requests will be handled on an individual basis. Students wishing to waive requirements must get the approval of their adviser and the Director of Graduate Studies.

FIELDS EXAMINATION

Students entering the program without previous graduate study in Cinema and Media Studies are expected to take their fields examination by the end of the third year; students entering with an M.A. may be encouraged to take the examination earlier. All candidates for the Ph.D. in Cinema and Media Studies must complete comprehensive examinations after completing the required course work.

1. The exam will be comprised of two parts: a written exam, and an oral defense. The student will select the exam committee in consultation with the graduate adviser.

2. The written exam will be comprised of three (3) equally weighted areas defined by three "lists" covering three areas of study.
   • These areas will be defined by generally canonical criteria: genre, period, nationality, movements, etc., but are not prescribed by the department.
   • Alternately, one area may be defined by the student as a way of tailoring a list to a special research interest.
   • CMS faculty will supervise the development of the lists to ensure that central texts are not omitted, that the lists cover an appropriate range of materials, including films, and that a balance of issues, periods, debates, etc. are engaged by the student. At least two members of the exam committee must be department members.
   • Each list will include approximately 30 "items." An item is a flexible unit that may be a book, a group of articles, a group of films, or, at times, a single
[substantial] work - the number and nature of an "item" will be negotiated between faculty member and student.

- To ensure consistency, all lists will be approved by the chair or designated faculty delegate. At least four weeks prior to the scheduled exam, the student should return a completed approval form and a copy of the approved lists to the Cinema and Media Studies office, Gates-Blake 418. Approval forms are available from the CMS office and on the CMS website. Essay questions will be prepared by the faculty in advance of the written exam date.

3. The student will determine the sequence in which the written exam will be administered, specifying which list will comprise the first portion of the exam, which the second, and which the third. At 9:00 a.m. on a mutually selected date the department coordinator will email or otherwise deliver to the student the first question or questions of the written exam. The student will return the completed essay by 5:00 p.m. the next day. The remaining two portions of the exam will be sent to the student at 9:00 a.m. on subsequent days, at his or her own pace, returning the exams the next day, by 5:00 p.m. The student will finish the written exam no later than two weeks after the starting date.

4. Prior to the time of the written exam, the student will turn in a sample syllabus for a course based upon one or more of the lists. The syllabus will be discussed as part of the oral defense.

5. The faculty committee and the student will meet for an oral defense shortly after the written exam has been completed. Faculty will have evaluated the written portion, and will come with questions that respond to the written work. However, other aspects of the list will be considered fair game. The oral exam will last approximately 1.5 hours.

FOREIGN LANGUAGE REQUIREMENT

Given the highly international nature of the field of cinema and media studies, proficiency in two modern foreign languages has to be demonstrated by earning High Passes on the University’s Foreign Language Reading Examinations. The first of these two languages must be either French or German, and proficiency should be demonstrated by the beginning of the Autumn quarter of the student’s second year. The second language will be chosen in consultation with the graduate advisor, and proficiency must be demonstrated before the student will be permitted to take the Fields Examination.

TEACHING

Graduate students in the Department of Cinema and Media Studies are expected to teach as part of their professional training. Positions within the department include course assistantships in a variety of courses, including survey courses; lecturer positions teaching freestanding undergraduate courses; and BA project supervising. Students should expect to act as both course assistants and as lecturers during their time in the program. Further information on teaching in CMS and
other opportunities to teach at the University of Chicago can be found in the CMS Graduate Student Handbook and be obtained from the Office of the Dean of Students.

**Dissertation Proposal**

Before being admitted to candidacy, students must write a dissertation proposal under the supervision of the dissertation committee.

**Dissertation**

Upon completion of the dissertation, the student will defend it orally before the members of the dissertation committee.

For further information concerning Cinema and Media Studies, please see http://cms.uchicago.edu or contact the Department Coordinator at (773) 834-1077 or via e-mail at cine-media@uchicago.edu. (cinemedia@uchicago.edu)

**Application and Financial Aid**

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

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

**Courses**

For up-to-date information about course offerings, please visit the department’s courses page at http://cms.uchicago.edu/courses.
CINEMA AND MEDIA STUDIES COURSES

CMST 31019. African American Cinema 1900 to 1950. 100 Units.
In this course, we will look at early African American filmmaking practices from their emergence in the 1910s, through the rise of Race film, up to the immediate post-WWII period. We will approach this body of work with regards to specific contexts of production, distribution, exhibition, and reception—but also aspects of form and aesthetics. This includes issues of representation, the politics of early Black filmmaking, Black film criticism, and intersections with Hollywood. To explore these topics, we will look at a range of film forms including theatrical, nontheatrical, religious, sponsored, educational, and various fiction genres such as comedy, melodrama, and the western. Emphasis will also be on the historiography of African American film, issues of methodology, and the possibilities and limits of the archive. Filmmakers and film companies include: William Foster, George Broome, George and Noble Johnson, Richard D. Maurice, Norman Film Manufacturing Company, Oscar Micheaux, Spencer Williams, Colored Players Film Corporation, James and Eloyce Gist, Zora Neale Hurston, and S.S. Jones. Instructor(s): A.N. Field Terms Offered: Winter Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor. Equivalent Course(s): CMST 21019

CMST 31805. Chicago Film Cultures. 100 Units.
Chicago not only boasts a rich history of film production (from silent comedies to industrial, educational, student, documentary, and contemporary Hollywood filmmaking) but also has a long, significant history of film presentation. Chicago features iconic movie palaces built downtown and in neighborhoods across the city in the 1920s. And it is has been the site of a wide variety of film exhibition venues and film-related events that are currently thriving: festivals, conferences, workshops, lectures. Films are screened in every type of museum (history, art, science), in large mainstream venues and in smaller, community-based and artist-run spaces. Our own campus boasts Doc Films, the longest-running film society in the country. This course examines the conceptual and historical frameworks that have been used for presenting cinema – historical and contemporary – in the city’s varied institutional and cultural contexts. Students will study past film and current cultures in Chicago by researching particular events, venues, critics and curators, and by employing a variety of methods, including archival research, participant observation and interviews. Topics covered will include include exhibition, funding and marketing, debates on curating and film in museums, audience and fan culture studies (with attention to Chicago’s particular demographic contours), national cinemas, genre, authorship and multi-media presentational modes. Instructor(s): J. Stewart Terms Offered: Winter Equivalent Course(s): CMST 21805
CMST 31806. The New Latin American Cinema and Its Afterlife. 100 Units.
This course will introduce students to Latin American film studies through an assessment of its most critically celebrated period of radical filmmaking. The New Latin American Cinema (NLAC) of the late 1950s-70s generated unprecedented international enthusiasm for Latin American film production. The filmmakers of this loosely designated movement were defining themselves in relation to global realist film traditions like Italian Neorealism and Griersonian documentary, in relation to--mostly failed--experiments in building Hollywood-style national film industries, and in relation to regional discourses of underdevelopment and mestizaje. Since the late 1990s, a reassessment of the legacy of the NLAC has been taking shape as scholars have begun to interrogate its canonical status in the face of a changed political climate. In the sphere of filmmaking, contemporary Latin American new wave cinemas are also grappling with that legacy-sometimes disavowing it, sometimes appropriating it. We will situate the NLAC in its historical context, survey its formal achievements and political aspirations, assess its legacy, and take stock of the ways and the reasons that it haunts contemporary production.
Instructor(s): S. Skvirsky Terms Offered: Spring
Equivalent Course(s): CMST 21806

CMST 33905. Creative Thesis Workshop. 100 Units.
This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.
Instructor(s): Judy Hoffman Terms Offered: Autumn, Winter
Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.
Equivalent Course(s): ARTV 23905,ARTV 33905

CMST 33930. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.<br />
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended
Equivalent Course(s): ARTV 23930,ARTV 33930, HMRT 25106, HMRT 35106
CMST 33931. Documentary Production II. 100 Units.
This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.
Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930/ARTV 23930
Equivalent Course(s): CMST 23931, ARTV 33931

CMST 34405. Kieślowski’s French Cinema. 100 Units.
Krzysztof Kieślowski’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 Kieślowski’s and Piesiewicz’s screen scripts, Kieślowski’s own writings and interviews, as well as from the abundant criticism of his French movies. All materials are in English.
Instructor(s): Bożena Shallcross Terms Offered: Winter
Equivalent Course(s): REES 31002, CMST 24405, REES 21002

CMST 35503. Issues in Contemporary Horror. 100 Units.
This course takes the modern horror film as its object. For the purposes of this class, modern horror spans the period from 1960 to the present, although much of our attention will be directed toward the period form the 1980s to the present. We will examine key problems in the genre including, but not limited to an examination of the nature of the horrific, close formal analysis (which typically is neglected in favor of more culturally oriented approaches), questions of POV and camera movement, the articulation and construction of space, the role of gender in the genre, the changing importance of women as performers, characters, directors, and spectators, found footage/surveillance, and the genre’s address to the viewer.
Instructor(s): J. Lastra Terms Offered: Autumn
Equivalent Course(s): CMST 25503
CMST 35506. Long-Take Cinema. 100 Units.
As a stylistic device, the long take has long been a definitive feature of art cinema, being particularly conspicuous in filmmakers who make ethical and even metaphysical claims for their “slow cinema.” After surveying the use of the long take in silent and classical cinema (including Orson Welles and Alfred Hitchcock), we will concentrate on the long-take style that spanned the art cinemas of Western Europe (Michelangelo Antonioni, Chantal Akerman), Russia and Eastern Europe (Miklós Jancsó, Andrei Tarkovsky), and Central Eurasia (Ebrahim Golestan). We will then consider its influence on contemporary art cinema, from Aleksandr Sokurov and Béla Tarr to Nuri Bilge Ceylan and Alejandro González Iñárritu (Birdman).
Along the way we will also consider the long-take style in documentary cinema, and will also consider the links between long-take cinema and certain tendencies in video art, exemplified by the work in video of Sharon Lockhart and James Benning. We will close by considering the feature films of artists Steve McQueen and Lucien Castaing-Taylor. Treating long-take style as a distinct approach to cinematic realism, in each case we will evaluate the claims made for the ethical, metaphysical and even political valences of the long take, with readings by filmmakers and by theorists from Henri Bergson and André Bazin to Gilles Deleuze, Jacques Rancière, Laura Mulvey and beyond.
Instructor(s): R. Bird Terms Offered: Spring
Equivalent Course(s): CMST 25506

CMST 36302. Ernst Lubitsch: An International Style. 100 Units.
“How would Lubitsch do it?” asks Billy Wilder, who famously hung this question in his office. He asked the question hanging in the minds of generations of filmmakers around the world, most likely including Lubitsch himself. In a career spanning nearly three decades, Lubitsch’s name has come to denote a style about style, first exported from Germany to Hollywood and then from Hollywood to the world. In this sense, Lubitsch is first and foremost a filmmaker for filmmakers, and his style decidedly an international one. It is the goal of this course to examine a broadly defined international stylistic history developed by and associated with Lubitsch, whose legacy cannot be adequately assessed without such a perspective. With dual emphases on formal and historical analyses, we will look at Lubitsch’s early Weimar comedy and epic films, American silent masterpieces, musicals, sound comedies, and political farces, as well as Lubitsch-esque films made in Japan, China, and France.
Instructor(s): X. Dong Terms Offered: Spring
Equivalent Course(s): FNDL 26507, CMST 26302
CMST 37220. Classical Film Theory. 100 Units.

This course will present a critical survey of the principal authors, concepts, and films in the classical period of film theory. The main though not exclusive emphasis will be the period of silent film and theorists writing in the context of French and German cinema. We will study the aesthetic debates of the period in their historical context, whose central questions include: Is film an art? If so, what specific and autonomous means of expression define it as an aesthetic medium? What defines the social force and function of cinema as a mass art? Weekly readings and discussion will examine major film movements of the classical period—for example, French impressionism and Surrealism—as well as the work of such major figures as Hugo Münsterberg, Rudolf Arnheim, Jean Epstein, Germaine Dulac, Béla Balázs, Erwin Panofsky, Hans Richter, Siegfried Kracauer, Walter Benjamin, and André Bazin.

Instructor(s): D.N. Rodowick Terms Offered: Winter
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): FREN 27220, FREN 37220, CMST 27220

CMST 67200. Classical Film Theory. 100 Units.

This course examines major texts in film theory from Vachel Lindsay and Hugo Münsterberg in the 1910s through André Bazin's writings in the 1940s and 1950s. We will devote special attention to the emergence of issues that continue to be of major importance, such as the film/language analogy, film semiotics, spectatorship, realism, montage, the modernism/mass culture debate, and the relationship between film history and film style. We will concentrate on the major theoretical writings of Münsterberg, Rudolf Arnheim, Jean Epstein, Sergei Eisenstein, Siegfried Kracauer, Bela Balazs, Bazin, as well as writings by Walter Benjamin, Germaine Dulac, Maya Deren, Jean Mitry, Vsevolod Pudovkin, and others.

Instructor(s): Jim Lastra Terms Offered: Winter
Equivalent Course(s): ENGL 68600

CMST 37600. 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): A. Clark, E. Hogeman Terms Offered: Autumn, Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 34000, CMST 27600, ARTV 24000
CMST 37804. Fluxus and the Question of Media. 100 Units.
The course investigates the international Fluxus network of the 1960's and 70's from a media perspective. Often identified with the concept of “intermedia” launched in a 1966 text by artist, writer and publisher Dick Higgins, Fluxus artists seemed at pain to distinguish their work from the multimedia or gesamtkunstwerk approaches of the Happening artists, seeking instead to formulate a mode of working between or even beyond media. Underpinned by a desire to pass beyond the work of art itself, this was a complex position that had profound implications for their approaches to technologies and practices such as film, video, computing, sound/music, theatre, poetry and image-making. We will try to map the various facets of this position, with particular emphasis on its relation to another key Fluxus concept: the work as event.
Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): ARTH 31314, CMST 27804, ARTH 21314

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 class 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.
Instructor(s): T. Gunning, M. Downie, P. Kaiser Terms Offered: Autumn
Equivalent Course(s): ARTV 20805, ARTV 30805, CMST 27805

CMST 38201. Political Documentary Film. 100 Units.
This course explores the political documentary film, its intersection with historical and cultural events, and its opposition to Hollywood and traditional media. We will examine various documentary modes of production, from films with a social message, to advocacy and activist film, to counter-media and agit-prop. We will also consider the relationship between the filmmaker, film subject and audience, and how political documentaries are disseminated and, most importantly, part of political struggle.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): ARTV 28204, ARTV 38204, CMST 28201
CMST 38202. Contemporary Documentary. 100 Units.
This course looks at recent trends in documentary filmmaking.
Instructor(s): D. Bluher Terms Offered: Winter
Equivalent Course(s): CMST 28202

CMST 38301. Opera in the Age of Its Mechanical Reproducibility. 100 Units.
Focusing on a diverse set of productions of Mozart’s "The Magic Flute" by Ingmar
Bergman, William Kentridge, Martin Kusej, Simon McBurney, and Julie Taymor, we
will seek to locate opera in the contemporary medial landscape, exploring some of
the theoretical stakes, dramaturgical challenges, and interpretive achievements that
characterize opera on film, DVD, and via live-streaming. Readings by W. Benjamin,
Instructor(s): D. Levin Terms Offered: Spring
Equivalent Course(s): GRMN 37717, TAPS 28422, TAPS 38422, MUSI 24417, MUSI 34417, CMST 28301, GRMN 27717

CMST 38601. History of International Film, Part III: 1960 to Present. 100 Units.
This course will continue the study of cinema around the world from the late 1950s
through the 1990s. We will focus on New Cinemas in France, Czechoslovakia,
Germany, the United States, the UK, and other countries. We will pay special
attention to experimental stylistic developments, women directors, and well-known
auteurs. After the New Cinema era we will examine various developments in
world cinema, including the rise of Bollywood, East Asian film cultures, and other
movements. A course like this is necessarily going to omit many important films
and filmmakers, but we will try to attenuate those omissions by scheduling two
screenings a week.
Instructor(s): J. Lastra Terms Offered: Spring
Equivalent Course(s): CMST 28601

CMST 38801. Digital Imaging. 100 Units.
This studio course introduces fundamental tools and concepts used in the
production of computer-mediated artwork. Instruction includes a survey of
standard digital imaging software and hardware (i.e., Photoshop, scanners, storage,
printing, etc.), as well as exposure to more sophisticated methods. We also view
and discuss the historical precedents and current practice of media art. Using input
and output hardware, students complete conceptually driven projects emphasizing
personal direction while gaining core digital knowledge.
Instructor(s): J. Salavon Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 32500, CMST 28801, ARTV 22500
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): Staff Terms Offered: Autumn
Equivalent Course(s): ENGL 48000, MAPH 33000

CMST 46000. The Films of Josef von Sternberg. 100 Units.
No description available.
Instructor(s): T. Gunning Terms Offered: Winter
Equivalent Course(s): FNDL 26001, CMST 26000

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

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): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, ENGL 29600, ENGL 48900, MAPH 33700, CMST 28600
CMST 62201. Performance Theory: Action, Affect, Archive. 100 Units.
This PhD seminar offers a critical introduction to performance theory and its
applications not only to theatre but also to performance on film and, more
controversially, to ‘performativity’ to fictional and other texts that have nothing
directly to do with performance. The seminar will be organized around three key
conceptual clusters:

a) action, acting, and other forms of production or play, in theories from
the classical (Aristotle) through the modern (Hegel, Brecht, Artaud), to the
contemporary (Richard Schechner, Philip Zarilli, and others)

b) affect, and its intersections with emotion and feeling: in addition to the impact of
contemporary theories of affect and emotion (Massumi, Sedgwick) on performance
theory (Erin Hurley), we will read earlier modern texts that anticipate recent debates
(Diderot, Freud) and their current interpreters (Joseph Roach, Tim Murray and
others), as well as those writing about the absence of affect and the performance of
failure (Sara Bailes and others)

c) archives and related institutions, practices and theories of recording performance,
including the formation of audiences (Susan Bennett and with evaluating print and
other media yielding evidence of ephemeral acts, including the work of theorists of
memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians (Rose
Bank, Jody Enders, Tracy Davis and others) as well as current theorists on the
tensions between the archive and the repertoire (Diana

Instructor(s): L. Kruger Terms Offered: Winter

Note(s): Requirements: one or two oral presentations of assigned texts and final
paper. To prepare PhDs for professional writing, final paper will take the form
of a review article (ca 5000 words) examining key concepts in the field and the
controversies they may engender, by way of two recent books that tackle these
concepts

Equivalent Course(s): TAPS 59306, ENGL 59306

CMST 65511. Melodrama North and South. 100 Units.
This course is a comparative examination of film melodrama in Latin America and
in the United States-two regions where the melodrama represents a dominant mode
of filmmaking. Topics will include debates about melodrama as mode versus genre;
the racial melodrama; melodrama and documentary form; melodrama and historical
narrative; melodrama and utopian politics.

Instructor(s): S. Skvirsky Terms Offered: Winter
CMST 67206. Philosophy and Film: Stanley Cavell. 100 Units.
This seminar is devoted to Stanley Cavell's writings on film as read in the context of his larger philosophical project. Keeping in mind Cavell's emphasis that film is not separate from philosophy, but is, rather, a philosophical accompaniment to our everyday lives, we will discuss all of his major works on cinema and many of the occasional essays while examining his major conceptual contributions to the study of photography and moving images. Cavell's original contributions to the critical study of Hollywood and European cinema, the phenomenology of film and photography, the concept of genres, the study of gender, acting, and film stardom, and to relation between psychoanalysis and film will also be discussed.
Instructor(s): D.N. Rodowick Terms Offered: Autumn

CMST 67207. Aesthetics. 100 Units.
No description available.
Instructor(s): D. Morgan Terms Offered: Spring

CMST 67208. The Form of Politics/The Politics of Form. 100 Units.
This seminar will examine how twentieth-century filmmakers and artists have deployed form and formal experiment to engage not simply politics, but the visual, discursive, and material field of political life and experience. While our study will broadly proceed by way of a study of techniques such as collage, montage, and photomontage; the diagram, the readymade, and appropriation; realism and materiality; and event-based and urban-geographical strategies, we will also engage several philosophical texts on the subject, namely, Jacques Rancière’s The Politics of Aesthetics. Consequently, our study will advance a discussion about the dialectical relationship between "form" and "aesthetics," while we will also interrogate the evolution of "political subjectivity" and its modes of being and expression in twentieth-century film, art, and life. Additionally, this seminar is designed to coincide with and compliment the yearlong project "Concrete Happenings" in the Department of Art History, and the associated symposium on "Fluxus and Film" that will take place in the spring term.
Instructor(s): J. Wild Terms Offered: Spring
CMST 67808. Media Atmospheres: Art & Biopolitics at the End of the 20th C. 100 Units.
In the late 1990's and early 00's contemporary art seemed to turn towards design, architecture and fashion, leading many critics to claim that the boundaries between the practices of art and design were eroding. This course proposes a different line of inquiry, based on the fact that so many of the artworks in question were in fact hidden media machines, improvisations on a life environment increasingly suffused in the dynamics of networked media technologies and their various modes of time production and -control. Elements of design and architecture were in other words enlisted in the construction of what we may call media atmospheres, everyday sensorial surrounds that addressed the intimate integration of bodies and real-time technologies in the information economy, a new modality of the capture of life forces that Michel Foucault called biopolitics.

The course will be oriented around a close study of a select number of artistic positions, in addition to reading theoretical and critical texts that were important to the artists in question as well as to the larger field of discussion. Ultimately, the course is about a form of new media art less invested in technical invention than in new aesthetic techniques of social production.

Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): ARTH 41314

CMST 68004. Issues in Sound Studies. 100 Units.
No description available.
Instructor(s): J. Lastra Terms Offered: Autumn
DEPARTMENT OF CLASSICS

Chair

• Mark Payne

Professors

• Clifford Ando
• Elizabeth Asmis
• Shadi Bartsch-Zimmer
• Alain Bresson
• Christopher A. Faroone
• Jonathan M. Hall
• Michèle Lowrie
• Mark Payne
• James M. Redfield
• Peter White

Associate Professors

• Michael I. Allen
• Helma J. Dik
• David G. Martinez
• Sarah Nooter
• Sofia Torallas-Tovar
• David L. Wray

Assistant Professors

• Emily Austin
• Catherine Kearns

Emeritus Faculty

• Walter R. Johnson
• D. Nicholas Rudall
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
- 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
- Wendy Olmsted, Humanities
- Ada Palmer, History
- Richard Payne, Near Eastern Languages and Civilizations
- Dennis Pardee, Near Eastern Languages and Civilizations
- James Redfield, Committee on Social Thought
- Kent Rigsby, Emeritus, Duke University
- Robert Ritter, Near Eastern Languages and Civilization
- Martha Roth, Near Eastern Languages and Civilizations
- David Schloen, Near Eastern Languages and Civilizations
- Laura Slatkin, Committee on Social Thought
- Jonathan Z. Smith, Humanities
- Jeffrey Stackert, Divinity School
- Justin Steinberg (http://rll.uchicago.edu/faculty/steinberg), Romance Languages and Literatures
- Matthew Stolper, Near Eastern Languages and Civilizations
- Christopher Woods, Near Eastern Languages and Civilization
- Theo van den Hout, Near Eastern Languages and Civilizations
• John Z. Wee, Near Eastern Languages and Civilizations

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 include 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.

FELLOWSHIPS

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. Graduate students may also apply for fellowships which aid students during the writing of
Ph.D. dissertations and for travel grants that support visits to libraries, collections, and archaeological research sites in Europe and the Near East.

**TEACHING OPPORTUNITIES**

At the University of Chicago, graduate students have a variety of teaching opportunities including as independent instructors. The Center for Teaching and Learning conducts a series of workshops and forums designed for graduate students to build skills in lecturing, leading discussions, and focusing writing assignments. The Little Red Schoolhouse, a nationally famous writing program, prepares graduate students to teach writing to undergraduate students.

Teaching opportunities lie in four areas. The first is in classics, where students who have completed the first two years of coursework may apply to serve as course assistants alongside regular faculty in the beginning Greek and Latin and ancient civilization sequences. Experienced course assistants may apply to teach independently in the first or second year language courses. Graduate students also have a broad role in the summer Greek and Latin Institute, and in the Graham School of General Studies, for which they are encouraged to offer courses of their own design (some recent courses have been devoted to the *Iliad*, *the Odyssey*, and *the Aeneid*).

The second area of teaching is through the Writing Program. The program offers three kinds of renewable teaching positions: Lectors in Academic and Professional Writing, Writing Interns in the Humanities Common Core, and Writing Tutors for the College Tutoring Program. All Writing Program instructors take a quarter-long course in the pedagogy of writing before they start teaching, and during their first quarter of teaching, they work closely with experienced writing program personnel as writing interns in the humanities and social sciences core courses of the College.

A third area of teaching is serving as the graduate assistant for the College’s ten-week Study Abroad program in Athens, which is regularly staffed by faculty from the Classics Department. The graduate assistant serves as both a course assistant and a resident assistant and as an instructor for a course entitled Readings in Attic Greek.

Finally, at the most advanced level, graduate students are eligible to teach sections of the humanities core sequence. All teaching is remunerated proportional to the teaching responsibility and normally includes remission of tuition.

**PROGRAMS OF STUDY**

The department offers Ph.D. degrees in 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.

PH.D. PROGRAM IN CLASSICAL LANGUAGES AND LITERATURES

The success of any graduate program depends upon the quality and commitment of its students and faculty. The Classics Department of the University of Chicago consists of persons of diverse backgrounds and interests, active scholars who are expert in one or more areas of classical studies. Beyond the influence which members of the faculty have had individually through books and articles, the Department has also long been identified with the publication of Classical Philology (http://www.journals.uchicago.edu/toc/cp/current), one of the world’s leading journals devoted to classical antiquity.

The diversity of faculty interests is matched by the diversity among the students in the graduate programs at the University of Chicago. Students in the Department of Classics represent only one of several groups engaged in the study of the ancient world. The Oriental Institute (http://www-oi.uchicago.edu/OI/default.html) and Divinity School (http://divinity.uchicago.edu/index.shtml), the Committees on Medieval Studies (http://catalogs.uchicago.edu/divisions/medieval.html), and Social Thought (http://catalogs.uchicago.edu/divisions/socthou.html), and the Departments of Art (http://arthistory.uchicago.edu), History (http://history.uchicago.edu), and Philosophy (http://philosophy.uchicago.edu) all have programs which focus on different aspects of the classical period, and which attract students with correspondingly varied interests. Course requirements for the graduate program in Classics are sufficiently flexible that students can take advantage of the numerous opportunities offered by these other programs.

Consequently, Classics students are able to encounter a multiplicity of approaches to classical texts and modern scholarship. In addition to learning basic techniques of textual, historical, and literary criticism, they are encouraged to explore new approaches to classical literature, history, philosophy, religion, art, and archaeology. They may test their explorations by participating in interdisciplinary workshops where both students and faculty present and discuss current research. The Classics Department sponsors three workshops, the Ancient Societies Workshop (http://cas.uchicago.edu/workshops/ancientsocieties), the Rhetoric and Poetics Workshop (http://lucian.uchicago.edu/workshops/rhetpoet), and the Ancient Philosophy Workshop (http://lucian.uchicago.edu/workshops/agarp), all of which meet biweekly, and is affiliated with the Late Antique and Byzantium Workshop (http://cas.uchicago.edu/workshops/lantbyz) and the Medieval Studies Workshop. Computer facilities permit students to conduct precise analyses of texts and to communicate with scholars worldwide who share their interests. Students interested in ancient theater can acquire first-hand experience in producing and acting in classical plays as part of the University Theater Program. Archaeological field
experience is available for those who are interested in the material basis of classical antiquity.

**Ph.D. Program in the Ancient Mediterranean World**

The Graduate Program in the Ancient Mediterranean World is designed to allow students to custom build an interdisciplinary course of study that satisfies their own intellectual interests while remaining true to the rigorous and thorough training that is expected of University of Chicago graduates.

The first two years of study towards the Ph.D. are spent engaged in coursework. In consultation with the PAMW Graduate Advisor, students will devise a program of courses that range across the Mediterranean and/or Near Eastern worlds. Students are expected to familiarize themselves with various aspects of the ancient world (literature, philosophy, history, art and archaeology, and religion) and are encouraged to explore various methodological and theoretical approaches derived from other disciplines, especially the social sciences. The centerpiece of the program in these first two years is the two-quarter Ancient Mediterranean Seminar, co-taught by two PAMW Faculty members, which is designed to introduce students to issues of historical method while studying a topic that changes annually.

At the end of the second year of study, students choose two Faculty members who will advise them as they prepare for the two Field Examinations, which are sat in the course of the third year. The Field Examinations are intended to test requisite research skills in connection with specialized topics. Students are also expected to demonstrate competence in two modern languages (normally French and German) and two ancient languages before the end of their third year.

Once the Field Examinations are completed, the student assembles a Dissertation Committee of three faculty members. The Committee will assist the student in preparing a Dissertation Proposal, which must be presented before the end of the fourth year. Students are also required to enroll in the two-quarter dissertation proposal workshop. The final Dissertation is defended before members of the Department and interested members of other Departments. The curriculum is designed so that all requirements can be fulfilled within six years.

**Ph.D. Program in Ancient Greek and Roman Philosophy**

The study of ancient Greek and Roman philosophy is inherently interdisciplinary. Scholars must be able to situate philosophical texts in their broader cultural context. They must also be alive to the way a given text engages with and contributes to its philosophical tradition. Finally, they must be able to communicate effectively with scholars trained in either Classics or Philosophy. Thus, a student who plans to
specialize in ancient philosophy ought to receive an interdisciplinary training. Since both Classics and Philosophy have exacting and distinct standards of disciplinary training, we decided to establish a program in which students will enroll either in the PhD program in Classics or in the PhD program in Philosophy but will be required to take certain courses in the department in which they are not enrolled. The program is a joint program in the sense that the faculty of both departments are committed to training students in the other department in the ways specified below and in the sense that the students will develop a working relationship with each other, both through participation in seminars and in the Ancient Greek and Roman Philosophy workshop.

Students enrolled in the Ph.D. degree in the Program in Ancient Greek and Roman Philosophy in the Classics Department are required to pass a total of 18 courses, of which 16 must be passed in the first and second years. At the end of the second year, students choose two faculty members to advise them on the oral examination, which must be taken by the end of the Winter Quarter of the third year of the Program. Once the examination is completed, students assemble a dissertation committee of three members. The committee will assist the student in preparing a dissertation proposal, which must be presented to the Classics Department faculty by the end of the Autumn Quarter of the fourth year. Students are expected to attend the workshop on Ancient Greek and Roman philosophy throughout their enrolment in the Program.

**PH.D. PROGRAM IN TRANSFORMATIONS OF THE CLASSICAL TRADITION**

The PhD program in Transformations of the Classical Tradition enables students to approach the long history of classical thought and literature by following a course of study tailored to their particular interests.

The first two years of study towards the Ph.D. are spent on coursework. In consultation with the Director of Graduate Studies and the TCLT program Chair, students will devise a program of courses that focus on, but are not limited to, key texts in literature, philosophy, historiography, and political theory in either Greek or Latin, and the reception, development, and transformation of these texts in one of the modern languages. During their first two years, students must also satisfy the requirements for their second ancient and modern language.

Students entering the program are introduced to the methodological opportunities of studying the long history of the classical tradition in a two quarter introductory seminar, co-taught by two TCLT faculty members, one of whom will be a member of the Classics faculty, and the other from one of our partner disciplines: Art History, the Committee on Social Thought, Comparative Literature, Germanic Studies, History, Philosophy, Political Science, Romance Languages & Literatures, and the Divinity School. In the third year, students progress to an oral examination in their
chosen field of study, followed by the dissertation proposal workshop, and the submission of the dissertation proposal. The fourth and fifth years are devoted to dissertation writing and the curriculum is designed so that all requirements can be fulfilled within six years.

THE JOINT PH.D. PROGRAM IN SOCIAL THOUGHT AND CLASSICS

The Joint Ph.D. Program in Social Thought and Classics is intended for students whose study of a particular issue or text from the ancient Greek and Roman world requires a broadly inter-disciplinary approach alongside a professional mastery of philological skills.

Those interested in pursuing this joint degree program must first be admitted in EITHER the Committee on Social Thought (http://socialthought.uchicago.edu) OR the Department of Classics (http://classics.uchicago.edu/home) and must complete at a minimum the two quarter language survey (Greek or Latin), offered by the Department of Classics, with an average grade of B or higher. Application shall then be made to the second department and, provided that the standards of admission to that department are met, students will be admitted by the Office of the Dean of Students to joint degree status. They will not, however, be considered to have transferred into the second department and their original department will remain their sole department for purposes of registration and financial aid (including dissertation fellowships). They will be assigned two faculty advisors, one whose primary appointment is in Social Thought, one whose primary appointment is in Classics. Students initially admitted to Classics will be expected to complete all requirements for the A.M. in Classical Languages and Literatures in their first year. Students initially admitted to Social Thought may complete the remaining requirements of the A.M. in Classical Languages and Literatures during the second year of study and the A.M. will be awarded at that time. Although students will fulfill the requirements for the A.M. in both Social Thought and Classical Languages and Literatures (http://classics.uchicago.edu/graduate/classical-language-literature), they will receive only one Master’s degree from the University.

Students admitted to the joint degree program must satisfy all the degree requirements for the Ph.D. in Classical Languages and Literatures and all the degree requirements for the Ph.D. in Social Thought. The Social Thought language requirement of a high-level pass in a foreign language exam will be automatically met by the requirements of the Classics program. The dissertation proposal will have to be approved by both departments; the dissertation committee will usually include three professors, at least one of whom will come from each department. The committee chair should be a member either of Classics or the Committee on Social Thought, according to the enrollment of the student.
In order to ensure that the combination is genuine and rigorous, those students with joint degree status will be required to offer at least a majority of non-Classical texts on the Social Thought Fundamentals Examination (http://socialthought.uchicago.edu/page/fundamentals-examination). Students with joint degree status will be encouraged, in consultation with their advisors, to take courses on non-Classical subjects that will help prepare them for this examination.

Because of the difference in the way and extent to which the Classics and the Social Thought Ph.D. programs are regulated, the mode of access to joint degree status will vary, depending upon whether candidates enter into it from the one department or the other.

**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.

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

GREEK
Iambic and Elegiac Poetry.

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.

CLASSICS - CLASSICS COURSES

CLAS 30200. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLCV 20200, CMES 30634, CRES 25701, HIST 35701, NEHC 20634, NEHC 30634, HIST 25701

CLAS 30400. Who Were the Greeks? 100 Units.
If the current resurgence of interest in ethnic studies is a direct reflection of a contemporary upsurge in ethnic conflict throughout the world, it remains the case that notions of peoplehood and belonging have been of periodic importance throughout history. This course will study the various expressions of Greek identity within shifting political, social, and cultural contexts from prehistory to the present day, though with a strong emphasis on classical antiquity. Particular attention will be given to theoretical issues such as anthropological definitions of ethnicity, the difference between ethnic and cultural identities, methods for studying ethnicity in historical societies, and the intersection of ethnicity with politics.
Instructor(s): J. Hall Terms Offered: Autumn
Equivalent Course(s): CLCV 20400, HIST 30701, ANCM 30400, HIST 20701

CLAS 32615. Knowledge and Politics. 100 Units.
Instructor(s): M. Landauer Terms Offered: Spring

CLAS 32815. Conquerors of the Ancient World, from Cyrus to Islam. 100 Units.
From the Achaemenids (sixth century BCE) to Islam (seventh century CE), this class will examine the cases of the great conquerors of the ancient world: Cyrus, Alexander, Caesar, Justinian, Muawiyah I. What motivated them? Were they only creatures of circumstances or creators or circumstances? Were they great civilizers or brutal destroyers of civilizations? How can we assess the long term impact of the creation of empires? The class will invite to a broader discussion on the role of individuals as history-makers and on the role of war to shape history. It will also examine the still present consequences of the great deeds of these conquerors. All ancient texts will be analyzed in translation
Instructor(s): A. Bresson Terms Offered: Winter
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: Autumn
Equivalent Course(s): HIST 32900,CLCV 22914,ITAL 22914,ITAL 32914,HCHR 32900,HIST 22900

CLAS 33315. History of Skepticism, Pre-Socratic Greece to Enlightenment. 100 Units.
Doubt has been a fundamental tool from the foundations of Western philosophy, used by radicals and orthodox thinkers, skeptics and system-builders, theologians and scientists. Philosophical skepticism and its evolving palette of intellectual tools shaped the ancient philosophical schools of Greece and Rome, the solidification of early Christian doctrine, the scholastic debates of the later Middle Ages, the neoclassical explosions of the Renaissance, the "new philosophy" of the seventeenth century, the radical projects of the Enlightenment, and the advent of the modern scientific method. This course reviews the history of systematic philosophical doubt, focusing on primary source readings from Sextus Empiricus and Cicero to William of Ockham and the Averroist controversies, to Montaigne, Descartes, Bacon, and Diderot. Undergraduate writing assignments focus on polishing advanced writing ability through short assignments targeting concision, critical thinking, and journalistic writing skills with creative elements. Enrolled graduate students will be invited to additional graduate-only discussions and have supplementary assignments, including secondary source and historiographical readings and self-designed customized research papers. Both undergraduates and graduate students from outside the Department of History are welcome.
Instructor(s): A. Palmer Terms Offered: Autumn
Equivalent Course(s): CLCV 23315
CLAS 33815. Plato's Legacies. 100 Units.
Some of the most significant efforts to question political theory's core concepts, unsettle its approaches, and expose its dangerous ideals have depended on major re-interpretations of Plato's thought. This course investigates the broad critical impulse to treat Plato as the originator of political positions and interpretive assumptions that late modernity frequently seeks to critique and less often to celebrate. We consider the charges of essentialism, authoritarianism, and foundationalism, among others, and ask to what (if any) extent considerations of the texts' historical contexts and dramaturgical conditions have factored into these assessments. Readings will include works by Popper, Strauss, Arendt, Derrida, Castoriadis, Wolin, Irigaray, Cavarero, Butler, and Rancière alongside Plato's dialogues. Students are expected to be familiar with Plato's thought upon enrolling. (A)
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): PLSC 43801

CLAS 34306. Byzantine Empire, 330–610. 100 Units.
A lecture course, with limited discussion, of the formation of early Byzantine government, society, and culture. Although a survey of events and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. There will be some discussion of relevant archaeology and topography. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Final examination and a short paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLCV 24306,HIST 31701,ANCM 34306,HIST 21701

CLAS 34307. Byzantine Empire, 610–1025. 100 Units.
A lecture course, with limited discussion, of the principal developments with respect to government, society, and culture in the Middle Byzantine Period. Although a survey of events and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Midterm, final examination, and a short paper.
Instructor(s): W. Kaegi Terms Offered: Spring
Note(s): Graduate students may register for grade of R (audit) or P (Pass) instead of a letter grade, except for History graduate students taking this as a required course.
Equivalent Course(s): CLCV 24307,HIST 31702,NEHC 21702,NELC 31702,ANCM 34307,HIST 21702
CLAS 34515. Money and the Ancient Greek World. 100 Units.
The ancient Greek world saw an innovation the consequences of which are still familiar to everyone: coinage. This was first a currency of precious metal. But the ancient Greek world also saw the invention of fiduciary money. This course will examine the special forms taken by money in the ancient Greek world. It will give an introduction to Greek numismatics. Above all, it will analyze the policies of the states towards coinage, as well as the philosophical debates to which the specific forms of money gave rise in the ancient Greek world. Ancient texts will be analyzed both in original language and in translation.
Instructor(s): A. Bresson Terms Offered: Spring
Equivalent Course(s): CLCV 24515

CLAS 34716. Roman Philosophers on the Fear of Death. 100 Units.
All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that make them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of The Journal of Philosophy). The course will focus on several major Latin writings on the topic: Lucretius De Rerum Natura Book III and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors such as Thomas Nagel, John Fischer, and Bernard Williams.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): Ability to read the material in Latin at a sufficiently high level, usually about two years at the college level.
Equivalent Course(s): CLCV 24716, LAWS 96305, RETH 30710, PHIL 30710, PLSC 22210, PLSC 32210, PHIL 20710

CLAS 35516. Strabo’s World: Early Geographic Traditions. 100 Units.
This course traces the emergence of geographic thought in the Mediterranean world and the diachronic representations of space and place that became the foundations for the humanistic and social science of geography. Discussions will examine the practices that led to diverse modes and styles of spatial expression, travel and mapping, the tensions between the known world and the exotic imagined other, and the political, social, and cultural dimensions of geographic works and their historic contexts. Beyond our sustained focus on Strabo, writing under the Roman Empire, we will explore and interrogate both earlier and later traditions, from Hecataeus and Herodotus to Dionysius and Pausanias.
Terms Offered: Spring
Equivalent Course(s): CLCV 25516
CLAS 36016. Epicureanism. 100 Units.
Epicureanism had a wide impact on Greek and Roman culture as a materialist system of philosophy that advocated pleasure as the goal of life. Lucretius turned its teachings into a poem with the aim of converting his fellow Romans; and it continued to inspire many readers subsequently. This course will focus on the response to Epicureanism in both antiquity and later. Beginning with the age of Epicurus himself, we will consider how individuals used the teachings in the light of their own experience and needs. Our study will take us to the rediscovery of Lucretius in the Renaissance, as well as the origins of modern atomism and the humanism of the nineteenth century.
Instructor(s): Elizabeth Asmis Terms Offered: Winter
Equivalent Course(s): BIBL 36016, CLCV 26016

CLAS 36200. Pagans and Christians: Greek Backgrounds to Early Christianity. 100 Units.
This course will examine some of the Greco-Roman roots of early Christianity. We will focus on affinities between Christianity and the classical tradition as well as ways in which the Christian faith may be considered radically different. Some of the more important issues that we will analyze are: "The spell of Homer." How the Homeric poems exerted immeasurable influence on the religious attitudes and practices of the Greeks. The theme of creation in Greek and Roman authors such as Hesiod and Ovid. The Orphic account of human origins. The Early Christian theme of Christ as creator/savior. Greek and Roman conceptions of the afterlife. The response to the Homeric orientation in the form of the great mystery cults of Demeter, Dionysus, and Orpheus. The views of the philosophers (esp. Plato). The New Testament conception of resurrection. Greek and Roman conceptions of sacrifice, the crucifixion of Christ as archetypal sacrifice and early Christian reflection upon it. The world of ancient magic and the Christian response. The attempted synthesis of Jewish and Greek thought by Philo of Alexandria and its important to early Christianity.
Instructor(s): D. Martinez Terms Offered: Winter
Equivalent Course(s): CLCV 26200, RLST 20505

CLAS 37116. The Greek Countryside. 100 Units.
This course explores the historic development and dynamics of the ancient Greek countryside (oikoumene, chora) alongside the emergence of the city (polis). Recent historical analyses of demography and economy, archaeological fieldwork, and research on the cultural lens of town/country are revealing a highly complex world surrounding the city walls. What are the benefits and potential interpretive challenges of investigating these places and their constituent actors? Discussions will question the construction of urban vs. non-urban categories of ancient life, agropastoral economies and markets, political and social boundaries, rural sanctuaries, diachronic change, and methods and theories for examining the countryside through material culture and textual evidence.
Instructor(s): C. Kearns Terms Offered: Autumn
Equivalent Course(s): CLCV 27116
CLAS 37416. Curses and Cursing in the Ancient Mediterranean World. 100 Units.
We will survey the evidence for cursing in the Ancient Mediterranean World, beginning briefly in Mesopotamia and Egypt and the focusing mainly on the circum-Mediterranean basin from the archaic period down until Late-Antiquity. These rituals will include the conditional self-curses attached to oath, revenge curses, binding-curses (defixiones), prayers for justice, “voodoo dolls” and erotic curses used for seduction
Instructor(s): Christopher Faraone Terms Offered: Spring
Prerequisite(s): Some knowledge of Greek and Latin recommended
Equivalent Course(s): HREL 47416,ANCM 47416

CLAS 37716. Exemplary Leaders: Livy, Plutarch, and Machiavelli. 100 Units.
Cicero famously called history the “schoolmistress of life.” This course explores how ancient and early modern authors—in particular, Livy, Plutarch, and Machiavelli—used the lives and actions of great individuals from the Greek and Roman past to establish models of political behavior for their own day and for posterity. Such figures include Solon, Lycurgus, Alexander, Romulus, Brutus, Camillus, Fabius Maximus, Scipio Africanus, Julius Caesar, and Augustus. We will consider how their actions are submitted to praise or blame, presented as examples for imitation or avoidance, and examine how the comparisons and contrasts established among the different historical individuals allow new models and norms to emerge. No one figure can provide a definitive model. Illustrious individuals help define values even when we mere mortals cannot aspire to reach their level of virtue or depravity. Course open to undergraduates and graduate students. Readings will be in English. Students wishing to read Latin, Greek, or Italian will receive support from the professors.
Instructor(s): J. McCormick, M. Lowrie Terms Offered: Winter
Equivalent Course(s): PLSC 47703,CLCV 27716,PLSC 27703

CLAS 38716. The Roman Republic in Law and Literature. 100 Units.
The class will study the history of the Roman republic in light of contemporary normative theory, and likewise interrogate the ideological origins of contemporary republicanism in light of historical concerns. The focus will be on sovereignty, public law, citizenship, and the form of ancient empire.
Instructor(s): C. Ando Terms Offered: Winter
Equivalent Course(s): HIST 21007,HIST 31007,CLCV 28716

CLAS 42014. The Reception of Philosophy in the Roman Period. Units.
The philosophy of the Greeks and Romans in the first century BCE and first two centuries CE has often been labeled “eclectic”. This seminar will be an attempt to get away from this label. What we will focus on is the reception of earlier philosophy by a number of thinkers. On the Roman side, we will give attention to Cicero, Musonius, and Seneca; on the Greek side, we will read Dio of Prusa, Plutarch, and Galen. Each of these thinkers developed an approach of his own, consisting in a transformation of past ideas. The seminar will investigate what is new about each approach. Knowledge of Greek or Latin is not required.
Instructor(s): E. Asmis Terms Offered: Autumn
CLAS 44515. Money and the Ancient Greek World. 100 Units.
The ancient Greek world saw an innovation the consequences of which are still familiar to everyone: coinage. This was first a currency of precious metal. But the ancient Greek world also saw the invention of fiduciary money. This class will examine the special forms taken by money in the ancient Greek world. It will give an introduction to Greek numismatics. Above all, it will analyze the policies of the states towards coinage, as well as the philosophical debates to which the specific forms of money gave rise in the ancient Greek world. Ancient texts will be analyzed both in original language and in translation. A. Bresson. Spring.
Instructor(s): A. Bresson. Terms Offered: Autumn
Note(s): Crosslisted: CLCV 24515, CLAS 34515
Equivalent Course(s): CLCV 24515

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 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.
Instructor(s): Clifford Ando and Claudia Brittenham Terms Offered: Spring
Equivalent Course(s): HREL 40301,KNOW 40301,LACS 40301,HMRT 64202,ARTH 40310,CDIN 40301
CLAS 45116. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 1. 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 as 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.

Instructor(s): A. Palmer Terms Offered: Autumn
Prerequisite(s): Grad students only; can be taken as a 1-qtr colloquium with permission.
Equivalent Course(s): KNOW 41402,HIST 81503

CLAS 45117. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 2. 100 Units.
The second quarter is mainly for graduate students writing a seminar research paper.

Instructor(s): A. Palmer Terms Offered: Winter
Prerequisite(s): HIST 81503
Equivalent Course(s): KNOW 41403,HIST 81504

CLAS 45716. Seminar: Ghosts, Demons and Supernatural Danger in the Ancient World. 100 Units.
This two-quarter graduate seminar, which fulfills the seminar requirement for graduate students in the Department of Classics’ Program in the Ancient Mediterranean World, will examine the ancient discourses on and the ritual remedies for supernatural danger in Persian, Greek, Norse, Roman and other cultures. The first quarter will be devoted to guided reading and discussion while the second quarter will be reserved for writing a major research paper. Students, by arrangement with the instructor, will also be permitted to enroll for just the first quarter and write a shorter paper or take-home exam.

Instructor(s): C. Faraone, B. Lincoln Terms Offered: Winter
Equivalent Course(s): ANCM 45716
CLAS 45913. Sem: Ancient medical writings in context. 100 Units.
Ancient medicine is intimately linked with philosophical investigation. From the beginning, it fed philosophical theory as well as adapted it to its own use. It also offers a valuable insight into how ordinary humans lived their lives. Medical practice takes us into the homes of the Greeks and Romans, while shedding light on their fears and aspirations. The extant literature is voluminous. There is, first of all, the Hippocratic corpus, a diverse collection of medical writings that drew inspiration from the reputed founder of scientific medicine, Hippocrates. These writings offer a unique insight into the first stages of the creation of a science. Later, Galen established the foundation of Western medicine by his brilliant dissections. As it happens, he was extremely voluble; and he took care to have his spoken words passed on in writing. As a result, we learn much more than just medical theory: we know how physicians competed with one another, and how they related to their patients. In sum, this seminar will study a selection of medical writings, conjointly with some philosophical and literary writings, in an attempt to gage the intellectual and social significance of ancient medicine. Some knowledge of Greek will be useful. 
Instructor(s): E. Asmis. Terms Offered: Winter.
Equivalent Course(s): BIBL 45913

CLAS 46616. Reason and Religion. 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."
Instructor(s): Shadi Bartsch and Robert Richards Terms Offered: Winter
Prerequisite(s): Consent required: Email sbartsch@uchicago.edu a few sentences describing your background and what you hope to get out of this seminar.
Equivalent Course(s): DVPR 46616, KNOW 40201, CHSS 40201, CDIN 40201

CLAS 47515. Atheism and the Greeks. 100 Units.
Was atheism and invention of the eighteenth century? Noone in the eighteenth century thought so. This series of seminars will explore anew a series of key texts in the history of ancient atheism (including Sophocles’ Oedipus Rex, the ‘Sisyphus fragment’, book X of Plato’s Laws, Lucretius and Lucian) in the quest for the atheists of Greek antiquity. How widespread was the phenomenon? Was it at all coherent? What were the differences between its ancient and modern varieties?
Instructor(s): T. Whitmarsh Terms Offered: Autumn
CLAS 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.
Instructor(s): Peter White Terms Offered: Autumn
Equivalent Course(s): BIBL 48116

CLAS 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.
Instructor(s): C. Wild, M. Payne Terms Offered: Autumn
Equivalent Course(s): CMLT 48616, GRMN 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): M. Lowrie Terms Offered: Autumn, Winter

CLASSICS - GREEK COURSES

GREK 31116. Herodotus. 100 Units.
Herodotus has a well-deserved reputation as a great story teller. He broke new ground in his writing of a history of the world as he knew it in prose, while at the same time claiming the heritage of Homeric epic. While reading Herodotus will prove to be a pleasure in itself, it will also help aspiring Hellenists get the hang of the structural characteristics of Greek narrative prose. Readings will be primarily from book 1, with a selection of passages from the later books. Students are encouraged to read the full *Histories* in translation.
Instructor(s): H. Dik Terms Offered: Autumn
Equivalent Course(s): GREK 21116
GREK 31200. Philosophy: Plato's Phaedrus. 100 Units.
The Phaedrus is one of the most fascinating and compelling of Plato's Dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul.
Instructor(s): E. Asmis Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): BIBL 31200, FNDL 21005, GREK 21200

GREK 31300. Tragedy. 100 Units.
This course is an introduction to Aeschylean drama, seen through the special problems posed by one play, Prometheus Bound. Lectures and discussions are concerned with the play, the development and early form of Attic drama, and philosophical material. Modern Aeschylean scholars are also read and discussed.
Instructor(s): E. Asmis Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): BIBL 31300, GREK 21300

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: Autumn. Will be offered 2018-19.
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 21700

GREK 31800. Greek Epic. 100 Units.
This course is a reading of Book 3 of the Argonautica of Apollonius of Rhodes. We consider character, story world, and the presence of the poet as we endeavor to understand what has become of epic poetry in the hands of its Hellenistic inheritors.
Terms Offered: Spring. Will be offered 2018-19.
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 21800
GREK 31900. Greek Oratory. 100 Units.
"With Isocrates, Greek artistic prose reached its technical perfection," says L. R. Palmer in *The Greek Language*. Yet Isocrates has not found nearly so prominent a place in the university curriculum as have Demosthenes and Lysias. This course will attempt to give the great orator his due. We will start with his speech on Helen, comparing it with Gorgias' famous *Encomium*. We will also read the *ad Demonicum*, which became something of a handbook in later Hellenistic and Roman-period schools, and the *Panegyricus*. We will consider carefully Isocratean language and diction, and why it has merited such sustained praise among connoisseurs of Greek prose style, ancient and modern. We will also emphasize the centrality of Isocrates' contribution to Greek paideia.

Terms Offered: Spring. Will be offered 2018-19.
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 21900

GREK 32314. Hellenistic/Imperial Literature. 100 Units.
This course features selections from the poetry and/or prose of the Hellenistic and Imperial periods. This year we will read selections from Hellenistic poetry, with a particular focus on the Hymns of Callimachus.

Terms Offered: Will be offered 2017-18
Equivalent Course(s): GREK 22314

GREK 32400. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes' *Frogs*, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.

Terms Offered: Will be offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22400, HIST 20403, HIST 30403

GREK 32500. Greek Historians: Herodotus. 100 Units.
We will read Herodotus' Egyptian Logos with attention to the language and style of the author, as well as his interpretatio Graeca of Egyptian religion, culture, and civilization.

Terms Offered: Autumn. Will be offered 2017-18.
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): GREK 22500

GREK 32700. Survey of Greek Literature I. 100 Units.
We will cover Greek poetry, including drama, from Homer to Callimachus. Classes will be concerned chiefly with genre, style, meter, and literary tropes with some discussion of the scholarly history on these texts. There will be some close study of passages chosen to exemplify problems of interpretation or to display the major themes in each poet's work.

Instructor(s): S. Nooter Terms Offered: Autumn
**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: Offered 2015-2016

**GREK 33116. Plato as a Socratic. 100 Units.**
The class will read Plato's Seventh Letter in Greek and relevant scholarship in English.
Instructor(s): J. Redfield Terms Offered: Winter
Equivalent Course(s): GREK 23116

**GREK 34500. Justin Martyr. 100 Units.**
It is probably safe to say that Justin Martyr was the first truly philosophic Christian theologian, unless one gives the author of the Epistle to the Hebrews that distinction. This course will focus on a careful reading of the Greek text of the First Apology and (as time permits) the Second Apology, with attention to Justin’s language and literary style. We will also concentrate on Justin as an early defender of and advocate for the Christian faith, the importance of his logos doctrine, his demonology, and his sacramental ideas and theology of worship.
Instructor(s): D. Martinez Terms Offered: Spring
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): FNDL 24504, BIBL 41801, NTEC 41801, GREK 24500

**GREK 35000. Mastering Greek. 100 Units.**
Mastering Greek is an intensive Greek language course for pre-professional Hellenists. Do you find yourself fudging accents sometimes? Wondering about the use of infinitives versus participles? Pondering the future less vivid? Is there a past contrary-to-fact in Greek? (No.) This course will review your Attic Greek from the level of the word to the short paragraph, leaving matters of style to Prose Composition (Winter). Recommended for advanced undergraduates and graduate students, especially those who aspire to teach Greek. Assignments will include extensive written homework in Attic Greek, analytic exercises, and regular quizzes in order to advance to strong, active mastery of the language.
Terms Offered: Autumn. Will be offered 2017-18.
Equivalent Course(s): GREK 25000
GREK 35116. Reading Greek Literature in the Papyri. 100 Units.
The earliest—and often the only—witnesses for Greek literary works are the papyri. This makes their testimony of great importance for literary history and interpretation, but that testimony does not come without problems. In this course we will cover some of the concepts and techniques needed to recover the literary treasure contained in this highly complex material: from the history of book forms, the textual tradition of literary works, and the creation of the canons to more philological aspects such as editorial practice, Textkritik, and paleography. Our literary corpus will include biblical texts, paraliterary (school and magical) texts, and translations of Egyptian texts into Greek. We will work with photographs of the papyri, and every part of the course will be based on practice. As appropriate we will also work with the University of Chicago’s collections of papyri.
Terms Offered: Autumn
Prerequisite(s): At least two years of Greek
Equivalent Course(s): BIBL 36916,HCHR 36916,GREK 25116

GREK 35615. History of the Greek Language. 100 Units.
Greek is one of the oldest continuously written languages: We have testimonies of it across three millennia. This course will review the various stages of this language from its first written texts (Mycenaean Greek) to Medieval and Modern Greek, including the Greek dialects, the rise of the Koiné, Biblical Greek, and the contact of Greek with other languages through history. We will read and discuss texts from all phases, including literary texts, epigraphy, papyri, and medieval manuscripts.
Instructor(s): S. Torallas-Tovar Terms Offered: Winter
Prerequisite(s): Two years previous study of Greek
Equivalent Course(s): GREK 25615

GREK 40112. Sophocles, Oedipus at Colonus. 100 Units.
A close literary and philological analysis of one of the most extraordinary of all Greek tragedies. While this play, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, some attention will also be directed to its reception.
Instructor(s): G. Most Terms Offered: Winter 2013
Prerequisite(s): Greek or consent of instructor
Equivalent Course(s): CMLT 35903,SCTH 35901

GREK 43900. Greek Hymns. 100 Units.
No description available.
Instructor(s): C. Faraone Terms Offered: Spring
CLASSICS - LATIN COURSES

LATN 31100. Roman Elegy. 100 Units.
This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.
Instructor(s): David Wray Terms Offered: Winter
Equivalent Course(s): CMLT 21101, CMLT 31101, LATN 21100

LATN 31200. Roman Novel. 100 Units.
We shall read from various Latin texts that participate in the tradition of the Ancient novel.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): LATN 21200

LATN 31300. Vergil. 100 Units.
This course will survey the main interpretive issues surrounding Vergil's *Aeneid* through a selection of readings from books 1–12. You will also be required to read the entire epic in English translation. Class time will be given to translation of the Latin, discussion of the secondary readings, and attention to the epic's larger themes and meanings in the literary and cultural context of Augustan Rome.
Instructor(s): S. Bartsch-Zimmer Terms Offered: Autumn
Equivalent Course(s): FNDL 25201, LATN 21300

LATN 31700. Post-Virgilian Epic. 100 Units.
In this class we will read the Achilleid of Statius. We will focus on the poetics of the prequel, and the themes of maternity, boyhood, and the role of the nonhuman in the education of the young Achilles. We will also look at some accounts of the affective appeal of Homer's Achilles, and ask what the Achilleid is trying to bring out about him.
Terms Offered: Autumn. Will be offered 2018-19.
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): LATN 21700

LATN 31800. Roman Historian. 100 Units.
Primary readings are drawn from the later books of the *Annals*, especially book 11, in which Tacitus describes the reign of Claudius and early reign of Nero. Parallel accounts and secondary readings are used to help bring out the methods of selecting and ordering data and the stylistic effects that typify a Tacitean narrative.
Prerequisite(s): LATN 20300 or equivalent
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*. Terms Offered: Spring. Will be offered 2018-19.
Prerequisite(s): LATN 20300 or equivalent
Equivalent Course(s): 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 will be: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections will include Lucretius' vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth. Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 22100, FNDL 24212

LATN 32200. Roman Satire. 100 Units.
The object of this course is to study the emergence of satire as a Roman literary genre with a recognized subject matter and style. Readings include Horace *Satires* 1.1, 4, 6, and 10 and 2.1, 5 and 7; Persius 1 and 5; and Juvenal 1 and 3.
Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 22200

LATN 32300. Roman Oratory. 100 Units.
Two of Cicero’s speeches for the defense in the criminal courts of Rome receive a close reading in Latin and in English. The speeches are in turn considered in relation to Cicero’s rhetorical theory as set out in the *De Oratore* and in relation to the role of the criminal courts in Late Republican Rome.
Terms Offered: Will be offered 2017-18.
Equivalent Course(s): LATN 22300

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
Prerequisite(s): Undergraduates consent of instructor
Note(s): M. Allen.
LATN 35000. Augustine's Confessions. 100 Units.
Substantial selections from books 1 through 9 of the Confessions are read in Latin (and all thirteen books in English), with particular attention to Augustine’s style and thought. Further readings in English provide background about the historical and religious situation of the late fourth century AD.
Instructor(s): P. White
Terms Offered: Winter
Prerequisite(s): LATN 20600 or equivalent
Equivalent Course(s): FNDL 24310, LATN 25000

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 Gothics and their derivatives down to the sixteenth century.
Instructor(s): M. Allen
Terms Offered: Autumn
Equivalent Course(s): LATN 26000

LATN 45815. Sem: Dissidence in Augustan Rome. 100 Units.
This seminar will explore the (literary) ways in which politically subordinate classes in post-Augustan Rome could express criticism of the imperial regime, its ideology, and its constraints. We will be reading material in Latin from Lucan, Petronius, Seneca, Tacitus, Pliny and Suetonius as well as secondary sources on the techniques of dissent.
Instructor(s): S. Bartsch-Zimmer
Terms Offered: Winter
Chair

- Françoise Meltzer, Comparative Literature

Professors

- Arnold Davidson, Philosophy
- Frederick de Armas, Romance Languages & Literatures
- Loren A. Kruger, English Language & Literature
- Françoise Meltzer, Comparative Literature
- Thomas Pavel, Romance Languages & Literatures
- Haun Saussy, Comparative Literature
- Michael Sells, Divinity School
- Joshua Scodel, English Language & Literature

Associate Professors

- Sascha Ebeling, South Asian Languages & Civilizations
- Boris Maslov, Comparative Literature
- Lawrence Rothfield, English Language & Literature
- David Wray, Classics

Assistant Professors

- Leah Feldman, Comparative Literature
- Olga Solovieva, Comparative Literature

Emeritus Faculty

- David Bevington, English Language & Literature
- Walter R. Johnson, Classics
- Michael Murrin, English Language & Literature
- Kenneth J. Northcott, Germanic Studies
- Frantisek Svejkovsky, Slavic Languages & Literatures
- Robert von Hallberg, Comparative Literature
The Department of Comparative Literature is organized to facilitate the study of literature unrestricted by national boundaries and the conventional demarcations of subject matter. The department makes every effort to arrange a course of studies fitted to the individual student's background and interest. Students may choose from courses offered by the department, as well as those offered by relevant departments in the Division of the Humanities and in some cases those offered by other divisions. Students are expected to read relevant texts in the original languages. The time period leading to the master’s degree may be used to explore areas of interest by the student, as well as to strengthen areas of established interest and competence. Students pursue the Ph.D. in one of two tracks of learning and training:

1. National literatures
2. Literature and other disciplines

Track 1 is a program of studies of one national literature (the major) in its historical entirety and of a second national literature (the minor) in a specified area. Track 2 will consist of the study of a literature or some part of that literature and its relationship to another discipline such as sociology, psychoanalysis, philosophy, or religion. It is assumed that whichever option the student chooses, an international perspective on the relevant problem will be sought and maintained. Students will be provided with individual counseling to help them formulate programs of study that will answer to their needs and interests. There are no formal boundaries to the extent and nature of these interests, although the department will require that programs be coherently conceived and responsibly carried out.

THE DEGREE OF MASTER OF ARTS

The objective of the program is the Ph.D. degree. Doctoral students in the program are eligible for the M.A. degree after completing the following requirements: For students entering the program in the fall 2003 and after, 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 sequence; and demonstrated competence (high proficiency in a graduate literature course or high pass in a University examination) in two foreign languages, one of which must be either French or German. The remaining six quarter courses are normally divided among two literatures, although a student may, with department permission, place greater emphasis on one literature or on some special interest. Satisfactory completion of the MA requirements will be based on a student's grade record and performance in the required two quarter sequence.
THE DEGREE OF DOCTOR OF PHILOSOPHY

Programs leading to the doctor’s degree in the department will be organized for students possessing the M.A. who have shown unusual competence and who wish to prepare themselves for teaching and scholarly investigation in comparative literature. Students are required to take six graduate level courses in their second year of Ph.D. study and two in their third year. Students are also required to write a minimum of two substantial papers the second year, and one the third year. Copies of these papers must be submitted to the graduate chair.

In the two years of post-M.A. courses, students may take no more than one of the required courses per year for a Pass/Fail grade (i.e., one of the six required graduate level courses for the first year of post-M.A. doctoral level study, and one of the two required graduate level courses in the second year of doctoral level study).

Before the student is recommended for admission to candidacy for the doctor’s degree he or she must pass satisfactorily an oral examination after completion of eight Ph.D. level courses. This examination will be based on one of the following two options.

Track I requires The National Literature Oral. This is an examination based on no fewer than 60 titles in the major literature and no fewer than 30 titles in the minor literature. The list for the major literature will cover all periods and genres. The list for minor literature will cover the major texts of the approved period or genre.

Track II requires The Field Oral. This is an oral examination on a representative list of approximately 70-90 titles in a given comparative field, such as literature and anthropology, literature and art, literature and film, literature and history, literature and linguistics, literature and music, literature and psychology, literature and sociology, literature and religion, literature and science. Texts chosen for this exam are to be distributed evenly between the two disciplines.

For admission to candidacy the same language requirements hold for BOTH tracks. These are as follows: either high proficiency in one language (=normally one graduate literature course) + two University reading exams in two additional languages (with a high pass on both) OR two high proficiency (graduate literature courses) in two languages. In both tracks one of those languages must be either French or German. All graduate students who wish to fulfill the language requirement through graduate course work must pick up a form in the departmental office to be filled out by the instructor after the course work has been completed. No student will get credit for the language requirement by course work without the instructor’s completion of such a form. The form will rate the student’s general knowledge of the language with almost exclusive emphasis on reading.
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 the fifth quarter after their admission to candidacy, 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. The candidate must conclude his or her studies by defending successfully this dissertation in an oral final examination.

For additional information about the Comparative Literature program, please see http://complit.uchicago.edu/.

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

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552. Our application process is now 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).
COMPARATIVE LITERATURE COURSES

A survey of Jewish Literature written by Jews around the globe in different languages (including Hebrew, Yiddish, Arabic, Russian, English, Polish, German) in an era of upheaval and transformation. We will discuss the literary representation of phenomena such as: the national movement and the foundation of the State of Israel; persecutions, pogroms, and the Holocaust; waves of migration, acculturation, and assimilation; the involvement of Jews in political movements, such as communism and anarchism; changing gender roles and changing ideas about the Jewish family. And we will ask: How have these events—and the modern era that they are a part of— influenced ideas about literary representation and the relationship between literature and history?
Instructor(s): Na’ama Rokem Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): CMLT 20226,NEHC 20226,NEHC 30226,JWSC 20226

CMLT 31101. Roman Elegy. 100 Units.
This course examines the development of the Latin elegy from Catullus to Ovid. Our major themes are the use of motifs and topics and their relationship to the problem of poetic persona.
Instructor(s): David Wray Terms Offered: Winter
Equivalent Course(s): CMLT 21101,LATN 31100,LATN 21100

CMLT 31600. Marxism and Modern Culture. 100 Units.
This course covers the classics in the field of marxist social theory (Marx, Engels, Lenin, Gramsci, Reich, Lukacs, Fanon) as well as key figures in the development of Marxist aesthetics (Adorno, Benjamin, Brecht, Marcuse, Williams) and recent developments in Marxist critiques of new media, post-colonial theory and other contemporary topics. It is suitable for graduate students in literature depts. and art history. It is not suitable for students in the social sciences. TuTh 1:30-2:50 for all students; If ten or more MAPH students enroll, they will also attend a tutorial session on Friday 8:30-10:20.
Instructor(s): L. Kruger Terms Offered: Spring
Prerequisite(s): Intro to African Studies or Intro to Film. 3rd & 4th year undergrad and grad
Equivalent Course(s): CRES 32300,ENGL 32300

CMLT 31703. The Politics of Hybridity. 100 Units.
This course will explore the construct of hybridity through the development of anticolonial and postcolonial theory. In nuancing the distinction between these intellectual traditions and their respective formations in the contexts of decolonization, the Cold War, and the US academy, we will consider the work of Fanon, Césaire, C. L. R. James, Said, Spivak, Young, Bhabha, Glissant, Khatibi, and others.
Instructor(s): Leah Feldman Terms Offered: Winter
Equivalent Course(s): CMLT 21703
CMLT 32301. War and Peace. 100 Units.
Tolstoy’s novel is at once a national epic, a treatise on history, a spiritual meditation, and a masterpiece of realism. This course presents a close reading of one of the world’s great novels, and of the criticism that has been devoted to it, including landmark works by Victor Shklovsky, Boris Eikhenbaum, Isaiah Berlin, and George Steiner. (B, G)
Instructor(s): William Nickell Terms Offered: Autumn
Equivalent Course(s): REES 30001, CMLT 22301, FNDL 27103, ENGL 28912, HIST 23704, ENGL 32302, REES 20001

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

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 <em>Film History: An Introduction</em>; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700, CMST 28600
CMLT 33201. Returning the Gaze: The Balkans and Western Europe. 100 Units.
Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This
course provides insight into identity dynamics between the “West,” as the center
of economic power and self-proclaimed normative humanity, and the “Rest,” as
the poor, backward, volatile periphery. We investigate the relationship between
South East European self-representations and the imagined Western gaze. Inherent
in the act of looking at oneself through the eyes of another is the privileging
of that other’s standard. We will contemplate the responses to this existential
position of identifying symbolically with a normative site outside of oneself—
self-consciousness, defiance, arrogance, self-exoticization—and consider how
these responses have been incorporated in the texture of the national, gender, and
social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko
Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39012,CMLT 23201,NEHC 20885,NEHC 30885,REES
29012

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): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908,ANTH 35908,CMLT 23301,NEHC 20568,NEHC
30568,REES 39009,REES 29009

CMLT 35210. Theories of Autobiography. 100 Units.
Ambiguous and elusive by definition, the autobiographical genre has attracted
generations of critics determined to identify its specificity and define its boundaries.
Throughout the course we will examine the main theories relevant to the study
of autobiography, reflecting at the same time on various problematic aspects
of the genre that literary theorists have long discussed: the pitfalls of personal
identity, the presumption of pronouncing one’s final words when one’s life is not
yet over, the untruthful mediation of writing, and the paradoxes of memory. We
will focus our inquiries to the English, French and Italian contexts, analyzing in
particular the theories developed by Gusdorf, Starobinski, Lejeune, Ricœur, De Man,
Olney, Battistini, D’Intino. Part of our task will be to test these approaches against
narratives produced in different historical periods.
Instructor(s): M. A. Mariani Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): ITAL 35210
CMLT 35903. Sophocles, Oedipus at Colonus. 100 Units.
A close literary and philological analysis of one of the most extraordinary of all Greek tragedies. While this play, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, some attention will also be directed to its reception.<br />
Instructor(s): G. Most Terms Offered: Winter 2013
Prerequisite(s): Greek or consent of instructor
Equivalent Course(s): GREK 40112,SCTH 35901

CMLT 36700. Renaissance and Baroque Fairytales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Class conducted in English.
Equivalent Course(s): ITAL 36200,CMLT 26700,REMS 36200,ITAL 26200

CMLT 36902. Strangers to Ourselves: Émigré Lit from Russia and SE Europe. 100 Units.
"Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking," writes Julia Kristeva in "Strangers to Ourselves," the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath—speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39010,CMLT 26902,REES 29010
CMLT 39101. Pascal and Simone Weil. 100 Units.
The course will examine two major French existential thinkers, Blaise Pascal and
Simone Weil, focusing on their intellectual background, their strong originality, and
their religious perspective.
Instructor(s): T. Pavel Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing. Instructor consent required for first-
and second-year undergraduates.
Note(s): Taught in English, with a special weekly session in French for students
seeking French credit.
Equivalent Course(s): CMLT 29101,FNDL 21806,FREN 39100,FREN 29100

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.
Instructor(s): Jas’ Elsner and Françoise Meltzer Terms Offered: Spring
Equivalent Course(s): CDIN 40010,ARTH 40010,RLIT 40010

CMLT 40200. Comparative Mystical Literature: Islamic, Jewish and Christian. 100
Units.
This course will examine Islamic, Christian, and Jewish mystical literature, with
one third of the class devoted to each of the three traditions. Our focus will be upon
writings from the late 12th to early 14th centuries, CE by Ibn al-‘Arabi, Meister
Eckhart, Hadewijch, Marguerite Porete, and Moses de Loen (by attribution). We will
also look at some selections from other writings, including Plotinus and Pseudo-
Dionysius the Areopagite. Class format centers upon close readings of specific
primary texts.
Instructor(s): Michael Sells Terms Offered: Spring
Prerequisite(s): Willingness to work in one of the following languages: Arabic, Latin,
Greek, French, German, Hebrew, Aramaic or Spanish.
Equivalent Course(s): RLIT 43600,ISLM 43300
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.
Instructor(s): C. Wild, M. Payne Terms Offered: Autumn
Equivalent Course(s): CLAS 48616, GRMN 48616

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): Michael Sells Terms Offered: Winter
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 Criticism from Plato to Burke. 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): J. Scodel Terms Offered: Autumn
Equivalent Course(s): ENGL 52502

CMLT 50201. Seminar: 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.
Instructor(s): Francoise Meltzer Terms Offered: Winter
Note(s): Comp Lit core course. 2nd part of sequence.
Equivalent Course(s): DVPR 50201
This course trains graduate-level students in postcolonial theory and literature, and it contends that we can best understand postcolonial studies neither in terms of a canon of literary works nor in terms of a discrete historical moment but as a set of key questions and debates that have shaped methods of literary and cultural interpretation and intellectual inquiry over the three decades in which postcolonial literary and culture studies have coalesced (and now, perhaps, disintegrated) as a field. We will consider topics such as writing and resistance, postcolonial literary revisions, mimicry and hybridity, and gender. We will also consider whether “postcolonial literature” as a category has a future in the discipline of English literary studies, particularly in light of the ongoing sense of crisis theorists in the field have identified and the ascendancy of terms such as “planetarity,” “global Anglophone literature,” and “world literature.” What is the status of the global in the postcolonial, and vice-versa? What is gained or lost when we revise or abandon the term postcolonial? What conceptual significance does the nation-state retain when we talk about global literature? Authors and critics will include Emily Apter, Homi Bhabha, Aimé Césaire, Dipesh Chakrabarty, Michelle Cliff, Frantz Fanon, Leela Gandhi, Édouard Glissant, Mohsin Hamid, Bessie Head, Isabel Hofmeyr, C.L.R. James, Achille Mbembe, Walter Mignolo, V.S. Naipaul, Ngugi wa Thiong’o, among others.

Instructor(s): S. Thakkar
Terms Offered: Spring
Equivalent Course(s): ENGL 66702
Department of East Asian Languages and Civilizations

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

Chair

• Jacob Eyferth

Director of Graduate Studies

• Paul Copp

Director of Undergraduate Studies

• Ariel Fox

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

• Fangpei Cai
• Harumi Lory
• Hiroyoshi Noto
• Youqin Wang
• Jun Yang

Lecturers

• Yoko Katagiri
• Ji Eun Kim
• Yi-Lu Kuo
• Meng Li
• Misa Miyachi
• Laura Skosey
• Shan Xiang
• Dongfeng Xu

Emeritus Faculty

• George Chih Chao Chao
• Norma Field
• Harry Harootunian, History
• Ping Ti Ho, History
• Tetsuo Najita, History
• Tsuen Hsui Tsien

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 requirement outlined for Scholastic Residence. 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 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.

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 Coordinator

Wieboldt Hall, Room 301

1050 East 58th Street

Chicago, IL 60637

Phone: 773.702.1255

ealc@uchicago.edu
Website: 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.

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

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).

For additional information about the East Asian Languages and Civilizations program, please see 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 must be EALC 65000 Directed Translation
   b. No more than two courses taken for an "R" or "P" grade
   c. Two non-specialization East Asian Civilization 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. This status is sometimes known at All But Dissertation (A.B.D.).

**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/.

**EAST ASIAN LANGUAGES & CIVILIZATIONS - CHINESE COURSES**

**CHIN 30100-30200-30300. Advanced Modern Chinese I-II-III.**
The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures. We begin with discussion in Chinese on topics relevant to modern China and then shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Discussion in Chinese required. The class meets for five one-hour sessions a week.
CHIN 30100. Advanced Modern Chinese I. 100 Units.
The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures. We begin with discussion in Chinese on topics relevant to modern China and then shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Discussion in Chinese required. The class meets for five one-hour sessions a week.
Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor
Equivalent Course(s): CHIN 20401

CHIN 30200. Advanced Modern Chinese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): CHIN 20401, or CHIN 30100, or placement, or consent of instructor
Equivalent Course(s): CHIN 20402

CHIN 30300. Advanced Modern Chinese III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): CHIN 20402, or CHIN 30200, or placement, or consent of instructor
Equivalent Course(s): CHIN 20403

CHIN 40800-40900-41000. Readings in Literary Chinese I-II-III.
Readings in Literary Chinese I-II-III

CHIN 40800. Readings in Literary Chinese I. 100 Units.
No description available.
Instructor(s): D. Harper
Terms Offered: Autumn
Prerequisite(s): CHIN 21000, or placement, or consent of instructor
Equivalent Course(s): CHIN 20508

CHIN 40900. Readings in Literary Chinese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): CHIN 40800, or CHIN 20508, or placement, or consent of instructor
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 20509

CHIN 41000. Readings in Literary Chinese III. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): CHIN 40900, or CHIN 20509, or placement, or consent of instructor
Note(s): Not offered every year; quarters vary.
Equivalent Course(s): CHIN 20510
CHIN 41100-41200-41300. Fourth-Year Modern Chinese I-II-III.
This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.

CHIN 41100. Fourth-Year Modern Chinese I. 100 Units.
This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students not only expand their vocabulary and knowledge of grammatical structures but also learn sophisticated speaking and writing skills through intensive readings and discussions. The class meets for three one-hour sessions a week.
Terms Offered: Autumn
Prerequisite(s): CHIN 30300, or CHIN 20403, or placement, or consent of instructor
Equivalent Course(s): CHIN 20501

CHIN 41200. Fourth-Year Modern Chinese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): CHIN 41100, or CHIN 20501, or placement, or consent of instructor
Equivalent Course(s): CHIN 20502

CHIN 41300. Fourth-Year Modern Chinese III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): CHIN 41200, or CHIN 20502, or placement, or consent of instructor
Equivalent Course(s): CHIN 20503

CHIN 51100-51200-51300. Fifth-Year Modern Chinese I-II-III.
This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one tutorial sessions to prepare for assigned language projects.
CHIN 51100. Fifth-Year Modern Chinese I. 100 Units.
This sequence is designed to prepare students for academic research and activities in a Chinese language environment. Modern classic essays, documentary film and TV broadcasts will be included among the teaching materials. Students will learn not only general listening, speaking and reading skills but also academic writing. Class meets for three one-hour sessions each week. Students can arrange two additional one-on-one tutorial sessions to prepare for assigned language projects.<br />
Terms Offered: Autumn
Prerequisite(s): CHIN 41300, or CHIN 20503, or placement, or consent of instructor
Equivalent Course(s): CHIN 20601

CHIN 51200. Fifth-Year Modern Chinese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): CHIN 51100, or CHIN 20601, or placement, or consent of instructor
Equivalent Course(s): CHIN 20602

CHIN 51300. Fifth-Year Modern Chinese III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): CHIN 51200, or CHIN 20602, or placement, or consent of instructor
Equivalent Course(s): CHIN 20603

EAST ASIAN LANGUAGES & CIVILIZATIONS - JAPANESE COURSES
JAPN 30100-30200-30300. 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 30100. Advanced Modern Japanese I. 100 Units.
The third year marks the end of the basic modern language study. Our goal is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. Classes conducted in Japanese. The class meets for three eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.
Terms Offered: Autumn
Prerequisite(s): JAPN 20300, or placement, or consent of instructor
Equivalent Course(s): JAPN 20401
JAPN 30200. Advanced Modern Japanese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): JAPN 20401, or JAPN 30100, or placement, or consent of instructor
Equivalent Course(s): JAPN 20402

JAPN 30300. Advanced Modern Japanese III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): JAPN 20402, or JAPN 30200, or placement, or consent of instructor
Equivalent Course(s): JAPN 20403

JAPN 30800-30900-31000. Reading Scholarly Japanese 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. The materials are selected from a wide range of disciplines covering the past three centuries

JAPN 30800. Reading Scholarly Japanese I. 100 Units.
This course focuses on the reading of scholarly Japanese materials with the goal of enabling students to do independent research in Japanese after the course's completion. The materials are selected from a wide range of disciplines covering the past three centuries
Terms Offered: Autumn
Prerequisite(s): JAPN 20300, or placement, or consent of instructor

JAPN 30900. Reading Scholarly Japanese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): JAPN 20300, or placement, or consent of instructor

JAPN 31000. Reading Scholarly Japanese III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): JAPN 20300, or placement, or consent of instructor

JAPN 35506. Gender and Japanese History. 100 Units.
This course explores issues of gender within Japanese history from ancient to modern times, with a focus on the period from the eighteenth to the twentieth centuries.<br/>
Instructor(s): S. Burns Terms Offered: Spring
JAPN 39000. Introduction to Classical Japanese. 100 Units.
Introduction to the grammar and style of premodern Japanese through a variety of literary texts. Emphasis will be placed on extensive grammatical analysis and translation. Work with original manuscripts will also be introduced as the course progresses. 
Instructor(s): R. Jackson
Terms Offered: Autumn
Prerequisite(s): Three years modern Japanese or consent of instructor
Equivalent Course(s): JAPN 19000

JAPN 40500-40600-40700. Fourth-Year Modern Japanese I-II-III.
This course is intended to improve Japanese reading, speaking, writing, and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments include academic theses in psychology and anthropology, literary texts, and popular journalism. After each reading, students are encouraged to discuss the topic in class. Videos/DVDs are used to improve listening comprehension skills. There are also writing assignments. The class meets for two eighty-minute sessions a week.

JAPN 40500. Fourth-Year Modern Japanese I. 100 Units.
This course is intended to improve Japanese reading, speaking, writing, and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments include academic theses in psychology and anthropology, literary texts, and popular journalism. After each reading, students are encouraged to discuss the topic in class. Videos/DVDs are used to improve listening comprehension skills. There are also writing assignments. The class meets for two eighty-minute sessions a week.
Terms Offered: Autumn
Prerequisite(s): JAPN 20403, or JAPN 30300, or placement, or consent of instructor
Equivalent Course(s): JAPN 20500

JAPN 40600. Fourth-Year Modern Japanese II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): JAPN 20500, or JAPN 40500, or placement, or consent of instructor
Equivalent Course(s): JAPN 20600
JAPN 40700. Fourth-Year Modern Japanese III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): JAPN 20600, or JAPN 40600, or placement, or consent of instructor
Equivalent Course(s): JAPN 20700

EAST ASIAN LANGUAGES & CIVILIZATIONS - KOREAN COURSES

KORE 30100-30200-30300. Advanced Korean I-II-III.
This course introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.

KORE 30100. Advanced Korean I. 100 Units.
This course introduces a wide selection of authentic reading materials from Korean newspaper articles, college-level textbooks, and literary prose as an entry point to discuss topics and issues in Korean society, culture, and history. The primary objective is further enhancement of advanced reading comprehension, composition writing, and presentational skills. In addition, Chinese character (Hanja) lessons are incorporated into each lesson with the purpose of expanding vocabulary to the advanced level. The class meets for two eighty-minute sessions a week. All courses in this sequence must be taken for a quality grade.
Terms Offered: Autumn
Prerequisite(s): KORE 20300, or placement, or consent of instructor
Equivalent Course(s): KORE 20401

KORE 30200. Advanced Korean II. 100 Units.
No description available.
Terms Offered: Winter
Prerequisite(s): KORE 20401, or KORE 30100, or placement, or consent of instructor
Equivalent Course(s): KORE 20402

KORE 30300. Advanced Korean III. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): KORE 20402, or KORE 30200, or placement, or consent of instructor
Equivalent Course(s): KORE 20403
KORE 42200. Contemporary Korean Society and History through Fiction and Film. 100 Units.
This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. We analyze cultural and historical issues in contemporary Korea through four contemporary short novels and related film and media. Other goals are to foster fluency, accuracy, and comprehension in reading authentic contemporary texts, as well as advancing language skills for formal presentation, discussion, and writing.
Terms Offered: Winter
Prerequisite(s): KORE 20403 or KORE 30300, or placement, or consent of instructor
Equivalent Course(s): KORE 22200

KORE 42300. Changing Identity of Contemporary Korean through Film and Literature. 100 Units.
This content-based language course is designed to meet the needs of high-advanced level students of Korean, including international/heritage language students who have studied in Korea up to the primary school levels. In particular, we deal with how contemporary Korean society can be understood through the diverse perspectives of emergent minority groups. Topics include Korean language and identity, gender and sexuality, and Korea as a multi-ethnic society. Class activities include watching contemporary films featuring minorities in Korea. We also read essays written by minorities (e.g., Korean-Japanese, Russian-Korean) and Korean social activists. Student are encouraged to foster their own views on contemporary social issues through diverse activities of discussion, debate, presentation, and writing.
Terms Offered: Spring
Prerequisite(s): KORE 20403, or KORE 30300, or placement, or consent of instructor
Equivalent Course(s): KORE 22300

KORE 53100. Microeconomics and the Korean Economy. 100 Units.
Terms Offered: Spring
Prerequisite(s): KORE 22100, or KORE 22200, or KORE 22300
Equivalent Course(s): KORE 23100

EAST ASIAN LANGUAGES & CIVILIZATIONS COURSES

EALC 30404. Reading the Yijing. 100 Units.
In this course, we will read both the original text of the Yijing and also related texts, beginning with Shang oracle-bone inscriptions and proceeding through Warring States, Qin, and Han divinatory texts.
Instructor(s): E. Shaughnessy Terms Offered: Winter
Prerequisite(s): Classical Chinese reading ability
Equivalent Course(s): EALC 20404
EALC 34255. Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.
The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, the revolution was as much about material changes as about politics: about the two-story brick houses, electric lights, and telephones (loushang louxia, diandeng dianhua) that socialism promised; about new work regimes and new consumption patterns—or, in many cases, about the absence of positive change in their material lives. If we want to understand what socialism meant for different groups of people, we have to look at the "beautiful new things" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people's daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can a focus on material artifacts and daily work routines help us to understand people's life experiences?
Instructor(s): J. Eyferth Terms Offered: Spring
Equivalent Course(s): HIST 24507,HIST 34507,EALC 24255

EALC 34308. Republican China. 100 Units.
Increasingly historians of modern China have begun to turn to the complex decades between the fall of China's last dynasty and the establishment of the People's Republic of China, not merely to better understand the emergence of Communism or the fate of imperial traditions, but as a significant period in its own right. In addition to examining the major social and political changes of this period, this seminar course will explore the emergence of new cultural, artistic, and literary genres in a time notorious for its turbulence. Readings explore both new and classic interpretations of the period, as well as recent scholarship, which benefits from expanding access to Chinese archives. Students should expect regular short writing assignments. The course will culminate with each student choosing either a historiographical final paper or a close reading of a primary source in light of the issues explored in the course.
Instructor(s): J. Ransmeier Terms Offered: Autumn
Equivalent Course(s): HIST 34308,EALC 24308,HIST 24308

EALC 34500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Prerequisite(s): Third-year Chinese level or approval of instructor.
Equivalent Course(s): EALC 24500,HIST 34500,HIST 24500
EALC 34510. Gender and Sexuality in Modern China. 100 Units.
This course explores changing ideas about gender and sexuality in modern China. "Modern" in the context of this course signifies a period in which China faced radical new paradigms for the role of sex and the meaning of gender. Although much that we will read describes the twentieth century, we will also discover that innovations in gender roles are not unique to the past hundred years. Nor, despite long-standing stereotypes to the contrary, has it only been the privilege of the elites to disrupt the traditional male-female binary. Readings will address such themes as the ways in which gender defines patterns in family life, in politics and under the law; marriage and homosexuality; prostitution and trafficking; performance and cross dressing; the implementation of the one child policy; gender roles in minority communities; and China's handling of HIV/AIDS. We will consider the role of old Confucian hierarchies and scrutinize the links between industrialization, women's liberation, nationalism, and the communist movement. Through these diverse topics, this seminar aims to expand students' conception of the areas in which gender plays a relevant and influential role.
Instructor(s): J. Ransmeier Terms Offered: Spring
Equivalent Course(s): HIST 34510, EALC 24510, GNSE 24510, GNSE 34510, HIST 24510

EALC 34700. Histories of Japanese Religion. 100 Units.
An examination of select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): HIST 34700, EALC 24700, RLST 22505, HREL 34705, HIST 24700

EALC 34706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course will explore the cultural and cultural history of Edo/Tokyo from its origins in the early seventeenth century through circa 1945. Issues to be explored include the configuration of urban space and its transformation over time in relation to issues of status, class, and political authority; the formation of the "city person" as a form of identity; and the tensions between the real city of lived experience and the imagined city of art and literature. We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include a final research paper of approximately 15 to 18 pages.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): HIST 34706, CRES 34706, CRES 24706, EALC 24706, HIST 24706
EALC 34810. Literature and Performance in Medieval Japan. 100 Units.
This course acquaints students with some of the major genres of medieval Japanese literature and performance, including setsuwa (explanatory tales), sarugaku (“monkey music”) and dengaku (“field music”), imayō (popular songs), gunki monogatari (warrior tales), and the noh and kyōgen theaters. We will explore the religious, social, and political contexts from which these genres emerge, as well as the rich and intricate ways in which performance and literature overlap throughout the medieval period. Specific topics of interest include the significance of “medievality” in conceptions of Japanese culture, the shifting relationship between elite and commoner culture, the emergence of a “national” culture, and the role of women authors and performers. We will read primary texts in translation, examine visual materials, and watch and listen to recordings of contemporary performances. Additionally, we will read relevant secondary scholarship in order to broaden our understanding of both the medieval texts themselves and their reception over time and space. No Japanese language ability is necessary, although students who have taken Japanese literature or culture courses will be particularly well prepared.
Instructor(s): A. Lazarus Terms Offered: Winter
Equivalent Course(s): TAPS 38495, TAPS 28495, EALC 24810

EALC 35000. Modern Korean Women’s Fiction. 100 Units.
With focus upon gendered aspects of the development of modern Korean literature, the course examines selected literary works by Korean female writers. Students read poetic and prose texts with a view to identifying and articulating gender-specific concerns and stylistic patterns. While discussing chosen fictional texts, the class also examines a selection of relevant nonfictional sources and documents that help us understand the literary stakes facing the writers. No knowledge of Korean is required.
Instructor(s): K. Choi Terms Offered: Winter
Equivalent Course(s): GNSE 25000, EALC 25000
EALC 35405. The Dao De Jing: Text, Philosophy, and Religion. 100 Units.
In this course, we will introduce the foundational text of the Daoist tradition: the Dao De Jing or Classic of Way and Virtue attributed to Laozi. One of the most translated classics in the world, the Dao De Jing contains a bewildering array of ideas written in terse and cryptic language. After a few introductory sessions examining the text's historical background, date, and authorship, we will move on to consider critical analyses of the text and its manuscript counterparts excavated in China in the past few decades. As we will see, these manuscripts call into question the assumptions of traditional textual scholarship and pose new problems that are still being debated. The second half of the quarter will be devoted to the philosophical and religious aspects of the Dao De Jing. We will explore issues such as the meaning(s) of dao and de, the relationship between opposites, the concept of wu-wei (nonaction), the use of paradox and irony, mysticism, and self-cultivation. In the last two weeks, we will turn to look at the commentarial history of Dao De Jing in China as well as its reception in the West.
Instructor(s): B. Zhou Terms Offered: Autumn
Equivalent Course(s): RLST 28617, EALC 15405

EALC 36206. The Yi Jing. 100 Units.
In this course, we will survey the creation and development of the I Ching or Yi Jing, one of the most unique classics in world literature. Originally used as a divination manual, the Yi Jing came to be viewed as the paramount wisdom text in the Chinese intellectual tradition. We will pay equal attention to how the text was first created and to how it came to be interpreted over the course of Chinese history. All readings will be in English, though students taking the course for graduate credit will be encouraged to extend their readings to Chinese sources.
Instructor(s): E. Shaugnessy Terms Offered: Autumn
Equivalent Course(s): EALC 26206, FNDL 26208

EALC 36800. Korean Literature, Foreign Criticism. 100 Units.
Ever since the introduction of the modern/Western concept of “literature” to early twentieth-century Korea, literary production, consumption, and reproduction have gone hand in hand with the reception of the trends of “criticism” and “theory” propagated elsewhere, in the West in particular. This course examines the relationship between the ideas of “indigenous” and “foreign” as embodied by Korean writers in the fields of creative writing, journalism, and academia with a view to engaging and interrogating the idea of “national literature” and its institutional manifestations. It further examines artistic and theoretical endeavors by Korean writers and intellectuals to critically reflect upon and move beyond the unquestioned linguistic, ideological, and ethno-national boundaries.
Instructor(s): K. Choi Terms Offered: Spring
Equivalent Course(s): EALC 26800
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): EALC 27014

EALC 37708. Feminine Space in Chinese Art. 100 Units.
“Feminine space” denotes an architectural or pictorial space that is perceived,
imagined, and represented as a woman. Unlike an isolated female portrait or an
individual female symbol, a feminine space is a spatial entity: an artificial world
composed of landscape, vegetation, architecture, atmosphere, climate, color,
fragrance, light, and sound, as well as selected human occupants and their activities.
This course traces the construction of this space in traditional Chinese art (from
the second to the eighteenth centuries) and the social/political implications of this
constructive process.
Instructor(s): Wu Hung Terms Offered: Spring
Equivalent Course(s): ARTH 39400,EALC 27708,ARTH 29400

EALC 40330. City and Text in Late Imperial China. 100 Units.
This course will ask how the urban transformation of late imperial society was
experienced and understood by writers and readers across the cities of the lower
Yangzi region. What kinds of spaces were made possible by the late imperial
city? How were these new physical and imaginative spaces—both generating and
generated by the political, ritual, and commercial functions of the city—made
legible and meaningful? We will look at attempts to represent and interpret the
urban landscape in a range of literary genres (poetry, vernacular fiction, diaries,
travelogues), visual materials (maps, landscape paintings), and inscribed objects
(stelae, rocks, walls). In addition to these primary materials, we will also engage
with the growing body of scholarly work on the premodern city in diverse fields
such as local history, architecture, and religion. Each student will focus on one
city, which will serve as a lens through which to view the various thematic issues
addressed in our discussions.
Instructor(s): A. Fox Terms Offered: Autumn
Equivalent Course(s): HIST 44103,EALC 20330
EALC 40456. Media, History, East Asia. 100 Units.
This seminar serves as an introduction to theories of media and mediation in the context of scholarship on East Asia. "Media" has come to be a ubiquitous term in how we think not just about technologies of communication and dissemination, but also about literature, music, film, and other forms of cultural production. In this course we will look at how the concept has been taken up in recent work on China, Japan, and Korea, and raise questions about how this work has drawn on media theories from elsewhere; how it has sought to develop or recover locally inflected theories of media; and how it is we might distinguish between the two. Our task, then, will be to consider how media theory and media history have been done, but also to speculate on how they can and should be done within an area studies framework.
Instructor(s): Long
Terms Offered: Autumn
Note(s): Grad students 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. This course will be team-taught by me and historians of the PRC from other institutions, and will be open to selected students from outside the U of C. Non-Chicago students and teachers will participate via video conference.
Terms Offered: Autumn
Prerequisite(s): The course is meant for graduate students who are preparing for archival research in China or already working with archival documents.
Note(s): Advanced undergraduates who are doing archival research may enroll with the instructor's permission.
Equivalent Course(s): HIST 41102
EALC 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): J. Zeitlin Terms Offered: Spring
Prerequisite(s): Good command of classical Chinese.
Equivalent Course(s): TAPS 41451

EALC 42609. Seminar: Japanese Handscroll Paintings. 100 Units.
With pictorial and verbal narratives that unfold before the viewer, Japanese picture
handscrolls (emaki) of the 12th through early 20th centuries fulfilled a variety of
aims: to tell a story, propagate a Buddhist teaching, commemorate famous persons
living and dead, and to locate divinity within a specific landscape. Focusing on
masterworks such as the Tale of Genji, Miraculous Origins of Mt. Shigi, and the
Illustrated Biography of the Monk Xuanzang, this course considers the scrolls’
diverse narrative strategies and spatial constructions, paying special attention to the
pictorial expression of social status, gender roles, and divinity. We will also consider
modern handscrolls from the early 20th century and scrolls in local collections.
Instructor(s): C. Foxwell Terms Offered: Spring
Equivalent Course(s): ARTH 44909
EALC 43000. Censorship in East Asia: The Case of Colonial Korea. 100 Units.
This course examines the operation and consequences of censorship in the Japanese Empire, with focus on its effects in colonial Korea. It begins with two basic premises: first, both the Japanese colonial authorities’ measures of repression, and the Korean responses to them, can be understood as noticeably more staunch and sophisticated when compared to any other region of the Empire; and second, the censorship practices in Korea offers itself as a case that is in itself an effective point of comparison to better understand other censorship operations in general and the impact of these operations across different regions. With a view to probing an inter- and intra-relationship between censorship practices among a variety of imperial/colonial regions, this course studies the institutions related to censorship, the human agents involved in censorship—both external and internal—and texts and translations that were produced in and outside of Korea, and were subject to censorship. Overall, the course stresses the importance of establishing a comparative understanding of the functions of censorship, and on the basis of this comparative thinking we will strive to conceptualize the characteristics of Japanese colonial censorship in Korea.
Instructor(s): K. Choi Terms Offered: Spring
Equivalent Course(s): EALC 23001,CRES 33001

EALC 44500. Colloquium: Modern China 1. 100 Units.
The content of this course is reading and discussion of classics of historical literature in modern Chinese history from 1965 through the present. Emphasis is placed on how historiographical changes during this period are manifest in each work. Each week will read and discuss the assigned monograph, and students will write of an informed review essay of it. The final requirement is a term paper in which the student will construct an analytical history of the historical literature of the period.
Instructor(s): G. Alitto Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): HIST 56300

EALC 45005. Landscape and Religion in Chinese Art. 100 Units.
This course explores the relationship between landscape and religion in Chinese art. Possible topics include the origins of landscape representations, religious significance of landscape images, landscape environment of religious structures, 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.
Instructor(s): H. Wu Terms Offered: Winter
Prerequisite(s): Chinese reading skill is preferred.
Equivalent Course(s): ARTH 45005
EALC 45401. Western Zhou Bronze Inscriptions. 100 Units.
This seminar is designed to introduce the student to the use of bronze inscriptions in interpreting the history of the Western Zhou dynasty (1045-771 B.C.). While much of the seminar will be spent in attaining the methodological skills necessary to read the inscriptions, historical issues will also be discussed. These will be determined based on the interests of the students.
Instructor(s): E. Shaughnessy Terms Offered: Autumn, Spring

EALC 45700. Sources and Methods in the Study of Chinese Buddhism. 100 Units.
A graduate-level introduction to the study of Chinese Buddhism and to the field of Chinese Buddhist studies, mainly as it has been practiced in North America and Europe over the last 50 years.
Instructor(s): P. Copp Terms Offered: Winter
Prerequisite(s): Working ability in literary Chinese helpful but not necessary.
Equivalent Course(s): HREL 45702

EALC 46305. Seminar 1: China, Late Empire to Republic. 100 Units.
This research seminar aims to help students produce an original and professional piece of research, totaling roughly ten thousand words, by the end of winter quarter. Topics need not be restricted to the chronological period or major themes covered by the course, which runs from the late 1700s to 1949. During the fall we will meet every week; reading assignment will combine examples of scholarship in a particular thematic area (e.g., gender history, environmental history, state formation, consumption, nationalism and ideas of subjecthood/citizenship), plus one or more original documents. (Some documents will be ones that our authors for that week relied upon; others may simply be chosen to give an idea of what kinds of sources you will encounter working in that area.) Many of them will be documents for which at least partial English translations are available, but I urge you to read them in Chinese if/when you can. Some weeks will also feature excerpts from Endymion Wilkinson’s Chinese History: A New Manual (4th edition): an introduction to finding and using various research tools. There will be one short historiographic writing assignment for all students, but for students planning to take both quarters, most writing assignments will consist of steps towards their research paper: topic statements, annotated source lists, and so on. Students not planning to write research papers are welcome to take the autumn quarter only and will write different papers.
Instructor(s): K. Pomeranz Terms Offered: Autumn
Equivalent Course(s): HIST 76305

EALC 46306. Seminar 2: China, Late Empire to Republic. 100 Units.
Second quarter of a two-quarter graduate research sequence. Some general readings will continue, but the primary emphasis will be on students' work in progress.

Instructor(s): K. Pomeranz Terms Offered: Winter
Prerequisite(s): Hist 76305
Equivalent Course(s): HIST 76306
EALC 47001. Seminar: Modern East Asian History 1. 100 Units.

This is a reading and discussion seminar 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, and PhD students will write a seminar paper. MA-degree students will do either a paper that compares and contrasts four or five (good) books on East Asia, or a paper that deals with some particular problem or conundrum that derives from the readings or our seminar 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. That paper is due on the last day of exam week for those MA students taking the seminar for just the autumn term. In the winter quarter students will present their papers for discussion with the class.

Instructor(s): B. Cumings Terms Offered: Autumn
Equivalent Course(s): HIST 77001

EALC 47002. Seminar: Modern East Asian History 2. 100 Units.

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

Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 77001
Equivalent Course(s): HIST 77002

EALC 48010. Archaeology of Anyang: Bronzes, Inscriptions, World Heritage. 100 Units.

Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China. This course intends to examine the history of research, important archaeological finds, and the role of Anyang studies in the field of Chinese archaeology. While the emphasis is on archaeological finds and the related research, this course will also attempt to define Anyang in the modern social and cultural contexts in terms of world heritage, national and local identity, and the looting and illegal trade of antiquities.

Instructor(s): Y. Li Terms Offered: Winter
Prerequisite(s): Open to upper-level undergrads with consent of instructor only.
Equivalent Course(s): EALC 28010
EALC 48015. Archaeology of Bronze Age China. 100 Units.
“Bronze Age” in China conventionally refers to the time period from ca. 2000 BC to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. “Bronze Age” in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.
Instructor(s): Y. Li Terms Offered: Spring
Prerequisite(s): Open to advanced undergrads with consent of instructor only.
Equivalent Course(s): EALC 28015

EALC 49905. Translation as Madness, Censorship, Queerness: Modern Japanese. 100 Units.
This course will explore multiple facets of translation: as a theoretical lens through which to read and understand poetry, as an important part of the history and development of Japanese poetry and poetics, and as a form of critical and creative practice for students. We will combine readings of modern Japanese poetry in translation with readings of translation theory in order to understand poetry as itself a translational mode. Throughout, we will explore the ethical and political valences of translation as a mode of expression for those on the margins of society, of language, or of the global literary canon. This involves defining translation, not only as an analytical lens for reading poetry, but also as an element of the lived experiences of many modern Japanese poets who lived and worked between cultures and languages. Translation will also offer us a way to consider the relationship of these poets to global Modernism. What is the relationship between translated poetry and “original work,” especially in the Japanese context, where many writers worked on the border between them? How do these poets trouble conventional notions of originality? What do these poets reveal about poetry as a kind of translation—and translation as a kind of poetry? Undergraduates may take this course with permission. Reading ability in Japanese though encouraged is not required.
Instructor(s): M. Tarcov Terms Offered: Autumn
EALC 50001. Landscape and Room in Chinese Literature and Film. 100 Units.
In this course we will study seminal theoretical works on landscape, location, and place in literature and film along with Chinese literary works and films in which the environment or setting plays an especially important role. Questions will include: What does landscape mean, and how? When and why do filmmakers opt for shooting in an outside location, and in which cases do they prefer the more controllable space of a room? Can a room be written about as if it were a landscape? Is the sky part of the landscape? How about the wind? Why or why not? Readings will be in Chinese and English.
Instructor(s): P. Iovene Terms Offered: Spring

EALC 50100. Chinese Religious Manuscripts and Epigraphy. 100 Units.
An introduction to reading and working with Chinese religious manuscripts and stone inscriptions. Though we will read and discuss basic secondary works in paleography, codicology, and epigraphy, most of our time will be spent developing our own skills in these disciplines, including in trips to the Field Museum to examine their extensive collection of rubbings and inscribed Buddhist and Daoist statuary.
Instructor(s): P. Copp Terms Offered: Autumn
Prerequisite(s): Knowledge of literary Chinese required.
Equivalent Course(s): HREL 50104

EALC 52300. Sem: Japanese Hist 1. 100 Units.
Reading and research in Japanese history, which culminates in a major seminar paper at the end of winter term.
Instructor(s): S. Burns Terms Offered: Autumn
Equivalent Course(s): HIST 76601

EALC 52301. Sem: Japanese Hist 2. 100 Units.
In the second quarter, we focus on research topics for student writing the seminar paper.
Instructor(s): S. Burns Terms Offered: Winter
Prerequisite(s): HIST 76601, part 1
Equivalent Course(s): HIST 76602

EALC 58011. Archaeology of Craft Production: Theories and Case Studies. 100 Units.
The course will review anthropological literature and case studies of craft production and craft specialization in ancient civilizations. It also takes a multi-disciplinary approach by adopting perspectives developed in history and art history. Topics discussed in the course include organization of production, craft production and the elite, chaîne opératoire, status and identity of artisans, and political economy and craft production. Students are expected to become familiar with prevalent theoretical discussions and are encouraged to apply, adopt, or revise them in order to analyze examples of craft production of their own choice.
Instructor(s): Y. Li Terms Offered: Spring

EALC 59700. Thesis Research. 100 Units.
For course description contact East Asian Languages.
EALC 60000. Reading Course. 100 Units.
No description available.

EALC 65000. Directed Translation. 100 Units.
For course description contact East Asian Languages.

EALC 70000. Advanced Study: East Asian. Units.
For course description contact East Asian Languages.
Department of English Language and Literature

Chair

- Frances Ferguson

Professors

- Lauren G. Berlant
- Bill Brown
- James K. Chandler
- Maud Ellmann
- Frances Ferguson
- Elaine Hadley
- Loren A. Kruger
- William J. T. Mitchell
- Joshua Keith Scodel
- Kenneth W. Warren
- John Wilkinson

Associate Professors

- Patrick Jagoda
- Janice Knight
- James Lastra
- John Mark Miller
- Deborah Lynn Nelson
- Srikanth Reddy
- Lawrence Rothfield
- Lisa C. Ruddick
- Jennifer Scappettone
- Eric Slauter

Assistant Professors

- Adrienne Brown
- Timothy Campbell
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 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 studies, the graphic novel, and cinema and other 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 (including at least two seminars the first year and three the second 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 the autumn of their third year students will also take a one quarter course in various approaches to the teaching of literature and composition.

Note: Students entering with an M.A. degree in English will be asked to complete at least one year of coursework (six courses, including at least three seminars) plus two additional courses in their second year, participate in the fall quarter colloquium, and take the fall 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 (MAHP), a three-quarter program of interdisciplinary study in a number of areas of interest to students, including literature and film. MAHP 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 a master’s in English. Further details about the MAHP 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 call the Department Coordinator, at (773) 702-8537.

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.

ENGLISH LANGUAGE & LITERATURE COURSES

ENGL 30807. Fashion & Change: Theory of Fashion. 100 Units.
This course will explore the way Modernist writers theorized interracial encounter and intimacies. Considering both the direct and indirect conversations taking place between writers across the color line during the early 20th century, we will examine the shared and divergent concerns, styles, and forms emerging from writers grappling with the desires, failures and fantasies of interracial encounter. Potential authors include Gertrude Stein, Nella Larsen, William Faulkner, Zora Neale Hurston, Carl Van Vechten, Richard Wright, and Wallace Thurman. Instructor(s): T. Campbell Terms Offered: Spring
ENGL 31001. Advanced Writing Workshop. 100 Units.
The Advanced Writing Workshop consists of several workshops led by an English faculty member. Students will take a paper from a previous class and revise it; the revisions will be read by other students in the workshop, along with at least two faculty.
Instructor(s): E. Hadley Terms Offered: Winter
Prerequisite(s): Second- and third-year English PhD students only.

ENGL 31006. Joseph Conrad's The Secret Agent: A Simple Tale. 100 Units.
Course centers on Joseph Conrad's The Secret Agent: A Simple Tale. Contemporary critics often consider this novel the archetypal fictional work about terrorism, as it is based on the bomb attack that occurred in Greenwich in 1888. The Secret Agent demonstrates, however, much more than its prophetic significance rediscovered after 9/11. Therefore, the course seeks how the novel’s relevance stems in equal measure from Conrad's interest in a wider political process and his distrust of state power; in particular, the course explores how these forces determine the individual caught in a confining situation. We read The Secret Agent as a political novel, that struggle for solutions defies chaos as well as an imposition of a single ideology or one authorial point of view. Its ambiguities and political antinomies allow for interdisciplinary readings that also present an opportunity to critically overview the established approaches to main Conradian themes. In analyzing the formation of the narrative’s ideology we discuss Conrad's historical pessimism that demonstrates with sustained irony how capitalism breeds social injustice that, in turn, breeds anarchism. The class also focuses on how the novel exposes duplicity in staging surveillance, terrorism, as well as adjacent forms of violence or sacrifice. Critical texts include several older but still influential readings (Jameson, Eagleton) and the most recent.
Instructor(s): Bożena Shallcross Terms Offered: Spring
Note(s): English majors: this course fulfills the Fiction (B) distribution requirement. Equivalent Course(s): REES 31006,FNDL 21006,ENGL 21006,REES 21006

ENGL 32300. Marxism and Modern Culture. 100 Units.
This course covers the classics in the field of marxist social theory (Marx, Engels, Lenin, Gramsci, Reich, Lukacs, Fanon) as well as key figures in the development of Marxist aesthetics (Adorno, Benjamin, Brecht, Marcuse, Williams) and recent developments in Marxist critiques of new media, post-colonial theory and other contemporary topics. It is suitable for graduate students in literature depts. and art history. It is not suitable for students in the social sciences. TuTh 1:30-2:50 for all students; If ten or more MAPH students enroll, they will also attend a tutorial session on Friday 8:30-10:20.
Instructor(s): L. Kruger Terms Offered: Spring
Prerequisite(s): Intro to African Studies or Intro to Film. 3rd & 4th year undergrad and grad
Equivalent Course(s): CMLT 31600,CRES 32300
ENGL 32302. War and Peace. 100 Units.
Tolstoy’s novel is at once a national epic, a treatise on history, a spiritual meditation, and a masterpiece of realism. This course presents a close reading of one of the world’s great novels, and of the criticism that has been devoted to it, including landmark works by Victor Shklovsky, Boris Eikhenbaum, Isaiah Berlin, and George Steiner. (B, G)
Instructor(s): William Nickell Terms Offered: Autumn
Equivalent Course(s): REES 30001, CMLT 22301, CMLT 32301, FNDL 27103, ENGL 28912, HIST 23704, REES 20001

ENGL 32312. Virtual Theaters. 100 Units.
This course probes the nature and limits of theater by exploring a range of theatrical texts whose relation to performances are either partially or fully virtual. Like the works we will read, the course transgresses disciplinary, generic, and temporal boundaries, bringing together from various centuries philosophical dialogues (Plato), closet dramas, novel chapters in dramatic form (Melville’s Moby-Dick, Joyce’s Ulysses), radio drama, nonsense drama, and new media forms that test conventional definitions of theatrical performance: flash mobs, twitter theater, digital theater, and interactive games.
Instructor(s): J. Muse Terms Offered: Winter
Equivalent Course(s): TAPS 32312

ENGL 32350. True Crime. 100 Units.
Beginning first with a history of the genre, the course will focus on the post-45 era beginning with celebrity criminal and writer Caryl Chessman. We will read classics like In Cold Blood, and yes, at 1,000+ pages, The Executioner’s Song, and works of extraordinary commercial success, like Ann Rule’s Stranger Beside Me. We will also most likely look at true crime on the radio and on film. To aid us in our reflections, we will read scholars and critics like Mark Seltzer, Karen Haltunnen, and Janet Malcolm, among others.
Instructor(s): D. Nelson Terms Offered: Winter
Equivalent Course(s): ENGL 23350

ENGL 32407. Comedy Central. 100 Units.
Comedy is a serious subject and art is no laughing matter, but levity displays a type of intelligence that is both profound and nimble and must be met on its own terms. Toward that end, this interdisciplinary seminar will investigate: the various modes through which comedy infects contemporary art, questions of form in the art of comedy, performative objects, the object of comedic performance, and the seriousness of play. Prerequisite: Consent of instructor(s) required; English and DOVA students will have priority.
Instructor(s): L. Berlant Terms Offered: Autumn
Equivalent Course(s): TAPS 38427
ENGL 32550. Science Fiction: Theories and Origins. 100 Units.
This seminar explores the history and theory of science fiction, focusing on the moment of its modern emergence from Jules Verne to H.G. Wells. In historical terms, we will understand the speculative fictions, utopias, and alternative histories of the late-nineteenth and early-twentieth centuries as approaching questions posed by the natural and physical sciences: how could one imagine the possibility that humans might degenerate or go extinct, that the sun and earth would someday freeze, that years were to be measured at the scale of millions? We will also explore the political significance of early science fiction, which denaturalized the progress of technology, the organization of labor, and notions of gender, often taking on challenging political questions far more explicitly than the realist novel. As we address these questions, we will examine some of the ways in which literary scholars and cultural critics have developed theories and historical narratives to account for the emergence, formal features, and political significance of science fiction. Literary works may include novels and stories by Samuel Butler, Edward Bulwer-Lytton, Jules Verne, H. Rider Haggard, H.G. Wells, Edwin Abbott, Robert Louis Stevenson, Charlotte Perkins Gilman, William Morris, and Edward Bellamy. We will also read work by Fredric Jameson, Darko Suvin, and Raymond Williams. Instructor(s): B. Morgan Terms Offered: Autumn

ENGL 32706. Autobiography. 100 Units.
This course will look at experimental autobiographies such as Berryman’s Dream Songs, Lordeis Zami, Nabokov’s Speak Memory, Millet’s Loony Bin Trip, Hejinian’s My Life, The Autobiography of Malcolm X, and Maus. We will ask how these autobiographies shape postmodern theories of identity as well as how these theories have influenced self-representation. Instructor(s): D. Nelson Terms Offered: Spring

ENGL 33000. Academic and Professional Writing (The Little Red Schoolhouse) 100 Units.
No description available. Instructor(s): L. McEnerney, K. Cochran, T. Weiner Terms Offered: Winter, Spring Prerequisite(s): Third- or fourth-year standing Note(s): This course does not count towards the ISHU program requirements. May be taken for P/F grading by students who are not majoring in English. Materials fee $20. Equivalent Course(s): ISHU 23000, ENGL 13000

ENGL 33639. Irish Modernism. 100 Units.
No description available. Instructor(s): M. Ellmann Terms Offered: Autumn
ENGL 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 Aristotle to Adorno and beyond. But we will also question the very project of thinking about “poetics” as opposed to “poetry” or “poems.” Is it possible to theorize the art form without doing violence to the particularity—and peculiarity—of individual poems themselves?
Instructor(s): J. Wilkinson Terms Offered: Autumn
Prerequisite(s): MAPH Poetics Core
Equivalent Course(s): MAPH 34800, CRWR 34800

ENGL 34801. Frank O’Hara & Friends. 100 Units.
This class will focus on the earlier poetry of Frank O’Hara, John Ashbery, Barbara Guest and James Schuyler, and position it in the artistic milieu of New York City in the late 1950s and early 1960s.
Instructor(s): J. Wilkinson Terms Offered: Winter

ENGL 34900. Old English. 100 Units.
This course aims to provide the linguistic skills and the historical and cultural perspectives necessary for advanced work on Old English. There will be regular exercises and midterm and final examinations. A second quarter of Old English focusing on Beowulf will be offered to interested students in Spring Quarter 2017 as a reading course.
Instructor(s): C. von Nolcken Terms Offered: Winter
Equivalent Course(s): GRMN 34900, GRMN 23416, ENGL 14900

ENGL 35306. Transcendentalism in American Life. 100 Units.
This course explores idealism and materialism in nineteenth-century American intellectual and cultural history, charting the growth of Transcendentalism as a revolt against contemporary American society as well as the effect of Transcendentalism on that society. We’ll examine the Americanization of British and Continental idealism, focusing on the reception of Coleridge, Carlyle, Goethe and others; the institutionalization of Transcendentalism around Emerson, including the creation of literary magazines, lecture series, and reform societies; the politics and ethics of Transcendentalism, focusing on Fuller and Thoreau; and the westward expansion of Transcendentalism, including the St. Louis Hegelians and the early writings of Dewey.
Instructor(s): E. Slauter Terms Offered: Winter
ENGL 35415. Gower and Langland: Ethics, Politics, Aesthetics. 100 Units.
Both Gower and Langland are centrally concerned with developing literary forms that give expression to moral and political demands. For this reason, both are determinedly anti-moralistic, troubling the terms in which such demands might be formulated. This course focuses on the questions of how moral and political claims and problems are represented, and what is thereby lost or repressed. “Representation” here points us towards aesthetics, in the sense that close attention to literary form is essential to making out how these questions emerge in the texts of Gower and Langland. But we will also attend to the broader senses in which figuration and formalization are at issue in psychic and social representation, and therefore in the ways that the dimensions of the moral and the political emerge and are foreclosed, whether literally or otherwise. Our main texts will be John Gower’s Confessio Amantis and William Langland’s The Vision of Piers Plowman. Writing for the course will include regular Chalk postings, a short (3-page) paper and a longer (15-page) final paper.
Instructor(s): M. Miller Terms Offered: Winter

ENGL 35419. What Was Fiction? Being Imaginary in the Middle Ages. 100 Units.
This course investigates fictionality before the rise of the fact. How did medieval writers and readers understand – and how did they experience – explicitly imaginary phenomena, or what C. S. Lewis called “the marvellous-known-to-be-fiction”? Against what was medieval fictionality defined? How significant was its etymology – from fingere, to fashion or form? What role did fictional thinking, or thinking about fiction, play in (for instance) scholastic disputation, philosophical speculation, claims to historical authority, portrayals of the pagan gods, evasions of censure or censorship, religious devotion, or instances of literary reflexivity? How might “fictional thinking” in the Middle Ages intersect present-day debates – about cognition, about the ontology of possible worlds, and about the history of epistemological regimes? Finally, is it even valid to talk about medieval fiction? Or might it be a distorting anachronism to stretch one category around such phenomena as mimesis, virtuality, counterfactuality, example, ideal, lie, trope, figure, experimentum, romance, fabula, phantasm, invention, and dream? Readings encompass a wide range of medieval texts and modern theory, with an emphasis on Middle English literature.
Instructor(s): J. Orlemanski Terms Offered: Spring

ENGL 35451. Uneasy Intimacies: Interracial Modernism. 100 Units.
This course will explore the way Modernist writers theorized interracial encounter and intimacies. Considering both the direct and indirect conversations taking place between writers across the color line during the early 20th century, we will examine the shared and divergent concerns, styles, and forms emerging from writers grappling with the desires, failures and fantasies of interracial encounter. Potential authors include Gertrude Stein, Nella Larsen, William Faulkner, Zora Neale Hurston, Carl Van Vechten, Richard Wright, and Wallace Thurman.
Instructor(s): A. Brown Terms Offered: Spring
ENGL 35952. Reading the Suburbs. 100 Units.
From midcentury writers like John Cheever, John Updike, and Richard Yates to the more contemporary work of Richard Ford, Tom Perrotta and shows like The Real Housewives the suburbs have largely been thought of as a place of homogenous unhappiness. In this class, we will both look at how this narrative has been constructed over the last sixty years while also interrogating the centrality of this claim by looking at works troubling its claims by authors such as Anne Petry, Chang Rae Lee, Vladimir Nabokov, and Alice Childress. Alongside fiction, we will be looking at history, advertising, and film that contextualize the rise of the suburbs, helping us understand the key role the suburbs played and continue to play in the accumulation of wealth, racial mobility, second wave feminism, and policing.
Instructor(s): A. Brown Terms Offered: Spring

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): E. Garcia Terms Offered: Spring
Equivalent Course(s): LACS 26183, ENGL 25011
ENGL 36250. Richer and Poorer: Income Inequality. 100 Units.
Current political and recent academic debate has centered on income or wealth inequality. Data suggests a rapidly growing divergence between those earners at the bottom and those at the top. This course seeks to place that current concern in conversation with a range of moments in nineteenth and twentieth century history when literature and economics converged on questions of economic inequality. In keeping with recent political economic scholarship by Thomas Piketty, we will be adopting a long historic view and a somewhat wide geographic scale as we explore how economic inequality is represented, measured, assessed, and addressed. Readings will include some of the following literature: *Hard Times*, *Le Pere Goriot*, *The Jungle*, *The Time Machine*, *Native Son*, *Landscape for a Good Woman*, *White Tiger*; and some of the following economic and political texts: *Principles of Political Economy*, *The Acquisitive Society*, *The Theory of the Leisure Class*, *Capital* (Marx and Piketty), *The Price of Inequality*, and *Inequality Re-examined*. (B, G, H)
Instructor(s): E. Hadley Terms Offered: Spring
Equivalent Course(s): ENGL 26250

ENGL 36550. Shakespeare’s History Plays. 100 Units.
This course on Shakespeare’s English history plays will adopt an unusual stratagem of reading the plays in order of the historical events they depict: that is, starting with King John, who ruled England from 1199 until his death in 1216, down to Henry VIII (1509-47), the father of Queen Elizabeth. The emphasis will be on the great plays, *Richard II*, *Henry IV* Parts 1 and II, *Henry V*, and *Richard III*. My hope is that this approach will enable us to explore Shakespeare’s concept of English history over a large sweep of time. (D, E)
Instructor(s): D. Bevington Terms Offered: Autumn
Equivalent Course(s): FNDL 21405, TAPS 16550, TAPS 36550, ENGL 16550

ENGL 37321. Shakespeare Studies: Lear/Lears. 100 Units.
This course will study the text(s), sources, literary afterlife, and critical history of what is perhaps Shakespeare’s greatest play. We will pay special attention to the “two-text” hypothesis, and will read the narrative and dramatic sources, Tate’s Restoration adaptation, and some of the major criticism of the play from the 18th century to today, comparing different kinds of criticism (“character,” New Critical, “old historicist,” psychoanalytic, political, feminist, New Historicist). The course will therefore serve as an introduction to the history of Shakespeare studies and to the history of post-eighteenth century literary criticism as much as it will be a study of one play. We will consider at least two film versions (Brook and Kozintsev). Participants will be expected to do a minimum of two seminar presentations plus a long paper
Instructor(s): R. Strier Terms Offered: Winter
ENGL 37502. Writing the Cosmos: Paradise Lost. 100 Units.
The focus of this course is a close reading of Milton’s Paradise Lost. We will seek to understand the poem as an intervention in the political and theological controversies of its time, but special attention will be given to its participation in England’s Scientific Revolution. Thus this course will serve a secondary purpose as an introduction to the study of literature and science (as undertaken by historians of science, sociologists of science, and critical theorists). We will take brief detours into the works of other poets who similarly understand poetic language as a vehicle for the exploration of the cosmos (Lucretius, Guillaume de Salluste Du Bartas, Lucy Hutchinson).
Instructor(s): D. Simon Terms Offered: Winter

ENGL 37516. Religious Lyric in England & America: from Donne to T.S. Eliot. 100 Units.
This course will study five major poets, English and American, who wrote about their personal relation to God, religion, and/or the transcendent. It will treat the poets as writers and as religious thinkers. The approach will be both internal—reading selected poems carefully—and comparative, reading the poets in relation to one another. The course will require a final paper and perhaps a mid-term exercise. (C, E, G)
Instructor(s): R. Strier Terms Offered: Winter
Equivalent Course(s): RLST 27516, RLST 37516, ENGL 17516

ENGL 37521. Seventeenth-Century Secular Verse. 100 Units.
A study of the major authors and types of seventeenth-century golden short poetry, with special focus on Donne, Jonson, Herbert, Herrick, Philips, and Marvell.
Instructor(s): J. Scodel Terms Offered: Spring

ENGL 38613. Poetry of the Americas. 100 Units.
This course investigates the long poem or “post-epic” in 20th- and 21st-century North and Latin America. As we test the limits of the term post-epic, we will consider whether it may be applied equally to the heroic tale and the open field poem. How do poets interpret the idea of “the Americas” as lands, nations, and sources of identity in these works, and in what tangled ways do their poetics develop through dialogue across linguistic and geographical distances? Authors may include T. S. Eliot, Pablo Neruda, Derek Walcott, Gwendolyn Brooks, Corky Gonzalez, José Montoya, Vicente Huidobro, Aimé Césaire, M. NourbeSe Philip, Anne Carson, Lisa Robertson, Pedro Pietri, and Urayoán Noel. (C, G)
Instructor(s): R. Galvin Terms Offered: Autumn
Equivalent Course(s): AMER 28613, LACS 28613, LACS 38613, ENGL 28613
ENGL 39800. Greenhouse Romanticism. 100 Units.
This course takes its title, and its guiding premise, from Deidre Lynch’s marvelous 2010 article, which suggests that received notions of “green romanticism” — the familiar idea that the romantic era was a foundational moment in the history of ecological consciousness— “might benefit from some pondering of greenhouse romanticism.” Lynch coins this phrase to register the plurality and portability nature to which colonial natural history gave rise, as well as the proximity of this nature (natures) to the artifice, or simply cultivation, of culture. The notion of “greenhouse romanticism,” then, means to “disallow” common polarities: between the organic and the cultural, genuine Nature and figurative language, as well as between the domestic and the exotic, growth and fabrication. It also brings gender and sexuality to the fore of questions about nature, normativity, and development. This class will explore the possibilities for thinking “greenhouse romanticism” in and out of a range of late eighteenth-century and early nineteenth-century texts, likely to include poetry by James Thomson, William Cowper, Erasmus Darwin, Anna Seward, Anna Barbauld, Charlotte Smith, and William Wordsworth; novels by Maria Edgeworth, Mary Wollstonecraft, and Jane Austen; and selections from contemporary natural histories, gardening manuals, aesthetic treatises, political polemics, and juvenile fiction. They will be supplemented by secondary readings in the history of sexuality, science, and imperiali
Instructor(s): H. Keenleyside Terms Offered: Autumn

ENGL 40701. Early Modern Natality. 100 Units.
This course explores how birth, infancy, and other forms of radical beginning were given discursive shape in sixteenth- and seventeenth-century England. In light of the increasing importance accorded to natality and its conceptual cognates—highlighted in the work of such thinkers as Hannah Arendt, Michel Henry, Adriana Caverero, and Giorgio Agamben, among others—we will read works of literature, philosophy, and medicine from early modernity, a period obsessed with phenomena akin to what we now call natality. Topics will include the recovery of human experiential newness in the writings of John Milton, Thomas Traherne, and Henry Vaughan; the philosophical appropriation of the new in René Descartes and John Locke; and the politics and practice of midwifery (Jane Sharp) as it related to the increasing medicalization of birth and infancy.
Instructor(s): T. Harrison Terms Offered: Spring
ENGL 41102. The Victorian Unconscious. 100 Units.
This course will consider the ways in which Victorian literature and culture can at once explain and be explained by psychoanalytic theory. Taking works by Charlotte and Emily Brontë, Charles Dickens, Henry Mayhew, Thomas Hardy, and Henry James as our principle points of departure, our course will pursue the “Victorian unconscious” through three lines of questioning: First, we will ask how Victorian literature anticipated the development of psychoanalytic concepts, such as the unconscious, repression, infantile sexuality and the symptom. At the same time, we will question whether Freud’s reflections on the psychopathologies of modern culture can in fact help to explain specific structural and social transformations in the 19th century public sphere, like the construction of modern sewer systems, the legal regulation of sexual acts, or the development of obscenity law. Finally, we will interrogate how the unconscious operates as a site of theoretical interest within Marxist and postcolonial critiques of modern imperialism. Our readings of 19th century novels will be complemented by extensive readings in psychoanalytic theory (Freud, Klein, Lacan, Winnicott) and pre-psychoanalytic psychiatry (e.g. Esquirol, Tuke, Krafft-Ebing, Charcot, Cotard), as well as relevant works by theorists elaborating and questioning psychoanalytic insights, including George Batailles, Michel Foucault, Jacques Rancière, Frederic Jameson, Edward Said, Kaja Silverman, Lauren Berlant, Eve Kosofsky Sed
Instructor(s): Z. Samalin Terms Offered: Spring

ENGL 41901. Richer & Poorer: Income Inequality. 100 Units.
No description available.
Instructor(s): E. Hadley Terms Offered: Winter

ENGL 41920. Aestheticism & Decadence. 100 Units.
This course surveys the aesthetic and decadent movements in art and literature in the late-nineteenth and early-twentieth century. We will examine the work of writers and artists who argued that the creation or experience of beauty should be considered the highest human value, as well as some of the important philosophical arguments that support or challenge this notion. We will take aestheticism to be not only a historical formation specific to the turn of the nineteenth century, but also an affective disposition toward the world whose political potential and difficulties persist today. Authors, artists, and philosophers may include: Charles Baudelaire, J.-K. Huysmans, Walter Pater, Oscar Wilde, Vernon Lee, Sarojini Naidu, Richard Wagner, James Whistler, Immanuel Kant, Friedrich Nietzsche, and Theodor W. Adorno.
Instructor(s): B. Morgan Terms Offered: Autumn
ENGL 42417. Lyric Forms from Blake to Hardy. 100 Units.
This course will study forms of lyric poetry in the poetic practices and the prose reflections of nineteenth-century British poets. Setting aside twentieth century, rather restrictive understandings of lyric, we will attempt to recover the more diverse understandings of lyric’s forms, effects, and possibilities with which poets from the late eighteenth to the end of the nineteenth century worked, with particular interest in lyric as a social form, as a sounded performance, and as a visual (both art and print-mediated) experience. Using selected romantic poems as a point of departure (Blake’s Songs of Innocence and Experience and Wordsworth’s and Coleridge’s Lyrical Ballads, together with Keats’s odes and adaptations of romance and a few of Shelley’s odes), we will follow such forms as the ode, the ballad, the song, and the sonnet through the rest of the century, looking also at Victorian inventions or adaptations of the idyl, the sestina, the rondeau, the ballade, and various forms of dramatic lyric, particularly the dramatic monologue. Victorian poets may include Emily Brontë, Tennyson, Robert Browning, Dante Gabriel and Christina Rossetti, William Morris, Swinburne, Hopkins, and Hardy. We will also consider key essays, short fictions, or reviews (by Wordsworth, Shelley, Keats, Arthur Hallam, J. S. Mill, Browning, DG Rossetti, Hopkins, Swinburne), and modern reflections on the nature of lyric (and of rhyme and meter)...
Instructor(s): E. Helsinger Terms Offered: Winter

ENGL 42950. Ballad and Song. 100 Units.
This course surveys the traffic between popular balladry and “literary” poetry from the Restoration to the twentieth century. We will consider the influence of the 18th century ballad and song revival on Romantic style, from major eighteenth-century ballad collections and forgeries to poems by Blake, Wordsworth, Coleridge, Keats, Clare, Tennyson, Rossetti, Morris, and Swinburne; we’ll also look at a few examples of later poets’ continuing interest in popular ballad and song (from Thomas Hardy, John Davidson, and W. B. Yeats to Tom Pickard). We will spend time in Special Collections examining broadside ballads and popular songbooks, and we will consider how political radicals took up ballad and song in the period.
Instructor(s): E. Helsinger Terms Offered: Winter

ENGL 43901. Women, Writing, and Spirituality in Colonial America. 100 Units.
We will analyze the writings, speeches, public performances, devotional objects and practices, and the recorded testimonies of selected American women religionists and authors, focusing on the relationship between spirituality, gender, literary production, and alternative practices of gaining a public “voice.” We will read a variety of genres, including trial transcripts, heresiographies, advice manuals, conversion and captivity narratives, letters, poems, and diaries. Our selections will be attentive to such issues as class affiliation, the production of public and "domestic" utterance, and the disciplining of female speech. Among the authors included: Anne Bradstreet, Mary Rowlandson, Anne Lee, Emily Dickinson. We will also explore the trials of Anne Hutchinson, the disruptive religious performances of Quakers, and Shaker expressive modes of spirit drawing and dancing.
Instructor(s): J. Knight Terms Offered: Spring
ENGL 44319. Writing Images/Picturing Words. 100 Units.
What is the relationship between reading and looking? To what extent are all texts images, and all images texts? What are the cognitive, phenomenological, social, and aesthetic consequences of foregrounding the pictorial aspect of alphabetical characters? How do textual and visual images compare to our mental visualizations? In this arts studio course, students will construct original works of literary and visual art that “picture language” in order to investigate the overlapping functions of text and image. Studying works by contemporary visual artists like Alison Knowles and Jenny Holzer, and practicing poets such as Susan Howe and Tan Lin, we will frame our artistic and literary practice within the ongoing conversation between word and image in modern culture. The course will feature visits to our studio by contemporary poets and visual artists, who will provide critiques of student work and discussion of their own ongoing projects. Faculty members working at the intersection of word and image will also visit the class to help us frame our creative practice within a critical, historical, and theoretical context. Students will submit a final project, which may be accompanied by a critical background essay, at the end of the term.
Instructor(s): S. Reddy and J. Stockholder Terms Offered: Spring
Prerequisite(s): Consent of instructor required. Interested students, please email faculty a paragraph about your background and interest in the material.
Equivalent Course(s): CDIN 44319,MAPH 44319,ARTV 44319

ENGL 45007. Assemblage: Inorganic Form. 100 Units.
This course is an experiment that seeks to develop some significant relation between assemblage understood as an artistic practice that came to thrive in the 20th century, and assemblage deployed as an analytic—a master trope within various fields (archaeology, anthropology, human geography, urban and social theory). Tracking the different uses of the term entails a particular complication: the fact that Deleuze and Guattari’s notion of agencement has been translated (by Brian Massumi and others) as assemblage in what has come to called, in the 21st century, “assemblage theory.” Thus assemblage as an artistic practice bears no genealogical relation to assemblage theory. But what if it did? You could say that the experiment of the course proceeds as if to effect a faux genealogy. It does so in order to ask how the literary, visual, and plastic arts art might be re-thought in light of a conceptual enterprise outside aesthetics; to ask how this art might move us to recalibrate the conceptual enterprise; and to ask how a specific work of art, mediated by those questions, might become a theoretical enterprise of its own (prompting questions about the epistemological or ontological status of individuals, objects, spaces, &c.). Our collective task will be to compile a lexicon with which to address the formed/formless character of assemblage as a literary practice, and to think through an analytical practice that helps to animate this litera
Instructor(s): B. Brown Terms Offered: Autumn

ENGL 45406. Emily Dickinson. 100 Units.
No description available.
Instructor(s): J. Knight Terms Offered: Autumn
Equivalent Course(s): AMER 45406
ENGL 45502. Critical Race Studies. 100 Units.
This course offers a graduate-level introduction to recent and new theories of racial formation and culture/literature. Topics include race and the contemporary novel; race and new media; comparative racialization. There has recently been an explosion of work in race studies and this course will attempt to make sense of that resurgence, particularly how it bears on the study of literature and culture.
Instructor(s): R. So Terms Offered: Autumn

ENGL 46707. Race and the Human in Anticolonial Thought. 100 Units.
This course will consider the vexed status of the human—and of the corresponding terms, humanism and humanity—in midcentury anticolonial thought and postwar antiracist discourse. Our way into this question will be some of the various attempts, after World War Two, to reconstitute “humanity” as a political and moral constituency, both in literature and philosophy but also in the work of institutions such as the UN and UNESCO. We will examine these textual and historical scenes alongside a close consideration of midcentury anticolonial prose concerned with the enduring violence of fascism, slavery, and empire, and the attenuated hopes and false promises of liberal humanism, but invested too in the trope of “humanity” and in the refiguration of radical new humanisms.
Instructor(s): S. Thakkar Terms Offered: Autumn

ENGL 47302. What is Literary History? 100 Units.
This course involves first and foremost a sustained look at literary history—an aspect of our field that we often take for granted, deem to be narrow and outmoded as a way of thinking about literature, or displace in favor of theorizing about or historicizing texts. But what is literary history a history of? Master works? The development of national literatures? The coming to voice of subordinated groups? The evolution, emergence, and obsolescence of genres? Or perhaps an account of the effect of broader socioeconomic forces on literary production? Does literary history have a theory? And what is the relation of literary history to practical criticism?
Instructor(s): K. Warren Terms Offered: Winter
ENGL 47905. Contemporary Latino/a Poetry. 100 Units.
From Julia de Burgos’ feminist poems of the 1930s to poetry of the Chicano Movement, Nuyorican performance poetry, and contemporary “Avant-Latino” experiments, this course explores the eclectic forms, aesthetics, and political engagements of Latin@ poetry in the 20th and 21st centuries. We’ll examine multimedia and performance modes (the boundaries between page and stage), experimentalism, bilingualism, code-switching, self-translation, and the imbrication of aesthetics and politics in the development of Latin@ poetry. In the process, we’ll debate the usefulness of the term “Latino” to unite writers of disparate backgrounds and tendencies. Theoretical readings will be drawn from the fields of poetry and poetics, Latin@ Studies, Latin American Studies, postcolonial studies, critical race theory, and Hemispheric Studies, as we explore Latin@ poetry in the context of migration and pluri-national affiliations; globalization, neoliberalism, and US foreign policy; Latin@ poetry’s response to technological and socio-political change; its critique of ideologies around race, gender, and sexuality; and its dialogue with indigenous, Latin American, North American, and European literatures.
Instructor(s): R. Galvin Terms Offered: Autumn
Equivalent Course(s): AMER 47905

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): Staff Terms Offered: Autumn
Equivalent Course(s): MAPH 33000, CMST 40000

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 introduces what was singular about the art and craft of silent film. Its general outline is chronological. We also discuss main national schools and international trends of filmmaking.
Instructor(s): T. Gunning Terms Offered: Autumn
Prerequisite(s): Prior or concurrent registration in CMST 10100 required. Required of students majoring in Cinema and Media Studies.
Note(s): This is the first part of a two-quarter course.
Equivalent Course(s): ARTH 28500, ARTH 38500, ARTV 26500, ARTV 36500, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, MAPH 36000, CMST 28500
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 <em>Film History: An Introduction</em>; and works by Bazin, Belton, Sitney, and Godard. Screenings include films by Hitchcock, Welles, Rossellini, Bresson, Ozu, Antonioni, and Renoir.
Instructor(s): D. Morgan Terms Offered: Winter
Prerequisite(s): Prior or concurrent registration in CMST 10100 required.
Required of students majoring in Cinema and Media Studies.
Note(s): CMST 28500/48500 strongly recommended
Equivalent Course(s): ARTH 28600, ARTH 38600, ARTV 26600, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, MAPH 33700, CMST 28600

ENGL 50400. Teaching Undergraduate English (Pedagogy) 100 Units.
This course seeks to provide a setting in which graduate students, prior to their first formal teaching assignment at this institution, can explore some of the elements of classroom teaching of English. The course, for purposes of focus and with the recognition that not all our students will teach at the graduate level, 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, which help the students to reflect on and speak to their practice. The course will provide significant opportunities in conceptualizing, designing, and running a college-level course in English: e.g., the opportunity to lead a mock-classroom discussion, to construct a sample syllabus, to grade a common paper.
Instructor(s): L. Ruddick Terms Offered: Autumn
Note(s): This course is restricted to second- and third-year Ph.D. English department students only; other students need consent of professor.

ENGL 50700. Text, Archive, Data: From New Criticism to Digital Humanities. 100 Units.
This is a methods class for graduate students. It carefully explores canonical models and examples of close reading (New Criticism, deconstruction) and archival research for the literary discipline. It does so in order to contextualize and understand the emergence of new empirical forms of textual criticism, such as “distant reading.” Students will gain a grasp of the arc of methodological innovations centered on reading and historicism in our discipline, while also getting a strong introduction to the digital humanities.
Instructor(s): R. So Terms Offered: Spring
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): F. Ferguson Terms Offered: Autumn
Prerequisite(s): For first-year English Ph.D. students only

ENGL 52502. Literary Criticism from Plato to Burke. 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): J. Scodel Terms Offered: Autumn
Equivalent Course(s): CMLT 50105

ENGL 53408. Romanticism. 100 Units.
This course on British Romanticism will consider how writers in the period recast the understanding of the sources of imaginative and social energies. We’ll take up writing by Joseph Priestley, Anna Laetitia Barbauld, Jeremy Bentham, William Wordsworth, and Samuel Taylor Coleridge in an effort to understand the kind of epochal shift that Michel Foucault describes in <The Order of Things>.
Instructor(s): F. Ferguson Terms Offered: Autumn

ENGL 53520. Transformations of Style, Genre, Institution: 1750-1850. 100 Units.
This seminar would explore topics and facilitate research projects in the very long Romantic period reaching back to the age of Sensibility and forward to the emergences of Victorian forms like the three decker novel and the dramatic monologue. Ripe for inclusion in such an overview would be the culture changing novels of Richardson and Sterne, the poetry of sentiment (Grat, Collins, Charlotte, Smith), antiquarian ballad collections, the feminization of the novel (Burney, Smith, Inchbald), the Gothic (Radcliffe, Shelley), various genre-transformations in Romanticism (the conversation poem, the personal eipc, the lyrical ballad), the national tale (Edgeworth and Morgan), the historical novel (Scott and Galt), the major reviews (Edinburgh, Blackwoods, Quarterly), the weeklies (Examiner, London Magazine), and the serialized fiction that leads to the early work of Dickens and Thackeray. The point would not only be to look at processes of transformation of literary styles, genres, and institutions, but to correlate changes on all three levels with attention to larger developments in publishing, readership, demographics, political movements, technology, and overarching structures of thought.
Instructor(s): J. Chandler Terms Offered: Autumn
ENGL 55300. I’m a Slave for You. 100 Units.
This course will trace the philosophical, juridical, and literary itinerary of modernity’s impossible subject: the person who enslaves himself. From Grotius to Vitoria through Hobbes and Locke up to Mill and beyond, the one thing that modernity’s self-possessive subject cannot will to alienate, sell, or give away is himself. From this perspective, slavery can only be a relation of domination or as a vanishing moment before the enslaved contracts into servitude. In the process of installing this perspective, philosophical modernity foreclosed myriad philosophical and legal traditions of self-enslavement at the precise moment that slavery itself was generalized as the Atlantic world’s foundational mode of political and social relation. This course will explore how this philosophical bracketing of the problem of auto-enslavement enabled Atlantic modernity to bracket slavery itself as an exceptional, pathological condition; we will then explore how the philosophical coding of humans as free by anthropological default affected the social, legal, and political life of the actually enslaved. The first part of this course will track the impossibilization of auto-enslavement in early modern and Enlightenment philosophical texts on international law, political theory, Biblical hermeneutics, and abolitionism. In the second part of this course, we will examine black and white improvisations with the figure of the self-enslaving subject, reading slave narratives, legal texts and cases
Instructor(s): C. Taylor Terms Offered: Spring

ENGL 55405. Multidisciplinary Study of American Culture. 100 Units.
This seminar surveys the study of American culture as it is currently practiced at the University of Chicago. Seminar members read and discuss recent work by faculty specialists from the Humanities, the Social Sciences, the Divinity School, and the Law School at Chicago. Though interested in how different disciplines frame questions and problems, we will be attuned to convergences in themes, approaches, and methods. During the last half of our seminar meetings our authors will join us for a focused discussion of their work. Many of our guests will also deliver public lectures the day before visiting the seminar.
Instructor(s): E. Slauter Terms Offered: Spring
Note(s): This is a Scherer Center Seminar. MAPH students can take this course. Consent required for MA and JD students. Equivalent Course(s): HIST 62304, HCHR 48800, RLIT 48800, AMER 50001, LAWS 93803
ENGL 55960. Staging Modernism. 100 Units.
This course examines the close but conflicted relationship between modernism and the stage. Theater provided both a crucial venue for modernist experimentation, and a series of powerful tropes that shaped modernist thought, including play, histrionic display, confrontation, and performance. At the same time, it threatened to falsify or corrupt aesthetic autonomy, one of the cornerstones of the movement. This seminar will consider the various ways modernism was staged in plays and manifestos by Büchner, Ibsen, Chekhov, Marinetti, Wilde, Yeats, O’Neill, Brecht, Stein, and Beckett, and in critical writings by Wagner, Maeterlinck, Appia, Craig, Marinetti, Eliot, Artaud, and Benjamin. Recent criticism to include Puchner, Chaudhuri, Moi, Krasner, Jannarone, Kurnick, Worthen, and Rebecca Schneider.
Instructor(s): J. Muse Terms Offered: Autumn

ENGL 57100. From Pentecost to Babel: Writing Between Languages. 100 Units.
What happens to literary works whose authors think in more than one language, and allow that excess to be registered in their texts? While in an age of global migrations, multilingual speakers have come to outnumber the number of monolingual speakers, literary studies continue to privilege works aimed at a monolingual audience. This is particularly the case in the United States, where “English-only” attitudes have dominated discourse for over a century. This course instead explores literary works that take up residence in the space between two or more languages, whether national or regional—as well as those that attempt to dodge semantic systems altogether. From modernist collage and transense to contemporary poetry of exile, migration, and diaspora, the works we will study, lodged between tongues, lend nuance and fascination to debates surrounding “global literature” and untranslatability. We will examine the formal and social prompts and repercussions of experiments in polylngualism, barbarism, dialect, creole, and thwarted translation, and will delve into examples of the potential for mixed/new media poetics to accommodate multiple linguistic systems. While it is not at all necessary for students to be fluent in more than one language to take this course, some experience learning or attempting to learn languages beyond English is essential. Texts up for discussion may include George Steiner’s After Babel, Emily Apter’s Against World Literature, Futurist and Zaum
Instructor(s): J. Scappettone Terms Offered: Spring

ENGL 57103. Novel Scenes. 100 Units.
One way of thinking about the novel is as the literary form made possible by the emergence of a distinct arena of social interactions – from flirting to striving for status to solidarity-seeking and beyond – that is captured, albeit vaguely, by the everyday use of the term “scene”. In this course, we will try to define the various elements that distinguish scenes structurally from other settings for action; we will look at some sociological theorizations of different kinds of scenes (Tardieu, Bourdieu, Habermas, Freud, Kenneth Burke, Thrift) in order to try to differentiate various kinds of scenes; and we will ask how novelists – Austen, Flaubert, Musil, Woolf, Kerouac -- have exploited for narrative purposes the power dynamics and the ethical or political possibilities inherent in scenes.
Instructor(s): L. Rothfield Terms Offered: Spring
ENGL 58011. The Rules of Satire. 100 Units.
What are the formal rules that constitute the protean thing we call satire--what are the laws of that genre, as we might put it--and what are the social or legal rules by which it should abide? Do the latter rules exist? Is there any possibility for generalization about them, or are they strictly context-dependent, like so much else in satire? How, in different contexts, do we understand the constitution of the taboo? Those are the central questions of this seminar. It will be obvious that idea for this course derives partly contemporary debates about Charlie Hebdo and the Interview (and more generally about the contemporary cultural climate: the Danish cartoons, Jon Stewart and Steven Colbert keeping the American Left sane for a decade and a half). And it derives partly from an interest in finding new ways to connect eighteenth and nineteenth culture to our own moment in ways that can spur new thinking, criticism, and scholarly work. We will proceed selectively by taking up a series of cases. To launch the course, we will spend a fair amount of time on Jonathan Swift, about whom Edward Said never finished his intended book. Other writers might include Pope, Voltaire, Laurence Sterne, Jane Austen, Byron, Twain, Wilde--though we will attend to some of the classical precedents for modern satire.
Instructor(s): J. Chandler Terms Offered: Winter

ENGL 59306. Performance Theory: Action, Affect, Archive. 100 Units.
This PhD seminar offers a critical introduction to performance theory and its applications not only to theatre but also to performance on film and, more controversially, to ‘performativity’ to fictional and other texts that have nothing directly to do with performance. The seminar will be organized around three key conceptual clusters:

a) action, acting, and other forms of production or play, in theories from the classical (Aristotle) through the modern (Hegel, Brecht, Artaud), to the contemporary (Richard Schechner, Philip Zarilli, and others)

b) affect, and its intersections with emotion and feeling: in addition to the impact of contemporary theories of affect and emotion (Massumi, Sedgwick) on performance theory (Erin Hurley), we will read earlier modern texts that anticipate recent debates (Diderot, Freud) and their current interpreters (Joseph Roach, Tim Murray and others), as well as those writing about the absence of affect and the performance of failure (Sara Bailes and others)

c) archives and related institutions, practices and theories of recording performance, including the formation of audiences (Susan Bennett and with evaluating print and other media yielding evidence of ephemeral acts, including the work of theorists of memory (Pierre Nora) and remains (Rebecca Schneider), theatre historians (Rose Bank, Jody Enders, Tracy Davis and others) as well as current theorists on the tensions between the archive and the repertoire (Diana
Instructor(s): L. Kruger Terms Offered: Winter

Note(s): Requirements: one or two oral presentations of assigned texts and final paper. To prepare PhDs for professional writing, final paper will take the form of a review article (ca 5000 words) examining key concepts in the field and the controversies they may engender, by way of two recent books that tackle these concepts
Equivalent Course(s): CMST 62201, TAPS 59306
ENGL 61200. The Being of Effort in Early Modernity. 100 Units.
What is effort? How might we describe the experience of expending effort? What ontological commitments subtend conceptions of effort? This seminar will examine the literary, philosophical, scientific, and theological implications of what Michel Henry calls “the being of effort” by focusing on early modernity, a period in which attempts to think through the meaning of effort were particularly fraught. Taking the multiple valences of the term conatus as our leading thread, we will situate poetry and prose by John Donne and John Milton (two writers deeply invested in what effort can and cannot accomplish) in two overlapping contexts that are not usually brought together. First, we will trace the significance of effort as vital self-preservation from the ancient Stoics, through the developing seventeenth-century sciences of life, to Baruch Spinoza’s Ethics and Anne Conway’s Principles. Second, we will examine the multiple ways that conatus or effort ramified in theological debates over the status of the will in works by Augustine, Erasmus, Luther, Calvin, and Arminius. We will also consider philosophical treatments of effort (as it relates both to vitality and the will) in the work of Maine de Biran, Bergson, Levinas, Jonas, and Arendt, among others.
Instructor(s): T. Harrison Terms Offered: Autumn

ENGL 61300. Historicism, Medievalism, and Modernity. 100 Units.
This course investigates historicist theory and practice, with a focus on the relationship between the Middle Ages and modernity. From nineteenth-century Romantic philology to recent practices of anachronism and amateurism, the medieval period has been integral both to defining modernity and to conceiving historical alterity. The course focuses on historicizations of the Middle Ages written in the last two hundred years but includes case studies as well: we will read medieval texts together with varying historicist accounts of them. Topics include philosophy of history, secularization, rationality, validity in historical interpretation, the historicity of the aesthetic, institutionalization of literary study, and the relation of language and literature. Readings are likely to include texts by Augustine, Hegel, Marx, Burkhardt, Huizinga, Blumenberg, Hayden White, Stephen Greenblatt, and Carolyn Dinshaw, among others.
Instructor(s): J. Orlemanski Terms Offered: Winter
ENGL 61410. Cognitive Approaches to Modernism. 100 Units.
The literary styles defined by the term high modernism are designed to put enormous pressure on the cognitive capacities of readers, a fact that mind-centered narrative theory has newly confirmed. Why did this taste for difficult texts emerge in the early twentieth century, for an elite group of readers? What kinds of aesthetic pleasure and psychological insight are enabled by modernist poetic and narrative styles? And what are the differences between traditional formalism and current formal analysis informed by cognitive neuroscience and cognitive linguistics? „In this course, we will explore these questions by reading intensively in current scholarship on twentieth-century poetry and fiction, with a special focus on cognitive studies. We also will read a number of theoretical texts by neuroscientists, cognitive linguists, and contemporary psychoanalysts and attachment theorists who are absorbing the findings of cognitive science into their own theoretical domains. The literary-critical methods to be considered include formalist narratology, cognitive narrative theory, and cognitive linguistic approaches to poetry. Throughout the term, we will place the theoretical readings alongside short modernist literary texts, by way of inquiring into the potential literary-critical consequences of the theories. We will also have a cornerstone fictional text, Mrs. Dalloway.
Instructor(s): L. Ruddick Terms Offered: Winter

ENGL 64802. Slumming & Spectatorship: Urban Voyeurism & 19th-C Literature. 100 Units.
This course will explore interconnections between the political, sexual, affective, and aesthetic dimensions of the 19th century literature of urban tourism and social reform, from the leering flaneur to cross-dressing reporters and feminist reformers. Our central texts will include George Gissing’s The Nether World, Henry Mayhew’s London Labour and the London Poor, Zola’s L’Assommoir, and George Orwell’s later Down and Out in Paris and London, as well as reformatory works such as James Greenwood’s scandalous “A Night in a Workhouse” and numerous texts from the fin-de-siècle feminist movement. In addition, we will read recent historical scholarship on 19th century slum tourism (e.g. Seth Koven and Judith Walkowitz), as well as theories of sexuality, affect and class formation, including works by Lauren Berlant, Eve Kosofsky Sedgwick and Pierre Bourdieu.
Instructor(s): Z. Samalin Terms Offered: Spring

ENGL 65203. The Literature of Trauma. 100 Units.
No description available.
Instructor(s): L. Berlant Terms Offered: Winter
Equivalent Course(s): GNSE 31900

ENGL 66200. Writing the Blitz: British Literature of World War II. 100 Units.
Readings will include historical and theoretical works along with poetry (Eliot, HD, Lynette Roberts) and fiction (Bowen, Hamilton, Waugh, Hanley, Christie, Storm Jameson, etc.)
Instructor(s): M. Ellmann Terms Offered: Winter
ENGL 66401. American Literature and the Cold War Consensus. 100 Units.
This course involves first and foremost a sustained look at literary history—an aspect of our field that we often take for granted, deem to be narrow and outmoded as a way of thinking about literature, or displace in favor of theorizing about or historicizing texts. But what is literary history a history of? Master works? The development of national literatures? The coming to voice of subordinated groups? The evolution, emergence, and obsolescence of genres? Or perhaps an account of the effect of broader socioeconomic forces on literary production? Does literary history have a theory? And what is the relation of literary history to practical criticism?
Instructor(s): K. Warren Terms Offered: Autumn

ENGL 66702. Postcolonial Constellations. 100 Units.
This course trains graduate-level students in postcolonial theory and literature, and it contends that we can best understand postcolonial studies neither in terms of a canon of literary works nor in terms of a discrete historical moment but as a set of key questions and debates that have shaped methods of literary and cultural interpretation and intellectual inquiry over the three decades in which postcolonial literary and culture studies have coalesced (and now, perhaps, disintegrated) as a field. We will consider topics such as writing and resistance, postcolonial literary revisions, mimicry and hybridity, and gender. We will also consider whether “postcolonial literature” as a category has a future in the discipline of English literary studies, particularly in light of the ongoing sense of crisis theorists in the field have identified and the ascendance of terms such as “planetarity,” “global Anglophone literature,” and “world literature.” What is the status of the global in the postcolonial, and vice-versa? What is gained or lost when we revise or abandon the term postcolonial? What conceptual significance does the nation-state retain when we talk about global literature? Authors and critics will include Emily Apter, Homi Bhabha, Aimé Césaire, Dipesh Chakrabarty, Michelle Cliff, Frantz Fanon, Leela Gandhi, Édouard Glissant, Mohsin Hamid, Bessie Head, Isabel Hofmeyr, C.L.R. James, Achille Mbembe, Walter Mignolo, V.S. Naipaul, Ngugi wa Thiong’o, among others.
Instructor(s): S. Thakkar Terms Offered: Spring
Equivalent Course(s): CMLT 56702
DEPARTMENT OF
GERMANIC STUDIES

People

Department Chair

• Eric Santner

Director of Undergraduate Studies

• Colin Benert

Director of Graduate Studies

• David Levine and David Wellbery

Professors

• David J. Levin
• Eric L. Santner
• David E. Wellbery

Associate Professors

• Christopher J. Wild

Assistant Professors

• Margareta Ingrid Christian
• Florian Klinger

Senior Lecturers

• Catherine Baumann
• Kimberly Kenny
• Sunny Yudkoff
Emeritus Faculty

- Reinhold Heller
- Samuel Jaffe
- Kenneth J. Northcott
- Hildegund Ratcliffe

Affiliated Faculty

- 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.
- Constantin Fasolt, Ph. D., Karl J. Weintraub Professor of History; Master of the Social Sciences Collegiate Division; Deputy Dean of the Division of the Social Sciences; Associate Dean of the College
  Interests: Early modern German history.
- Michael Forster, Ph. D., Professor of Philosophy
  Interests: Herder, Hegel.
- Michael Geyer, Ph. D., Samuel N. Harper Professor of German and European History
  Interests: German history of the 19th and 20th centuries with special interest in contemporary German and European affairs.
- Andreas Glaeser, Ph. D., Associate Professor of Sociology
  Interests: Theories of culture and identity; with reference to Germany mostly post-unification controversies, social memory and architecture, reality construction processes among civil servants in authoritarian regimes.
- Gary Herrigel, Ph. D., Associate Professor of Political Science
  Interests: Political economy of advanced industrial states (Germany, USA, Japan), German political and industrial history in the 19th and 20th centuries, social and political theory.
- Berthold Hoeckner, Ph. D., Associate Professor of Music and the Humanities
Interests: 19th century Austro-German music; Lyrik und Lied; Romantische Musikästhetik; Wagner; Adorno and music.

• Loren Kruger, Ph. D., Professor, Department of English; Department of Comparative Literature; Committee on African Studies; Committee on Cinema and Media Studies; Committee on Theatre and Performance Studies
  Interests: German literature 18th century to present (esp. drama); GDR and contemporary Germany; Brecht, Heiner Müller, Marxism; the Cold War; Frankfurt School; "Das andere Deutschland."

• Jonathan Lear, Ph. D., John U. Nef Distinguished Service Professor at the Committee on Social Thought and in the Department of Philosophy
  Interests: German literature 18th century to present (esp. drama); GDR and contemporary Germany; Brecht, Heiner Müller, Marxism; the Cold War; Frankfurt School; "Das andere Deutschland."

• Francoise Meltzer, Ph. D., Mabel Greene Meyers Professor of French, Comparative Literature, and the Divinity School; Acting Director of the Franke Institute for the Humanities
  Interests: German romanticism, philosophy.

• Paul Mendes-Flohr, Ph. D., Professor of Modern Jewish Thought in the Divinity School, Committee on Jewish Studies; Associate Faculty in the Department of History
  Interests: German-Jewish intellectual history.

• Glenn W. Most, Ph. D., Visiting Professor in the Committee on Social Thought
  Interests: German literature and philosophy since the 18th century.

• Robert B. Pippin, Ph. D., Raymond W. and Martha Hilpert Gruner Distinguished Service Professor; Committee on Social Thought and Department of Philosophy
  Interests: Kant; German Idealism; Nietzsche; Heidegger; Modernity Theory.

• Moishe Postone, Ph. D., Raymond W. and Martha Hilpert Gruner Distinguished Service Professor of History; Committee on Jewish Studies
  Interests: Marx, Frankfurt School, contemporary European social theory, contemporary German affairs (with particular focus on issues of anti-semitism and the relation of the Nazi past to postwar German society and culture).

• Robert Richards, Ph. D., Morris Fishbein Professor of the History of Science and Medicine; Professor in the Departments of Philosophy, History, Psychology, and the Committee on Conceptual and Historical Studies of Science
  Interests: German Romanticism, history and philosophy of science.

• Jerrold Sadock, Ph. D., Glen A. Lloyd Distinguished Service Professor, Department of Linguistics
  Interests: Germanic languages (Scandinavian, Yiddish).

• Malynne Sternstein, Ph. D., Associate Professor of Slavic Languages and Literatures
  Interests: Central European Studies, Literary, Psychoanalytic and Cultural Theory; Art and Media Theory

• David Tracy, Ph. D., Andrew Thomas Greeley and Grace McNichols Greeley Distinguished Service Professor of Catholic Studies and Professor of Theology and the Philosophy of Religion in the Divinity School; Committee on Social Thought
Interests: 19th century German philosophy and theology.

WEBSITE
https://german.uchicago.edu/

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. Fellowships for a small number of highly qualified students 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. These awards are renewable for up to five years. 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. Finally, competitive fellowships are available for a final year of writing the dissertation.

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/prospective). The Application for Admission and Financial Aid, with instructions, deadlines and department-specific information is available on the Graduate Student Online Application page. 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 (humanitiesadmissions@uchicago.edu) or (773) 702-1552.

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
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.

DISSERTATION 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 project 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.)
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 - GERMAN COURSES**

**GRMN 33300. Reading German for Research Purposes. 100 Units.**
Reading German for Research Purposes prepares students to read and do research using scholarly texts in German. Students will gain a fundamental knowledge of German 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. Graduate students who take this course perform well will be able to comprehend difficult scholarly texts and begin using them in their own research. The course also includes practice of the skills necessary to pass the Graduate Reading Comprehension Exam in German. No previous experience with German is required. NOTE: This course may fulfill the graduate language requirement in some departments.
Instructor(s): Staff
Note(s): Check the time schedules for quarterly offerings. Also offered through the Summer Language Institute.

**GRMN 34900. Old English. 100 Units.**
This course aims to provide the linguistic skills and the historical and cultural perspectives necessary for advanced work on Old English. There will be regular exercises and midterm and final examinations. A second quarter of Old English focusing on Beowulf will be offered to interested students in Spring Quarter 2017 as a reading course.
Instructor(s): C. von Nolcken Terms Offered: Winter
Equivalent Course(s): ENGL 34900, GRMN 23416, ENGL 14900
GRMN 35817. W. G. Sebald: On The Natural History of Destruction. 100 Units.
The difficulty of categorizing the sort of literary practice Sebald engaged in is notorious. The genres and hybrid styles with which his “novels” have been identified include: travel writing, memoir, photo essay, documentary fiction, magical realism, postmodern pastiche, cultural-historical fantasy, among others. And given the fact that his work so often deals, if only indirectly, with the Holocaust and its aftershocks, his work has furthermore been associated with that highly problematic generic and historical constellation, “Holocaust literature.” The seminar will address all of Sebald’s major works in the hope of elucidating this singular intersection of historical and literary complexity.
Instructor(s): E. Santner Terms Offered: Spring
Note(s): Texts will be available in English and German, discussion will be held in English. We will “accompany” our reading of Sebald with a reading of Lucretius’s poem, On Nature.
Equivalent Course(s): FNDL 25817, GRMN 25817

GRMN 36117. Contemporary German Literature. 100 Units.
In this course, we will get acquainted with prominent figures of contemporary German literature. The following questions, among others, will guide our readings: How do recent literary texts reflect on their historical status in view of the end of “Nachkriegsliteratur”? How do they engage with the present as a thematic and narrative category? How can we explain the propensity of so many texts to depict the present time by mythologizing it? How do they represent crises and events as they unfold in the now? How do they relate to new media? We will read texts by Alexander Kluge, Jonas Lüscher, Thomas Kling, Kathrin Röggla, Peter Handke, Herta Müller, etc. in conjunction with films of the “Berliner Schule.”
Instructor(s): I. Christian Terms Offered: Winter

GRMN 36417. Improvisation in Theory and Literature. 100 Units.
The practice of improvisation is not limited to rare moments of extraordinary Jazz solos. It finds itself at the heart of every creative process. As such, it penetrates human life in all its aspects. The seminar will read and discuss recent theory on improvisation and locate it within literary texts from Heinrich von Kleist to Franz Kafka, from postwar German literature like Thomas Bernhard to current projects of digital poetics like Florian Meimberg’s “Tiny Tales” or Christiane Frohmann’s “Tausend Tode schreiben.” On this basis, a new conceptualization of knowledge, communication, and aesthetic experience may become possible.
Instructor(s): F. Goppelsroeder Terms Offered: Winter
Equivalent Course(s): GRMN 26417
GRMN 36816. Authority and Enjoyment. 100 Units.
A far reaching distrust and crisis of authority seems to be coextensive with the European Enlightenment and modernity—but what is authority? At least one thing is certain: our relation to authority is never simple and straightforward, but is the site of intense fantasmatic activity, mixing guilt, defiance, respect, resentment, terror, justice, and love. The word itself is highly evocative, and part of its power lies in the halo of images and meanings it conjures. This seminar will examine a series of questions: Why are we so invested in authority? Can authority be avoided by more inclusive horizontal organizations, or is it inevitably bound up with the social link and even the structure of language itself (the symbolic order)? To what extent is the father the paradigmatic instance of authority, and are we living the end of patriarchy or do we rather witness the return of the father? How has the figure of the master changed under capitalism, and in what new forms does authority appear today? If authority is neither inherently “bad” nor “good,” what use may be made of it for individual and collective emancipation?
Instructor(s): A. Schuster Terms Offered: Autumn
Note(s): Readings will include: Walter Benjamin on language and judgment; Hannah Arendt on the crisis of authority; Alexandre Kojève’s The Notion of Authority which analyzes its four ideal types (Father, Judge, Leader, Master); Jean Genet’s play The Balcony, dealing with the comedy of modern authority; the fantastical figure of the father in the work of Franz Kafka; and the vicissitudes of the Oedipus complex in psychoanalytic theory, focusing on Sigmund Freud (Three Essays on the Theory of Sexuality) and Jacques Lacan (Seminar VIII Transference). We will also watch Lars Von Trier’s The Boss of It All, Andrey Zvyagintsev’s The Return, and Nicholas Ray’s Rebel Without a Cause.
Equivalent Course(s): GRMN 26816

GRMN 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): SCTH 37016
GRMN 37717. Opera in the Age of Its Mechanical Reproducibility. 100 Units.
Focusing on a diverse set of productions of Mozart’s "The Magic Flute" by Ingmar Bergman, William Kentridge, Martin Kusej, Simon McBurney, and Julie Taymor, we will seek to locate opera in the contemporary medial landscape, exploring some of the theoretical stakes, dramaturgical challenges, and interpretive achievements that characterize opera on film, DVD, and via live-streaming. Readings by W. Benjamin, T. W. Adorno, F. Jameson, M. Dolar, C. Abbate, P. Auslander, et al.
Instructor(s): D. Levin Terms Offered: Spring
Equivalent Course(s): TAPS 28422,TAPS 38422,MUSI 24417,MUSI 34417,CMST 28301,CMST 38301,GRMN 27717

GRMN 39600. Kafka in Prague. 100 Units.
The goal of this course is a thorough treatment of Kafka’s literary work in its Central European, more specifically Czech, context. In critical scholarship, Kafka and his work are often alienated from his Prague milieu. The course revisits the Prague of Kafka’s time, with particular reference to Josefov (the Jewish ghetto), Das Prager Deutsch, and Czech/German/Jewish relations of the prewar and interwar years. We discuss most of Kafka’s major prose works within this context and beyond (including *The Castle*, *The Trial*, and the stories published during his lifetime), as well as selected critical approaches to his work.
Instructor(s): Malynne Sternstein Terms Offered: Spring
Equivalent Course(s): CZEC 37700,FNDL 22207,GRMN 29600,CZEC 27700

GRMN 42416. The Debt Drive: Philosophy, Psychoanalysis, Neoliberalism. 100 Units.
Debt has become a paramount topic of discussion and controversy in recent times, fuelled by the financial crisis of 2008 and the different episodes of the sovereign debt crisis in Europe, above all involving Greece. This has produced a great deal of commentaries, economic analyses, and journalistic polemics from all sides of the political spectrum. Despite this profusion of discourse, it still proves difficult to seize the exact contours of the problem. Debt affects both the most isolated individuals and the most powerful states, it is equally a matter of “cold” economic rationality and the “hottest” emotions and moral judgments, it appears at once as the most empirical thing with the hardest material consequences and as a mysterious, ethereal, abstract, and purely speculative entity (the unreal product of financial “speculation”). The concept of indebtedness not only characterizes an increasingly universal economic predicament, but also defines a form of subjectivity central to our present condition. This seminar will examine the problem of debt by first looking at how different approaches to it—economic, anthropological, and psychodynamic—were formed by Marx, Nietzsche, and Freud, and then reading more contemporary authors on the theme, including Deleuze and Guattari, Foucault, Graeber, and Lazzarato.
Instructor(s): E. Santner and A. Schuster Terms Offered: Autumn
GRMN 45306. Colloquium: Marx VII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx's mature social theory. A prerequisite for the course is familiarity with the first volume of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.
Instructor(s): M. Postone Terms Offered: Winter
Equivalent Course(s): PLSC 46407,HIST 64607

GRMN 45307. Colloquium: Marx VIII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx's mature social theory. A prerequisite for the course is familiarity with the first volume of *Capital* in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of *Capital*. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.

Instructor(s): M. Postone Terms Offered: Spring
Equivalent Course(s): PLSC 46408,HIST 64608

GRMN 48417. Science meets literature: Elias Canetti’s Auto-da-Fé and human. 100 Units.
In this graduate seminar we will read the 1935 novel *Auto-da-Fé* by Elias Canetti (1981 Nobel Prize for Literature) and discuss it from the perspectives of different disciplines such as psychology and psychoanalysis, anthropology and sociology, history and philosophy, and literary criticism. One of the main themes of the seminar will be the relationship between Canetti’s representation of human mental and social processes in the novel and our current understanding of the human mind and human interpersonal relationships (e.g., understanding other minds, interpersonal communication, power dynamics, etc.).
Instructor(s): Maestripieri, D. Terms Offered: Winter
Note(s): CHDV Distribution, 1*, 2*, 5*
Equivalent Course(s): KNOW 41401,CHDV 48420
GRMN 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.
Instructor(s): C. Wild, M. Payne Terms Offered: Autumn
Equivalent Course(s): CLAS 48616, CMLT 48616

GRMN 49100. Acquisition/Teaching of German. 100 Units.
This course is an introduction to foreign language acquisition and to the theoretical models underlying current methods, approaches and classroom practices, as well as their practical applications.
Instructor(s): C. Baumann Terms Offered: Autumn

GRMN 51917. On Aesthetic Form. 100 Units.
This seminar is part of a joint research project (The Idealist Project: Self-Determining Form and the Foundation of the Humanities) sponsored by the Neubauer Collegium. The focus of the year’s activities is the topic of aesthetic form. There will be two conferences on this topic with the participation of leading international scholars in Fall 2016 and Spring 2017, with the conference participants returning for seminar sessions devoted to readings of their work. Particular (but not exclusive) attention will be paid to the theory of tragedy. Important points of reference are works by Goethe, Schelling, Hegel, Kierkegaard, Nietzsche, Benjamin, and Cavell.
Instructor(s): D. Wellbery; R. Pippin Terms Offered: Winter
Equivalent Course(s): SCTH 50605, PHIL 51903
Department of Linguistics

Chair

- Lenore Grenoble

Professors

- Diane Brentari
- Victor Friedman
- 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
- Jason Riggle

Assistant Professors

- Itamar Francez
- Yarolsav Gorbachov
- Greg Kobele
- Ming Xiang

Emeritus Faculty

- Howard I. Aronson, Slavic Languages & Literatures
- Bill Darden, Slavic Languages & Literatures
- Gene B. Gragg, Oriental Institute
- Paul Friedrich, Anthropology
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 University of Chicago operates on the quarter system. The graduate program in linguistics leading to the PhD degree is intended to be completed in five years. Graduate students normally register for three courses per quarter, three quarters per year. They generally take three to four years of coursework. In the first year, students take nine courses, three of their choosing as well as the following six obligatory courses: LING 30101 Phonological Analysis I, LING 30102 Phonological Analysis II, LING 30201 Syntactic Analysis I, LING 30202 Syntactic Analysis II, LING 30301 Semantics and Pragmatics I, and LING 30302 Semantics and Pragmatics II; they must also enroll in the colloquium series course (P/F). In subsequent years, students have a great deal of flexibility in course selection, though their programs of study must include the following: one course each in historical linguistics and morphology; a “methods” course (field methods, mathematical methods, etc.); and one advanced course in each of the following areas:

- Phonetics/phonology
- Syntax/semantics/pragmatics
- Socio-historical linguistics

In years two and three, when students are writing qualifying papers, they must also take the Research Seminar.
A large proportion of courses offered in the Linguistics Department are advanced courses that are open to all students. The topics of these courses change from year to year, in reflection of the ongoing research interests of both faculty and graduate students, and cover areas of current interest in the field at large. Students are also free to take courses related to their research interests that are offered by other departments in the University.

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 pass reading examinations in two scholarly languages (normally French, German, Spanish, Chinese, Japanese, or Russian, though others may be substituted upon petition to the department), and to satisfy a non-Indo European language requirement. Upon completion of the qualifying papers and language requirements and defense of a dissertation proposal, students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

The University of Chicago offers several joint doctoral programs. Such options currently exist between the Department of Linguistics and the Department of Anthropology, the Department of Comparative Human Development, the Department of Psychology, the Department of Near Eastern Languages and Civilizations, the Department of Slavic Languages and Literatures, and the Department of Philosophy. Students from other departments who wish to apply for a joint PhD in Linguistics may do so only after completing the six foundational courses (Phonological Analysis 1, 2; Syntactic Analysis 1, 2; and Semantics and Pragmatics 1, 2).

**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 they hope 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.

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.

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 (http://linguistics.uchicago.edu).

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

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

LINGUISTICS - BASQUE COURSES

LINGUISTICS - LINGUISTICS COURSES

LING 30101. Phonological Analysis I. 100 Units.
This course introduces cross-linguistic phonological phenomena and methods of analysis through an indepth examination of fundamental notions that transcend differences between theoretical approaches: contrast, neutralization, natural classes, distinctive features, and basic non-linear phonological processes (e.g., assimilation, harmony, dissimilation).
Instructor(s): Diane Brentari Terms Offered: Autumn
LING 30102. Phonological Analysis II. 100 Units.
This course is intended for students with a strong background in phonology. We will explore the major themes of phonological theory from 1870 to today, focusing on such questions as the distinction between phonology and morphophonology, the nature of phonological representations, and the character of hard and soft contraints on phonological representations.
Instructor(s): Alan Yu Terms Offered: Winter
Prerequisite(s): LING 30101

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
Note(s): CHDV Distribution, B*,C*; 5*
Equivalent Course(s): CHDV 20150,CHDV 30150,LING 20150

LING 30201. Syntactic Analysis I. 100 Units.
This course is an introduction to basic goals and methods of current syntactic theory through a detailed analysis of a range of phenomena, with emphasis on argumentation and empirical justification. Major topics include phrase structure and constituency, selection and subcategorization, argument structure, case, voice, expletives, and raising and control structures.
Instructor(s): Karlos Arregi Terms Offered: Autumn
LING 30202. Syntactic Analysis II. 100 Units.
This course is a continuation of Syntactic Analysis-1. 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): Greg Kobele Terms Offered: Winter
Prerequisite(s): LING 30201

LING 30249. Language and Migration. 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.
Instructor(s): C. Vigouroux Terms Offered: Autumn
Note(s): CHDV Distribution: C*, 3*, 5*
Equivalent Course(s): ANTH 37116,CHDV 30249

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): Chris Kennedy Terms Offered: Autumn
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): Itamar Francez Terms Offered: Winter
Prerequisite(s): LING 30301

LING 30721. Dynamic Semantics. 100 Units.
<span>An introduction to the foundations and applications of dynamic approaches to natural language semantics. We will study the formal details and empirical motivations of various major dynamic semantic frameworks such as File Change Semantics, Discourse Representation Theory, Dynamic Predicate Logic, and Update Semantics, and see how they address a number of puzzling natural language phenomena such as donkey anaphora and presupposition projection. In parallel to the formal component, the empirical and theoretical advantages and drawbacks of dynamic semantics will come under scrutiny, and we will also pay close attention to the philosophical repercussions of a dynamic approach to discourse and reasoning. (B)</span> <span>(II)<br /></span><br />
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): Knowledge of first-order logic with identity strongly recommended. Students will benefit most if they have taken classes in semantics or philosophy of language before.
Equivalent Course(s): LING 20721,PHIL 30721,PHIL 20721

LING 31000. Morphology. 100 Units.
Looking at data from a wide range of languages, we will study the structure of words. We will consider the nature of the elements out of which words are built and the principles that govern their combination. The effects of word structure on syntax, semantics, and phonology will be examined. We will think critically about the concepts of morpheme, inflection, derivation, and indeed, the concept of word itself.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): LING 20001
Equivalent Course(s): ANTH 37500

LING 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.
Instructor(s): Greg Kobele Terms Offered: Autumn
Equivalent Course(s): LING 21010
LING 31100. Language in Culture I. 100 Units.
Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of “functional” semiotic structure and history.
Instructor(s): M. Silverstein Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): CHDV 37201, PSYC 47001, ANTH 37201

LING 31200. Language in Culture II. 100 Units.
The second half of the sequence takes up basic concepts in sociolinguistics and their critique.
Instructor(s): Susan Gal Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): PSYC 47002, ANTH 37202

LING 31300. Historical Linguistics. 100 Units.
This course deals with the issue of variation and change in language. Topics include types, rates, and explanations of change; the differentiation of dialects and languages over time; determination and classification of historical relationships among languages, and reconstruction of ancestral stages.
Instructor(s): Yaroslav Gorbachov Terms Offered: Spring
Prerequisite(s): LING 20600/30600 & LING 20800/30800 or consent of instructor

LING 31310. Introduction to Indo-European Linguistics. 100 Units.
An introduction to the comparative study of the Indo-European languages. We will survey the major branches of the Indo-European family and discuss various aspects of PIE grammar as it is currently reconstructed.
Instructor(s): Y. Gorbachev Terms Offered: Spring 2015

LING 31600. Introduction to Language Development. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Note(s): CHDV Distribution, B*; 2*, 5*
Equivalent Course(s): CHDV 23900, LING 21600, PSYC 23200
LING 31720. Sociophonetics. 100 Units.
This course examines the phonetic aspects of sociolinguistic variation and the social significance of phonetic variation, from the perspectives of both theory and methodology. By examining the relationship between social factors and phonetic detail, we also investigate how these different types of information are stored in the mind and accessed during the production and perception of speech. This course will focus on experimental techniques and mental representations of linguistic information. 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 the final project, students are required to conduct a small-scale study investigating a research question of relevance to phonology and/or sociolinguistic theory.
Instructor(s): Alan Yu Terms Offered: Spring
Equivalent Course(s): LING 21720

LING 34960. Creole Genesis and Genetic Linguistics. 100 Units.
In this seminar course we will review the “creole exceptionalism” tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Prerequisite(s): LING 21300/31300 (Historical Linguistics), LING 26310/36310 (Contact Linguistics), or consent of the instructor.
Equivalent Course(s): LING 24960

LING 36310. Contact Linguistics. 100 Units.
This seminar focuses on current research in contact linguistics in a global perspective, including but not limited to the impact of languages of wider communication (e.g. English, Russian) in contact with other languages. Topics to be covered include the following: language/dialect contact, convergence and language shift resulting in attrition and language endangerment and loss. Other contact-induced linguistic changes and processes to be considered include borrowing, code-switching, code-shifting, diglossia, loss of linguistic restrictions and grammatical permeability, and the impact of language contact in the emergence and/or historical development of languages.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): LING 20001 or consent of instructor
Equivalent Course(s): LING 26310, SLAV 20600, SLAV 30600
LING 37200. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor’s thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): ANTH 27400, ANTH 37400, HUMA 27400, LING 27200, SLAV 23000, SLAV 33000

LING 37500. Language and Globalization. 100 Units.
Globalization has been a buzz word in our lives over the past few decades. It is also one of those terms whose varying meanings have become more and more challenging to characterize in a uniform way. The phenomena it names have been associated with important transformations in our cultures, including the languages we speak. Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact in class and their impact on the evolution of languages.
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Equivalent Course(s): ANTH 27705, ANTH 47905, CRES 27500, CRES 37500, LING 27500

LING 37810. Romani Language and Linguistics. 100 Units.
An introduction to the language of the Roms (Gypsies). The course will be based on the Arli dialect currently in official use in the Republic of Macedonia, but due attention will be given to other dialects of Europe and the United States. The course will begin with an introduction to Romani linguistic history followed by an outline of Romani grammar based on Macedonian Arli. This will serve as the basis of comparison with other dialects. The course will include readings of authentic texts and discussion of questions of grammar, standardization, and Romani language in society.
Instructor(s): Victor Friedman Terms Offered: Spring
Equivalent Course(s): ANTH 27700, ANTH 47900, LING 27810
LING 38355. Linguistic Introduction to Swahili-1. 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): Fidele Mpiranya Terms Offered: Winter

LING 38356. Linguistic Introduction to Swahili-2. 100 Units.
Based on Swahili Grammar and Workbook, this course is a continuation of Linguistic Introduction to Swahili-1. 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.
Instructor(s): Fidèle Mpiranya Terms Offered: Spring
Prerequisite(s): LING 38355

LING 38370. African Languages. 100 Units.
One-third of world languages are spoken in Africa, making it an interesting site for studying linguistic diversity and language evolution. This course presents the classification of different African language families and explains their historical development and interactions. It also presents the most characteristic features of African languages, focusing on those that are common in Africa but uncommon among other world languages. Additionally, the course addresses the issue of language dynamics in relation to socioeconomic development in Africa. Using living audio and written material, students will familiarize themselves with at least one major language selected from the Niger-Congo family, the most prevalent family in sub-Saharan Africa. This is a general introduction course with no specific prerequisites.
Instructor(s): Fidele Mpiranya Terms Offered: Autumn
Equivalent Course(s): LING 28370
LING 38600. Computational Linguistics. 100 Units.
This is a course in the Computer Science department, intended for upper-level undergraduates, or graduate students, who have good programming skills. There will be weekly programming assignments in Python. We will look at several current topics in natural language processing, and discuss both the theoretical basis for the work and engaging in hands-on practical experiments with linguistic corpora. In line with most current work, our emphasis will be on systems that draw conclusions from training data rather than relying on the encoding of generalizations obtained by humans studying the data. As a consequence of that, in part, we will make an effort not to focus on English, but to look at a range of human languages in our treatments.
Instructor(s): J. Goldsmith Terms Offered: Not offered 2016-17
Prerequisite(s): CMSC 12200, CMSC 15200 or CMSC 16200, or by consent.
Equivalent Course(s): CMSC 35050,LING 28600,CMSC 25020

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): Amy Dahlstrom, Lenore Grenoble 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): Amy Dahlstrom 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): Laura Cassanto Terms Offered: Winter
LING 41920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920, ANTH 47305, CHDV 41920, EVOL 41920, PSYC 41920, LING 21920

LING 42100. Seminar: Semantics. 100 Units.
Please visit the Linguistics website for course topic and description.
Instructor(s): Itamar Francez, Autumn, Chris Kennedy, Winter Terms Offered: Autumn, Winter
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): Karlos Arregi Terms Offered: Autumn, Winter

LING 52400. Seminar: Phonology. 100 Units.
Please visit the Linguistics website for course topic and description
Instructor(s): Jason Riggle Terms Offered: Winter
Prerequisite(s): LING 30102 or instructor’s consent
Note(s): This course has a different topic each quarter it is offered.
LING 58600. Seminar: Computational Linguistics. 100 Units.
(Topic: Learnability) Two of the motivating problems of linguistics are how people use language, and how we learn to use language. The standard approach to these problems is to postulate an abstract knowledge of language (competence) which gets used or learned (performance). But how could a performance system actually work -- how could the descriptions linguists write be brought to bear on the above motivating problems, or vice versa? This course will focus on the problem of language learning, in particular from the perspective of inductive inference (PAC and Gold paradigms, and variants). These paradigms concentrate on the question of how a learner generalizes from the data, and investigate the conditions under which generalizing in this way will be successful. Accordingly, these paradigms allow for a deep connection to be made between linguistic typology and learning theory. We will look at examples inspired by phonology, syntax, and semantics, depending on the interests of the participants. A previous course in formal methods (such as Mathematical Linguistics) would provide a helpful background.
Instructor(s): Greg Kobele Terms Offered: Spring
Note(s): This course has a different topic each quarter it is offered.

LINGUISTICS - MODERN GREEK COURSES

MOGK 30100-30200-30300. Elementary Modern Greek I-II-III.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.

MOGK 30100. Elementary Modern Greek I. 100 Units.
This course is designed to help students acquire communicative competence in Modern Greek and a basic understanding of its structures. Through a variety of exercises, students develop all skill sets.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn
Equivalent Course(s): NELG 10100, MOGK 10100

MOGK 30200. Elementary Modern Greek II. 100 Units.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to handle a variety of tasks and manage an uncomplicated situation using mostly formulaic and rote utterances. They will also be able to express personal meaning forming paragraphs.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Winter
Prerequisite(s): MOGK 10100/30100 or consent of instructor
Equivalent Course(s): NELG 10200, MOGK 10200
MOGK 30300. Elementary Modern Greek III. 100 Units.
No description available.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300, MOGK 10300
Department of Music

Chair

- Thomas Christensen

Professors

- Philip V. Bohlman
- Thomas Christensen
- Martha Feldman
- Robert L. Kendrick
- Marta Ptaszynska
- Anne Walters Robertson
- Augusta Read Thomas
- Lawrence Zbikowski

Associate Professors

- Berthold Hoeckner
- Travis A. Jackson
- Steven Rings

Assistant Professors

- Jessica Baker
- Seth Brodsky
- Anthony Cheung
- Jennifer Iverson
- Sam Pluta

Senior Lecturers

- James Kallembach
- Barbara Schubert

Lecturers
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 (optionally) computer generated sound synthesis. 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 (MAHP), a three-quarter program of interdisciplinary study. MAHP students often take classes with students in the Ph.D. programs. Further details about the MAHP program are available at http://maph.uchicago.edu/

FELLOWSHIPS

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.

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.

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 fifteen 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).

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) just prior to the beginning of the third year in the program. 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 ten compositions from the repertory
- A close analysis of a single work or movement

Students in ethnomusicology take four comprehensive exams:

- Conceptual Foundations: essays covering broad issues of theoretical importance to ethnomusicology and musicology.
- Cultural Areas: essays demonstrating knowledge of two world musical cultural areas. There will be three essay questions of equal length. Two questions will be based on a primary cultural area. One question will be based on a secondary cultural area; the secondary area may be a historical era.
- Twelve Single Sheets: These will normally include six aural and six written examples drawn from Cultural Areas relevant to the student’s research and broader ethnomusicological work. Examples will be drawn from a list of works provided in the first year.
- 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 four of the following eight examinations (within some distribution guidelines):

- The identification of musical scores or excerpts drawn from European traditions of the 9th to the 20th centuries. Students pursuing a minor field in composition may substitute a two-hour oral examination on musical repertory.
- History concentrators will take four sets of essays on the history of European traditions, corresponding to the four prosemirars in music history (Music 32500, 32600, 32700, and 32800). Theory concentrators will take two such sets of historical essays—one on music before 1800, one on music after 1800—and two sets 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 set of essays in Conceptual Foundations of Musical Scholarship (https://lucian.uchicago.edu/blogs/musiccurriculum/#Ethno_conceptual_foundations)
  - a set of essays in the History of Music Theory
  - a further analysis exam (tonal or atonal)
  - an ethnomusicological cultural area (https://lucian.uchicago.edu/blogs/musiccurriculum/#Ethno_cultural_areas)

While course work 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, as well as a paper demonstrating ability to do advanced work in an area of musical scholarship (ordinarily the student’s minor field), normally 30–50 pages in length. 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 Department of Music to its students. Students do not take the Foreign Language Reading Examinations administered by the University. Department examinations in German, French, Italian and Latin are given each quarter, except summer, and in other languages on an ad hoc basis. Specific language requirements are listed in the curriculum for each area of study. Language examinations are announced several weeks in advance and typically take place during the fifth or sixth weeks of the term. They require the student to translate about 400 words of a passage of medium difficulty from source materials or musicological literature. Students are given two hours to translate the entire passage with the aid of a dictionary; the quality as well as the completeness and accuracy of the translation are judged. There is no limit to the number of times that a student may retake a language examination. Sample examinations are available in the Department office.

Any request for a departure from the languages used to fulfill degree requirements may be addressed in the form of a petition to the Graduate Curriculum Committee, including petitions for examinations in languages not regularly tested. Such petitions must demonstrate specific and direct relevance to the student’s research or compositional work. Petitions should be addressed to the Director of Graduate Studies, and must be submitted at least two months before the student would take the exam.

**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**

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. 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, the Wind Ensemble, the University Chorus, the Motet Choir, the Early Music Ensemble, the New Music Ensemble, the Jazz Ensemble, the Middle Eastern Music Ensemble, and the South Asian Music Ensemble.

**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. 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.

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.

**MUSIC COURSES**

**MUSI 31506. Modal Analysis. 100 Units.**
No description available.
Instructor(s): Kaley Mason Terms Offered: Autumn

**MUSI 31901. Introduction to Cognitive Musicology. 100 Units.**
This course surveys recent research in music cognition and cognitive psychology and explores how it can be applied to music scholarship. We begin with a general review of research on categorization, analogy, and inferential systems. This review is paired with close readings of empirical literature drawn from cognitive science, neuroscience, and music psychology, as well as theoretical work in cognitive linguistics and cognitive anthropology. Student projects focus on applications of research in cognitive science to historical musicology, ethnomusicology, music theory, or music analysis. Weekly lab meetings required.
Instructor(s): L. Zbikowski Terms Offered: Various
Prerequisite(s): MUSI 15300 or equivalent. Open to nonmajors with consent of instructor.
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 25701

**MUSI 32600. Pro-Seminar: Music 1700-1800. 100 Units.**
No description available.
Instructor(s): Martha Feldman Terms Offered: Autumn

**MUSI 32800. Proseminar: Music from 1900-2000. 100 Units.**
No description available.
Instructor(s): Seth Brodsky Terms Offered: Winter 2014

**MUSI 33503. Introduction to the Musical Folklore of Central Asia. 100 Units.**
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required
Equivalent Course(s): ANTH 25905,EEUR 23400,EEUR 33400,MUSI 23503,NEHC 30765,NEHC 20765
MUSI 33817. History in Practice: Musical Multiculturalism in Brazil. 100 Units.
Brazil is a country uniquely identified with its musical history. This course is designed to describe how Indigenous, African, and European influences merged over the course of the 19th and 20th centuries to create Brazil’s rich and complex musical tradition. We will focus especially on the interaction of erudite and popular influences, and on the musical and social processes that gave birth to distinctly Brazilian genres such as Samba, Choro, Maracatu, and Frevo. Taught by a renowned Brazilian composer and guitarist, this course will explore Brazil’s musical history through live musical performance as well as lectures, readings, recordings, and discussion.
Instructor(s): Sergio Assad Terms Offered: Autumn
Equivalent Course(s): LACS 35112, HIST 26818, HIST 36218, MUSI 23817, LACS 25112

MUSI 33911. Jewish Music. 100 Units.
Few questions in ethnomusicology and music history remain as enigmatic and yet ideologically charged as, What is Jewish music? With responses ranging from claims that Jewishness defies representation with music to those that argue for a plurality possible only when Jewish culture appropriates the musics of constantly shifting historical contexts, Jewish music has acquired remarkably important resonance in the history of religions and in the meaning of modernity. In this proseminar we approach the richness and diversity of Jewish music as givens and as starting points for understanding of both the sacred and the secular in Jewish culture. The cultural contexts and soundscapes of Jewish music, thus, are not isolated, restricted, for example, to the synagogue or ritual practice, but rather they cross the boundaries between traditions, genres, and even religions. The sound materials and structures of Jewish music, say, the modal ordering of Arabic classical music that is standard for biblical cantillation in Israel, will be treated as complex phenomena that both influence and are influenced by the worlds around Jewish communities. Genres and musical practices will be examined in their full diversity, and we shall move across the repertories of liturgical, folk, art, and popular music.
Instructor(s): P. Bohlman Terms Offered: Various
Equivalent Course(s): MUSI 23911

MUSI 34000. Composition Lessons. 100 Units.
This course consists of individual weekly composition lessons.
Instructor(s): Athony Cheung, Marta Ptaszynska, August Read Thomas Terms Offered: Autumn, Winter, Spring

MUSI 34417. Opera in the Age of Its Mechanical Reproducibility. 100 Units.
Focusing on a diverse set of productions of Mozart’s "The Magic Flute" by Ingmar Bergman, William Kentridge, Martin Kusej, Simon McBurney, and Julie Taymor, we will seek to locate opera in the contemporary medial landscape, exploring some of the theoretical stakes, dramaturgical challenges, and interpretive achievements that characterize opera on film, DVD, and via live-streaming. Readings by W. Benjamin, T. W. Adorno, F. Jameson, M. Dolar, C. Abbate, P. Auslander, et al.
Instructor(s): D. Levin Terms Offered: Spring
Equivalent Course(s): GRMN 37717, TAPS 28422, TAPS 38422, MUSI 24417, CMST 28301, CMST 38301, GRMN 27717
MUSI 34700. Introduction to Computer Music. 100 Units.
During the first quarter, students learn the basics of digital synthesis, the Musical Instrument Digital Interface (MIDI), and programming. These concepts and skills are acquired through lecture, demonstration, reading, and a series of production and programming exercises. Weekly lab tutorials and individual lab time in the department’s computer music studio are in addition to scheduled class time.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Consent of instructor. Rudimentary musical skills (but not technical knowledge) required.
Note(s): Basic Macintosh skills helpful.
Equivalent Course(s): MUSI 26300

MUSI 34900. Contemporary Opera. 100 Units.
The course will explore the diversity of trends, aesthetics, and musical styles in opera after 1980 both in Europe and in America. Major emphasis will be placed on analysis of the most representative operas of that time. The selection of these operas was based on musical and artistic merit, historic importance, and cultural expression. Works that will be analyzed will be operas based on Greek dramas (Aharony’s "Oedipus" and LaCroix’s "The Birds"); operas that represent surrealist trends, such as J. Cage’s "Europeas" and Ligeti’s "Grand Macabre"; psychological dramas found in the operas of Schnittke ("The Life with an Idiot") and Nyman’s "The Man Who Mistook His Wife for a Hat"; political dramas such as Adams’s "Nixon in China" and McManus’s "Killing the Goat"; historical dramas such as Glass’s "Akhnaten," Tan Dun’s "Marco Polo," and Ptaszynska’s "Valldemosa"; operas written under Broadway influences such as Ades’s "Powder her Face" and Daugherty’s "Jackie O."; and many more.
Instructor(s): M. Ptaszynska Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.
Equivalent Course(s): MUSI 22900
MUSI 38115. Orchestral Conducting. 100 Units.
This two-quarter introductory course focuses on the art as well as the craft of orchestral conducting. Designed primarily for undergraduate students who have had experience playing in an orchestra, wind ensemble, chamber group, or choral ensemble, the curriculum includes practical instruction, podium experience, background reading, and concert/conductor observation. Through a combination of classroom work, individual instruction, and supplemental ensemble sessions, students will gain significant practical experience in conducting. Weekly class meetings will incorporate singing, keyboard work, and instrumental participation by class members and guest musicians. Important technical exercises will be assigned every week, along with modest reading selections. Several short papers and classroom presentations will be assigned each quarter, in conjunction with background readings and classroom topics. The overall goal of the course is to promote the students’ understanding and appreciation of the technical responsibilities and the artistic possibilities of the conductor’s role, and to promote a basic proficiency in the craft of conducting an instrumental ensemble.
Instructor(s): B. Schubert
Terms Offered: Various
Note(s): This is a 2-quarter course, and 100 units will be awarded upon completion of the final quarter.
Equivalent Course(s): MUSI 28000

MUSI 44713. Post-Punk. 100 Units.
No description available.
Instructor(s): Travis Jackson
Terms Offered: Autumn 2013

MUSI 44817. Words and Fifteenth-Century Sacred Music. 100 Units.
Scholars have studied the development of sacred music in the fifteenth century from the viewpoints of institutions, musicians, art, architecture, repertories, rituals, archival documents, styles, sources, culture, and other perspectives. This evolution can also be captured in another way: in the basic idea that the ancient medieval bond between music and number loosens during this period, and that a new alliance between music and words emerges. Words tell the history of musical institutions, words form the books that musicians read, words make up the texts of musical repertories, words delineate rituals, words comprise archival documents, words inspire musical styles, words fill musical sources, words shape culture. Musical examples by Dunstaple, Du Fay, Obrecht, and Josquin signal the multi-faceted interactions of music and words, along with a richer understanding of the well-known concept of music-as-rhetoric in the late middle ages.
Instructor(s): A. Robertson
Terms Offered: Autumn
Chair

- Franklin D. Lewis

Professors

- Orit Bashkin
- Fred M. Donner
- Cornell Fleischer
- McGuire Gibson, Oriental Institute
- Janet H. Johnson, Oriental Institute
- Hakan Karateke
- Dennis G. Pardee
- Robert K. Ritner, Oriental Institute
- Martha T. Roth, Oriental Institute
- Gil Stein, Oriental Institute
- Theo P. van den Hout, Oriental Institute
- John E. Woods, History

Associate Professors

- Petra Goedegebuure, Oriental Institute
- Rebecca Hasselbach, Oriental Institute
- Nadine Moeller, Oriental Institute
- Brian Muhs, Oriental Institute
- Tahera Qutbuddin
- Na’ama Rokem
- David Schloen, Oriental Institute
- A. Holly Shissler
- Sofía Torallas Tovar, Classics
- Christopher Woods, Oriental Institute
Assistant Professors

- Ahmed El Shamsy
- Ghenwa Hayek
- James Osborne, Oriental Institute
- Susanne Paulus, Oriental Institute
- Richard Payne, Oriental Institute
- Hervé Reculeau, Oriental Institute
- Johh Z. Wee, Oriental Institute

Senior Lecturers

- Ariela Almog
- Saeed Ghahremani

Lecturers

- Hala Abdel Mobdy
- Osama Abu-Eledam
- Helga Anetshofer-Karateke
- Kagan Arik
- Lakhdar Choudar
- Stuart Creason
- Noha Forster
- Saeed Ghahremani
- Hripsime Haroutunian
- Kay Heikkinen

Research Associates (Associate Professors)

- W. Raymond Johnson, Oriental Institute
- Donald S. Whitcomb, Oriental Institute

Emeritus Faculty

- Lanny D. Bell, Oriental Institute
- Robert D. Biggs, Oriental Institute
- Menachem Brinker
- John A. Brinkman, Oriental Institute
The Department

The work of the department encompasses the ancient civilizations of the Near East, Near Eastern Judaica, 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 M.A. and 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), Near Eastern Judaica, and Northwest Semitic Philology; and in the Medieval and Modern Section: Arabic Language and Literature, Islamic History and Civilization, Islamic Thought, Medieval Judaica and Judeo- Arabic, Modern Hebrew Language and Literature, Persian Language and Literature, and Ottoman and Turkish Studies. The department also has a joint program with Linguistics and offers courses in Armenian and Central Asian studies in collaboration with other departments at the University.

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 9-18 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 a battery of comprehensive exams, usually at the end of their fourth year. A dissertation proposal of original research to be undertaken is presented to the faculty at a public hearing, usually in the fifth
Department of Near Eastern Languages and Civilizations

year; 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 (http://nelc.uchicago.edu/graduate/rules-and-requirements).

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.

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

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).

We encourage you to check our website at http://nelc.uchicago.edu/ particularly with regard to determining your field of study for your application. The application form has a place to indicate the department/program; from the pull down menu choose Near Eastern Languages and Civilizations. For field of specialization, please be sure to enter one of the fields of study exactly as listed on NELC’s web page. We need these fields to sort information in our database. You may wish to specify your area of interest further in your statement of purpose.

**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 [Time Schedules for the most up-to-date and specific course offerings in a given quarter.](http://timeschedules.uchicago.edu)

**NEAR EASTERN LANGUAGES & CIVILIZATIONS - AKKADIAN COURSES**

**AKKD 30318. Old Akkadian - Texts about History & Culture. 100 Units.**
After an introduction to Old Akkadian we will read and discuss texts from different genres providing a good overview of the History and Culture of the Old Akkadian "Empire" (2234-2154 BC). Readings covered include royal inscriptions from Sargon and Naram-Sin, letters and legal documents and incantations.
Instructor(s): Paulus, Susanne Terms Offered: Winter
Prerequisite(s): PQ: Knowledge of Akkadian (Akkadian I-III)

**AKKD 30320. Akkadian Texts from Ugarit. 100 Units.**
The seminar offers an introduction to the Akkadian cuneiform documents of the Northern Levantine city of Ugarit during the Late Bronze Age. Reading from original letters, legal and administrative documents, students will engage in the historical analysis of a vassal state of the Hittite Empire in the second half of the second millennium BCE.
Instructor(s): Reculeau, Hervé Terms Offered: Winter
Prerequisite(s): PQ: Elementary and Intermediate Akkadian
AKKD 30348. Middle Assyrian Texts. 100 Units.
The seminar offers an overview of legal documents from Upper Mesopotamia in the Middle Assyrian Period (14th-12th c. BCE). Reading from hand copies and photographs of original documents, students will engage in the study of the Middle Assyrian dialect of Akkadian, as well as in several aspects of legal practice and social-economic issues of the period.
Instructor(s): Reculeau, Hervé Terms Offered: Autumn
Prerequisite(s): PQ: Elementary and Intermediate Akkadian

AKKD 30354. Late Babylonian Texts about Family Law. 100 Units.
Late Babylonian archives (late 7th till early 5th century BC) from cities like Uruk, Babylon or Borsippa are a rich source for the reconstruction of family law. We will read and discuss typical contracts (adoption, marriage, divorce, inheritance) in their archival context. Another important topic will be family possessions and income (land holding).
Instructor(s): Paulus, Susanne Terms Offered: Autumn
Prerequisite(s): Knowledge of Akkadian (Introduction to Akkadian 1-3).

AKKD 40350. Lexical Lists and Commentaries. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): 1 Year of Akkadian

AKKD 49900. Reading and Research: Akkadian. 100 Units.
No description available.
Instructor(s): STAFF
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Ancient Anatolian Languages Courses
AANL 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Select section from faculty list

Near Eastern Languages & Civilizations - Arabic Courses
ARAB 30201-30202-30203. High Intermediate Modern Standard Arabic I-II-III.
This is a three course sequence in High Intermediate Modern Standard Arabic.

ARAB 30201. High Intermediate Modern Standard Arabic I. 100 Units.
This is a three course sequence in High Intermediate Modern Standard Arabic.
Instructor(s): N. Forster Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent
Note(s): Open to qualified undergraduates with consent of the instructor
ARAB 30202. High Intermediate Modern Standard Arabic II. 100 Units.
No description available.
Instructor(s): N. Forster Terms Offered: Winter
Prerequisite(s): ARAB 30201 or equivalent

ARAB 30203. High Intermediate Modern Standard Arabic III. 100 Units.
No description available.
Instructor(s): N. Forster Terms Offered: Spring
Prerequisite(s): ARAB 30202 or equivalent

ARAB 30301-30302-30303. High Intermediate Classical Arabic I-II-III.
This is a three-segment course offered in three quarters; Autumn, Winter and Spring. The main objective of the complete three segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.

ARAB 30301. High Intermediate Classical Arabic I. 100 Units.
This is a three-segment course offered in three quarters; Autumn, Winter and Spring. The main objective of the complete three segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.
Instructor(s): K. Heikkinen Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent

ARAB 30302. High Intermediate Classical Arabic II. 100 Units.
No description available.
Instructor(s): K. Heikkinen Terms Offered: Winter
Prerequisite(s): ARAB 30201 or equivalent
ARAB 30303. High Intermediate Classical Arabic III. 100 Units.
No description available.
Instructor(s): K. Heikkinen Terms Offered: Spring
Prerequisite(s): ARAB 30302 or equivalent

ARAB 30351. Maghribi Colloquial & Culture. 100 Units.
No description available.
Instructor(s): Choudar, Lakhdar Terms Offered: Autumn
Prerequisite(s): One year of MSA.
Equivalent Course(s): ARAB 20351

ARAB 30352. Arabic Through Maghribi Literature. 100 Units.
Through a variety of texts (selected fragments from novels, short stories, book chapters), this course explores how Maghrebian writers express their ideas and reflect on their societies and other sentimental issues that occupy their minds (some of the writers may meet with students on Skype and answer their questions). The work of writers from various Arab countries in Maghreb will be discussed after being read thoroughly. Main themes will be examined to achieve full understanding of the text along with a discussion of media issues. Also this course exercises certain language aspects: reading, writing, grammatical, and speaking skills.
Instructor(s): L. Choudar Terms Offered: Winter
Prerequisite(s): At least two year of Arabic study

ARAB 30390. Arabic in Social Context. 100 Units.
Designed for the advanced student of MSA, this course aims to improve listening comprehension and instill an awareness of the social associations accompanying different speech/writing styles. Students will intensively listen to audio/video materials clustered around the themes of diglossia and code-switching; gendered discourse; urban-rural; class. A heavily aural course, class activities will involve student presentations (group and solo), discussion groups, and to a lesser degree, textual analysis.<br />
Instructor(s): N. Forster Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic or consent of instructor
Note(s): This course is open to qualified undergraduate students
ARAB 30551. History and Modern Arabic Literature. 100 Units.
The class studies historical novels and the insights historians might gain from contextualizing and analyzing them. The Arab middle classes were exposed to a variety of newspapers and literary and scientific magazines, which they read at home and in societies and clubs, during the late nineteenth century and the early twentieth. Such readers learned much about national identity, gender relations and Islamic reform from historical novels popularized in the local press. Some of these novels were read not only by adults, but also by children, and consequently their ideas reached a very large audience. The novels’ writers paid great attention to debates concerning political theory and responded to discourses that were occurring in the public spheres of urban Middle East centers and, concurrently, appropriated and discussed themes debated among Orientalists and Western writers. The class will explore these debates as well as the connections between the novel and other genres in classical Arabic literature which modern novels hybridized and parodied. It will survey some of the major works in the field, including historical novels by Gurji Zaydan, Farah Antun, Nikola Haddad, and Nagib Mahfuz.
Instructor(s): O. Bashkin Terms Offered: Autumn
Prerequisite(s): Reading knowledge of Arabic (namely three years of Arabic at least) is required; students are expected to read the novels as part of their homework assignment.
Note(s): Open to qualified undergraduates

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 skills. Students will advance toward this goal through listening to a variety of authentic materials from Arabic TV (on politics, literature, economics, education, women, youth, etc.).
Instructor(s): H. Abdel Mobdy Terms Offered: Winter
Prerequisite(s): At least two years of Modern Standard Arabic
Equivalent Course(s): ARAB 20588

ARAB 30680. Readings: Islamic Ritual Law. 100 Units.
Overview of ritual law from an Arabic law text, with supplementary readings in Western languages on theories of ritual.
Instructor(s): Donner, F. Terms Offered: Winter
Prerequisite(s): PQ: Third-year Arabic
ARAB 40015. Seminar on 'Afif al-Din al-Tilimsani. 100 Units.
This advanced reading seminar explores the mystico-philosophical writings of 'Afif al-Din al-Tilimsani (d. 690/1291), a sophisticated and understudied disciple of Ibn Arabi who wrote several important commentaries (shuruh) on major Sufi works. We will examine selections from five of his commentaries, including: (1) his Commentary on the Divine Names (available in manuscript), (2) Commentary on Surat al-Fatiha and al-Baqara (available in manuscript), (3) Commentary on Niffari's Mawaqif ("The Halting Places"), (4) Commentary on Harawi's Manazil al-sa'irin ("The Stations of the Wayfarers"), and (5) Commentary on Ibn 'Arabi's Fusus al-hikam ("The Ringstones of Wisdom"). We will also read selections from his Sufi poetry.
Instructor(s): Yousef Casewit Terms Offered: Spring
Prerequisite(s): Advanced Arabic is required.
Equivalent Course(s): ISLM 50010

ARAB 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Aramaic Courses
ARAM 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Armenian Courses
ARME 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Egyptian Courses
EGPT 30120. Introduction to Demotic. 100 Units.
This course provides a basic introduction to the grammar, vocabulary, and orthographic styles of the administrative and literary stage of the Egyptian language and script used in the Late Period (into the Roman Empire).
Instructor(s): J. Johnson Terms Offered: Winter
Prerequisite(s): EGPT 10201 and/or EGPT 20210
Equivalent Course(s): ANCM 32100
EGPT 30121. Demotic Texts. 100 Units.
Building on the basic grammar, vocabulary, and orthographic styles learned in
EGPT 30120, this course focuses on the reading and analysis of various Demotic
texts.<br />
Instructor(s): R. Ritner Terms Offered: Spring
Prerequisite(s): EGPT 30120 or Consent of the Instructor

EGPT 40420. Texts from Expeditions. 100 Units.
No description available.
Instructor(s): R. Ritner Terms Offered: Winter

EGPT 49000. Thesis Research: Egyptology. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn 2013
Note(s): Select section from faculty list

EGPT 49900. Reading and Research: Egyptology. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn
Note(s): Selection section from faculty list

Near Eastern Languages & Civilizations - Elamite Courses

Near Eastern Languages & Civilizations - Ge'ez Courses
GEEZ 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Hebrew Courses
HEBR 30501-30502-30503. Advanced Modern Hebrew I-II-III.
This course assumes that students have full mastery of the grammatical and lexical
content at the intermediate level. However, there is a shift from a reliance on the
cognitive approach to an emphasis on the expansion of various grammatical and
vocabulary-related subjects. Students are introduced to sophisticated and more
complex syntactic constructions, and instructed how to transform simple sentences
into more complicated ones. The exercises address the creative effort on the part of
the student, and the reading segments are longer and more challenging in both style
and content. The language of the texts reflects the literary written medium rather
than the more informal spoken style, which often dominates the introductory and
intermediate texts.
HEBR 30501. Advanced Modern Hebrew I. 100 Units.
This course assumes that students have full mastery of the grammatical and lexical content at the intermediate level. However, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. Students are introduced to sophisticated and more complex syntactic constructions, and instructed how to transform simple sentences into more complicated ones. The exercises address the creative effort on the part of the student, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent

HEBR 30502. Advanced Modern Hebrew II. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Winter
Prerequisite(s): HEBR 30501 or consent of instructor

HEBR 30503. Advanced Modern Hebrew III. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Spring
Prerequisite(s): HEBR 30502 or consent of instructor

HEBR 30601. Advanced Readings in Modern Hebrew. 100 Units.
Although this course assumes that students have full mastery of the grammatical and lexical content at the intermediate level, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. After being introduced to sophisticated and more complex syntactic constructions, students learn how to transform simple sentences into more complicated ones. The exercises address the creative efforts of students, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.
Instructor(s): N. Rokem Terms Offered: Spring
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): JWSC 25601

HEBR 49900. Reading Course: Hebrew. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn
Note(s): Select section from faculty list
Near Eastern Languages & Civilizations - Kazakh Courses

KAZK 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Near Eastern Art and Archaeology Courses

NEAA 30001. Archaeology of the Ancient Near East I: Mesopotamia. 100 Units.
This course surveys the archaeology and art of the Mesopotamia.
Instructor(s): M. Gibson Terms Offered: This course will not be offered in AY 2016-2017
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 20001

NEAA 30002. Archaeology of the Ancient Near East II: Anatolia. 100 Units.
No description available.
Instructor(s): J. Osborne Terms Offered: Spring
Prerequisite(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 20002

NEAA 30003. Archaeology of the Ancient Near East III: Levant. 100 Units.
No description available.
Terms Offered: This course is not offered AY 2016-2017
Note(s): This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 20003

NEAA 30004. Archaeology of the Ancient Near East IV: Pre-Islamic Arabia. 100 Units.
No description available.
Terms Offered: This course is not offered AY 2016-2017
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 20004
NEAA 30005. Archaeology of the Ancient Near East V: Islamic Period. 100 Units.
This survey of the regions of the Middle East presents the urban systems of each region. The focus is a comparative stratigraphy of the archaeological evidence and the contribution of this material towards an understanding of Islamic history and ancient archaeological periods in the Near East.
Instructor(s): D. Whitcomb Terms Offered: This course is not offered AY 2016-2017
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 20005

NEAA 30006. Archaeology of the Ancient Near East VI: Egypt. 100 Units.
This sequence provides a thorough survey in lecture format of the art and archaeology of ancient Egypt from the late Pre-dynastic era through the Roman period.
Instructor(s): N. Moeller Terms Offered: Winter
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 20006

NEAA 30045. Economic Organization of Ancient Complex Societies. 100 Units.
This course provides undergraduate and graduate students with an overview of some of the basic theoretical and methodological issues involved in the study of ancient complex societies, primarily through archaeological evidence supplemented by textual data.
Instructor(s): G. Stein Terms Offered: Spring
Equivalent Course(s): ANTH 26740, ANTH 36740, NEAA 20045

NEAA 30051. Method and Theory in Near Eastern Archaeology. 100 Units.
This course introduces the main issues in archaeological method and theory with emphasis on the principles and practice of Near Eastern archaeology. Topics include: (1) the history of archaeology, (2) trends in social theory and corresponding modes of archaeological interpretation, (3) the nature of archaeological evidence and issues of research design, (4) survey and excavation methods and associated recording techniques, (5) the analysis and interpretation of various kinds of excavated materials, and (6) the presentation and publication of archaeological results. This course is offered in alternate years.
Instructor(s): D. Schloen Terms Offered: Winter
Prerequisite(s): An introductory course in archaeology
Equivalent Course(s): NEAA 20051

NEAA 30061. Ancient Landscapes I. 100 Units.
No course description available.
Instructor(s): E. Hammer Terms Offered: Autumn
Equivalent Course(s): ANTH 36710, GEOG 25400, GEOG 35400, ANTH 26710, NEAA 20061
NEAA 30062. Ancient Landscapes II. 100 Units.
The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This sequence provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.
Instructor(s): E. Hammer Terms Offered: Winter

NEAA 30070. Intro to the Archaeology of Afghanistan. 100 Units.
Afghanistan is the quintessential “crossroads of cultures” where the civilizations of the Near East, Central Asia, South Asia and China interacted over the millennia in a constantly shifting mixture of trade, emulation, migration, imperial formations, and periodic conflict. This complex history of contacts gave rise to some of the most important archaeological, artistic, architectural, and textual treasures in world cultural heritage – encompassing cultures as diverse as the Bronze Age cities of Bactria, the Persian Empire, the easternmost colonies founded by Alexander the Great and his Hellenistic successors, the Kushan empire astride the Silk Road, and the monumental Buddhas of Bamiyan. This course presents an introduction to the archaeology of Afghanistan from the Neolithic through the Medieval Islamic periods, focusing on sites in Afghanistan and the region’s cultural linkages to neighboring areas such as Iran, Central Asia, and South Asia. The final portion of the course will discuss the threats to Afghan cultural heritage, and current effort to preserve this patrimony. The course is intended for both graduate and undergraduate students who have had at least one introductory course in archaeology.
Instructor(s): G. Stein Terms Offered: Winter
Prerequisite(s): At least one course in archaeology
Equivalent Course(s): NEAA 20070

NEAA 30071. Texts in Context: Documents and Archaeology. 100 Units.
This course investigates public and private buildings in which ancient records have been found in situ, seeking to find correlations based on architecture, artifacts, and the contents of texts. Often, in the past, the findspots of texts have not been meticulously recorded, resulting in the loss of valuable information on the function of specific buildings or even rooms in buildings; the layout of a building can also give information that can add significantly to the interpretation of the texts.
Instructor(s): M. Gibson Terms Offered: Autumn
Prerequisite(s): Requires at least a year of Akkadian and NEAA 20001: Intro to Mesopotamian Archaeology, and consent of Instructor.
Equivalent Course(s): NEAA 20071
NEAA 30091. Field Archaeology. 300 Units.
No description available.
Instructor(s): N. Moeller Terms Offered: Autumn
Note(s): This course is for students that will be overseas participating in an Archaeological Field Project. Consent of instructor required.

NEAA 30237. New Kingdom Archaeology. 100 Units.
This course focuses on the analysis and discussion of archaeological remains dating to Egypt’s New Kingdom (ca. 1550 -1070 BCE). The aim is not only to get a good background in the most important archaeological discoveries but also to become familiar with the main studies and fieldwork reports that have shaped our understanding of this dynamic period of ancient Egyptian culture. Archaeological evidence will be discussed within the wider framework of ancient Egyptian society in addition to getting a good grasp of problems and priorities in current research of the New Kingdom.
Instructor(s): N. Moeller Terms Offered: Winter

NEAA 30250. The Archaeology of the Amarna Period in Egypt. 100 Units.
This seminar will focus on the ancient city of Tell el-Amarna, a famous and short-lived royal capital dating to the end of the 18th Dynasty in Egypt. The aim is to explore the rich archaeological data from old and new fieldwork projects at the site and to analyse the results within the wider perspective of political and cultural changes. This includes the evidence for the monumental and domestic architecture but also the corresponding cemeteries. In addition, we will evaluate whether we can consider Amarna as a source for the study of urban society in Egypt.
Instructor(s): N. Moeller Terms Offered: Spring
Prerequisite(s): Suitable for undergraduates who have taken either NEHC 20013 Ancient Empires: The Egyptian Empire of the New Kingdom or NEAA 20006 Archaeology of the Ancient Near East VI: Egypt
Equivalent Course(s): NEAA 20250

NEAA 30330. The Neo-Hittite and Aramaean City-States. 100 Units.
This graduate-level seminar is an in-depth exploration of archaeology, history, and iconography of the city-state culture that surrounded the northeast corner of the Mediterranean Sea during the Iron Age, ca. 1200-600 BCE. Questions to be discussed include ethnicity, the role of language in identity formation, interregional interactions with the Neo-Assyrian Empire and with the Aegean world, political economy, and conceptions of space and place. In addition to these larger themes, students will be responsible for individual projects on specific city-states of their choice.
Instructor(s): J. Osborne Terms Offered: Winter
Prerequisite(s): Undergrads should be advanced with a NEAA course background
Equivalent Course(s): NEAA 20330
NEAA 30501. Introduction to Islamic Archaeology. 100 Units.
This course is intended as a survey of the regions of the Islamic world from Arabia to North Africa, from Central Asia to the Gulf. The aim will be a comparative stratigraphy for the archaeological periods of the last millennium. A primary focus will be the consideration of the historical archaeology of the Islamic lands, the interaction of history and archaeology, and the study of patterns of cultural interaction over this region, which may also amplify understanding of ancient archaeological periods in the Near East.
Instructor(s): D. Whitcomb Terms Offered: Autumn
Equivalent Course(s): NEAA 20501

NEAA 30533. Problems in Islamic Archaeology: Regional Studies. 100 Units.
This seminar will consider the development of Islamic archaeology in various aspects revealed in a new publication, *The Archaeology of the Early Islamic Settlement in Palestine* by Jodi Magness (Winona Lake IN: Eisenbrauns, 2003). This volume began with concerns raised in Magness’s dissertation, particularly misperceptions in the transition from Late Antiquity to Early Islam and the utilization of archaeological evidence for this problem. The specific region is southern Palestine and the Negev, where a critical mass of archaeological evidence is now available; the broader patterns of historical archaeology are implicit in research on this material.
Instructor(s): D. Whitcomb Terms Offered: Spring
Prerequisite(s): Consent of Instructor
Note(s): This sequence does NOT meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 20533

NEAA 36712. Archaeological Approaches to Settlement and Landscape Survey. 100 Units.
Archaeological field survey has been instrumental in the recovery of ancient settlements and the exploration of forgotten political geographies and historical landscapes. This course covers methodology for survey archaeology through discussion of case studies and hands-on exercises. We will discuss the relationship between research questions, field conditions, and methodology as well as the various goals of survey—such as settlement pattern analysis, site catchment analysis, demographic reconstruction, and landscape archaeology—in the context of both “classical” and recent case studies drawn from the archaeology of China, the Near East, the Mediterranean, and Mesoamerica. Hands-on exercises will include training in the use of a total station, training in the use of a hand-held GPS receiver in combination with freeware mapping tools, and practice designing hypothetical archaeology surveys and data recording systems.
Instructor(s): A. Yao, E. Hammer Terms Offered: Autumn
Prerequisite(s): One course in archaeology in any department
Equivalent Course(s): ANTH 36712, NEAA 26712, ANTH 26712
NEAA 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

NEAR EASTERN LANGUAGES & CIVILIZATIONS - NEAR EASTERN HISTORY AND CIVILIZATION COURSES

NEHC 30006. Ancient Near Eastern Thought and Literature III: Egypt. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): B. Muhs Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20006

NEHC 30011. Ancient Empires I. 100 Units.
The first course of this three-course sequence focuses on the Hittite Empire.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25700, HIST 15602, NEHC 20011

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

NEHC 30013. Ancient Empires III: The Egyptian Empire of the New Kingdom. 100 Units.
For most of the duration of the New Kingdom (1550–1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): N. Moeller Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25900, HIST 15604, NEHC 20013
NEHC 30030. Introduction to the Qur'an. 100 Units.
This course introduces the historical context, thematic and literary features, major biblical figures, and exegetical literature on the Qur'an, with a focus on the early (8th-10th century CE) and medieval periods (11th - 15th century CE). We will read select English translations from the Qur'an and its commentators, accompanied by academic secondary literature that emphasize the Qur'an's literary structure, theological underpinnings, historical, geographical, social, political and cultural contexts in early and medieval Islamic civilization, and the role of the Qur'an as both a fixed and a living and dynamic text in Muslim devotional life.
Instructor(s): Yousef Casewit Terms Offered: Autumn
Prerequisite(s): Knowledge of Arabic is not a prerequisite, but general knowledge about Islam or an "Introduction to Islam" course is highly recommended.
Equivalent Course(s): RLST 11030, NEHC 20030, ISLM 30030

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 belie 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; the struct

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 30037. Introduction to Islamic and Jewish Law. 100 Units.
This comparative course on Jewish and Islamic law is co-taught by Ahmed El Shamsy (Chicago, Islamic law) and Evyatar Marienberg (University of North Carolina, Jewish law). It brings together students on both campuses in one virtual classroom using videoconferencing technology. We explore the nature, structure, development, and significance of the legal system of each of these two religions. Covered topics might include laws about food, holidays, prayer, finances, relations with other groups, sexuality, the status of women, medical treatment, and more. No background knowledge of Judaism or Islam or familiarity with Hebrew or Arabic is required; all texts are provided in English. Instructor(s): A. El Shamsy Terms Offered: Winter
Equivalent Course(s): NEHC 20037

NEHC 30050. The Origins of Empire. 100 Units.
The course will examine the emergence and evolution of empire in the Ancient Near East, from Sargon of Akkad in the twenty-fourth century BCE to the collapse of the Iranian Empire in the seventh century CE. It will focus on the institutions, ideologies, and strategies ancient imperialists devised to establish and maintain control across culturally and geographically disparate populations, as well as the ways in which successive imperial systems built on the foundations of their predecessors. As a historiographical seminar, the course will debate recent scholarly works on Ancient Near Eastern empires against the backdrop of comparative historical, political-theoretical, and sociological studies of empires. Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): NEHC 20050

NEHC 30109. The Rise of Christianity in Iran. 100 Units.
The course will examine the emergence and evolution of Christianity in the Iranian Empire and neighboring societies in late antiquity. Normally studied in its Roman context, the expansion of the religion East of the Euphrates raises the problem of how Christian communities developed without a Constantine, that is, within a non-Christian, Zoroastrian empire. The seminar will provide an introduction to recent scholarship, literary sources in a variety of Near Eastern languages, and the archaeology of ecclesiastical institutions. It will debate how Christians adapted to an Iranian political, social, and economic order and how Zoroastrian elites accommodated them, as well as the attendant consequences for the histories of Iran and Christianity alike. Instructor(s): R. Payne Terms Offered: Spring
NEHC 30115. Iran and Turan. 100 Units.
The course will examine the encounter of the Near East with the economies, cultures, and political orders of Central Eurasia in late antiquity. With the rise of the Huns and the Turks, the Iranian Empire confronted nomadic imperialists that curtailed its ambitions in Central Asia and created trans-Eurasian networks. The seminar will provide an introduction to the relevant historical scholarship and literary and archaeological evidence. It will also debate fundamental historiographical questions, such as the nature of nomadic imperialism, the role of the so-called “Silk Road” in Near Eastern and Central Eurasian political economies, and the scope of trans-Eurasian cultural exchange.
Instructor(s): R. Payne Terms Offered: Autumn

NEHC 30121. The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20120 (Introduction to the Hebrew Bible).
Instructor(s): David Schloen Terms Offered: Winter
Note(s): This course may be used to fulfill the College’s general education requirement in civilization studies.
Equivalent Course(s): NEHC 20121,RLST 20408,JWSC 20121

NEHC 30223. Narratives of Assimilation. 100 Units.
This course offers a survey into the manifold strategies of representing the Jewish community in East Central Europe from the nineteenth century to the Holocaust. Engaging the concept of liminality—of a society at the threshold of radical transformation—it will analyze Jewry facing uncertainties and challenges of the modern era and its radical changes. Students will be acquainted with problems of cultural and linguistic isolation, hybrid identity, assimilation, and cultural transmission through a wide array of genres—novel, short story, epic poem, memoir, painting, illustration, film. The course draws on both Jewish and Polish-Jewish sources; all texts are read in English translation.
Instructor(s): Bożena Shallcross Terms Offered: Winter
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): REES 27003,REES 37003,RLST 26623,NEHC 20223,JWSC 20223
A survey of Jewish Literature written by Jews around the globe in different languages (including Hebrew, Yiddish, Arabic, Russian, English, Polish, German) in an era of upheaval and transformation. We will discuss the literary representation of phenomena such as: the national movement and the foundation of the State of Israel; persecutions, pogroms, and the Holocaust; waves of migration, acculturation, and assimilation; the involvement of Jews in political movements, such as communism and anarchism; changing gender roles and changing ideas about the Jewish family. And we will ask: How have these events—and the modern era that they are a part of— influenced ideas about literary representation and the relationship between literature and history?
Instructor(s): Na’ama Rokem
Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): CMLT 20226, CMLT 30226, NEHC 20226, JWSC 20226

NEHC 30287. Egypt in Late Antiquity. 100 Units.
Egypt in Late Antiquity was a melting pot of cultures, languages, and religions. With the native Egyptians subject to a series of foreign masters (Greek and Roman), each with their own languages and religious practices, Egyptian society was marked by a rich and richly documented diversity. In this course we will pay special attention to the contact of languages and of religions, discussing on the basis of primary sources in translation different aspects characteristic of this period: the crises of the Roman Empire and their effects in Egypt, the emergence of Christianity and the decline of paganism, the development of monastic communities. The course will end at the Islamic conquest.
Instructor(s): S. Torallas-Tovar
Terms Offered: Spring
Equivalent Course(s): NEHC 20287

NEHC 30404-30406. Jewish Thought and Literature I-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.
NEHC 30404. Jewish Thought and Literature I: Introduction to the Hebrew Bible. 100 Units.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English.
Instructor(s): J. Stackert Terms Offered: Autumn

NEHC 30406. Jewish Thought and Literature III: Biblical Voices in Modern Hebrew Literature. 100 Units.
The Hebrew Bible is the most important intertextual point of reference in Modern Hebrew literature, a literary tradition that begins with the (sometimes contested) claim to revive the ancient language of the Bible. In this course, we will consider the Bible as a source of vocabulary, figurative language, voice and narrative models in modern Hebrew and Jewish literature, considering the stakes and the implications of such intertextual engagement. Among the topics we will focus on: the concept of language-revival, the figure of the prophet-poet, revisions and counter-versions of key Biblical stories (including the story of creation, the binding of Isaac and the stories of King David), the Song of Songs in Modern Jewish poetry.
Instructor(s): N. Rokem Terms Offered: Spring

NEHC 30416-30417-30418. Semitic Languages, Cultures, and Civilizations I-II-III.
This sequence meets the general education requirement in civilization studies.

NEHC 30416. Semitic Languages, Cultures, and Civilizations I. 100 Units.
This course looks at the earliest attestation of East Semitic as a language: Akkadian which was first written in the 3rd millennium BC in Mesopotamia (modern Iraq). Akkadians were in close contact with Sumerians, the other important language of Mesopotamia, and adapted their script (cuneiform) to write a Semitic language. This class critically examines the connection between script, language, peoples and ethnus. Furthermore, this course explores the political expansion of Akkadian in connection with the development of an early “empire” and the emergence of historical, legal and literary traditions in Akkadian and its influence for the Ancient Near East and beyond. Texts covered included historical inscriptions, the Law Code of Hammurâpi, Flood Stories and divination texts (omina). Visits to the Oriental Institute Museum will complement the exploration of the Akkadian culture. Texts in English.
Instructor(s): S. Paulus Terms Offered: Autumn
Equivalent Course(s): HIST 15702,NEHC 20416
NEHC 30417. Semitic Languages, Cultures, and Civilizations II. 100 Units.
This course explores the historical evidence for several Semitic peoples who
dwelled in Syria and Northern Iraq in the third to first millennia BCE (Eblaites,
Amorites, Ugariteans, Assyrians). These peoples’ languages belong either
to the larger group of Northwest Semitic, that comprises languages such as
Aramaic and Canaanite (including Biblical Hebrew), or to the northern dialects
of East Semitic. The shared characteristic of these people is to have recorded
their cultural legacy on clay tablets, using Mesopotamian cuneiform or an
alphabetic script adapted from it, noting either their own language or several
aspects of their history, culture and religion through a borrowed language
(Akkadian). The class will focus on major cultural traditions that have echoes
in younger records that came to be influential for the modern Middle East and
for the Western world – especially the Hebrew Bible, but also some traditions
of Pre-Islamic Arabia. This includes a close examination and discussion of
representative ancient sources, as well as readings in modern scholarship.
Ancient sources include literary, historical, and legal documents. Texts in
English.

Instructor(s): H. Reculeau Terms Offered: Winter
Note(s): Not open to first-year students
Equivalent Course(s): HIST 15703, NEHC 20417

NEHC 30418. Semitic Languages, Cultures, and Civilizations III. 100 Units.
This course explores the histories and literatures of Aramaic- and Arabic-
writing Jewish, Christian, and Muslim communities in the first millennium CE.
Beginning with the reception of Ancient Mesopotamian culture in late antiquity,
the class will focus on the development of Syriac Christian, Rabbinic, and
early Muslim sacred literatures in relation to the social, political, and economic
contexts of the Roman and Iranian empires and inter-imperial Arabia. It will
then turn to the literary and intellectual revival of the early Islamic caliphates,
in which representatives of all three religions participated. Among the works
to be read in translation are the Acts of Thomas, the Babylonian Talmud, the
Qur’ân, and early Arabic poetry.
Instructor(s): R. Payne Terms Offered: Spring
Note(s): Not open to first-year students.
Equivalent Course(s): HIST 15704, NEHC 20418

NEHC 30501. Islamic History and Society I: The Rise of Islam and the Caliphate.
100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread
of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the
emergence of regional Islamic states from Afghanistan and eastern Iran to North
Africa and Spain.
Instructor(s): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This
sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 25704, HIST 35704, ISLM 30500, RLST 20501, NEHC 20501
NEHC 30502. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): HIST 25804,HIST 35804,ISLM 30600,NEHC 20502

NEHC 30503. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): HIST 25904,HIST 35904,ISLM 30700,NEHC 20503

NEHC 30504. Introduction to the Hebrew Bible. 100 Units.
The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.
Instructor(s): Jeffrey Stackert Terms Offered: Autumn
Note(s): This course may be used to fulfill the College's general education requirement in civilization studies.
Equivalent Course(s): BIBL 31000,JWSC 20120,NEHC 20504,RLST 11004
NEHC 30550. Global Encounters: Travelers & Perceptions in pre-Modern World. 100 Units.
This course is designed around the close-reading of travelogues as primary sources, and the weekly primary sources are supported with secondary material. After a two-week introduction to the issues of travel-writing, encounters with the others and Orientalism, each class will be based on one or two travelogues and different questions they raise. The selected primary sources are examples of travelers going to the “East” — not as a geographical destination but as an indication of unknown and foreign lands. The primary sources cover a wide geographical scope, from India to the new world, with special emphasis on the Middle East. Chronologically, the course covers a time-span from the fourteenth to the eighteenth century, thus, it focuses on the early modern period before the age of “colonialism” and “orientalism.” By discovering the encounters in the pre-nineteenth-century world on a global scale, the course aims both to contribute to and to challenge the discussions around the question of Orientalism and the East-West divide.
Terms Offered: Spring
Equivalent Course(s): NEHC 20550

NEHC 30567. Hebrew Poetry, Jewish Poetry, Israeli Poetry. 100 Units.
Will cross list with Comp Lit
Instructor(s): N. Rokem Terms Offered: Winter

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): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908, ANTH 35908, CMLT 23301, CMLT 33301, NEHC 20568, REES 39009, REES 29009

NEHC 30583. Jewish Thought in the Medieval Islamic World. 100 Units.
Jewish thinkers participated actively in the multicultural Islamic world of the ninth to thirteenth centuries. This course explores the impact of diverse cultural currents on the development of medieval Jewish thought. Specifically, the course will focus on such aspects of Jewish thought as philosophy, theology, and pietism, through the examination of individual thinkers in their cultural contexts.
Instructor(s): Sarah Stroumsa, Greenberg Visiting Professor of Jewish Studies Terms Offered: Autumn
Equivalent Course(s): RLST 20150, HIJD 30150, NEHC 20583, JWSC 20150
NEHC 30589. Sefarad and Andalus: Jewish Thinkers in Islamic Spain. 100 Units.
The period known as “the Golden Age” in Islamic Spain is associated with some of the most famous names in Jewish thought, such as Maimonides or Judah Halevi. Through readings of individual thinkers in their cultural context, this course will study the emergence of Jewish thought in Islamic Spain (al-Andalus), and its development within and beyond its borders.
Instructor(s): Sarah Stroumsa Terms Offered: Autumn
Prerequisite(s): Knowledge of foreign languages is not required (but readings can be adapted to students’ individual skills).
Equivalent Course(s): HIJD 30589, ISLM 30589

NEHC 30600. Saints and Sinners: Christianity in the Ancient Near East. 100 Units.
Between the third and seventh centuries, Christian communities came to flourish throughout the Near East and neighboring regions, in the Roman and Iranian empires as well as the kingdoms of the Caucasus, Central Asia, and Ethiopia. This course will examine development of Christian institutions and ideologies in relation to the distinctive social structures, political cultures, economies, and environments of the Near East, with a focus on the Fertile Crescent. The makers of Near Eastern Christianities were both saints and sinners. Holy men and women, monks, and sometimes bishops withdrew from what they often called “the world” with the intention of reshaping its societies through prayer, asceticism, writing, and more direct forms of intervention in social, political, and economic relations. But the work of these saints depended on the cooperation of the worldly men and women, including aristocrats, merchants, and rulers, that formed the ranks of their communities to establish enduring institutions. To explore the dialectical relationship between saints and sinners, we will read inscriptions, histories, and lives of saints in various Near Eastern languages in translation and consider the insights of recent archaeology.
Instructor(s): R. Payne Terms Offered: Winter
Equivalent Course(s): HIST 25613, HIST 35613, NEHC 20600

NEHC 30601-30602-30603. Islamic Thought and Literature I-II-III.
This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 30601. Islamic Thought and Literature I. 100 Units.
This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.
Instructor(s): A. El Shamsy Terms Offered: Autumn
Equivalent Course(s): RLST 20401, SOSC 22000, HIST 25610, HIST 35610, ISLM 30601, NEHC 20601
NEHC 30602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).
Instructor(s): F. Lewis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): RLST 20402, SOSC 22100, ISLM 30602, CMES 30602, NEHC 20602

NEHC 30603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later.
Instructor(s): A. El Shamsy Terms Offered: Spring
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): RLST 20403, SOSC 22200, NEHC 20603

NEHC 30605. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Autumn
Equivalent Course(s): HIST 36005, NEHC 20605, HIST 26005

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): B. Muhs Terms Offered: Autumn

NEHC 30631. Approaches to the Study of the Middle East. 100 Units.
The course introduces beginning graduate students to the range of basic resources, methods, and analytical tools that must be mastered by those engaging in the study of the Islamic Middle East. As such, it covers the period from the seventh century to the present and is focused on developing professional skills necessary for successful completion of a master's or doctoral program.
Instructor(s): P. Walker Terms Offered: Autumn
Equivalent Course(s): CMES 30001
NEHC 30634. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLAS 30200,CLCV 20200,CMES 30634,CRES 25701,HIST 35701,NEHC 20634,HIST 25701

NEHC 30659. The Task of the Self Translator. 100 Units.
We usually think of the translator as a mediator, the figure who allows authors and texts to speak to audiences beyond their original language. Consequently, the questions we tend to ask about translation revolve around the central issue of fidelity. Is the translation adequate to the original? Has it remained faithful? In this model, the origin and the target are both assumed to be monolingual and the translator is the bilingual go-between. But there are very few, if any, truly monolingual cultures, and translations usually circulate in a far more complex manner. In this seminar, we will turn to the self-translator as a figure who challenges conventional models of translation and cross-cultural circulation. Can the author betray herself in the act of translation? To approach this issue, we will read classical texts in translation theory as well as more recent work that thematizes self-translating, and we will look at literary texts written by bilingual authors and constituted by self-translation.
Instructor(s): N. Rokem Terms Offered: Spring
Equivalent Course(s): NEHC 20659

NEHC 30765. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the cultural traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required
Equivalent Course(s): ANTH 25905,EEUR 23400,EEUR 33400,MUSI 23503,MUSI 33503,NEHC 20765
NEHC 30827. The “Woman Question” & Reformist Thought in the Ottoman Emp. 100 Units.
The course is a one-quarter colloquium open both to graduate students and to advanced undergraduates. The course will focus on reading and discussing literature concerned with the perception among nineteenth- and early-twentieth-century Ottoman reformers and intellectuals, that the “proper” place of women in society was an urgent question. We will examine why this question was regarded as urgent and fundamental, and in what ways it was seen as related to an overall framework of reform.
Instructor(s): H. Shissler Terms Offered: Winter
Prerequisite(s): Open to advanced undergraduates with consent of instructor. Equivalent Course(s): NEHC 20827

NEHC 30885. Returning the Gaze: The Balkans and Western Europe. 100 Units. Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the “West,” as the center of economic power and self-proclaimed normative humanity, and the “Rest,” as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other’s standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself—self-consciousness, defiance, arrogance, self-exoticization—and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn Equivalent Course(s): REES 39012,CMLT 23201,CMLT 33201,NEHC 20885,REES 29012
NEHC 30937. Nationalism, Colonialism & Postcolonialism in the M.E. 100 Units.
The seminar covers the history of the region during the 19th and 20th centuries. It looks at how the modern historiography of modern Middle Eastern studies shaped, and was shaped by, post-colonial studies, subaltern studies, and historical perceptions of urbanity, modernity, Orientalism, and class. The class will pay heed to the fluid and constructed nature of Arab national culture, and the terminology used by Arab nationalists concerning "nahda," "revival," and "rebirth." We will explore various "golden ages" Arab nationalists envisioned, like pre-Islamic Semitic empires, the first Islamic state under the leadership of the Prophet Muhammad, the Ummayds, the Abbasids and Muslim Spain, as a way of analyzing the the constructed and temporal nature of national discourses. We will finally examine the distinction between Pan-Arab nationalism (qawmiyya), which considered Arab culture, history, and language as markers of one’s national identity, and often strove for political unity with other Arab states; and territorial-patriotic nationalism (wataniyya), which hailed the national cultures of particular Arab states (Egyptian, Iraqi, Lebanese), focusing on their geography, archaeology, and history the key features of national identity.
Instructor(s): O. Bashkin Terms Offered: Autumn

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, its exegetical framework, and its major philosophical-theological themes, including divine attributes, creation vs. eternity, prophecy, the problem of evil and providence, law and ethics, and the final aim of human existence. There is no language requirement; all readings will be in English. There will be an extra optional session for students who want to read the text in the original.
Instructor(s): James Robinson Terms Offered: Spring 2017
Equivalent Course(s): ISLM 45400, FNDL 24106, RLST 21107, RLIT 45402, JWSC 21107, HREL 45401, HIJD 45400

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.
Selected texts from the Qur’an, the Arabic Bible, Islamic philosophy, Sufism, and other classical Arabic literature.
Instructor(s): Michael Sells Terms Offered: Winter
Equivalent Course(s): HIJD 50200, ISLM 50200

NEHC 40680. Readings in Islamic Thought I: 800–1200. 100 Units.
This course focuses on close reading of selected primary texts in Arabic from a wide variety of fields, including history, theology, language, philosophy, and law. The aim of the course is both to familiarize students with the content and style of these works and to provide tools for and practice in analyzing the works within their particular intellectual contexts. (Readings in Islamic Thought I and II can be taken separately.)
Instructor(s): A. El Shamsy Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic
Equivalent Course(s): ISLM 40680

NEHC 40681. Readings in Islamic Thought II: 1200-1600. 100 Units.
This course focuses on close reading of selected primary texts in Arabic from a wide variety of fields, including history, theology, language, philosophy, and law. The aim of the course is both to familiarize students with the content and style of these works and to provide tools for and practice in analyzing the works within their particular intellectual contexts. (Readings in Islamic Thought I and II can be taken separately.)
Instructor(s): A. El Shamsy Terms Offered: Spring

NEHC 40701. Sem: Iran and Central Asia 1. 100 Units.
The first quarter will take the form of a colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from 900 to 1750. Specific topics will vary and focus on the Turks and the Islamic world, the Mongol universal empire, the age of Timur and the Turkmens, and the development of the "Gunpowder Empires." The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Meets with HIST 58601
Equivalent Course(s): CMES 40701, HIST 78601

NEHC 40702. Sem: Iran and Central Asia 2. 100 Units.
A colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from 900-1750. Specific topics will vary and focus on the Turks and the Islamic world, the Mongol universal empire, the age of Timur and the Turkmens, and the development of the "Gunpowder Empires." The second quarter of this two-course sequence will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): HIST 78601 or NEHC 40701
NEHC 40723. Art, Science, and Magic in the Pre-modern Islamic World. 100 Units. 
This seminar examines relationships between arts and the study of the cosmos in the pre-modern Islamic world. Our objects of study mediated human understanding of the cosmos, and/or offered humans the possibility of manipulating their position within it. The media in which these objects were made include manuscripts, textiles, ceramics, metalwork, and architecture. Recurrent questions of the seminar include the following. How closely can we define historically appropriate theoretical frameworks (eg., Neoplatonic, Hermetic, Aristotelean, Prophetic Medicinal) for particular objects? How do we explain objects of similar forms which might be theorized through divergent models, or objects of divergent forms which might be theorized through similar models?
Instructor(s): P. Berlekamp Terms Offered: Autumn 
Equivalent Course(s): ARTH 42009

NEHC 41004. Shi’ism and Modernity. 100 Units.
This is a graduate seminar treating various themes in contemporary Shi’ism. Topics include marja’iyya and authority; trans-nationalism and cosmopolitanism; revolutionary dissent and activism; state, science, and bureaucracy; and law and women’s rights.
Instructor(s): Alireza Doostdar Terms Offered: Spring
Note(s): Class limit to 15 students
Equivalent Course(s): ISLM 41004, ANTH 41004, AASR 41004

NEHC 45516. 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.
Instructor(s): A. Bresson, B. Muhs Terms Offered: Autumn
Equivalent Course(s): ANCM 45516

NEHC 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list
Near Eastern Languages & Civilizations - Near Eastern Languages Courses

NELG 30325. Introduction to Old South Arabian. 100 Units.
This course is an introduction to the languages of the inscriptive material found in western South Arabia, today's Yemen. The inscriptions date from roughly the 8th century BCE to the 6th century CE and are written in four closely related languages, Sabaic, Minaic, Qatabanic, and Hadramitic. In this class we will read material from all major periods and languages of attestation.
Instructor(s): R. Hasselbach-Andee Terms Offered: Autumn

NELG 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Persian Courses

PERS 30337. Persian Lyric Poetry-1. 100 Units.
The ghazal developed from a lyrical poem in Arabic on the topic of heterosexual love, to a fixed form in Persian on love (often homoerotic) and loss, wine, praise of the patron/ruler, or meditation on the divine Beloved, to a melancholy meditation on the human condition and personal defeat. It took European romanticism by storm and has recently become a canonical form in English poetry. This class traces the development of the Persian ghazal from Rudaki (d. 941) up through Jami (d. 1492), with emphasis on some major practitioners of the form (Sana'i, Attar, Sa`di, Rumi, Hafez, Jahan Malek Khatun, etc.).
Instructor(s): F. Lewis Terms Offered: Autumn
Prerequisite(s): PQ: Native or Near-Native Knowledge of Persian.
Equivalent Course(s): ISLM 30337
PERS 30338. Persian Lyric Poetry-2. 100 Units.
Topic: Ghazal Poetry 2 - Safavids to the Present

The ghazal developed from a lyrical poem in Arabic on the topic of heterosexual love, to a fixed form in Persian on love (often homoerotic) and loss, wine, praise of the patron/ruler, or meditation on the divine Beloved, to a melancholy meditation on the human condition and personal defeat. It took European romanticism by storm and has recently become a canonical form in English poetry. This class traces the development of the Persian ghazal from Jami (d. 1492) through the 20th century, examining the Realist School poets (Maktab-e voqu’), the Fresh Style (Tazeh-gu), neo-Classical style, and modernist ghazal poets, examining questions of lyric form, traditional conventions and their adaptation, complexity, the ethics of defeatism, gendering of the form and the breakdown of traditional lyrical form into “ghazal-like” poems (ghazalvaareh), with a special focus on Vahshi, Sa‘eb, Bidel, Hazin, Zib al-Nesa, Qorrat al-‘Ayn, Iqbal, Simin-e Behbehani.

Instructor(s): F. Lewis Terms Offered: Spring
Prerequisite(s): Native or Near-Native Knowledge of Persian.
Equivalent Course(s): ISLM 30338

PERS 48602. Persian Philology and Poetry in South Asia. 100 Units.
This course offers an introduction to Persian philology as it developed in South Asia during the late Mughal period. Our aim is to observe how Persian was studied as a literary idiom and how poems were read taking grammar as a point of entry.

The first sessions will provide an introduction to some fundamental methods and basic terminology of Indo-Persian philology. We will read the short prefaces of two traditional grammars: Anārī Jaunpūrī (d. 1225/1810, Murshidabad)’s Qawāʿid-i fārsī and Abd al-Wāsī Hānsawī (fl. 2nd half 17th)’s Risala-yi ʿAbd al-Wāsī#. Then, we will look at a selection of examples to see how this grammatical knowledge was used to analyze the language of classical mathnawīs by closely reading the comments made on some verses taken from Jāmī’s Yusuf o Zulaykhā.

Instructor(s): Muzaffar Alam, Thibaut d’Hubert Terms Offered: Spring
Prerequisite(s): Intermediate level of Persian.
Equivalent Course(s): NELC 48602, SALC 48602
PERS 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - Sumerian Courses

SUMR 49900. Reading and Research. 100 Units.
No description available.
Instructor(s): STAFF Terms Offered: Autumn, Winter, Spring
Note(s): Select section from faculty list

Near Eastern Languages & Civilizations - 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.

<\br />
Instructor(s): K. Arik Terms Offered: Autumn
Prerequisite(s): TURK 20103 or Consent

TURK 30102. Advanced Turkish II. 100 Units.

<\br />
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 30101

TURK 30103. Advanced Turkish III. 100 Units.

<\br />
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 30102

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 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.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Autumn
Prerequisite(s): TURK 20103 or consent of instructor

TURK 30502. Ottoman Turkish II. 100 Units.
No description available.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Winter
Prerequisite(s): TURK 30501

TURK 30503. Ottoman Turkish III. 100 Units.
No description available.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Spring
Prerequisite(s): TURK 30502

TURK 40586. Advanced Ottoman Readings I. 100 Units.
No description available.
Instructor(s): H. Karateke Terms Offered: Winter
Prerequisite(s): TURK 30503 or equivalent
Note(s): Open to qualified undergraduate students

TURK 40589. Advanced Ottoman Historical Texts. 100 Units.
No description available.
Instructor(s): C. Fleischer Terms Offered: Spring
Prerequisite(s): Consent required
Equivalent Course(s): HIST 58301

Near Eastern Languages & Civilizations - Ugaritic Courses

Near Eastern Languages & Civilizations - Uzbek Courses
DEPARTMENT OF PHILOSOPHY

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

Chair

• Gabriel Lear

Director of Graduate Studies

• Daniel Brudney

Director of Undergraduate Studies

• Anton Ford

Professors

• Matthew Boyle
• Daniel Brudney
• James Conant
• Arnold Ira Davidson
• Michael Kremer
• Gabriel Richardson Lear
• Jonathan Lear, Social Thought
• Martha C. Nussbaum, Law
• Robert Pippin, Social Thought
• Robert J. Richards, History
• Candace A. Vogler

Associate Professors

• Jason Bridges
• Kevin Davey
• David Finkelstein
• Anton Ford

Assistant Professors

• Agnes Callard
• Raoul Moati
• Thomas Pashby
• Anubav Vasudevan
• Malte Willer

Emeritus Faculty

• Howard Stein
• Josef J. Stern
• William W. Tait
• William C. Wimsatt

Full-Time Lecturers

• Benjamin Callard
• Ben Laurence
• Bart Schultz

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

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 http://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 thirteen courses in their first two years of study: the first year seminar and twelve 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, twelve 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 twelve 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 thirteen courses (twelve 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 Preliminary Essay over the summer following their sixth quarter, they would be ill-advised not to have completed their course requirements by the early part of the summer.

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.

GRADERS

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 12 graduate courses, no more than 2 can be taken at the University, but outside the Philosophy Department.
2. Of the required 12 graduate courses, no more than 3 can be transferred from other institutions.
3. Of the required 12 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 12 graduate courses.
For example, a student might transfer 2 courses 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 3 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 12 course 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 12 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).

PRELIMINARY ESSAY

In the Spring quarter of their second year students will register for the first quarter of a two-quarter (Spring, Autumn) workshop on the preliminary essay. The workshop involves discussion of general issues in writing the essay and student presentations of their work. Although students do not register for the Summer quarter, they are expected to make significant progress on their preliminary essay over the summer.

By the end of the eighth week of the Spring quarter at the latest each student will submit to the Director of Graduate Studies a proposed topic and a ranked list of possible readers in the Philosophy Department. The Graduate Program Committee will evaluate proposed topics along the following lines:

- Is the topic philosophically interesting?
- Can a paper on the topic be completed within the given time?
- Can a committee be formed to supervise an essay on the topic?

If the topic is approved, the Graduate Program Committee will form a preliminary essay committee for the student in question consisting of two faculty readers, each of whom the student is expected to consult regularly and each of whom have equal responsibility in directing the preliminary essay. The student's primary responsibility in this process is regularly to provide each of the faculty readers with a new draft of the essay and then rewrite the most recent draft in accordance with their instructions. The primary responsibility of the faculty readers is to provide the student with prompt and focused instructions about how to rewrite each draft, while ensuring that it remain within the page-length requirement. The preliminary essay should be no longer than 8,000 words in the body of the text, with an additional 1000 words of philosophical prose permitted in the footnotes. The word-count does not include bibliographical and philological footnotes or block quotations in the text.
In addition to the supervision furnished by the student's preliminary essay committee, further direction and structure is provided through participation in the Preliminary Essay Seminar, which runs for two quarters. Every student enrolled in the PhD program is required to take the Preliminary Essay Seminar for credit during the Spring Quarter of their second year and the Fall Quarter of their third year. The seminar is taught by the Director of Graduate Studies, who offers additional supervision and oversight throughout the entire preliminary essay process, from beginning to end. One of the primary purposes of the Preliminary Essay Seminar is to provide a forum in which students can present their ongoing work on the essay in a seminar-environment, in order to discuss it with their peers and receive additional oral feedback on their work.

From the point of view of the faculty, the aim of the exercise of the preliminary essay is to enable the student to acquire the following two skills before embarking upon a full-scale dissertation: (1) to learn to improve a piece of philosophical prose by subjecting it to many rounds of revision, without in the process permitting it to grow in length, and (2) to learn to work with a committee of faculty advisors whose distinct forms of supervision are to be synthesized and harmonized in that single piece of writing. From the point of view of the student, the exercise of the preliminary essay affords the following two opportunities: (1) to test out a possible dissertation topic, without having immediately to make a costly investment of time and effort in it, and (2) to test out a pair of possible dissertation advisors, without immediately having to commit to these individuals as final choices for members of the student's dissertation committee. If, after completing the preliminary essay, a student wishes to change (one or more of) their faculty advisors or their topic or both, then they are utterly free to do so.

The final draft of the Preliminary Essay must be submitted by the first day of the Winter quarter of the student's third year. Essays submitted late are penalized as follows: A letter grade is reduced by one notch if the essay is submitted after the deadline but before the first day of the sixth week of the Winter quarter (e.g. an 'A' is reduced to an 'A-'). A letter grade is reduced by two notches if the essay is submitted after the first day of the sixth week of the Winter quarter but by the end of Exam Week of the Winter quarter (e.g. an 'A' is reduced to a B+). Essays submitted after the end of the Winter quarter do not count toward satisfaction of the requirement.

**TOPICAL EXAMINATION**

Following the Preliminary Essay, 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 the seventh week of the spring quarter, each student should meet with a prospective committee for an informal "dissertation chat," based on a
"dissertation sketch" submitted to those faculty and to the Graduate Program Committee. The character of that sketch will vary from case to case; but, in any case, is not expected to be long or elaborate. Some sketches may be more definitive than others; some may be seriously disjunctive; some students may submit more than one sketch. The point of the sketch and preliminary meetings is to provide some faculty guidance for the more independent research that begins over the summer. After the "dissertation chat" the student should submit to their committee a document that describes the work toward formulating a dissertation project and lays out a plan of research for the summer that will lead to a "Topical Examination" by the beginning of the Winter quarter of their fourth year.

At the beginning of the following fall (fourth year), students will again meet with their advisors (optimally all together), to discuss progress and developments over the summer, and make concrete plans for the Topical Examination (to be held later that quarter, or, if necessary, early in the Winter quarter). Those plans will include:

- a tentative timetable
- a determination of the dissertation committee
- the expected character of the materials to be submitted by the student, on which the Examination will be based.

Though the details will vary (depending on the subject matter, the state of the research, individual work habits, and so on), these materials must include a substantial piece of new written work by the student (something on the order of twenty-five double-spaced pages) -- perhaps 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. (It is expected that students will abide by these agreements; but, if there are unanticipated problems, they may petition their advisors and the DGS, in writing, for a revision).

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 candidacy for the Ph.D. only once they have officially passed their Topical Examination.

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. (For students admitted before 2010: students must have scheduled their Topical Examination by the end of their sixth 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'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). Summer funding at the end of the fourth year is contingent on satisfying this expectation.

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.

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 term 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 Co-ordinator 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.

PHILOSOPHY COURSES

PHIL 30000. Elementary Logic. 100 Units.
An introduction to the techniques of modern logic. These include the representation of arguments in symbolic notation, and the systematic manipulation of these representations in order to show the validity of arguments. Regular homework assignments, in class test, and final examination.
Instructor(s): M. Kremer Terms Offered: Autumn
Prerequisite(s): No prerequisites. Course not for field credit.
Note(s): Undergrads enroll in sections 01 through 08. Graduates enroll in section 09. Equivalent Course(s): CHSS 33500,HIPS 20700,PHIL 20100
PHIL 30212. Ethics with Anscombe. 100 Units.
Elizabeth Anscombe has deeply influenced moral philosophy ever since the publication of her book *Intention* and the article “Modern Moral Philosophy.” The rise of contemporary Virtue Ethics is only one indication of this influence, and the important themes addressed in those writings are only some among a great many topics raised and absorbingly discussed in Anscombe’s work on ethics and matters moral. This course is intended to track and discuss the most central issues she brings to our attention in her uniquely original and searching way. It is to cover both questions in the area of “meta-ethics” and the discussion of basic moral standards, including such topics as: teleological and psychological foundations; kinds and sources of practical necessity; the importance of truth; practical reasoning; morally relevant action descriptions; intention and consequence; “linguistically created” institutions; knowledge and certainty in moral matters; upbringing versus conscience; sex and marriage; war and murder; man’s spiritual nature.
Instructor(s): A. Mueller; C. Vogler Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 20212

PHIL 30710. Roman Philosophers on the Fear of Death. 100 Units.
All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that make them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of *The Journal of Philosophy*). The course will focus on several major Latin writings on the topic: Lucretius *De Rerum Natura* Book III and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors such as Thomas Nagel, John Fischer, and Bernard Williams.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): Ability to read the material in Latin at a sufficiently high level, usually about two years at the college level.
Equivalent Course(s): CLCV 24716, CLAS 34716, LAWS 96305, RETH 30710, PLSC 22210, PLSC 32210, PHIL 20710
PHIL 30721. Dynamic Semantics. 100 Units.
An introduction to the foundations and applications of dynamic approaches to natural language semantics. We will study the formal details and empirical motivations of various major dynamic semantic frameworks such as File Change Semantics, Discourse Representation Theory, Dynamic Predicate Logic, and Update Semantics, and see how they address a number of puzzling natural language phenomena such as donkey anaphora and presupposition projection. In parallel to the formal component, the empirical and theoretical advantages and drawbacks of dynamic semantics will come under scrutiny, and we will also pay close attention to the philosophical repercussions of a dynamic approach to discourse and reasoning.

Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): Knowledge of first-order logic with identity strongly recommended. Students will benefit most if they have taken classes in semantics or philosophy of language before.
Equivalent Course(s): LING 20721, LING 30721, PHIL 20721

PHIL 31112. Rawls Before the Political Turn. 100 Units.
Rawls Before the Political Turn -- From A Theory of Justice to “Kantian Constructivism”: Themes, Critiques, Changes.
Instructor(s): D. Brudney Terms Offered: Winter

Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 21112

PHIL 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.
This course is designed to provide MAPH students with an introduction to some recent and ongoing debates between philosophers working in the analytic tradition. The course is, however, neither a history nor an overview of analytic philosophy. Instead, we will focus on three different debates, spending about three weeks on each. We will likely consider one debate in metaphysics (on the freedom of the will), one in metaethics (on “constitutivism”), and one in epistemology (on the nature of knowledge and reasons for belief).
Instructor(s): K. Davey 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 31502. Racial Injustice. 100 Units.
(I) (A)
Instructor(s): A. Ford, B. Laurence Terms Offered: Winter
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 21502
PHIL 31507. The Second Person: Theories of Recognition. 100 Units.
The seminar investigates the role of interpersonal self-consciousness in ethics. We will begin with the reflection on the bipolar normative nexus of the rights and duties we have toward each other as persons and then inquire into its connection to the capacity to know other minds, the capacity for other forms of non-instrumental concern for others and the capacity for communicative interaction with others. What is the relation between the status of a person, a bearer of rights, the recognition of others as persons and the practice of addressing each other in speech? Readings will include texts by Stanley Cavell, Steven Darwall, Francis Kamm, Christine Korsgaard, Thomas Nagel, Christopher Peacocke and T.M. Scanlon.
Instructor(s): M. Haase Terms Offered: Spring
Equivalent Course(s): PHIL 21507

PHIL 31620. Foundations of Human Rights. 100 Units.
This seminar will provide graduate students with an advanced introduction to the study of human rights, with a particular emphasis on locating contemporary issues and debates within the historical development of human rights discourses. As a graduate seminar, this will be a small class (capped at 20 students), and a strong emphasis will be placed on in-class discussion and debate. Together we will explore the historical foundations of human rights from a range of disciplinary perspectives.
Instructor(s): A. Etinson Terms Offered: Autumn 2015
Note(s): Graduate students only
Equivalent Course(s): HIST 67102, MAPS 30700, PLSC 31700, HMRT 30600

PHIL 31900. 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). 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.
Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): HMRT 31900, LAWS 47701, PLSC 51900, RETH 41000, PHIL 21901, GNSE 29600
PHIL 32000. Introduction to the Philosophy of Science. 100 Units.
Introduction to the Philosophy of Science. (=PHIL 32000, CHSS 33300, HIPS 22000, HIST 25109, HIST 35109) 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. (II) (B)
Instructor(s): T. Pashby Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,HIST 35109

PHIL 32220. Marx’s Capital, Volume I. 100 Units.
Field Satisfied: I & V , Ugrad Field: A
Instructor(s): A. Ford Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): FNDL 22220,PHIL 22220

PHIL 32960. Bayesian Epistemology. 100 Units.
This course will provide an introduction to Bayesian Epistemology. We will begin by discussing the principal arguments offered in support of the two main precepts of the Bayesian view: (1) Probabilism: A rational agent’s degrees of belief ought to conform to the axioms of probability; and (2) Conditionalization: Bayes’s Rule describes how a rational agent’s degrees of belief ought to be updated in response to new information. We will then examine the capacity of Bayesianism to satisfactorily address the most well-known paradoxes of induction and confirmation theory. The course will conclude with a discussion of the most common objections to the Bayesian view. (B)
Instructor(s): A. Vasudevan Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 22960

PHIL 33005. Metaphysics and Ethics of Death. 100 Units.
What is death, and what is its significance for our lives and how we lead them? In this course we will tack back and forth between the metaphysics of death (What is nonexistence? Are death and pre-birth metaphysically symmetrical?) and the ethical questions raised by death (Is death a misfortune—something we should fear or lament? Should we be glad not to be immortal? How should we understand the ethics of abortion and capital punishment?) Our exploration of these issues will take us through the work of many figures in the Western philosophical tradition (Plato, Augustine, Descartes, Schopenhauer, Nietzsche, Heidegger), but we will be concentrating on the recent and dramatic flowering of work on the subject.
Instructor(s): B. Callard Terms Offered: Winter
Note(s): Students should register via discussion section. Undergrads should enroll in sections 01-04; Grad students enroll in 05.
Equivalent Course(s): PHIL 23005
PHIL 34301. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the period since the Renaissance. First, science has been the subject of artistic representation, in painting and photography, in poetry and novels (e.g., in Byron’s poetry, for example). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally, philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant, Bas van Fraassen); much of the discussion of this latter will focus on the relation between images and what they represent. In this lecture-discussion course we will consider all of these aspects of the science-aesthetic connection.
Instructor(s): R. Richards Terms Offered: Spring
Equivalent Course(s): CHSS 35506, HIPS 25506, HIST 35506, PHIL 24301, HIST 25506

PHIL 35101. Aquinas on Human nature. 100 Units.
No description available.
Instructor(s): S. Brock; C. Vogler Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 25101

PHIL 37500. Kant’s ”Critique of Pure Reason” 100 Units.
This course will be devoted to an intensive study of selected portions of Kant’s Critique of Pure Reason. The focus of the course will be on the Transcendental Analytic and especially the Transcendental Deduction. We will begin, however, with a brief tour of some of the central claims of the Transcendental Aesthetic. Some effort will be made to situate these portions of the first half of the Critique with respect to the later portions of the book, viz. the Transcendental Dialectic and the Doctrine of Method. Although the focus of the course will be on Kant’s text, some consideration will be given to some of the available competing interpretations of the book. The primary commentators whose work will thus figure briefly in the course in this regard are Lucy Allais, Henry Allison, Stephen Engstrom, Johannes Haag, Robert Hanna, Martin Heidegger, Dieter Henrich, John McDowell, Charles Parsons, Sebastian Roedl, Wilfrid Sellars, Peter Strawson, and Manley Thompson. (B) (V)
Instructor(s): M. Boyle Terms Offered: Spring
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): HIPS 25001, FNDL 27800, CHSS 37901, PHIL 27500

PHIL 38203. Hegel’s Philosophy of Right. 100 Units.
No description available.
Instructor(s): R. Pippin Terms Offered: Spring
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): FNDL 28204, PHIL 28203
PHIL 38209. 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.
Instructor(s): J. Lear
Terms Offered: Autumn
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Equivalent Course(s): SCTH 37501, HIPS 28101, PHIL 28210

PHIL 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 Godel’s theorems, which are famous for demonstrating limits on the extent to which we can formulate consistency proofs. Much has been written on the implications of Godel’s theorems, and we will spend some time trying to carefully separate what they really entail from what they do not entail. Assessment will be by regular homework sets.
Instructor(s): K. Davey
Terms Offered: Autumn
Prerequisite(s): Intermediate logic or prior equivalent required.
Equivalent Course(s): CHSS 39405, HIPS 20905, PHIL 29405

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. No field. (B)
Instructor(s): M. Willer
Terms Offered: Spring
Prerequisite(s): Elementary Logic or equivalent.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 29425
PHIL 39600. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Lowenheim-Skolem theorem and Lindstrom’s theorem. (II) (B)
Instructor(s): A. Vasudevan Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CHSS 33600,HIPS 20500,PHIL 29400

PHIL 40101. Naturalism. 100 Units.
Examination and critique of naturalistic, cog-sci approaches to intentionality and rationality.
Instructor(s): J. Bridges Terms Offered: Autumn

PHIL 43001. Bernard William’s Practical Philosophy. 100 Units.
Course on William’s that could be useful to PHIL graduate and MAPH students. I
Instructor(s): C. Vogler Terms Offered: Winter
Note(s): Open to PHIL graduate and MAPH students.

PHIL 49700. Preliminary Essay Workshop. 100 Units.
The workshop involves discussion of general issues in writing the essay and student presentations of their work. Although students do not register for the Summer quarter, they are expected to make significant progress on their preliminary essay over the summer.
Instructor(s): D. Brudney Terms Offered: Autumn,Spring
Prerequisite(s): All and only philosophy graduate students in the relevant years. A two-quarter (Spring, Autumn) workshop on the preliminary essay required for all doctoral students in the Spring of their second year and the Autumn of their third year.

PHIL 49900. Reading & Research. 100 Units.
Reading and Research.
Instructor(s): Staff Terms Offered: Autumn,Winter,Spring
Prerequisite(s): Consent of Instructor.

PHIL 50100. First-year Seminar. 100 Units.
No description available.
Instructor(s): D. Finkelstein Terms Offered: Autumn,Winter
Prerequisite(s): Enrollment limited to first-year graduate students.
Note(s): This course meets in Autumn and Winter quarters.

PHIL 50108. The Passion of Being - On Sartre. 100 Units.
This course will be devoted to the reading of texts of Sartre. Our exploration will elucidate what Sartre names “Existential Psychoanalysis”. In order to have an understanding of what is at stake under this concept, we will first explore its role in the economy of Sartre’s ontology (Being and Nothingness and Question of Method). In a second step, we will try to explore the several ways in which Sartre is going to put into practice the main principles of his psychoanalytical method, through the readings of his essays on Literature, on Baudelaire, Genet, Flaubert and others.
Instructor(s): R. Moati Terms Offered: Autumn
PHIL 50116. Pragmatism. 100 Units.
This course will begin by examining the central writings of the early American Pragmatists, C.S. Peirce, William James, and John Dewey. We will compare the early formulations of pragmatism that appear in these works, both against one another other, as well against more recent formulations of pragmatism, as put forward by such philosophers as Putnam, Davidson, and Rorty. II and III
Instructor(s): A. Vasudevan Terms Offered: Spring

PHIL 50213. Late Wittgenstein. 100 Units.
This course is meant as an introduction to Wittgenstein's later work, with a focus on his *Philosophical Investigations.* Our central concerns will be: (1) Wittgenstein's metaphilosophy; (2) meaning, rule-following, and intentionality; and (3) sensations and privacy. III
Instructor(s): D. Finkelstein Terms Offered: Autumn
Prerequisite(s): Enrollment will be limited to philosophy Ph.D. students.

PHIL 51103. Problems of the Self. 100 Units.
No description available.
Instructor(s): M. Boyle Terms Offered: Autumn
PHIL 51200. Law-Philosophy Workshop. 100 Units.

Topic: Current Issues in General Jurisprudence. The Workshop will expose students to cutting-edge work in “general jurisprudence,” that part of philosophy of law concerned with the central questions about the nature of law, the relationship between law and morality, and the nature of legal reasoning. We will be particularly interested in the way in which work in philosophy of language, metaethics, metaphysics, and other cognate fields of philosophy has influenced recent scholarly debates that have arisen in the wake of H.L.A. Hart’s seminal *The Concept of Law* (1961).

Students who have taken Leiter’s “Jurisprudence I” course at the law school are welcome to enroll. Students who have not taken Jurisprudence I need to understand that the several two-hour sessions of the Workshop in the early fall will be required; they will involve reading through and discussing Chapters 1-6 of Hart’s *The Concept of Law* and some criticisms by Ronald Dworkin. This will give all students an adequate background for the remainder of the year. Students who have taken jurisprudence courses elsewhere may contact Prof. Leiter to see if they can be exempted from these sessions based on their prior study. After the preparatory sessions, we will generally meet for one hour the week prior to our outside speakers to go over their essay and to refine questions for the speaker. Confirmed speakers so far include Leslie Green, St.

Instructor(s): M. Nussbaum, B. Leiter, M. Etchemendy

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Students are admitted by permission of the two instructors. They should submit a C.V. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, divinity and law.

Note(s): Students must enroll for all three quarters.

Equivalent Course(s): LAWS 61512, RETH 51301, GNSE 50101, HMRT 51301, PLSC 51512
PHIL 51204. John Stuart Mill. 100 Units.
A careful study of Mill’s Utilitarianism in relation to his ideas of self-realization and of liberty. We will study closely at least Utilitarianism, On Liberty, the essays on Bentham and Coleridge, The Subjection of Women, and the Autobiography, trying to figure out whether Mill is a Utilitarian or an Aristotelian eudaimonist, and what view of “permanent human interests” and of the malleability of desire and preference underlies his political thought. If time permits we will also study his writings about India.
Instructor(s): M. Nussbaum Terms Offered: Autumn
Prerequisite(s): An undergraduate major in philosophy or some equivalent solid philosophy preparation. This is a 500 level course. Ph.D. students in Philosophy and Political Theory may enroll without permission. I am eager to have some Economics graduate students in the class, and will discuss the philosophy prerequisite in a flexible way with such students.
Note(s): Admission by permission of the instructor. Permission must be sought in writing by September 15.
Equivalent Course(s): LAWS 51207, PLSC 51204, RETH 51604

PHIL 51216. Being and Goodness: Varieties of Constitutivism. 100 Units.
In contemporary meta-ethics, Constitutivism figures as an alternative to the familiar opposition between Realism and Non-Cognitivism. The fundamental norms to which we are subject in acting are not independent of our agency. Yet they are the objects of knowledge. They are internal to what we are. We will look at the recent debate on how such a view is to be spelled out and whether it provides viable alternative to Realism and Non-Cognitivism. Which characterization of us allows the derivation of substantive normative principles: the abstract concept of an agent or the concrete concept of a human being? What is the logical grammar of the relevant sortal concept? And how does our knowledge of our kind enter into its characterization? Readings will include texts by David Enoch, Christine Korsgaard, David Velleman, Phillippa Foot, Michael Smith, Judy Thompson and Michael Thompson.
Instructor(s): M. Haase Terms Offered: Winter
PHIL 51404. Global Inequality. 100 Units.
Global income and wealth are highly concentrated. The richest 2% of the population own about half of the global assets. Per capita income in the United States is around $47,000 and in Europe it is around $30,500, while in India it is $3,400 and in Congo, it is $329. There are equally unsettling inequalities in longevity, health, and education.

In this interdisciplinary seminar, we ask what duties nations and individuals have to address these inequalities and what are the best strategies for doing so. What role must each country play in helping itself? What is the role of international agreements and agencies, of NGOs, of political institutions, and of corporations in addressing global poverty? How do we weigh policies that emphasize growth against policies that emphasize within-country equality, health, or education?

In seeking answers to these questions, the class will combine readings on the law and economics of global development with readings on the philosophy of global justice. A particular focus will be on the role that legal institutions, both domestic and international, play in discharging these duties. For example, we might focus on how a nation with natural resources can design legal institutions to ensure they are exploited for the benefit of the citizens of the country. Students will be expected to write a paper, which may qualify for substantial writing credit.

Instructor(s): M. Nussbaum, D. Weisbach Terms Offered: Winter
Note(s): Non-law students are welcome but need permission of the instructors, since space is limited.
Equivalent Course(s): PLSC 51404, RETH 51404, LAWS 92403

PHIL 51713. Aristotle on Virtue. 100 Units.
Examination of Aristotle's theory of moral virtue and the psychology on which it depends as developed in the Nicomachean Ethics, Politics, and De Anima. Questions include: How does virtue differ from self-control? How is virtue a perfection of both the non-rational and rational parts of the soul? What is the relation between virtue and human flourishing? IV
Instructor(s): G. Richardson-Lear Terms Offered: Spring
PHIL 51830. Topics in Moral, Political and Legal Philosophy. 100 Units.
The topic for Winter 2017 is “Freedom and Responsibility, Contemporary and Historical.” We will begin by canvassing the major philosophical positions in the Anglophone literature on free will and moral responsibility over the past half-century, with readings drawn from some or all of P.F. Strawson, G. Strawson, H. Frankfurt, G. Watson, D. Velleman and others. In the second half of the seminar we will step back to look at the treatment of these same issues by major figures in the history of philosophy, including M. Frede’s *A Free Will: Origins of the Notion in Ancient Thought*, as well as primary texts by Hume, Kant, Hegel, Nietzsche, and Sartre.
Instructor(s): M. Forster; B. Leiter Terms Offered: Winter
Prerequisite(s): The seminar is open to philosophy PhD students without permission; to J.D. students with instructor permission; and to others with instructor permission.
Equivalent Course(s): LAWS 78603

PHIL 51834. Self-Creation as a Philosophical and Literary Problem. 100 Units.
This is a class addressing the possibility of self-directed ethical change. Can you make yourself into a different person from the person that you are? Some readings from hist. of phil (Kant/ Nietzsche) but mostly contemporary readings from autonomy/moral psychology literature.
Instructor(s): A. Callard Terms Offered: Spring

PHIL 51903. On Aesthetic Form. 100 Units.
This seminar is part of a joint research project (The Idealist Project: Self-Determining Form and the Foundation of the Humanities) sponsored by the Neubauer Collegium. The focus of the year’s activities is the topic of aesthetic form. There will be two conferences on this topic with the participation of leading international scholars in Fall 2016 and Spring 2017, with the conference participants returning for seminar sessions devoted to readings of their work. Particular (but not exclusive) attention will be paid to the theory of tragedy. Important points of reference are works by Goethe, Schelling, Hegel, Kierkegaard, Nietzsche, Benjamin, and Cavell.
Instructor(s): D. Wellbery; R. Pippin Terms Offered: Winter
Equivalent Course(s): SCTH 50605, GRMN 51917

PHIL 53106. Topics in the Philosophy of Mathematics. 100 Units.
Course on the concept of proof in geometry, with a historical emphasis on figures from Euclid to Riemann. II
Instructor(s): K. Davey Terms Offered: Winter
PHIL 53307. Language and Games. 100 Units.
Game theory is a rich area of formal tools developed over the last 70 years or so for the modeling of certain kinds of rational interaction. The concept of a game plays a prominent role in the writings of several distinguished philosophers of language such Ludwig Wittgenstein and David K. Lewis. It is thus natural to ask to what extent game theory can play an important role in explaining distinct linguistic phenomena. The goal of this class is to explore this question from a philosophical and linguistic perspective, focusing on issues in natural language semantics and pragmatics. II
Instructor(s): M. Willer Terms Offered: Autumn

PHIL 53360. Philosophy of Judaism: Soloveitchik Reads the Classics. 100 Units.
Topics in the Philosophy of Judaism: Soloveitchik Reads the Classics. Rabbi Joseph B. Soloveitchik was one of the most important philosophers of Judaism in the twentieth century. Among his many books, essays and lectures, we find a detailed engagement with the Bible, the Talmud and the fundamental works of Maimonides. This course will examine Soloveitchik's philosophical readings and appropriation of Torah, Talmud, and both the Guide and the Mishneh Torah. A framing question of the course will be: how can one combine traditional Jewish learning and modern philosophical ideas? What can Judaism gain from philosophy? What can philosophy learn from Judaism?
Instructor(s): A. Davidson Terms Offered: Winter
Note(s): All students interested in enrolling in this course should send an application to jbarbaro@uchicago.edu by 12/16/2016. 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): HIJD 53360, DVPR 53360, KNOW 47002

PHIL 54410. Russell’s Philosophy of Science in Context. 100 Units.
We will read work from Russell’s entire career with a particular focus on both his philosophy of science and the role of science (including geometry and mathematics) in his philosophical development. We will also look at his influences and contemporaries (including Whitehead, Keynes and Carnap) and at how Russell’s views on causation and structuralism have been treated by more recent philosophers of science. II
Instructor(s): T. Pashby Terms Offered: Autumn

PHIL 54700. Gilbert Ryle. 100 Units.
Gilbert Ryle (1900-1976) was one of the leading figures of mid-20th century Oxford Philosophy. This course will focus on a close reading of his 1949 masterpiece, The Concept of Mind, with its attack on the “category-mistake” of the Cartesian “Myth of the Ghost in the Machine.” Attention will be paid to Ryle’s metaphilosophical writings and his views on language, his views on knowledge (and the distinction between knowledge-how and knowledge-that), his relation to behaviorism, and his impact on subsequent developments in the philosophy of mind including the token-token identity theory and functionalism.
Instructor(s): M. Kremer Terms Offered: Spring
PHIL 57350. Hobbes, Locke, and Kant: Legal and Political Philosophy. 100 Units.
No description available.
Instructor(s): H. Varden Terms Offered: Autumn

PHIL 59950. Workshop: Job Placement Seminar. 100 Units.
Course begins in late Spring quarter and continues in the Autumn quarter.
Instructor(s): M. Kremer 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 2016/2017. Approval of dissertation committee is required.
DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

Chair

- Daisy Delogu

Professors

- Arnold Davidson
- Frederick A. de Armas
- Daisy Delogu
- Philippe Desan
- Daniel Desormeaux
- Martha Feldman
- Robert Kendrick
- Armando Maggi
- Robert J. Morrissey
- David Nirenberg
- Larry F. Norman
- Thomas Pavel
- Justin Steinberg
- Mauricio Tenorio

Associate Professors

- Dain Borges
- Alison James
- Agnes Lugo-Ortiz
- Mario Santana
- Jennifer Scappettone
- Jennifer Wild

Assistant Professors

- Larissa Brewer-García
- Laura Gandolfi
- Maria Anna Mariani
• Miguel Martínez
• Rocco Rubini
• Victoria Saramago

Senior Lecturers

• Nadine Di Vito
• Claude Grangier
• Ana María Fiuza Lima
• María C. Lozada
• Janet Sedlar
• Veronica Vegna

Full-Time Lecturers

• Marie Berg
• Céline Bordeaux
• Irena Cajkova
• Alba Girons Masot
• Izas Indacoechea
• Céline Legrand
• Helena Mateos
• Alice McLean
• Verónica Moraga
• Rebecca Petrush
• Elizabeth Porretto
• Lidwina Van den Hout-Huijben

Emeritus Faculty

• Paolo Cherchi
• René de Costa
• Peter F. Dembowski
• George Haley
• Elissa Weaver
• Rebecca West

Staff
• Deborah Blumenthal, Department Assistant
• Jennifer Hurtarte, Department Coordinator

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.

Our department does not offer a terminal MA degree. Those interested in master’s level work should consider the Master of Arts Program in the Humanities (MAPH) (http://maph.uchicago.edu) a three-quarter program of interdisciplinary study in a number of areas of interest to students. Directed by senior faculty in the Division of the Humanities, MAPH students take courses with students in the Ph.D. programs.

SIZE OF THE PROGRAM

There are approximately 5 to 8 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 requirement; preparation for written and oral comprehensive exams
• Year 3: Comprehensive exams; fulfill language requirement (if necessary); complete dissertation proposal and colloquium
• Year 4: Dissertation research and writing; applications for dissertation-year fellowships.
• Year 5: Dissertation research and writing; job applications.

FELLOWSHIPS

Students admitted to doctoral study are typically awarded a five-year fellowship package that includes full tuition, a stipend, 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 Division of the Humanities
has additional information (http://humanities.uchicago.edu/students/financial-aid) on the types of financial support available to doctoral students.

Students starting the program in 2015–16 received a stipend and teaching remuneration of $28,000 over 12 months.

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.

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.

MORE INFORMATION

- Application Requirements (http://rll.uchicago.edu/content/admission-requirements)
- Campus Visit (http://grad.uchicago.edu/admissions/connect-visit)
- Request More Information (http://rll.uchicago.edu/content/request-more-information)

ROMANCE LANGUAGES AND LITERATURES - CATALAN COURSES

CATA 31900. Contemporary Catalan Literature. 100 Units.
This course provides a survey of major authors, works, and trends in Catalan literature from the beginning of the twentieth century to the present. We study works representing various literary genres (novel, poetry, short story) and analyze the most important cultural debates of the period.
Instructor(s): A. Girons Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): SPAN 21910,SPAN 31910,CATA 21900
CATA 32900. Catalan Avant-Garde Theater. 100 Units.
Theater is the mirror of the nation. The clearest expression of its urges, of its battles, and, as Adorno would say, of its own contradictions. Catalunya is one of the most modern and European-like countries of the west. This desire for modernism is expressed in artists such as Salvador Dalí as well as the avant-garde daydreaming theater of La Fura dels Baus. In Catalunya, a small country, theater was the national defense during Franco’s dictatorship and in the present times serves as a nationalist weapon to claim independence. In this course, we will explore the history of Catalunya and Europe through theater, by means of written literature and footage of performances which will make lectures more dynamic and attractive. Also, we will meet the personal dramas of women and their social and historical implications through the theory of gender. Theater is a recreational and collective way of understanding a culture, thus it will be proposed to the students the possibility of creating a short play written and performed by them. Methodologically, the course is multifaceted and intertextual. The analysis tools are comparatist, historical, political, linguistic, psychiatric, and philosophical; the approach is creative (writing and acting) and related to cultural studies and feminism. The aim is to demonstrate that Catalan drama is a splendid window to get to know the Catalan culture and is fully integrated into contemporary theater.
Instructor(s): N. Perpinyà Terms Offered: Spring
Note(s): Catalan texts will be provided translated into English or Spanish. Classes will be conducted in Spanish and English. Equivalent Course(s): SPAN 22900, SPAN 32900, CATA 22900

ROMANCE LANGUAGES AND LITERATURES - FRENCH COURSES
FREN 31503. Approches à l’analyse littéraire. 100 Units.
Dans ce cours nous aborderons des techniques d’analyse littéraire des textes en vers et en prose. En outre, nous nous pencherons sur des écrits métatextuels—ceux qui traitent des aspects formels des ouvrages littéraires, de leur utilité morale et/ou politique, du rapport entre la littérature et la vie dite réelle. La production littéraire est non seulement une activité culturelle, intellectuelle, politique, éthique, et esthétique, mais aussi l’objet d’une réflexion soutenue au cours des siècles.
Instructor(s): D. Delogu Terms Offered: Autumn
Prerequisite(s): FREN 20500 or consent of instructor.
Equivalent Course(s): FREN 21503

FREN 33110. Pour une lecture sociologique de Rabelais. 100 Units.
Nous verrons comment les romans de Rabelais s’inscrivent dans leur rapport à la modernité et posent des questions d’ordre sociologique. Nous lirons trois romans (Pantagruel, Gargantua, Tiers Livre) de façon à cerner les grands mouvements, idéologies, et rapports humains de la modernité.
Instructor(s): P. Desan Terms Offered: Winter
Equivalent Course(s): FREN 23110
FREN 33333. Reading French for Research Purposes. 100 Units.
This intensive course is designed to take students with a basic knowledge of French to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.
Terms Offered: Summer,Winter
Prerequisite(s): One quarter of French or equivalent, placement into FREN 10200, or an intermediate level of another Romance or classical language
Equivalent Course(s): FREN 23333

FREN 33711. Littérature et photographie. 100 Units.
Ce cours se propose d’interroger les interactions entre littérature et photographie aux XIXe et XXe siècles à travers un parcours à la fois chronologique et thématique, en suivant trois pistes principales: l’influence du regard photographique sur l’écriture romanesque et poétique (Zola, Cendrars, Duras); les réflexions d’écrivains sur la photographie (Baudelaire, Barthes, Guibert); et les relations entre texte et image au sein du livre ou dans les œuvres de plasticiens (Rodenbach, Breton, Ernaux, Calle). Nous étudierons notamment: le rapport entre le visible et le lisible; la théorisation de l’image photographique; les fonctions narratives, illustratives et documentaires de l’image photographique dans la fiction et dans l’autobiographie; et l’histoire de la “photolittérature” comme genre spécifique. Des lectures théoriques et critiques accompagneront l’analyse des textes.
Instructor(s): A. James Terms Offered: Autumn
Prerequisite(s): FREN 20500 and one other literature class taught in French.
Equivalent Course(s): FREN 23711

FREN 34410. Montaigne dans l’histoire littéraire: inventions/récupérations. 100 Units.
Qu’est-ce qui fait de Montaigne un auteur moderne ? Question qui semble d’actualité en ce début du XXIe siècle. La modernité de Montaigne consisterait ainsi à repérer dans les Essais ce que nous sommes devenus aujourd’hui. Comme si les questions que se posait l’auteur des Essais étaient aussi nos questions en ce début du XXIe siècle. Nous verrons comment la plupart des lectures “modernes” de Montaigne sont souvent l’expression d’une forme de récupération idéologique (inconsciente) qui vise à placer le sujet universel sur un piédestal, au détriment de sa dimension purement historique et politique. Nous étudierons également ce que l’on pourrait appeler l’invention de Montaigne au cours des siècles.
Instructor(s): P. Desan Terms Offered: Spring
Equivalent Course(s): FNDL 24410,FREN 24410
FREN 37220. Classical Film Theory. 100 Units.
This course will present a critical survey of the principal authors, concepts, and films in the classical period of film theory. The main though not exclusive emphasis will be the period of silent film and theorists writing in the context of French and German cinema. We will study the aesthetic debates of the period in their historical context, whose central questions include: Is film an art? If so, what specific and autonomous means of expression define it as an aesthetic medium? What defines the social force and function of cinema as a mass art? Weekly readings and discussion will examine major film movements of the classical period—for example, French impressionism and Surrealism—as well as the work of such major figures as Hugo Münsterberg, Rudolf Arnheim, Jean Epstein, Germaine Dulac, Béla Balázs, Erwin Panofsky, Hans Richter, Siegfried Kracauer, Walter Benjamin, and André Bazin.
Instructor(s): D.N. Rodowick Terms Offered: Winter
Prerequisite(s): CMST 10100, ARTH 20000, ENGL 10800, ARTV 25300, or consent of instructor.
Equivalent Course(s): CMST 37220, FREN 27220, CMST 27220

FREN 39100. Pascal and Simone Weil. 100 Units.
The course will examine two major French existential thinkers, Blaise Pascal and Simone Weil, focusing on their intellectual background, their strong originality, and their religious perspective.
Instructor(s): T. Pavel Terms Offered: Spring
Prerequisite(s): Third- or fourth-year standing. Instructor consent required for first- and second-year undergraduates.
Note(s): Taught in English, with a special weekly session in French for students seeking French credit.
Equivalent Course(s): CMLT 29101, CMLT 39101, FNDL 21806, FREN 29100

ROMANCE LANGUAGES AND LITERATURES - ITALIAN COURSES
ITAL 32210. Italian Renaissance Epic. 100 Units.
This course examines the evolution of Italian Renaissance epic from Pulci to Marino. The course will emphasize the intertextual nature of this genre and its significant borrowings from classical sources. The course will not be limited to the most famous texts but will also include epics that have not received the critical attention they deserve, such as for example Lucrezia Marinella’s "Enrico."
Instructor(s): A. Maggi Terms Offered: Spring
Equivalent Course(s): ITAL 22210
ITAL 32310. Dante's Rime. 100 Units.
Intensive reading course of Dante's lyric poetry. These erotic, doctrinal, and political poems are the least studied of Dante's vernacular corpus but key to understanding the poet's methods and development.
Instructor(s): J. Steinberg Terms Offered: Spring
Note(s): Texts will be read in Italian. Discussion language to be determined by class makeup.
Equivalent Course(s): ITAL 22310,FNDL 22310

ITAL 32600. The Making and Unmaking of Petrarch's Canzoniere. 100 Units.
This course is an intensive reading of Petrarch's influential and groundbreaking self-anthology. Petrarch's collecting and ordering of his own work is in many ways without precedent. We examine in particular the historical redactions of the Canzoniere, its status as a work-in-progress, what Petrarch excluded from its various forms (especially the Rime disperse), early drafts, and authorial variants. The emergence of a new role for the vernacular author and the shifting space of handwriting and the book are central concerns in our discussions, and we make frequent use of facsimiles and diplomatic editions.
Instructor(s): J. Steinberg Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): REMS 32600,FNDL 22601,ITAL 22600

ITAL 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: Autumn
Equivalent Course(s): HIST 32900,CLCV 22914,CLAS 32914,ITAL 22914,HCHR 32900,HIST 22900
ITAL 33410. Reading and Practice of the Short Story. 100 Units.
What are the specific features of the short story? How does this literary form organize different visions of time and space? Informed by these fundamental theoretical questions, this course explores the logic of the short story and investigates its position among literary genres. We will read together a selection of contemporary Italian short stories (privileging the production of Italo Calvino, Beppe Fenoglio, and Elsa Morante, but also including less visible authors, such as Goffredo Parise, Dino Buzzati, and Silvio D’Arzo). The moments of close reading and theoretical reflection will be alternated with creative writing activities, in which students will have the opportunity to enter in a deeper resonance with the encountered texts. This course is especially designed to help students improve their written Italian and literary interpretive skills.
Instructor(s): M.A. Mariani Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 23410

ITAL 34210. Reading and Practice of the Short Story. 100 Units.
What are the specific features of the short story? How does this literary form organize different visions of time and space? Informed by these fundamental theoretical questions, this course explores the logic of the short story and investigates its position among literary genres. We will read together a selection of contemporary Italian short stories (privileging the production of Italo Calvino, Beppe Fenoglio, and Elsa Morante, but also including less visible authors, such as Goffredo Parise, Dino Buzzati, and Silvio D’Arzo). The moments of close reading and theoretical reflection will be alternated with creative writing activities, in which students will have the opportunity to enter in a deeper resonance with the encountered texts. This course is especially designed to help students improve their written Italian and literary interpretive skills.
Instructor(s): M.A. Mariani Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 24210
ITAL 34930. Italy and the Bomb. 100 Units.
A new form of literature, “indispensable for those who know and do not close their eyes” (Elias Canetti) was supposed to have emerged from the contemplation of Hiroshima and Nagasaki harrowing ruins. This new literature was supposed to have been capable of attenuating and reconciling; and it should have been able to engender, with its rhetorical devices, an antidote against the human instinct of destruction. This is the kind of literature that Elsa Morante calls for in her conference For or Against the Atomic Bomb, where she chooses to tackle such a “gloomy topic”, and yet one that “nobody should dare ignore”—nobody, and especially not a writer. During our course we will read those essays and novels written throughout the Sixties and Seventies that faced the issues posed by the atomic bomb. We will privilege Italian works, but we will also be attuned to the echoes of these themes within a global literary context. Topics to be investigated include the writer’s ethical response, the scientist’s responsibility and dilemmas, the omnipresence of apocalyptic fear, and the specter of humanity’s death drive. Texts by a range of authors, including De Martino, Morante, Moravia, Morselli, Sciascia, Volponi, Anders, Canetti, Oe, and Sebald, will be discussed.
Instructor(s): M. A. Mariani Terms Offered: Winter
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 24930

ITAL 35210. Theories of Autobiography. 100 Units.
Ambiguous and elusive by definition, the autobiographical genre has attracted generations of critics determined to identify its specificity and define its boundaries. Throughout the course we will examine the main theories relevant to the study of autobiography, reflecting at the same time on various problematic aspects of the genre that literary theorists have long discussed: the pitfalls of personal identity, the presumption of pronouncing one’s final words when one’s life is not yet over, the untruthful mediation of writing, and the paradoxes of memory. We will focus our inquiries to the English, French and Italian contexts, analyzing in particular the theories developed by Gusdorf, Starobinski, Lejeune, Ricœur, De Man, Olney, Battistini, D’Intino. Part of our task will be to test these approaches against narratives produced in different historical periods.
Instructor(s): M. A. Mariani Terms Offered: Autumn
Note(s): Taught in English.
Equivalent Course(s): CMLT 35210
ITAL 36000. Gramsci. 100 Units.
In this course we read selections from Antonio Gramsci’s *Letters* and *Prison Notebooks* side by side with their sources. Gramsci’s influential interpretations of the Italian Renaissance, Risorgimento, and Fascism are reviewed with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch (“the cosmopolitan intellectual”), Savonarola (the “disarmed prophet”), Machiavelli (the “modern prince”), and Guicciardini (the “particulare”); for Italy’s “long Risorgimento,” Vico (“living philology”), Cuoco (“passive revolution”), Manzoni (“questione della lingua”), Gioberti (“clericalism”), and De Sanctis (the “Man of Guicciardini”); and Croce (the “anti-Croce”) and Pirandello (theater and “national-popular” literature), for Italy’s twentieth century.

Instructor(s): R. Rubini Terms Offered: Winter
Note(s): Language to be determined by class makeup
Equivalent Course(s): FNDL 26206,REMS 36000,ITAL 26000

ITAL 36200. Renaissance and Baroque Fairytales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.

Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Class conducted in English.
Equivalent Course(s): CMLT 26700, CMLT 36700, REMS 36200, ITAL 26200

ROMANCE LANGUAGES AND LITERATURES - PORTUGUESE COURSES
PORT 34110. Ecocritical Perspectives in Latin American Literature and Film. 100 Units.
This course provides a survey of of ecocritical studies in Latin America. Through novels, poems, and films, we will examine a range of trends and problems posed by Latin American artists concerning environmental issues, from mid-19th century to contemporary literature and film. Readings also include works of ecocritical criticism and theory that have been shaping the field in the past decades.

Instructor(s): V. Saramago Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 34110, SPAN 34110
PORT 36810. Brazilian Avant-Gardes. 100 Units.
Avant-garde movements, tendencies, and artists have been present in Brazil throughout the twentieth century. From the paradigmatic Week of Modern Art in 1922 to the Tropicalism of the 1960s and 1970s, this course revisits works of fiction, poetry, essay, visual arts, film, and music that have shaped the Brazilian avant-gardes. We will focus on the Modernist Movement, Concretism, Neoconcretism, New Cinema, Tropicalism, and regional avant-garde movements produced across the country.
Instructor(s): V. Saramago Terms Offered: Winter
Note(s): Taught in English, with readings available in Portuguese and English.
Equivalent Course(s): LACS 26810, LACS 36810, PORT 26810

ROMANCE LANGUAGES AND LITERATURES - RENAISSANCE AND EARLY MODERN STUDIES COURSES

REMS 32600. The Making and Unmaking of Petrarch's Canzoniere. 100 Units.
This course is an intensive reading of Petrarch's influential and groundbreaking self-anthology. Petrarch's collecting and ordering of his own work is in many ways without precedent. We examine in particular the historical redactions of the Canzoniere, its status as a work-in-progress, what Petrarch excluded from its various forms (especially the Rime disperse), early drafts, and authorial variants. The emergence of a new role for the vernacular author and the shifting space of handwriting and the book are central concerns in our discussions, and we make frequent use of facsimiles and diplomatic editions.
Instructor(s): J. Steinberg Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): ITAL 32600, FNDL 22601, ITAL 22600

REMS 36000. Gramsci. 100 Units.
In this course we read selections from Antonio Gramsci's <em>Letters</em> and <em>Prison Notebooks</em> side by side with their sources. Gramsci's influential interpretations of the Italian Renaissance, Risorgimento, and Fascism are reviewed with the aim of reassessing some major turning points in Italian intellectual history. Readings and notions introduced include, for the Renaissance, Petrarch (“the cosmopolitan intellectual”), Savonarola (the “disarmed prophet”), Machiavelli (the “modern prince”), and Guicciardini (the “particolare”); for Italy’s “long Risorgimento,” Vico (“living philology”), Cuoco (“passive revolution”), Manzoni (“questione della lingua”), Gioberti (“clericalism”), and De Sanctis (the “Man of Guicciardini”); and Croce (the “anti-Croce”) and Pirandello (theater and “national-popular” literature), for Italy’s twentieth century.<br />
Instructor(s): R. Rubini Terms Offered: Winter
Note(s): Language to be determined by class makeup
Equivalent Course(s): FNDL 26206, ITAL 36000, ITAL 26000
REMS 36200. Renaissance and Baroque Fairytales and Their Modern Rewritings. 100 Units.
We study the distinctions between myth and fairy tale, and then focus on collections of modern Western European fairy tales, including those by Straparola, Basile, and Perrault, in light of their contemporary rewritings of classics (Angela Carter, Calvino, Anne Sexton). We analyze this genre from diverse critical standpoints (e.g., historical, structuralist, psychoanalytic, feminist) through the works of Croce, Propp, Bettelheim, and Marie-Louise Von Franz.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Class conducted in English.
Equivalent Course(s): ITAL 36200, CMLT 26700, CMLT 36700, ITAL 26200

ROMANCE LANGUAGES AND LITERATURES - SPANISH COURSES
SPAN 31910. Contemporary Catalan Literature. 100 Units.
This course provides a survey of major authors, works, and trends in Catalan literature from the beginning of the twentieth century to the present. We study works representing various literary genres (novel, poetry, short story) and analyze the most important cultural debates of the period.
Instructor(s): A. Girons Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): CATA 31900, SPAN 21910, CATA 21900

SPAN 32810. Traducción y piratería en el mundo colonial. 100 Units.
Translation and piracy can both involve the strategic appropriation of language, knowledge, or property. This course analyzes the relationship between translation and piracy in the creation of foundational works of colonial Latin American literature. As students read texts about colonial encounters, conquests, piracy, and conversion, they will become familiar with early histories of translation in Latin America and a variety of early modern, modern, and post-colonial translation theories.
Instructor(s): L. Brewer-García Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 32810
SPAN 32900. Catalan Avant-Garde Theater. 100 Units.
Theater is the mirror of the nation. The clearest expression of its urges, of its battles, and, as Adorno would say, of its own contradictions. Catalunya is one of the most modern and European-like countries of the west. This desire for modernism is expressed in artists such as Salvador Dalí as well as the avant-garde daydreaming theater of La Fura dels Baus. In Catalunya, a small country, theater was the national defense during Franco's dictatorship and in the present times serves as a nationalist weapon to claim independence. In this course, we will explore the history of Catalunya and Europe through theater, by means of written literature and footage of performances which will make lectures more dynamic and attractive. Also, we will meet the personal dramas of women and their social and historical implications through the theory of gender. Theater is a recreational and collective way of understanding a culture, thus it will be proposed to the students the possibility of creating a short play written and performed by them. Methodologically, the course is multifaceted and intertextual. The analysis tools are comparatist, historical, political, linguistic, psychiatric, and philosophical; the approach is creative (writing and acting) and related to cultural studies and feminism. The aim is to demonstrate that Catalan drama is a splendid window to get to know the Catalan culture and is fully integrated into contemporary theater.
Instructor(s): N. Perpinyà Terms Offered: Spring
Note(s): Catalan texts will be provided translated into English or Spanish. Classes will be conducted in Spanish and English.
Equivalent Course(s): CATA 32900,SPAN 22900,CATA 22900

SPAN 33333. Reading Spanish for Research Purposes. 100 Units.
This intensive course is designed to take students with a basic knowledge of Spanish to the level of reading proficiency needed for research. To that end, students will work on grammar, vocabulary, and reading strategies. Students will read a range of scholarly texts, a number of which will be directly drawn from their respective areas of research.
Instructor(s): Staff Terms Offered: Summer,Spring
Prerequisite(s): One quarter of French or equivalent, placement into SPAN 10200, or an intermediate level of another Romance or classical language.
Equivalent Course(s): SPAN 23333
SPAN 33710. Text/Image/Territory in Nineteenth-Century Latin America. 100 Units.
In this seminar we will explore how concepts of territory and territorialization were textually and visually articulated in nineteenth-century Latin America. Our inquiry will not only interrogate the aesthetic principles and procedures through which the nation (conceived as geography) was envisioned in the literature and arts of the period, most saliently around the figure of the landscape. We will also investigate alternative forms of spatialization related, yet irreducible, to the imperatives of the modern nation-state, such as the cognitive mappings associated to scientific explorations and to the symbolization of private property. What are the epistemological presuppositions and ideological implications of such practices? What scenarios did they produce? Who was deemed or destined to inhabit them, and within what temporality? In our discussions we will engage key theoretical works on space, territory and landscape (e.g. Lefebvre, Mignolo, Cosgrove, W.J.T. Mitchell, Casid, Mirzoeff) and may focus on literary texts by Bello, Echeverría, Sarmiento, Matto de Turner and Cirilo Villaverde, and on visual artifacts by Rugendas, Blanes, Laplante, Christiano Junior, and Velasco, among others.
Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 33710

SPAN 34110. Ecocritical Perspectives in Latin American Literature and Film. 100 Units.
This course provides a survey of of ecocritical studies in Latin America. Through novels, poems, and films, we will examine a range of trends and problems posed by Latin American artists concerning environmental issues, from mid-19th century to contemporary literature and film. Readings also include works of ecocritical criticism and theory that have been shaping the field in the past decades.
Instructor(s): V. Saramago Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 34110, PORT 34110

SPAN 34701. Literaturas del Caribe Hispánico Insular en el siglo XX. 100 Units.
En este curso se estudiarán algunos ejemplos salientes de las literaturas producidas en el Caribe hispánico insular (Cuba, Puerto Rico y Santo Domingo) durante el siglo XX y a principios del XXI. Entre los asuntos a discutir tendrán un lugar principal los modos en que esta producción se ha constituido como respuesta y elaboración estética de las historias de esclavitud y colonialismo, militarización y desplazamientos territoriales que han marcado a la región en su condición de frontera imperial desde el siglo XVI.
Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn
Prerequisite(s): SPAN 22003 or instructor consent.
Equivalent Course(s): LACS 24704, LACS 34704, SPAN 24701
SPAN 34910. Literature and Material Culture in Latin America. 100 Units.
No description available.
Instructor(s): L. Gandolfi Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 34910

SPAN 35117. Tiempos mexicanos: la violencia y la comunidad por venir. 100 Units.
VIOLENCIA. El tejido social en México se ha roto con la llamada "guerra contra el narcotráfico". De acuerdo con Reporteros sin Fronteras, México se ha convertido en el país más peligroso para ejercer el periodismo. Pese a esto, la crónica se ha mantenido muy activa, dando cuenta de una realidad en apariencia incomprensible. ¿Qué desplazamientos y qué diferentes captaciones de sentido han ofrecido las narrativas sobre la violencia? ¿Cómo se intersectan las interpretaciones hegemónicas, la visión de Estados Unidos, la presunta narcocultura y las narrativas independientes? MEMORIA. El curso se propone reflexionar sobre el ejercicio del testimonio y la ficción en tiempos violentos. Al mismo tiempo, propongo analizar la construcción de una memoria alterna al discurso oficial, a partir del ejercicio narrativo e incluso las anticipaciones poéticas de alteridad posible. PORVENIR. Por otra parte, a pesar de sus convulsiones, México no deja de ser un país donde se imagina, para usar la expresión de Giorgio Agamben, una "comunidad por venir", representada, fundamentalmente, por los proyectos de las comunidades en la zona zapatista de Chiapas. En este empeño, las interpretaciones de distintos intérpretes de la realidad se cruzan con la actualización de los relatos indígenas y la copiosa producción literaria del subcomandante Marcos, recientemente transformado en subcomandante Galeano. En cierta forma, el futuro más visible proviene de reciclaje creativo de tradiciones atávicas.
Instructor(s): Juan Villoro, Tinker Visiting Professor Terms Offered: Spring
Prerequisite(s): This course will be taught in Spanish
Equivalent Course(s): LACS 35111,SPAN 25117,LACS 25111

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): L. Brewer-García Terms Offered: Winter
Equivalent Course(s): LACS 26212,LACS 36212,SPAN 26210
SPAN 39117. Theater and Performance in Latin America. 100 Units.
This course is an introduction to theatre, performance, and visual art in Latin America and the Caribbean. We will examine the intersection of performance and social life by looking at performance practices in key historical moments in Latin America and the Caribbean. We ask: how have embodied practice, theatre and visual art been used to negotiate particular moments in Latin American history? We will study performances during independence, revolution, dictatorships, processes of democratization, truth and reconciliation, as well as the rise of neoliberalism. In our investigation, we will pay close attention to how ideologies of race, gender, and sexuality are articulated and disseminated within these performances at critical historical junctures. Our corpus may include blackface performance traditions in the Caribbean, indigenous performance, queer performance and we will look closely at the artistic works of Coco Fusco, Neo Bustamante, Las Yeguas del Apocalipsis, Yuyachkani, Griselda Gámbaro, and others. We will also read key theoretical work in Performance Studies including the work Joseph Roach, Richard Schechner, Diana Taylor, Jill Lane, and others.
Instructor(s): D. Roper Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): TAPS 28479, LACS 29117, LACS 39117, SPAN 29117

SPAN 39200. Literatura mexicana del siglo XIX. 100 Units.
This course examines multiple forms of Mexican literary and cultural production from the nineteenth century through the early twentieth century. Drawing from essays, poetry, fiction, travel narratives, photographs, and illustrated magazines, the course focuses on key periods of social and artistic upheavals. We will start by examining the relationship between fiction writing and the nation-building process, as well as the link between the construction of a national “Mexican identity” and foreign travel narratives. We will then move to the second half of the century, exploring authors pertaining to the mayor literary movements of the period (in particular, romantic and realist novels), and we will analyze the textual and visual rhetoric associated with the costumbrista genre. We will conclude with modernista poetry, chronicles, and short story. Readings in literary criticism and theory will engage with primary texts in the course as well.
Instructor(s): L. Gandolfi Terms Offered: Spring
Equivalent Course(s): LACS 29200, LACS 39200, SPAN 29200
ROMANCE LANGUAGES AND LITERATURES COURSES

RLLT 38800. 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 and introduces current teaching methodologies and technologies and their usefulness in the classroom.
Instructor(s): V. Vegna Terms Offered: Autumn
Note(s): Open only to RLL students
Department of Slavic Languages and Literatures

Discussions about the structure of the program are currently in progress.

The Department will not admit graduate students into its program for matriculation in the Autumn quarter of 2016.

Chair

- Robert Bird

Professors

- Bozena Shallcross

Associate Professors

- Robert Bird
- Malynne Sternstein

Assistant Professors

- William Nickell

Senior Lecturers

- Valentina Pichugin

Lecturers

- Mark Baugher
- Erik Houle
- Angelina Ilieva
- Kinga Kosmala
- Nada Petkovic
Emeritus Faculty

- Howard I. Aronson
- Bill Darden
- Samuel Sandler
- Edward Wasiolek

Associate Faculty

- Matthew Jesse Jackson, Art History & Visual Arts
- Boris Maslov, Comparative Literature
- Adam Zagajewski, Social Thought
- Tara Zahra, History

ADMISSIONS

The Department is not currently accepting new applications to the graduate program. Students who are interested in pursuing graduate work at the University in the areas of expertise of the faculty in the Department are encouraged to apply to the Humanities Division’s MAPH (Master of Arts in the Humanities) degree program, or to PhD programs where work on Slavic languages and literatures is also welcomed (e.g., Cinema and Media Studies, Comparative Literature, etc.).

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 in the quarterly Time Schedules (http://timeschedules.uchicago.edu/).
SLAVIC LANGUAGES AND LITERATURES - BOSNIAN/CROATIAN/SERBIAN COURSES

BCSN 31101. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 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. Language through Fiction is designed to help students and instructors over one of the most difficult hurdles in language training—the transition from working through lessons in a textbook to reading unedited texts. Literature represents the greatest development of the expressive possibilities of a language and reveals the bounds within which language operates. The texts will immerse motivated language students in a complete language experience, as the passages and related exercises present the language’s structure on every page. Students will learn how to engage the natural, organic language of a literary text across a variety of styles and themes. The course assumes that students are familiar with basic grammar and vocabulary, as well as both the Latin and Cyrillic alphabets. It is particularly appealing to students who are interested in the literature, history, and anthropology of the region.
Instructor(s): Nada Petkovic Terms Offered: Autumn Equivalent Course(s): REES 31103, BCSN 21101, REES 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 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): REES 21200, REES 31203, BCSN 21200
BCSN 31303. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.
The course will use an urban studies lens to explore the complex history, infrastructure, and transformations of these three cities, now the capitals of Serbia, Bosnia and Hercegovina, and Croatia. Drawing on anthropological theory and ethnography of the city, we will consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. Classes are held in English. No knowledge of BCS is required. However, this module can fulfill a language requirement or simply further the study of BCS with additional weekly sections, materials, discussions, and presentations in the target language. Instructor(s): Nada Petkovic Terms Offered: Spring Equivalent Course(s): REES 21300, REES 31303, BCSN 21300

BCSN 40100. Advanced Bosnian/Croatian/Serbian I. 100 Units.
Instructor(s): Nada Petkovic Terms Offered: Autumn

BCSN 40200. Advanced Bosnian/Croatian/Serbian II. 100 Units.
Instructor(s): Nada Petkovic Terms Offered: Winter

BCSN 40300. Advanced Bosnian/Croatian/Serbian III. 100 Units.
Instructor(s): Nada Petkovic Terms Offered: Spring

Slavic Languages and Literatures - Czech Courses

CZEC 37700. Kafka in Prague. 100 Units.
The goal of this course is a thorough treatment of Kafka’s literary work in its Central European, more specifically Czech, context. In critical scholarship, Kafka and his work are often alienated from his Prague milieu. The course revisits the Prague of Kafka’s time, with particular reference to Josefov (the Jewish ghetto), Das Prager Deutsch, and Czech/German/Jewish relations of the prewar and interwar years. We discuss most of Kafka’s major prose works within this context and beyond (including <em>The Castle</em>, <em>The Trial</em>, and the stories published during his lifetime), as well as selected critical approaches to his work. Instructor(s): Malynne Sternstein Terms Offered: Spring Equivalent Course(s): FNDL 22207, GRMN 29600, GRMN 39600, CZEC 27700
SLAVIC LANGUAGES AND LITERATURES - EAST EUROPEAN COURSES

EEUR 33400. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): Knowledge of Arabic and/or Islamic studies helpful but not required
Equivalent Course(s): ANTH 25905, EEUR 23400, MUSI 23503, MUSI 33503, NEHC 30765, NEHC 20765

SLAVIC LANGUAGES AND LITERATURES - GENERAL SLAVIC COURSES

SLAV 30600. Contact Linguistics. 100 Units.
This seminar focuses on current research in contact linguistics in a global perspective, including but not limited to the impact of languages of wider communication (e.g. English, Russian) in contact with other languages. Topics to be covered include the following: language/dialect contact, convergence and language shift resulting in attrition and language endangerment and loss. Other contact-induced linguistic changes and processes to be considered include borrowing, code-switching, code-shifting, diglossia, loss of linguistic restrictions and grammatical permeability, and the impact of language contact in the emergence and/or historical development of languages.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): LING 20001 or consent of instructor
Equivalent Course(s): LING 26310, SLAV 20600, LING 36310

SLAV 32000. Old Church Slavonic. 100 Units.
This course introduces the language of the oldest Slavic texts. It begins with a brief historical overview of the relationship of Old Church Slavonic to Common Slavic and the other Slavic languages. This is followed by a short outline of Old Church Slavonic inflectional morphology. The remainder of the course is spent in the reading and grammatical analysis of original texts. Texts in Cyrillic or Cyrillic transcription of the original Glagolitic.
Instructor(s): Y. Gorbachov Terms Offered: Winter
Prerequisite(s): Knowledge of another Slavic language or good knowledge of another one or two old Indo-European languages. SLAV 20100 recommended.
Equivalent Course(s): SLAV 22000
SLAV 33000. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor’s thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): ANTH 27400, ANTH 37400, HUMA 27400, LING 27200, SLAV 23000, LING 37200

Slavic Languages and Literatures - Polish Courses
POLI 30100-30200-30300. Third-Year Polish I-II-III.
The process of learning in all three quarters of Third Year Polish is framed by three themes, which most succinctly but aptly characterize the Polish life, culture and history: in the Fall Quarter – the noble democracy in the Commonwealth of Both Nations, in the Winter Quarter – the fight for independence, and in the Spring Quarter – the newly independent Poland. During the course of the year, students also improve their knowledge of advanced grammar and stylistics. All work in Polish.

POLI 30100. Third-Year Polish I. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): POLI 20300 or equivalent
Equivalent Course(s): POLI 20500

POLI 30200. Third-Year Polish II. 100 Units.
No description available.
Terms Offered: Winter
Equivalent Course(s): POLI 20600

POLI 30300. Third-Year Polish III. 100 Units.
No description available.
Terms Offered: Spring
Equivalent Course(s): POLI 20700

POLI 30103. Third-Year Polish I. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): POLI 20303 or equivalent
POLI 35303. Kieslowski’s French Cinema. 100 Units.
Krzysztof Kieślowski’s long-lived obsession with parallel histories and repeated chances is best illustrated by his *The Double Life of Veronique*. The possibility of free choice resulting in being granted a second chance conjoins this film with his French triptych *White, Blue, Red*, all co-written by Krzysztof Piesiewicz. In this course we discuss why and how in the Kieślowski/Piesiewicz virtual universe the possibility of reconstituting one’s identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. We also analyze how these concepts, posited with visually and aurally dazzling artistry, shift the popular image of Kieślowski as auteur to his viewers’ as co-creators. We read selections from current criticism on the “Three Color Trilogy.” All materials in English.
Instructor(s): B. Shallcross Terms Offered: Winter
Equivalent Course(s): FNDL 25312, REES 27025, REES 37025, POLI 25303

POLI 40100-40200-40300. Polish Through Literary Readings I-II-III.
An advanced language course emphasizing spoken and written Polish. Readings include original Polish prose and poetry as well as nonfiction. Intensive grammar review and vocabulary building. For students who have taken Third Year Polish and for native or heritage speakers who want to read Polish literature in the original. Readings and discussions in Polish.

POLI 40100. Polish Through Literary Readings I. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Autumn
Equivalent Course(s): POLI 24100

POLI 40200. Polish Through Literary Readings II. 100 Units.
No description available.
Instructor(s): Kinga Kosmala Terms Offered: Winter
Prerequisite(s): POLI 30300 or equivalent.
Equivalent Course(s): POLI 24200

POLI 40300. Polish Through Literary Readings III. 100 Units.
Instructor(s): Kinga Kosmala Terms Offered: Spring
Prerequisite(s): POLI 30300 or equivalent
Equivalent Course(s): POLI 24300

**SLAVIC LANGUAGES AND LITERATURES - 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.
No description available.
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 30202. Advanced Russian through Media II. 100 Units.
No description available.
Instructor(s): Valentina Pichugin Terms Offered: Winter
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Equivalent Course(s): RUSS 21402

RUSS 30302. Advanced Russian through Media III. 100 Units.
No description available.
Instructor(s): Valentina Pichugin Terms Offered: Spring
Prerequisite(s): Four years of Russian, or equivalent, or consent of instructor.
Equivalent Course(s): RUSS 21502

RUSS 39600. Pale Fire. 100 Units.
This course is an intensive reading of Pale Fire by Nabakov.
Instructor(s): Malynne Sternstein Terms Offered: Winter

RUSS 39901. 6th Year Russian. 100 Units.
Instructor(s): Valentina Pichugin Terms Offered: Autumn

RUSS 39902. 6th Year Russian - Part 2. 100 Units.
Instructor(s): Valentina Pichugin Terms Offered: Winter

Slavic Languages and Literatures - South Slavic Courses

Slavic Languages and Literatures - Russian and East European Studies Courses

REES 30001. War and Peace. 100 Units.
Tolstoy's novel is at once a national epic, a treatise on history, a spiritual meditation, and a masterpiece of realism. This course presents a close reading of one of the world's great novels, and of the criticism that has been devoted to it, including landmark works by Victor Shklovsky, Boris Eikhenbaum, Isaiah Berlin, and George Steiner. (B, G)
Instructor(s): William Nickell Terms Offered: Autumn
Equivalent Course(s): CMLT 22301,CMLT 32301,FNDL 27103,ENGL 28912,HIST 23704,ENGL 32302,REES 20001

REES 30020. Pale Fire. 100 Units.
This course is an intensive reading of Pale Fire by Nabokov.
Instructor(s): M. Sternstein Terms Offered: Winter
Equivalent Course(s): GNSE 29610,REES 20020,FNDL 25311
REES 30024. Nabokov’s Ada, or Ardor. 100 Units.
Described as a “difficult book [...] filled with ‘dense of intertextual allusion,’” Ada, Nabokov’s last (completed) novel (1969), is also his longest, most puzzling, and, arguably, most rewarding. As one critic has put it, “Aesthetically, intellectually, and even morally, this is a Difficult Book par excellence. It demands a lover’s patience. But sentences like these are our steadfast consolation for submitting to the wiles of Ada.” In this course we submit ourselves. (B)
Instructor(s): Malynne Sternstein Terms Offered: Winter
Equivalent Course(s): ENGL 20024,FNDL 20024,REES 20024

REES 31002. Kieślowski’s French Cinema. 100 Units.
Krzysztof Kieślowski’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 Kieślowski’s and Piesiewicz’s screen scripts, Kieślowski’s own writings and interviews, as well as from the abundant criticism of his French movies. All materials are in English.
Instructor(s): Bożena Shallcross Terms Offered: Winter
Equivalent Course(s): CMST 24405,CMST 34405,REES 21002
REES 31006. Joseph Conrad's The Secret Agent: A Simple Tale. 100 Units.
Course centers on Joseph Conrad’s The Secret Agent: A Simple Tale. Contemporary critics often consider this novel the archetypal fictional work about terrorism, as it is based on the bomb attack that occurred in Greenwich in 1888. The Secret Agent demonstrates, however, much more than its prophetic significance rediscovered after 9/11. Therefore, the course seeks how the novel’s relevance stems in equal measure from Conrad’s interest in a wider political process and his distrust of state power; in particular, the course explores how these forces determine the individual caught in a confining situation. We read The Secret Agent as a political novel, that struggle for solutions defies chaos as well as an imposition of a single ideology or one authorial point of view. Its ambiguities and political antinomies allow for interdisciplinary readings that also present an opportunity to critically overview the established approaches to main Conradian themes. In analyzing the formation of the narrative’s ideology we discuss Conrad’s historical pessimism that demonstrates with sustained irony how capitalism breeds social injustice that, in turn, breeds anarchism. The class also focuses on how the novel exposes duplicity in staging surveillance, terrorism, as well as adjacent forms of violence or sacrifice. Critical texts include several older but still influential readings (Jameson, Eagleton) and the most recent.
Instructor(s): Bożena Shallcross Terms Offered: Spring
Note(s): English majors: this course fulfills the Fiction (B) distribution requirement. Equivalent Course(s): FNDL 21006, ENGL 21006, ENGL 31006, REES 21006

REES 31103. Advanced Bosnian/Croatian/Serbian: Language through Fiction. 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. Language through Fiction is designed to help students and instructors over one of the most difficult hurdles in language training—the transition from working through lessons in a textbook to reading unedited texts. Literature represents the greatest development of the expressive possibilities of a language and reveals the bounds within which language operates. The texts will immerse motivated language students in a complete language experience, as the passages and related exercises present the language’s structure on every page. Students will learn how to engage the natural, organic language of a literary text across a variety of styles and themes. The course assumes that students are familiar with basic grammar and vocabulary, as well as both the Latin and Cyrillic alphabets. It is particularly appealing to students who are interested in the literature, history, and anthropology of the region.
Instructor(s): Nada Petkovic Terms Offered: Autumn
Equivalent Course(s): BCSN 21101, BCSN 31101, REES 21100
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, 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 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 31203, REES 21200, BCSN 21200

REES 31303. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.
The course will use an urban studies lens to explore the complex history, infrastructure, and transformations of these three cities, now the capitals of Serbia, Bosnia and Hercegovina, and Croatia. Drawing on anthropological theory and ethnography of the city, we will consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. Classes are held in English. No knowledge of BCS is required. However, this module can fulfill a language requirement or simply further the study of BCS with additional weekly sections, materials, discussions, and presentations in the target language.
Instructor(s): Nada Petkovic Terms Offered: Spring
Equivalent Course(s): BCSN 31303, REES 21300, BCSN 21300
REES 35600. Realism in Russia. 100 Units.
From the 1830s to the 1890s, most Russian prose writers and playwrights were either engaged in the European-wide cultural movement known as "realistic school" which set for itself the task of engaging with social processes from the standpoint of political ideologies. The ultimate goal of this course is to distill more precise meanings of "realism," "critical realism," and "naturalism" in nineteenth-century Russian through analysis of works by Gogol, Turgenev, Tolstoy, Dostoevsky, Aleksandr Ostrovsky, Goncharov, Saltykov-Shchedrin, and Kuprin. Texts in English and the original. Optional Russian-intensive section offered.
Terms Offered: Winter
Equivalent Course(s): REES 25600

REES 36800. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”
Instructor(s): A. Ilieva
Equivalent Course(s): ANTH 25908, ANTH 35908, CMLT 23301, CMLT 33301, NEHC 20568, NEHC 30568, REES 26800

REES 37003. Narratives of Assimilation. 100 Units.
This course offers a survey into the manifold strategies of representing the Jewish community in East Central Europe from the nineteenth century to the Holocaust. Engaging the concept of liminality—of a society at the threshold of radical transformation—it will analyze Jewry facing uncertainties and challenges of the modern era and its radical changes. Students will be acquainted with problems of cultural and linguistic isolation, hybrid identity, assimilation, and cultural transmission through a wide array of genres—novel, short story, epic poem, memoir, painting, illustration, film. The course draws on both Jewish and Polish-Jewish sources; all texts are read in English translation.
Instructor(s): Bożena Shallcross Terms Offered: Winter
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): REES 27003, RLST 26623, NEHC 20223, NEHC 30223, JWSC 20223
REES 37025. Kieslowski’s French Cinema. 100 Units.
Krzysztof Kieślowski’s long-lived obsession with parallel histories and repeated chances is best illustrated by his *The Double Life of Veronique*. The possibility of free choice resulting in being granted a second chance conjoins this film with his French triptych *White, Blue, Red*, all co-written by Krzysztof Piesiewicz. In this course we discuss why and how in the Kieślowski/Piesiewicz virtual universe the possibility of reconstituting one’s identity, triggered by tragic loss and betrayal, reveals an ever-ambiguous reality. We also analyze how these concepts, posited with visually and aurally dazzling artistry, shift the popular image of Kieślowski as auteur to his viewers’ as co-creators. We read selections from current criticism on the “Three Color Trilogy.” All materials in English.
Instructor(s): B. Shallcross Terms Offered: Winter
Equivalent Course(s): FNDL 25312, POLI 35303, REES 27025, POLI 25303

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): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908, ANTH 35908, CMLT 23301, CMLT 33301, NEHC 20568, NEHC 30568, REES 29009

REES 39010. Strangers to Ourselves: Émigré Lit from Russia and SE Europe. 100 Units.
“Being alienated from myself, as painful as that may be, provides me with that exquisite distance within which perverse pleasure begins, as well as the possibility of my imagining and thinking,” writes Julia Kristeva in ”Strangers to Ourselves,” the book from which this course takes its title. The authors whose works we are going to examine often alternate between nostalgia and the exhilaration of being set free into the breathless possibilities of new lives. Leaving home does not simply mean movement in space. Separated from the sensory boundaries that defined their old selves, immigrants inhabit a warped, fragmentary, disjointed time. Immigrant writers struggle for breath—speech, language, voice, the very stuff of their craft resounds somewhere else. Join us as we explore the pain, the struggle, the failure, and the triumph of emigration and exile. Vladimir Nabokov, Joseph Brodsky, Marina Tsvetaeva, Nina Berberova, Julia Kristeva, Alexander Hemon, Dubravka Ugrešić, Norman Manea, Miroslav Penkov, Ilija Trojanow, Tea Obreht.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): CMLT 26902, CMLT 36902, REES 29010
REES 39012. Returning the Gaze: The Balkans and Western Europe. 100 Units.
Aware of being observed. And judged. Inferior... Abject... Angry... Proud... This course provides insight into identity dynamics between the “West,” as the center of economic power and self-proclaimed normative humanity, and the “Rest,” as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other’s standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself—self-consciousness, defiance, arrogance, self-exoticization—and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva
Terms Offered: Autumn
Equivalent Course(s): CMLT 23201, CMLT 33201, NEHC 20885, NEHC 30885, REES 29012

REES 39013. The Burden of History: The Nation and Its Lost Paradise. 100 Units.
How and why do national identities provoke the deep emotional attachments that they do? In this course we try to understand these emotional attachments by examining the narrative of loss and redemption through which most nations in the Balkans retell their Ottoman past. We begin by considering the mythic temporality of the Romantic national narrative while focusing on specific national literary texts where the national past is retold through the formula of original wholeness, foreign invasion, Passion, and Salvation. We then proceed to unpack the structural role of the different elements of that narrative. With the help of Žižek’s theory of the subject as constituted by trauma, we think about the national fixation on the trauma of loss, and the role of trauma in the formation of national consciousness. Specific theme inquiries involve the figure of the Janissary as self and other, brotherhood and fratricide, and the writing of the national trauma on the individual physical body. Special attention is given to the general aesthetic of victimhood, the casting of the victimized national self as the object of the “other’s perverse desire.” With the help of Freud, Žižek, and Kant we consider the transformation of national victimhood into the sublimity of the national self. The main primary texts include Petar Njegoš’ Mountain Wreath (Serbia and Montenegro), Ismail Kadare’s The Castle (Albania), Anton Donchev’s Time of Parting (Bulgaria).
Instructor(s): Angelina Ilieva
Terms Offered: Winter, Spring
Equivalent Course(s): REES 29013
REES 39018. Imaginary Worlds: The Fantastic and Magic Realism in Russia and Southeastern Europe. 100 Units.
In this course, we will ask what constitutes the fantastic and magic realism as literary genres while reading some of the most interesting writings to have come out of Russia and Southeastern Europe. While considering the stylistic and narrative specificities of this narrative mode, we also think about its political functions — from subversive to escapist, to supportive of a nationalist imaginary — in different contexts and at different historic moments in the two regions.
Instructor(s): Angelina Ilieva Terms Offered: Spring
Prerequisite(s): Readings in English. Background in Russia and the Balkans will make the course easier, but is not required.
Equivalent Course(s): REES 29018

REES 39020. The Shadows of Living Things: the Writings of Mikhail Bulgakov. 100 Units.
Open these books and step into a world of fanciful possibilities, magic, and creatures produced by scientific experiments. Contemplate the nature of evil and human responsibility in the face of dehumanizing fear, while at the same time rolling with laughter at Bulgakov's irresistible seduction into the comedic. Laughter, as shadow and light, as subversive weapon but also as power's whip, the capacity to be comedic, grounds human relation to both good and evil. The Master and Margarita, Diaboliada, Fatal Eggs, Heart of A Dog, Ivan Vasilievich.
Instructor(s): Angelina Ilieva Terms Offered: Winter
Equivalent Course(s): REES 29020
REES 43901. Colloquium: The Russian Revolution. 100 Units.

One hundred years ago in Saint Petersburg’s industrial Vyborg district crowds of women came onto the streets chanting “bread.” Joined by metal workers from a nearby factory and drawing in more hungry and angry people along the way, they marched to the city center and defined, to a significant degree, the twentieth century. In this class, we will examine the origins, course, consequences, and legacies of the Russian Revolution in comparative perspective. Topics include the socialist idea across Europe in the nineteenth century; the birth of Russian Social Democracy from the spirit of the intelligentsia; the formation of the revolutionary underground as a way of life; the autocracy in World War I; the cultural and national revolutions within the Russian Revolution; the Bolshevik party in war and in power; experiments in art, living, and loving; revolutionary violence from terrorism to the Great Terror; the disenfranchised and the exiles; the revolution’s impact on statehood, environment, human nature, media, and memory. We will also consider the reverberations of the Russian Revolution from East Asia to Latin America. At the conclusion, we will reflect on the demise of revolutionism at the end of the twentieth century. Course materials include scholarly interpretations, fiction, and film.

Instructor(s): E. Gilburd
Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor and prior coursework in Russian or Soviet history.
Equivalent Course(s): HIST 43901
DEPARTMENT OF SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

Chair

- Gary Tubb

Professors

- Muzaffar Alam
- Dipesh Chakrabarty
- Steven Collins
- Wendy Doniger
- Ulrike Stark
- Gary Tubb

Associate Professors

- Whitney Cox
- Sascha Ebeling
- Rochona Majumdar - Director of Graduate Studies

Assistant Professors

- Thibaut d’Hubert - Director of Undergraduate Studies
- Tyler Williams

Visiting Professors

- E. Annamalai
- David Shulman (Vivekananda Visiting Professor, Spring 2017)

Associated Faculty

- Daniel A. Arnold (Divinity School)
- Christian K. Wedemeyer (Divinity School)
Senior Lecturers

- Elena Bashir
- Philip Engblom
- Jason Grunebaum

Lecturers

- Karma T. Ngodup

Emeritus Faculty

- Kali Charan Bahl
- Ronald B. Inden
- Colin P. Masica
- C. M. Naim
- Frank E. Reynolds
- Clinton B. Seely
- Norman H. Zide

The Department

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 and does not offer a terminal M.A. program, although graduate students in the doctoral program may receive an M.A. degree in the course of their work toward the Ph.D. Application for the Ph.D. degree typically requires a B.A. degree but does not require an M.A.

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/

Students admitted to the doctoral program are typically awarded a five-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.

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, Malayalam, Marathi, Pali, Sanskrit, Tamil, Telugu, 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 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.

Time to candidacy for the Ph.D. degree, marked by the successful defense of the dissertation proposal, must be no more than four years. Time to degree must be no more than twelve years, and in practice students have completed the degree in as few as six 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 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.

**SOUTH ASIAN LANGUAGES & CIVILIZATIONS - MALAYALAM COURSES**

**SOUTH ASIAN LANGUAGES & CIVILIZATIONS - TELUGU COURSES**

**SOUTH ASIAN LANGUAGES & CIVILIZATIONS - PANJABI COURSES**

**SOUTH ASIAN LANGUAGES & CIVILIZATIONS - BANGLA COURSES**

*BANG 30100-30200-30300. Third-Year Bangla (Bengali) I-II-III.*

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 (19<sup>th</sup> 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.
BANG 30100. Third-Year Bangla (Bengali) I. 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 (19<sup>th</sup> 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): T. d’Hubert Terms Offered: Autumn
Prerequisite(s): Second year Bangla or comparable level of language skills

BANG 30200. Third-Year Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Winter
Prerequisite(s): BANG 30100 or comparable level of language skills

BANG 30300. Third-Year Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 30200 or comparable level of language skills

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): T. d’Hubert Terms Offered: Autumn
Prerequisite(s): Third year Bangla or comparable level of language skills
BANG 40200. Fourth-Year Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Winter
Prerequisite(s): BANG 40100 or comparable level of language skills

BANG 40300. Fourth-Year Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 40200 or comparable level of language skills

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 (Bengali) 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): T. d’Hubert Terms Offered: Autumn
Prerequisite(s): BANG 40300

BANG 47901. Rdgs: Advanced Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Winter
Prerequisite(s): BANG 47900

BANG 47902. Rdgs: Advanced Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 47901

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - 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): T. Williams Terms Offered: Autumn
Prerequisite(s): HIND 20300 or comparable level of language skills
HIND 30200. Third-Year Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 30100 or comparable level of language skills

HIND 30300. Third-Year Hindi III. 100 Units.
No description available.
Instructor(s): T. 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): T. Williams Terms Offered: Autumn
Prerequisite(s): HIND 30300 or comparable level of language skills

HIND 40200. Fourth-Year Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 40100 or comparable level of language skills

HIND 40300. Fourth-Year Hindi III. 100 Units.
No description available.
Instructor(s): T. 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. Rdgs: Advanced 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): T. Williams Terms Offered: Autumn
Prerequisite(s): HIND 40300

HIND 47901. Rdgs: Advanced Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 47900
HIND 47902. Rdgs: Advanced Hindi III. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Spring
Prerequisite(s): HIND 47901

South Asian Languages & Civilizations - Marathi Courses

South Asian Languages & Civilizations - Pali Courses

South Asian Languages & Civilizations - 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): Staff Terms Offered: Autumn
Prerequisite(s): SANS 20300 or approval of instructor

SANS 30200. Third-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 30100 or approval of instructor

SANS 30300. Third-Year Sanskrit III. 100 Units.
No description available.
Instructor(s): Staff 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): Staff Terms Offered: Autumn
Prerequisite(s): SANS 30300 or approval of instructor

SANS 40200. Fourth-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 40100 or approval of instructor

SANS 40300. Fourth-Year Sanskrit III. 100 Units.
No description available.
Instructor(s): Staff 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. Rdgs: Advanced Sanskrit I. 100 Units.
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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): SANS 40300

SANS 47901. Rdgs: Advanced Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 47900

SANS 47902. Rdgs: Advanced Sanskrit III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SANS 47901
SOUTHWEST ASIAN LANGUAGES & CIVILIZATIONS - SOUTH ASIAN LANGUAGES & CIVILIZATIONS COURSES

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

SALC 30901-30902. Indian Philosophy I-II.

SALC 30901. Indian Philosophy I: Origins and Orientations. 100 Units.
The early development of philosophical thought in India will be traced through readings in the Upanishads, early Buddhist works, and the primary texts of the Samkhya and Yoga traditions, together with readings from contemporary philosophical interpreters of these sources. The emergence of systems of logic and the philosophy of language will be among topics surveyed.
Instructor(s): Matthew Kapstein Terms Offered: Winter
Prerequisite(s): Although there is no formal prerequisite for the course, some background in Western philosophy is desirable.
Equivalent Course(s): HREL 30200, SALC 20901, DVPR 30201, RLST 24201

SALC 30902. Indian Philosophy II: The Classical Traditions. 100 Units.
Following on the Indian Philosophy I course offered winter term, this course will survey major developments in the mature period of scholastic philosophy in India — a period, beginning a little before the middle of the first millennium C.E., that is characterized by extensive and sophisticated debate (made possible by the emergence of a largely shared vocabulary of key philosophical concepts) among philosophers from a great variety of schools of thought.
Instructor(s): Dan Arnold Terms Offered: Spring
Prerequisite(s): Students are encouraged (but not required) to take Indian Philosophy I before taking this course.
Equivalent Course(s): HREL 30300, SALC 20902, DVPR 30302, RLST 24202

SALC 32700. Intro to the Literatures of Modern and Contemporary South Asia. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Winter
SALC 33700. How to do things with South Asian texts? Literary Theories. 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: Winter
Equivalent Course(s): SALC 23700

SALC 37701. Mughal India: Tradition and Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): HIST 26602,HIST 36602,SALC 27701

SALC 38304. Ethical and Theological Issues in Hinduism. 100 Units.
An exploration of Hindu attitudes to, and mythologies of, women, animals, people of low caste, members of various religious groups, homosexuals, foreigners, criminals, and in general violators of the codes of dharma. The course is designed around the new Norton Anthology of Hinduism, supplemented by a history of the Hindus. The readings will focus closely on a few texts, some Sanskrit and some from vernacular literatures, from several different historical periods. It will situate each major idea in the context of the historical events to which it responded: the Rig Veda in the Indo-European migrations, the Upanishads in the social crisis of the first great cities on the Ganges, and so forth, up to the present day BJP revisionist tactics. And it will emphasize the alternative traditions of women and the lower classes.
Instructor(s): Wendy Doniger Terms Offered: Spring 2017
Prerequisite(s): Permission of instructor. 15-20 page paper at the end of the course.
Note(s): A seminar suitable for BA, MA and PhD students
Equivalent Course(s): HREL 33702,SCTH 32202,RLST 23904
SALC 39900. Informal Reading Course. 100 Units.
No description available.
Instructor(s): Student chooses instructor Terms Offered: Autumn, Winter, Spring
Note(s): Requires consent of instructor

SALC 40200. Research Themes II. 100 Units.
Topic: "Representing Renunciation." This course will look at texts and documentary films about both male and female renunciation (monasticism) in South and Southeast Asia (Hinduism, Jainism, Buddhism). It will also read and discuss Bill Nichols' book Introduction to Documentary Film. It will be concerned with how these institutions and traditions are represented in the two media. How far are the media similar or different?
Instructor(s): S. Collins Terms Offered: Autumn
Prerequisite(s): SALC Core Requirement
Note(s): This course has a different topic each quarter it is offered. Autumn 2015: "Representing Renunciation"

SALC 43105. Women’s Rights, Cultural Nationalisms and Moral Panics. 100 Units.
Contemporary history is rife with a tension between the rise of a rights discourse and accompanying moral panics. This dialectic constitutes the central theme of this course. Why is it that women’s economic success, political recognition, and rights to their bodies have been accompanied by “moral panics” over the visibility, mobility, and sexuality of women and girls? And what might this tell us about changing forms of differential citizenship in the contemporary world? In order to take up these questions, this course offers a historical and anthropological perspective on the questions of gender and freedom/ moral panic/ differential citizenship. We focus our inquiry on empirical examples drawn from Africa and India.
Instructor(s): Cole, J., Majumdar, R. Terms Offered: Winter
Prerequisite(s): Undergrads with consent of instructors
Note(s): CHDV Distribution, 2*,3*
Equivalent Course(s): HIST 40101, CHDV 30609, ANTH 35218, CDIN 43105

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 46701. Colloquium: Modern South Asian History. 100 Units.
This advanced colloquium will discuss recent main trends and directions in modern South Asian history.

Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): HIST 46701

SALC 48200. The Mahabharata in English Translation. 100 Units.
A reading of the Mahabharata in English translation (van Buitenen, Narasimhan, Ganguli, and Doniger [ms.]), with special attention to issues of mythology, feminism, and theodicy. (C)
Instructor(s): W. Doniger Terms Offered: Winter
Equivalent Course(s): FNDL 24400, HREL 35000, SALC 20400, RLST 26800

SALC 48400. Second-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): SANS 20100 or consent of instructor
Equivalent Course(s): HREL 36000, SANS 20200

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): HREL 48910, DVPR 48910
SALC 48602. Persian Philology and Poetry in South Asia. 100 Units.
This course offers an introduction to Persian philology as it developed in South Asia during the late Mughal period. Our aim is to observe how Persian was studied as a literary idiom and how poems were read taking grammar as a point of entry.

The first sessions will provide an introduction to some fundamental methods and basic terminology of Indo-Persian philology. We will read the short prefaces of two traditional grammars: Anārī Jaunpūrī (d. 1225/1810, Murshidabad)'s Qawāʿid-i fārsī and Abd al-Wāsi# Hānsawī (fl. 2nd half 17th)'s Risala-yi #Abd al-Wāsi#. Then, we will look at a selection of examples to see how this grammatical knowledge was used to analyze the language of classical mathnawīs by closely reading the comments made on some verses taken from Jāmī's Yūsuf o Zulaykhā.

After these introductory classes, will focus on Akbar (r. 1556-1605)'s poet laureate (malik al-shu#tarā) Fai#ī's Nal Daman. Nal Daman is a mathnawī that is part of an unfinished project of khamasa. The poem is the adaptation of a very popular story found in the Sanskrit Mahābhārata and in several South Asian vernacular versions. In class will use a 19th-c. lithographed edition of Nal Daman that contains a #āshiya. We will also discuss topics related to the model, the context of the composition and afterlife of Nal, the genre of the mathnawī-i #āshiqāna in the m

Instructor(s): Muzaffar Alam, Thibaut d’Hubert Terms Offered: Spring
Prerequisite(s): Intermediate level of Persian.
Equivalent Course(s): NELC 48602,PERS 48602

SALC 49900. Thesis Research. 100 Units.
No description available.
Instructor(s): Student chooses instructor Terms Offered: Autumn, Winter, Spring
Note(s): Requires consent of instructor

SALC 60100. Teaching South Asia. 100 Units.
Teaching South Asia will be a Workshop open to students in their second year of their graduate program or above, who are now or who expect to be teaching any kinds of course in the area(s) of South Asian Studies in the future. It is intended for all students in the University, and will not have a specific Humanities focus. In the past we have discussed actual or draft syllabuses, students have given trial lectures, conference or job talks, we have run mock job interviews, etc. What happens this year will depend on what students want. Students who have attended the workshop before will be allowed to take it again.
Instructor(s): S. Collins Terms Offered: Autumn
Prerequisite(s): Second year as a graduate student or beyond.
**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.**
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).

Instructor(s): E.Annamalai
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.**
No description available.

Instructor(s): S. Ebeling
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.**
No description available.

Instructor(s): E.Annamalai
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. inscrptional Tamil or dialects/regional 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.
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. inscriptive Tamil or dialects/regional 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.
Instructor(s): E. Annamalai 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.
No description available.
Instructor(s): S. Ebeling 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.
No description available.
Instructor(s): E. Annamalai 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.
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.
Instructor(s): E. Annamalai Terms Offered: Autumn
Prerequisite(s): TAML 40300

TAML 47901. Rdgs: Advanced Tamil II. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Winter
Prerequisite(s): TAML 47900
TAML 47902. Rdgs: Advanced Tamil III. 100 Units.
No description available.
Instructor(s): E. Annamalai Terms Offered: Spring
Prerequisite(s): TAML 47901

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - 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): C. Wedemeyer Terms Offered: Autumn
Prerequisite(s): TBTN 20300 or consent of instructor

  TBTN 30200. Third-Year Tibetan II. 100 Units.
No description available.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 30100 or consent of instructor

  TBTN 30300. Third-Year Tibetan III. 100 Units.
No description available.
Instructor(s): K. 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, 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, practice in speaking, and application of philological methods.
Instructor(s): C. Wedemeyer Terms Offered: Autumn
Prerequisite(s): TBTN 30300 or consent of instructor
TBTN 40200. Fourth-Year Tibetan II. 100 Units.
No description available.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 40100 or consent of instructor

TBTN 40300. Fourth-Year Tibetan III. 100 Units.
No description available.
Instructor(s): K. 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. Rdgs: 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): C. Wedemeyer Terms Offered: Autumn
Prerequisite(s): TBTN 40300

TBTN 47901. Rdgs: Advanced Tibetan II. 100 Units.
No description available.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 47900

TBTN 47902. Rdgs: Advanced Tibetan III. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 47901
SOUTH ASIAN LANGUAGES & CIVILIZATIONS - 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.

Instructor(s): M. Alam
Terms Offered: Autumn
Prerequisite(s): URDU 20300 or consent of instructor

URDU 30100. Third-Year Urdu I. 100 Units.
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.

Instructor(s): M. Alam
Terms Offered: Autumn
Prerequisite(s): URDU 20300 or consent of instructor

URDU 30200. Third-Year Urdu II. 100 Units.
No description available.
Instructor(s): M. Alam
Terms Offered: Winter
Prerequisite(s): URDU 30100 or consent of instructor

URDU 30300. Third-Year Urdu III. 100 Units.
No description available.
Instructor(s): M. Alam
Terms Offered: Spring
Prerequisite(s): URDU 30200 or consent of instructor

URDU 37100. Urdu in the 21st Century. 100 Units.
This course is intended to provide continued language teaching beyond the second-year course through reading and analysis of authentic contemporary materials. It differs from the regular third-year class/sequence in that it will focus on contemporary issues and texts (both print and electronic) rather than the literary canon. Readings will be selected by students and the instructor in consultation and will include a variety of genres and subject matter – to be determined by the fields of interest/research of the students enrolled.
Instructor(s): E. Bashir
Terms Offered: Autumn
Prerequisite(s): Second year Urdu sequence or its equivalent, and permission of the 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.
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.
Instructor(s): M. Alam
Prerequisite(s): URDU 30300 or consent of instructor

URDU 40200. Fourth-Year Urdu II. 100 Units.
No description available.
Instructor(s): M. Alam
Prerequisite(s): URDU 40100 or consent of instructor

URDU 40300. Fourth-Year Urdu III. 100 Units.
No description available.
Instructor(s): M. Alam
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. Rdgs: 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): M. Alam Terms Offered: Autumn
Prerequisite(s): URDU 40300
URDU 47901. Rdgs: Advanced Urdu II. 100 Units.
No description available.
Instructor(s): M. Alam Terms Offered: Winter
Prerequisite(s): URDU 47900

URDU 47902. Rdgs: Advanced Urdu III. 100 Units.
No description available.
Instructor(s): M. Alam Terms Offered: Spring
Prerequisite(s): URDU 47901
Department of the Visual Arts

Chair

- Jessica Stockholder, Professor

Professors

- Charles Cohen, Art History
- Theaster Gates
- Laura Letinsky, Cinema and Media Studies
- Jessica Stockholder

Associate Professors

- Matthew Jesse Jackson, Art History
- William Pope.L
- Jason Salavon, Computation Institute
- David Schutter
- Catherine Sullivan

Assistant Professors

- Carol Jackson, Harper Schmidt Fellow

Professor of Practice in the Arts

- Geof Oppenheimer

Lecturers

- Katherine Desjardins
- Amber Ginsburg
- Shane Huffman
- Scott Wolniak

Affiliates

- Seth Brodsky, Music
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 creating conversations that bridge between DoVA and other areas of study at the University of Chicago. Our faculty are diverse in their interests, committed teachers who are engaged in a lively and sustained dialogue within the department, and deeply engaged with their own work.

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 our 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 (http://dova.uchicago.edu/open-practice-committee) (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. We also offer workshops that focus on professional and pedagogical issues, both in DoVA and in the Career and Placement Services Office, to assist students in preparing for a career in the arts.

Each year, DoVA supports a faculty led trip to visit museums and galleries outside of Chicago; past trips have included New York City and Beijing. Future trips may visit Los Angeles, New York, or Delhi. Information about one of our recent trips to Beijing can be found here (http://www.uchicago.cn/2012/10/uchicago-mfa-students-tour-beijing-with-laura-letinsky-and-geof-oppenheimer).

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. 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 30410. Expanded Arts, 1958-1978. 100 Units.**
During the 1960s and 1970s, many artists challenged traditional media, transgressed disciplinary boundaries, and revolutionized the ways that art is produced, exhibited, and experienced. Through a mixture of overview and case studies, this seminar will focus on key international developments in this process, including Fluxus, Happenings, New Music, Performance, Expanded Cinema, “Structural” film, Experiments in Art and Technology, Land Art, artists’ books and publications, and more. Taught in coordination with three related exhibitions on view concurrently at the Smart Museum of Art, Neubauer Collegium for Culture and Society, and Special Collections Research Center.

Instructor(s): J. Proctor
Terms Offered: Winter
Equivalent Course(s): ARTH 34010, MAPH 34010, ARTV 20410, ARTH 24010

**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 class 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.

Instructor(s): T. Gunning, M. Downie, P. Kaiser
Terms Offered: Autumn
Equivalent Course(s): ARTV 20805, CMST 37805, 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: Spring
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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 21501

ARTV 31701. Conceptual Drawing. 100 Units.
When does a drawing become an object rather than a picture? How can a line leave the page and be made as an action in the world? Can a design tell a story? These questions and many others will guide course work, addressing the history of drawing, its contemporary condition as its potential for presenting personal ideas and innovative new forms. Art historical examples and non-art formats such as maps, instructional graphics and schematics will be introduced as models for weekly assignments and longer-term projects.
Instructor(s): S. Wolniak Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 21701

ARTV 31901. 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
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 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. Courses taught concurrently.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22000

ARTV 32202. Introduction to Painting II. 100 Units.
No description available.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22002
ARTV 32309. Building a House for a Kiln. 100 Units.
Building a House for a Kiln, taught in collaboration with David Woodhouse and Andy Tinucci of Woodhouse Tinucci Architects, is a hands-on building laboratory in which students will construct a student-designed structure adjacent to the Logan Center for the Arts. Students will have the opportunity to take up hammers and trowels to create a lasting sculpture that will house kilns for the university arts community. Building, the third in a design/build series, is an opportunity to work at an unusually ambitious scale and will create a work space that gives the arts community access to kilns. In this course students will be asked to construct elements of the structure, from walls to exterior claddings and interior cabinetry. Construction and material processes and techniques will be explored and taught, and the results will be physical. No prior building experience necessary.
Instructor(s): A. Ginsburg Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 22309

ARTV 32310. Building a House for a Kiln - 2. 100 Units.
Building a House for a Kiln, taught in collaboration with David Woodhouse and Andy Tinucci of Woodhouse Tinucci Architects, is a hands-on building laboratory in which students will construct a student-designed structure adjacent to the Logan Center for the Arts. Students will have the opportunity to take up hammers and trowels to create a lasting sculpture that will house kilns for the university arts community. Building, the third in a design/build series, is an opportunity to work at an unusually ambitious scale and will create a work space that gives the arts community access to kilns. In this course students will be asked to construct elements of the structure, from walls to exterior claddings and interior cabinetry. Construction and material processes and techniques will be explored and taught, and the results will be physical. No prior building experience necessary.
Instructor(s): A. Ginsburg Terms Offered: Spring
Equivalent Course(s): ARTV 22310

ARTV 32500. Digital Imaging. 100 Units.
This studio course introduces fundamental tools and concepts used in the production of computer-mediated artwork. Instruction includes a survey of standard digital imaging software and hardware (i.e., Photoshop, scanners, storage, printing, etc.), as well as exposure to more sophisticated methods. We also view and discuss the historical precedents and current practice of media art. Using input and output hardware, students complete conceptually driven projects emphasizing personal direction while gaining core digital knowledge.
Instructor(s): J. Salavon Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): CMST 28801,CMST 38801,ARTV 22500
ARTV 32502. Data and Algorithm in Art. 100 Units.
An introduction to the use of data sources and algorithmic methods in visual art, this course explores the aesthetic and theoretical possibilities of computational art-making. Focusing on the diverse and ever expanding global data-feed, we will craft custom software processes to create works investigating the visual transformation of information. Additionally, software programming may be deployed independently, without a connection to source material. While placing an emphasis on creating new work, we will also survey the history of this type of art practice.
Instructor(s): J. Salavon Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): No prior experience with programming is necessary.
Equivalent Course(s): ARTV 22502

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): ARTV 23801, CMST 28903

ARTV 33804. Experimental Animation. 100 Units.
Individually directed video shorts will be produced in this intensive studio course. Experimental and improvised approaches to stop-animation and motion picture art will combine digital production and post-production with analog and material methods of picture making. Early and experimental cinema, puppetry and contemporary low-tech animation strategies will be presented as formal and technical examples.
Instructor(s): S. Wolniak Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 23804

ARTV 33806. Video Workshop. 100 Units.
This production course is geared toward short video works and innovative approaches to digital moving-image art. Video Workshop will function as a continuation and expansion on the foundations of Video I, with emphasis on individually directed projects and experimentation. While some technical instruction and assistance will be offered, a basic understanding of digital cameras and editing software will be beneficial. Projects include several short video sketches and experiments, group exercises, and a larger-scale independent project. Weeks will be divided into screenings/discussion sessions and technical work periods.
Instructor(s): S. Wolniak Terms Offered: Spring
Prerequisite(s): PQ: ARTV 10300, ARTV 23801, or consent of instructor
Equivalent Course(s): ARTV 23806
ARTV 33904. Senior Creative Thesis Workshop. 100 Units.
This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.
Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.
Equivalent Course(s): CMST 23904, ARTV 23904

ARTV 33905. Creative Thesis Workshop. 100 Units.
This seminar will focus on how to craft a creative thesis in film or video. Works-in-progress will be screened each week, and technical and structural issues relating to the work will be explored. The workshop will also develop the written portion of the creative thesis. The class is limited to seniors from CMS and DOVA, and MAPH students working on a creative thesis.
Instructor(s): Judy Hoffman Terms Offered: Autumn, Winter
Prerequisite(s): CMST 23930; CMST 23931 or 27600; departmental approval of senior creative thesis project.
Equivalent Course(s): CMST 33905, ARTV 23905

ARTV 33930. Documentary Production I. 100 Units.
This class is intended to develop skills in documentary production so that students may apply for Documentary Production II. Documentary Production I focuses on the making of independent documentary video. Examples of various styles of documentary will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between fact and fiction will be explored. Pre-production methodologies, production, and post-production techniques will be taught. Students will be expected to develop an idea for a documentary video, crews will be formed, and each crew will produce a five-minute documentary. Students will also be expected to purchase an external hard drive.<br />
Instructor(s): J. Hoffman Terms Offered: Autumn
Note(s): Prior or concurrent enrollment in CMST 10100 recommended
Equivalent Course(s): ARTV 23930, CMST 33930, HMRT 25106, HMRT 35106

ARTV 33931. Documentary Production II. 100 Units.
This course focuses on the shaping and crafting of a nonfiction video. Students are expected to write a treatment detailing their project. Production techniques focus on the handheld camera versus tripod, interviewing and microphone placement, and lighting for the interview. Postproduction covers editing techniques and distribution strategies. Students then screen final projects in a public space.
Instructor(s): J. Hoffman Terms Offered: Winter
Prerequisite(s): CMST 23930/ARTV 23930
Equivalent Course(s): CMST 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): A. Clark, E. Hogeman
Terms Offered: Autumn,Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): CMST 27600, CMST 37600, ARTV 24000

ARTV 34112. **Advanced Problems in Sculpture. 100 Units.**
This course is open to all manifestations of sculptural practice broadly defined, including performance and film/video. A particular focus of the course will be considering issues of presence/the index, material histories, economic determination, and societal legibility. Readings on sculptural history from the 19th through the 21st century will be used to illuminate contemporary concerns and issues.
Instructor(s): G. Oppenheimer
Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200 or 10300 and ARTV 22200 or consent of instructor.
Equivalent Course(s): ARTV 24112

ARTV 34121. **Adopted Strategies. 100 Units.**
In this interdisciplinary course, students will investigate cultural codes and narratives of the past and present, and use them as templates for artmaking. Adopted models can originate from a range of histories, disciplines, and communities ranging from military tactics of the Mongols, restaurant work, homological algebra, joke telling, to a favorite film or film scene, etc. Independent selection and research of the chosen source(s), as well as individual and group critiques, will facilitate development of student's ideas to a completed project. Central topics will include theories of imitation, how power exerts itself through narrative, and the work of art's tendency to fold rather than transcend what might otherwise be perceived as linear, homogeneous time. Readings include Michael Taussig's "Mimesis and Alterity," Avital Ronell's "Stupidity," and Oswald Spengler's "Decline of the West." Sample artists: Pinar Yolacan, Yoshua Okon, Mickalene Thomas, Natalie Jeremijenko, and Lari Pittman, among others.
Instructor(s): C. Jackson
Terms Offered: Spring
Equivalent Course(s): ARTV 24121
ARTV 34131. Studio Writing. 100 Units.
This seminar will examine the writings of studio practitioners: artists, architects, and designers. It will also hone students’ own skills in writing about art and design practices. We will examine the role that writing plays in shaping our understanding of studio practices, and in practitioners’ understandings of themselves. We will explore different modes in which artists, architects, and designers write—exposition, criticism, fiction, and manifesto—and their uses. Students will be asked to produce their own examples in these modes, and these texts will form the basis of several writing workshops.
Instructor(s): S. Keller Terms Offered: Winter

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): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24201

ARTV 34266. Polemic Hut. 100 Units.
From Vitruvius to Le Corbusier, and from Thoreau’s cabin to prefab micro-houses, the architectural imaginary has been populated by idealized minimal dwellings. As an introductory architectural design studio, this course poses the problem of the “polemical hut” to ask how we live and build today. A range of projects and related readings will provide the context for students’ own designs. Basic techniques of architectural drawing and modeling will also be introduced.
Instructor(s): S. Keller Terms Offered: Winter
Equivalent Course(s): ARTH 24266, ARTH 34266, ARTV 24266

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): W. Pope.L Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24301, TAPS 28414
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): E. Hogeman Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000. Camera and light meter required.
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 24403

ARTV 34550. Shopcraft: Methods and Materials. 100 Units.
Designed as a complementary course to the DOVA sculpture sequence, Shopcraft explores the tools and techniques available to students in the wood shop. Topics covered include shop safety; the properties of woods; the planning and material selection process for sculpture, furniture, and other woodworking applications; the care and use of hand tools; and interpreting and creating scale drawings and conceptual plans. A series of small projects designed to challenge and expand students’ design, drafting, and woodworking skills are assigned. In addition, students are invited to incorporate projects from sculpture classes or their individual studio practice into the course.
Instructor(s): D. Wolf Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): TAPS 27900, ARTV 24550

ARTV 34703. Mixed-Media Drawing: From Object to Concept. 100 Units.
An object of your choice will serve as a departure point for this process-oriented studio course that takes you through a sequenced exploration of a variety of mixed media drawing materials, methods, and approaches: from observation to abstraction—to the purely conceptual. Readings, critical writing, and discussion are intended to reinforce fluidity between theory, your ideas, and your art practice. This course is augmented by an image bank and gallery visits.
Instructor(s): K. Desjardins Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Open to all levels of experience.
Equivalent Course(s): ARTV 24703
ARTV 34705. Drawing from Life, Culture, and Thought. 100 Units.
We will jump into the many ways that drawing can be generated; we will discover the purposes it might serve, and the different forms that it can take. We will explore various ways to generate line, and the relationship between thought and looking.
Instructor(s): J. Stockholder Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24705

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
Equivalent Course(s): ARTV 26214

ARTV 36216. Comedy Central. 100 Units.
Comedy is a serious subject and art is no laughing matter, but levity displays a type of intelligence that is both profound and nimble and must be met on its own terms. Toward that end, this interdisciplinary seminar will investigate: the various modes through which comedy infects contemporary art, questions of form in the art of comedy, performative objects, the object of comedic performance, and the seriousness of play. A number of guest speakers from various backgrounds will lecture, lead discussions, and projects. Assignments include weekly readings, performative actions, and two short writing assignments, one on a key thinker on the subject of the comedic, the other a creative writing assignment. A final project of your choice can be a traditional research paper (10–12 pages) or a creative project with your choice of medium. Readings include selections from Friedrich Schiller’s "Letters upon the Æsthetic Education of Man," Henri Bergson’s "Laughter," Sigmund Freud’s "Joke and Its Relation to the Unconscious," Lewis Hyde’s "Trickster Makes This World," David Robbin’s "Concrete Comedy," and others. Note this is not a studio class, and while we will conduct a number of exercises in class, participants are expected to be working on their individual projects outside of class throughout the term in consultation with the instructor via office hours. Prior experience working with video is useful. An exhibition from the seminar in the form of a YouTube channel will go live at the end of the seminar. Comedy Central is produced in collaboration with the Open Practice Committee.
Instructor(s): L. Berlant, Z. Cahill Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Field trips and screenings are required.
ARTV 36300. Introduction to Stage Design. 100 Units.
This course explores the application of the visual and aural arts to the varied forms of design for the stage (i.e., scenic, lighting, costume, sound). We pay particular attention to the development of a cogent and well-reasoned analysis of text and an articulate use of the elements of design through a set of guided practical projects.
Instructor(s): T. Burch Terms Offered: Autumn
Note(s): Lab fee required. This course is offered in alternate years.
Equivalent Course(s): ARTV 26000

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

ARTV 37000. Performance Art: Theory and History. 100 Units.
Performance-based artworks not only define several crucial chapters in the history of twentieth and twenty-first century art, they also consistently present the art historian with complex interpretive challenges. In this course, we will attempt to map differing theoretical approaches to the history of performance, while also analyzing performance's transformation into an object of art historical investigation. This seminar will concentrate on the history of performance art in Europe and North America.

Instructor(s): Matthew Jesse Jackson Terms Offered: Autumn
Equivalent Course(s): ARTH 48709

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: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300; and 22000 or 22002
Equivalent Course(s): ARTV 27200
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 38204. Political Documentary Film. 100 Units.
This course explores the political documentary film, its intersection with historical and cultural events, and its opposition to Hollywood and traditional media. We will examine various documentary modes of production, from films with a social message, to advocacy and activist film, to counter-media and agit-prop. We will also consider the relationship between the filmmaker, film subject and audience, and how political documentaries are disseminated and, most importantly, part of political struggle.
Instructor(s): J. Hoffman Terms Offered: Spring
Equivalent Course(s): ARTV 28204, CMST 38201, CMST 28201

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 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. var Units.
Only MFA students in the Department of Visual Arts may register for this class.
Terms Offered: Autumn, Winter, Spring

ARTV 40201. Topics in Contemporary Theory and Criticism. 100 Units.
This seminar focuses on key theories and theoretical debates in the critical discussion of contemporary art. Through close examinations of selected texts, exhibitions, and artworks, we will engage with a set of concepts and concerns that have shaped the discourse around cultural production in recent decades. Rather than presenting a comprehensive survey, the seminar will involve intensive investigation of certain key positions and debates and their relevance for thinking about artistic practice today.
Instructor(s): J. Proctor Terms Offered: Autumn
Equivalent Course(s): ARTH 30201, MAPH 40201, ARTV 20201, ARTH 20201
ARTV 44319. Writing Images/Picturing Words. 100 Units.
What is the relationship between reading and looking? To what extent are all
texts images, and all images texts? What are the cognitive, phenomenological,
social, and aesthetic consequences of foregrounding the pictorial aspect of
alphabetical characters? How do textual and visual images compare to our mental
visualizations? In this arts studio course, students will construct original works of
literary and visual art that "picture language" in order to investigate the overlapping
functions of text and image. Studying works by contemporary visual artists like
Alison Knowles and Jenny Holzer, and practicing poets such as Susan Howe
and Tan Lin, we will frame our artistic and literary practice within the ongoing
conversation between word and image in modern culture.
The course will feature
visits to our studio by contemporary poets and visual artists, who will provide
critiques of student work and discussion of their own ongoing projects.
Faculty
members working at the intersection of word and image will also visit the class
to help us frame our creative practice within a critical, historical, and theoretical
context. Students will submit a final project, which may be accompanied by a critical
background essay, at the end of the term.
Instructor(s): S. Reddy and J. Stockholder Terms Offered: Spring
Prerequisite(s): Consent of instructor required. Interested students, please email
faculty a paragraph about your background and interest in the material.
Equivalent Course(s): CDIN 44319, ENGL 44319, MAPH 44319
The Division of the Physical Sciences

Dean

• Edward W. (Rocky) Kolb

Deputy Dean

• Michael D. Hopkins

Dean of Students

• Miranda Swanson

The Division of the Physical Sciences includes the Departments of Astronomy & Astrophysics (http://astro.uchicago.edu), Chemistry (http://chemistry.uchicago.edu), Computer Science (http://www.cs.uchicago.edu), Geophysical Sciences (http://geosci.uchicago.edu), Mathematics (http://www.math.uchicago.edu), Physics (http://physics.uchicago.edu), and Statistics (http://www.stat.uchicago.edu). It also includes the Enrico Fermi Institute (http://efi.uchicago.edu), the James Franck Institute (http://jfi.uchicago.edu), and the (interdivisional) Institute for Biophysical Dynamics (http://ibd.uchicago.edu). Graduate degrees are awarded only by the departments 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. Almost all advanced students engaged in thesis research have research assistantships and receive stipends from the research sponsor’s contract or grant. Since teaching experience is a requirement for the Ph.D. degree in all departments, many students, usually in their first and second years of graduate study, serve as teaching assistants in undergraduate courses offered by their departments. Other forms of support include fellowships provided by the National Science Foundation, the U.S. Department of Education, and various private foundations. The University provides a limited number of special scholarships and fellowships for outstanding students from its own student aid funds and from privately endowed funds.

**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 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 (http://mspsd-psdsites.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.sites.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 (http://harrisschool.uchicago.edu/degrees/masters-degree/ms-env-sci-policy).

**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.
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:

1. 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.
2. 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. Teaching experience is available for students preparing for academic careers. For more information on the Ph.D. program, please see the listing Department of Computer Science.

The Masters Program in Computer Science (http://csmasters.uchicago.edu) (MPCS) 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 today’s careers in technology. The MPCS is specially well suited for students interested in careers in software engineering, data analytics, and high-performance computing.

The coursework in our program represents a realistic balance between CS foundational theory and applied technical courses. Core classes include Programming, Algorithms, Databases and Systems coursework. Electives include new and innovative courses to keep up with the fast-paced world of IT including courses in Software Engineering, Big Data, Data Analytics, Machine Learning, High Performance Computing, Mobile Application Development, Web Development and Cloud Computing.

What sets our program apart is our ability to tailor coursework to the career goals and backgrounds of our students. For students that do not have a background in math or programming, we offer math and programming prerequisite courses (http://csmasters.uchicago.edu/page/immersion-courses-prerequisites) to introduce students to computing and to the fundamental and introductory skills that are needed to successfully begin masters-level coursework. Students with more advanced backgrounds can begin in higher-level classes.

The MPCS offers two programs of study, the 9-Course MS in Computer Science (https://csmasters.uchicago.edu/page/9-course-ms-program) and the 12-Course MS in Computer Science Specialization Program (https://csmasters.uchicago.edu/page/12-course-ms-specialization-program) in Software Engineering, High Performance Computing and Data Analytics. The 9-course Masters in Computer
Science Program provides a balance between foundations in CS and the skills necessary for technology careers. The 12-course Masters in Computer Science Specialization Program is designed for students seeking further specialization that will build a strong professional skill set in a specific focused area. This program also offers the opportunity for an internship or research project at completion of coursework.

Full-time students are able to complete the program in 9 months and part-time students can complete the program in as few as 15 months. Our classes are held in the evenings at the Hyde Park campus.

For course offerings and descriptions, please see the program’s online course schedule (https://csmasters.uchicago.edu/page/2015-2016-course-schedule).

If a student has been inactive in the program for more than one year (4 academic quarters) without requesting and being approved for a leave of absence, the program reserves the right to terminate the student from the Masters Program in Computer Science. Readmission to the program will be at the discretion of the director and may require a new application. The maximum period between a student’s first enrollment in the program and the student’s graduation should not exceed 22 academic quarters.

Masters Program in Computer Science Courses

MPCS 50101. Concepts of Programming (Prerequisite Programming Course) 100 - 150 Units.
In this course students will get an introduction to the field of computer science by learning to program in Java. 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): TBA Terms Offered: Summer; Winter
Note(s): Open only to MPCS students
MPCS 50103. Math for Computer Science: Discrete Math (Prerequisite Math Course) 100 - 150 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.
Instructor(s): Geraldine Brady Terms Offered: 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 51026. Trading Systems Design. 100 Units.
This class teaches the theory and practice of how to design a trading system.
Since 1998, after the U.S. Securities and Exchange Commission authorized electronic exchanges, the financial world has been using computer science extensively. The High Frequency Trading became a main actor of the main exchanges across the world.

During this course, we will learn how to create a reliable high-frequency trading system.

Instructor(s): Sebastien Donadio Terms Offered: Summer
Prerequisite(s): Core Programming
Note(s): Non-MPCS students need to complete a course request form.
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.
Instructor(s): T. Andrew Binkowski Terms Offered: Winter
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.

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 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.
Instructor(s): Adam Gerber Terms Offered: Spring
Prerequisite(s): MPCS 51036 or equivalent experience programming in Java
Note(s): Non-MPCS students must receive approval from program prior to registering.
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.

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 be 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): Adam Gerber Terms Offered: Autumn, Spring
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.
MPCS 51037. Advanced Java Programming. 100 Units.
This is an advanced course designed for students with a good foundation in Java programming. Basic familiarity with C is also assumed. The course focuses on designing distributed, multithreaded applications with the Java platform. It is an application programming course. Emphasis is placed on applying technology rather than studying API design and implementation. Topics proceed (roughly) from "low-level" to high level network programming concepts: socket byte streams, object serialization, Remote Method Invocation, Java/CORBA (minimal), Web Services, and (briefly) Enterprise Java Beans. While any of these topics alone could form the basis for an entire course, the emphasis is on providing students with an adequate foundation for pursuing individual topics in greater depth. Along the same lines, a major focus of the course is to help students determine when to best apply a given Java technology in a real world, multi-tier application.
Instructor(s): Adam Gerber Terms Offered: Summer
Prerequisite(s): MPCS 51036 Java Programming or consent of instructor
Note(s): Non-MPCS students must receive approval from program prior to registering.

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): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.
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 Terms Offered: Winter
Prerequisite(s): MPCS 51036 or MPCS 51040 or MPCS 51100 or programming experience in any language with instructor’s consent
Note(s): Non-MPCS students must receive approval from program prior to registering.

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 Terms Offered: Spring
Prerequisite(s): MPCS 51044 or instructor’s consent
Note(s): Non-MPCS students must receive approval from program prior to registering.

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 Terms Offered: Spring
Prerequisite(s): Core programming requirement including 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.
MPCS 51081. Unix Systems Programming. 100 Units.
MPCS 51081 is a UNIX systems programming course (as opposed to an operating systems course) that explores various topics in systems programming on the Unix platform. This course is NOT a course in operating systems development. We will focus on the Unix C APIs around file I/O, processes and signals, pipes, and System V interprocess communication. In addition to the traditional systems programming topics, this course will also introduce students to a significant level of detail in the use of Sun RPC (Remote Procedure Calls) and multithreaded programming, including operating system support and models (1-1, many-1, many-many). Students will be exposed to the numerous issues involved in safe and efficient multithreading strategies using the POSIX pThreads API as implemented by Linux's clone() and Solaris threads. Multithreading architectures will be discussed as well as advanced issues such as mutexes, semaphores, race conditions, deadlocks, etc. Berkeley socket programming will be covered in detail, as well as the creation and use of shared libraries. Various tools used in developing software in C on Unix will be covered, including gcc, gdb, ddd, gprof, cvs, etc. Because this is a programming course, students will be expected to know the C programming language upon course entry. There will be a C programming qualifying test taken during the first week of class for all students.

Instructor(s): Mark Shacklette Terms Offered: Winter
Prerequisite(s): MPCS 51040 C Programming and Unix Bootcamp
Note(s): Non-MPCS students must receive approval from program prior to registering.

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: Summer,Spring
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.
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 it 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 C Programming
Note(s): Non-MPCS students must receive approval from program prior to registering.

MPCS 51100. Advanced Programming. 100 Units.
Advanced Programming fulfils 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.
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 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.

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.
Instructor(s): Benjamin Johnson Terms Offered: Spring
Prerequisite(s): Core Programming Requirement (MPCS 51036, 51040 or 51100)

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.
Instructor(s): Sebastien Donadio Terms Offered: TBD
Prerequisite(s): Core Programming Course (MPCS 51036, 51040 or 51100)
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.
Instructor(s): Martha Billingsley, Dries Kimpe Terms Offered: Autumn,Winter
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.

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).
Instructor(s): Anthony Nicholson Terms Offered: Spring
Prerequisite(s): MPCS 51040 or MPCS 51044 or instructor’s consent
Note(s): Non-MPCS students must receive approval from program prior to registering.
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
Instructor(s): Sebastien Donadio Terms Offered: Spring
Prerequisite(s): Core Programming Requirement (MPCS 51036, 51040 or 51100)

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
Instructor(s): Jeffrey L Cohen Terms Offered: Summer, Spring
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.

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.
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 will gain significant experience with writing and reading SQL queries throughout the course in the detailed discussions in class, online homework, and the real-world individual project.

Instructor(s): Zachary Freeman
Terms Offered: Autumn, Spring
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.

MPCS 53003. Advanced Databases. 100 Units.

The objective of this course will be to (i) expand the knowledge by covering new topics that represent the state-of-the-art in database management systems and distributed systems, and (ii) to build upon foundations developed in MPCS 53001 - Databases by covering topics in greater depth.

Instructor(s): Tanu Malik
Terms Offered: Summer, Winter
Prerequisite(s): MPCS 53001 or Instructor’s consent
Note(s): Non-MPCS students must receive approval from program prior to registering.
**MPCS 53013. Big Data. 100 Units.**
In this course, we will cover both the theory and practice of Big Data. To support practical experience with genuinely big data, we have arranged that all students will receive a substantial credit on the Google Cloud Platform courtesy of generous support from Google. To develop a sound understanding of the theory of Big Data, we will use Marz and Warren's Big Data textbook providing a conceptual architecture for Big Data systems. We will also cover important additional topics that invariably arise in real world applications of Big Data, such as like cleaning scraped data meant for human consumption to meet the needs Big Data systems. Students are required to bring a laptop to class every week.

Instructor(s): Michael Spertus
Terms Offered: Autumn
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.

**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, conditionals, 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.
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, naïve Bayes, boosting, random forests, and artificial 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 implementing algorithms and analyzing data.
Instructor(s): Amitabh Chaudhry Terms Offered: Spring
Prerequisite(s): B+ or above is required in each of the following classes: Core Programming requirement, MPCS 55001 Algorithms, MPCS 53110 Foundations of Computational Data Analysis. If you are concurrently taking Algorithms with Machine Learning, a B+ or higher in MPCS 50103 Math for Computer Science: Discrete Math is required. Programming in Python is necessary for the class. The following topics are required: use of lists, dictionaries, conditionals, classes, and file i/o. Students must have attended the Python workshop, have previous familiarity with these topics or be willing to teach themselves. Knowledge of this material will be expected.

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 Chaudhry
MPCS 53113. Natural Language Processing. 100 Units.
Can we predict how people will vote based on their twitter conversations? Can we identify 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 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.

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 we will focus on probabilistic and machine learning mechanisms that learn ambiguity resolution by training on large amounts of text corpora. These include sequence models such as Markov models, hidden Markov models, and conditional random fields. They also include classification and clustering techniques, such as logistic regression, naive Bayes, support vector machines, Gaussian mixture models, and EM clustering.

All through the course we will both im
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): Non-MPCS students need to complete a course request form.

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): Anthony Nicholson Terms Offered: Winter
Prerequisite(s): MPCS 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.
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 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.
Instructor(s): Geradline Brady Terms Offered: Autumn,Spring
Prerequisite(s): MPCS 50101 and MPCS 50103
Note(s): Non-MPCS student must receive approval from program prior to registering.
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: Autumn
Prerequisite(s): MPCS 53001 and Core Programming requirements. 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 Could Platform which supports Python, Java, PHP and Go.
Note(s): Non-MPCS students must receive approval from program prior to registering.
MPCS 56513. Digital Forensics. 100 Units.
In this course we will cover processes for investigations and evidence handling, types of evidence available, tools used in forensic investigations, recovery and preservation of data, and other forensic processes used in system incident response. We will use hands-on approaches with a number of tools and document results. Digital Forensics is a field of technology encompassing the investigation of digital devices as a part of incident response or data recovery. Forensic processes are used to recover evidence, determine the nature of an incident, puzzle together how the incident occurred and prepare evidence for potential court examination. In the Internet world of constant attacks, forensics have become an integral part of an incident response capability - to determine the nature of the attack, prepare evidence for further prosecution, if possible and to prevent future attacks. In this course we will cover processes for investigations and evidence handling, types of evidence available, tools used in forensic investigations, recovery and preservation of data, and other forensic processes used in system incident response. We will use hands-on approaches with a number of tools and document results. MPCS 52011 - Introduction to Computer Systems meets this prerequisite. Other core Systems courses may be used to meet this prerequisite with instructor's consent.
Instructor(s): Arlene Yetnikoff Terms Offered: Summer
Prerequisite(s): Good understanding of computer systems and architectures.
Note(s): Non-MPCS student must receive approval from program prior to registering.

MPCS 56515. Computer and Network Security. 100 Units.
The objective of this course is to provide a basic understanding of Information Technology security - and to build an understanding of the elements that should be in place for an IT environment to achieve an adequate security level. We will begin with a general overview of IT security and introduce a framework for addressing security needs across an enterprise. Major security objectives and technical mechanisms for attaining these objectives will be discussed, including cryptography, authentication systems, Public Key Infrastructure, and platform and network security mechanisms. This course will give an overview of the technical details involved in the platform and network levels of security, including hands-on usage of current tools used in the field. We will look at common TCP/IP applications and discuss their security vulnerabilities. The course material will be presented in a framework of understanding overall risks and how to address them. There will be a great deal of reading in this course. Students should have the ability to read and write in clear prose. Students in this course will be writing an in-depth paper or a project and should have the ability to write a substantial paper.
Instructor(s): Arlene Yetnikoff Terms Offered: Autumn
Prerequisite(s): Students in this course will use the Unix operating system as a basis of learning host security mechanisms and should have a basic familiarity with Unix as a prerequisite. Students should also be familiar with TCP/IP networks. Students will be installing, configuring and running security tools obtained from the Internet as a part of their classwork.
Note(s): Non-MPCS students must receive approval from program prior to registering.
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) 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. A familiarity with or strong interest in basic concepts of calculus and linear algebra will be helpful.
Instructor(s): Andrew Siegel Terms Offered: Spring
Prerequisite(s): Immersion Math
Note(s): Non-MPCS students must receive approval from program prior to registering.

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.
Instructor(s): Andrew Siegel Terms Offered: Summer
Prerequisite(s): MPCS 50101 or programming waiver; MPCS 50103 or math waiver recommended Languages: Required: familiarity with C/C++, Python, or Java (other language options are acceptable, but consult instructor first). Recommended: C and Python.
MASTER OF SCIENCE PROGRAM IN FINANCIAL MATHEMATICS

The Department of Mathematics (http://www.math.uchicago.edu/graduate) 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.

Faculty members and financial industry professionals work jointly to create a curriculum with relevancy to the field. Professors use a pedagogical approach emphasizing the use of computer simulations to illustrate the material. Through this approach, professors cover more material and students develop a thorough understanding of theory application while navigating the Program.

Professionals from the financial industry instruct a significant number of classes in the Program using 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.

The Program consists of four components: Mathematics (spans three quarters), Probability Theory (spans two quarters), Economics (spans one quarter), and Financial Applications and Simulations (spans three quarters). In addition to these four components, students may be required to complete a Computing for Finance sequence and Introduction to Finance and Markets course if unable to pass the Computing for Finance and Introduction to Finance and Markets placement exams. Courses in each of the four components meet for three hours per week for a total of nine hours of instruction per week. Students that do not pass the placement exams can expect to take at least 12 hours of instruction each week.

Full-time students following the five-quarter track complete the Financial Mathematics curriculum in five quarters, or 15 months. Students who qualify for a waiver of the Computing for Finance sequence and the Introduction to Finance and Markets requirement, as determined by mandatory placement exams, may opt to complete the Program in three quarters, or nine months. Students on the three-quarter track follow a more constrained curriculum with limited options for elective courses and must be enrolled full-time. 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 to four hours on weekday evenings.

Various software packages are licensed to the Program and will be provided free of charge including Symantec Endpoint Protection, Microsoft Office Professional, Microsoft Visual Studio, Mathematic, SPLUS, SPSS, Stata, NVivo, and Thinkcell.

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 basic computer programming skills including C++ 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 required courses can be found below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINM 32000</td>
<td>Numerical Methods</td>
<td>100</td>
</tr>
<tr>
<td>FINM 33000</td>
<td>Mathematical Foundations of Option Pricing</td>
<td>100</td>
</tr>
<tr>
<td>FINM 33150</td>
<td>Regression Analysis &amp; Quantitative Trading Strategies</td>
<td>100</td>
</tr>
<tr>
<td>FINM 33400</td>
<td>Statistical Risk Management</td>
<td>100</td>
</tr>
<tr>
<td>FINM 33601</td>
<td>Fixed Income Derivatives</td>
<td>100</td>
</tr>
<tr>
<td>FINM 34500</td>
<td>Stochastic Calculus</td>
<td>100</td>
</tr>
<tr>
<td>FINM 36700</td>
<td>Portfolio Theory and Risk Management I</td>
<td>050</td>
</tr>
<tr>
<td>FINM 36702</td>
<td>Portfolio Theory and Risk Management II</td>
<td>050</td>
</tr>
<tr>
<td>FINM 37300</td>
<td>Foreign Exchange/Fixed Income Derivatives</td>
<td>050</td>
</tr>
<tr>
<td>FINM 37700</td>
<td>Introduction to Finance and Markets</td>
<td>050</td>
</tr>
</tbody>
</table>

**MATHEMATICS - FINANCIAL MATHEMATICS COURSES**

**FINM 32000. Numerical Methods. 100 Units.**
Implementing the theory introduced in <em>Mathematical Foundations of Option Pricing</em> (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. <em>Program requirement.</em>

Instructor(s): R. Lee Terms Offered: Winter
FINM 32200. Computing for Finance I. 100 Units.
As the first course in a three-part series, no previous programming knowledge is assumed. In Computing for Finance I, we will introduce the syntax and semantics of C++ and basics of OO programming. As part of the course work, students will develop an OO option pricer using the Monte Carlo technique. Classes are taught using a combination of lectures and in class hands-on lab sessions.
This course is a program requirement if a student does not pass the computing programming placement exam. The course is an elective if a student passes the exam and chooses to take the course.
Instructor(s): C. Liyanaarachchi
Terms Offered: Autumn

FINM 32300. Computing for Finance II. 100 Units.
We will discuss new programming techniques, including more OO features and Templates in C++. We will also examine the use of the Standard Library in C++. Students will extend the option pricer to use Tree methods. Classes are taught using a combination of lectures and in class hands-on lab sessions.
This course is a program requirement if a student does not pass the computing programming placement exam. The course is an elective if a student passes the exam and chooses to take the course.
Instructor(s): C. Liyanaarachchi
Terms Offered: Winter

FINM 32400. Computing for Finance III. 100 Units.
We will discuss topics relevant to implementing a basic electronic trading system using programming techniques covered in Part 1 and Part 2 of this course series. Topics discussed include the implementation of a trading algorithm, handling the connectivity to an exchange/brokerage house and issues related to performance. Different design choices and tradeoffs between those different choices; concurrent and parallel programming will be discussed within the context of this project. Classes are taught using a combination of lectures and in class hands-on lab sessions.
This course is a program requirement if a student does not pass the computing programming placement exam. The course is an elective if a student passes the exam and chooses to take the course.
Instructor(s): C. Liyanaarachchi
Terms Offered: Spring

FINM 32500. Computing for Finance in Python. 100 Units.
In Computing for Finance in Python, students will learn how to use Python to develop quantitative models in financial math. The course takes students through both the basics of good implementation in Python as well as more advanced topics, all with a focus on best-practices.
Terms Offered: Autumn
Note(s): Counts toward 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 OO option pricer using the Monte Carlo technique. Classes are taught using a combination of lectures and in class hands-on lab sessions.
Terms Offered: Winter
FINM 32700. Advanced Computing for Finance. 100 Units.
We will discuss topics relevant to implementing a basic electronic trading system using programming techniques taught in C. Topics will include the implementation of a trading algorithm, handling the connectivity to an exchange/brokerage house and issues related to performance. Different design choices and tradeoffs between those different choices; concurrent and parallel programming will be discussed within the context of this project. Classes are taught using a combination of lectures and in class hands-on lab sessions.
Terms Offered: Spring

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. <em>Program requirement.</em>
Instructor(s): R. Lee Terms Offered: Autumn

FINM 33150. Regression Analysis & Quantitative Trading Strategies. 100 Units.
The course covers Linear and Non-linear Regression methods for estimating parameters of models. We will cover topics like Method of Moments, Generalized Linear Regression, Gauss-Newton Regression, Instruments, Generalized method of Moments. These methods will be used to develop factor models for securities returns. <em>Program requirement.</em>
Instructor(s): B. Boonstra Terms Offered: Spring

FINM 33170. Statistics of High-Frequency Financial 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.
Instructor(s): P. Mykland Terms Offered: Winter
Prerequisite(s): STAT 39000/FINM 34500 (may be taken concurrently), also some statistics/econometrics background as in STAT 24400–24500, or FINM 33150 and FINM 33400, or equivalent, or consent of instructor.
Note(s): Not offered in 2016-17
Equivalent Course(s): STAT 33970
FINM 33180. Data Analysis for Finance and Statistics. 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. <em>Program elective.</em>
Instructor(s): L. Lim Terms Offered: Autumn
Equivalent Course(s): STAT 32940

FINM 33400. Statistical Risk Management. 100 Units.
The course starts at a rather introductory level, but the progress is swift. It covers a brief survey of basic probability theory, and provides an introduction to some useful statistical distributions, both univariate and multivariate. A discussion of copulas and various correlation measures. Risk measures and ideas behind a reasonable risk measure. A few elements from Monte Carlo simulation. Statistical estimation, the maximum likelihood method and nonparametric methods. Asymptotic properties of estimators. Goodness of fit tests and model selection. Extreme value theory. <em>Program requirement.</em>
Instructor(s): J. Paulsen Terms Offered: Autumn

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. <em>Program requirement.</em>
Instructor(s): Y. Balasanov, L. Doloc, J. Greco Terms Offered: Spring
Note(s): FINM 33601, a 100 unit course is new for 2014/2015. FINM 33603 and FINM 33604 were offered previously as 50 unit courses.
FINM 33603. Fixed Income Derivatives I. 0.50 Units.
This is part one of a two-part course on Fixed Income Derivatives. The topics will 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, covered in the second part of the course. *This is a 5-week course taught in the second-half of the quarter.*
Instructor(s): Y. Balasanov, L. Doloc, J. Greco
Terms Offered: Autumn

FINM 34500. Stochastic Calculus. 1.00 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 35000. Topics in Economics. 1.00 Units.
This course explores the economics of asset pricing. Going beyond no-arbitrage valuation, students learn how asset prices can be linked to economic fundamentals. As the recent recession and financial crisis show, there are important links between financial markets and the real economy. This course gives students a systematic way for understanding these links. Several important areas and puzzles of financial economics are presented. Topics in equity pricing include return-predictability, excess volatility, and factor-models. In fixed income, the course covers the empirical evidence of the term structure and how it compares to the Expectations Hypothesis, as well as how these facts fit with classes of common term-structures models. In international finance, the course covers the carry trade, the home-equity bias, and the currency trilemma. *Program elective.*
Instructor(s): M. Hendricks
Terms Offered: Autumn
FINM 35910. Applied Algorithmic Trading. 050 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. <em>Program elective.</em>
Instructor(s): C. Gersch, B. Jorge Terms Offered: Autumn
Prerequisite(s): FINM 32400, FINM 33150, or consent of instructors

FINM 36000. Project Lab. 050 Units.
Program elective.
Instructor(s): R. Lee Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of instructor.

FINM 36001. Project Lab 2. 000 Units.
<em>Program elective.</em>
Instructor(s): R. Lee Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): FINM 36000 and consent of instructor.

FINM 36700. Portfolio Theory and Risk Management I. 050 Units.
The course introduces investment analysis, allocation, risk control. The course begins with classic topics such as mean-variance analysis, priced and un-priced risk, hedging, and the efficient frontier of investment opportunities. Factor models are used to understand the relation between risk and expected return. Examples covered in the course include the CAPM, Black-Litterman, and principal component factors. Finally, the course discusses modern risk control, including risks from interest-rates, liquidity, and credit. Value-at-risk, and expected shortfall are discussed. <em>Program requirement.</em>
Instructor(s): M. Hendricks Terms Offered: Winter
Note(s): This is a week-week course taught in the first-half of the quarter.

FINM 36702. Portfolio Theory and Risk Management II. 050 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. <em>Program requirement.</em>
Instructor(s): J. Frye Terms Offered: Winter
Prerequisite(s): FINM 36700 Portfolio Theory and Risk Management I
Note(s): This is a five-week course taught in the second-half of the quarter.
**FINM 37300. Foreign Exchange/Fixed Income Derivatives. 050 Units.**
This course will examine international currency markets, financial products, applications of quantitative models and FX risk management with an emphasis on the derivative products and quantitative methods in common use today. Topics will include a) the behavior of FX rates: exchange rate regimes, international monetary systems, FX modeling and forecasting, b) FX markets and products: spot, forward, futures, deposits, cross-currency swaps, non-deliverable contracts, FX options, exotic options, hybrid products and structured notes, and c) Risk management: from the trading book, trading institution, global asset manager and multinational corporation perspectives. **Program requirement.**
Instructor(s): A. Capozzoli Terms Offered: Spring
Note(s): This is a five-week course taught in the first-half of the quarter.

**FINM 37601. Mathematical Market Microstructure: An Optimization Approach. 100 Units.**
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 37602. Mathematical Market Microstructure w/o Rationality Assumptions. 100 Units.
Just like the view on micro world made us rethink our theories about the laws of physics previously based on macro world experience, algorithmic trading at extremely low latency exposes us to new phenomena and demands new mathematical models for their analysis. Objectives of this course are: introducing students to some models that have become important for analysis of market microstructure in recent years and show how they can be applied to low latency trading and risk management. We start with a review of the main features of the market behavior at ultra-low latency, explain why we prefer to look at the market events with “frog’s eye” and concentrate on mathematical models consistent with Principle of Ma. During the course we study stochastic processes that describe market behavior at the microstructure level. Among them are Poisson, Cox, Ammeter, Hawkes and other processes. Students will learn how simulate each of the processes, fit it to market data and interpret the results. We will relate these processes to common approaches to modeling market price formation and limit order book behavior. Demonstrations and applications will be implemented in R. Students will work with some real market data examples. Classes consist of lecture part and in-class workshop. Students are required to come with their laptop computers with installed R. Some background in probability theory, statistical methods and statistical data analysis with R is recommended.
Instructor(s): Y. Balasanov Terms Offered: Autumn
Note(s): This is a five-week course taught in the second half of the quarter.

FINM 37700. Introduction to Finance and Markets. 050 Units.
This course is an introduction to the basics of finance and financial markets. It assumes minimal finance/markets background with the option for experienced students to test out during a placement exam in the first week. Topics include: financial systems, financial returns, capital markets, and financial management. Program requirement.
Instructor(s): P. Hirschboeck Terms Offered: Autumn
Note(s): This is a five-week course taught in the first half of the quarter.
FINM 37701. Case Studies of Implementations in Computational 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 the Computing course sequence, or to have passed the placement exam of the Computing course sequence. 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. Program elective.
Instructor(s): C. Doloc Terms Offered: Autumn
Prerequisite(s): Computing for Finance course sequence or exam

FINM 38000. Financial Mathematics Practicum. 050 Units.
Program elective.
Terms Offered: Summer, Spring

FINM 39000. Regulatory & Compliance Requirements for Financial Institution. 050 Units.
Regulatory and Compliance Requirements for Financial Institutions. The course introduces students to the key regulatory and compliance requirements for bank and non-bank financial institutions under the Dodd-Frank Act. Students first learn the basics of the regulatory framework governing the U.S. capital markets and financial institutions, and are given an overview of the financial crisis of 2008-09 that led to the Dodd-Frank legislation. Next, we examine the primary areas under the Act that a risk-management system must address. Topics include: a) regulation of systemic risk, including stress testing of large depository and systemically important non-depository institutions, b) Basel III’s capital adequacy requirements issued by the Federal Reserve Board for such institutions and the SEC’s net capital rules for broker-dealers, and c) the regulation of the derivatives market and counterparty risk. The course covers the Act’s basic modeling requirements relating to these regulations. Students learn the primary components of a financial institution compliance program pertaining to corporate governance, supervision, internal controls, management of conflicts of interest, and gain an understanding of a risk management system optimally designed to achieve compliance with the Dodd-Frank Act. Case studies illustrate both compliance breakdowns and best practices. Program elective.
Instructor(s): A. Dill Terms Offered: Autumn
MASTER OF SCIENCE PROGRAM IN THE PHYSICAL SCIENCES

DIRECTOR
• James E. Pilcher

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. 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 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), Physics (http://physics.uchicago.edu), and to take supplemental coursework in Computer Science (http://www.cs.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 James E. Pilcher, Professor Emeritus in the Department of Physics, Enrico Fermi Institute, and the College.

COURSES AND MASTER’S PROJECT

MS-PSD students are required to complete nine courses, including a master’s thesis project. Students choose from quarterly course offerings (http://timeschedules.uchicago.edu) 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 Associate Dean of Students in the Physical Sciences Division with questions about the program and/or the application process:

Emily Easton
773-702-9708
eweaston@uchicago.edu
DEPARTMENT OF ASTRONOMY AND ASTROPHYSICS

Chair

- Angela V. Olinto

Professors

- John E. Carlstrom
- Fausto Cattaneo
- Scott Dodelson
- Wendy Freedman
- Joshua A. Frieman
- Nickolay Y. Gnedin
- Doyal A. Harper, Jr.
- Craig J. Hogan
- Wayne Hu
- Stephen M. Kent
- Alexei M. Khokhlov
- Edward W. Kolb
- Arieh Königl
- Andrey V. Kravtsov
- Richard G. Kron
- Stephan S. Meyer
- Angela V. Olinto
- Paolo Privitera
- Robert Rosner
- Michael S. Turner

Associate Professors

- Hsiao-Wen Chen
- Michael D. Gladders
- Daniel Holz
- Dan Hooper
Assistant Professors

- Jacob L. Bean
- Bradford A. Benson
- Damiano Caprioli
- Clarence L. Chang
- Daniel Fabrycky
- Leslie Rogers
- Erik Shirokoff

Emeritus Faculty

- James W. Cronin
- Kyle M. Cudworth
- Roger H. Hildebrand
- Lewis M. Hobbs
- Edward J. Kibblewhite
- Donald Q. Lamb, Jr.
- Richard H. Miller
- Takeshi Oka
- Patrick E. Palmer
- Eugene N. Parker
- Noel M. Swerdlow
- James W. Truran, Jr.
- Peter O. Vandervoort
- Donald G. York

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 space telescopes (Hubble, Kepler, Chandra, Fermi, and others) and are actively developing new space missions and
observational programs for EUSO, JWST, TESS, and SOFIA. 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 early in the next decade.

ADMISSION

Students seeking admission for graduate study leading to Ph.D. degree in Astronomy and Astrophysics typically enter with an undergraduate degree in Physics or another Physical Science. The following materials should be submitted using the Online Application (https://apply-psd.uchicago.edu/apply) system.

- 3 letters of recommendation
- A personal statement
- GRE and Physics GREs
- TOEFL for International Students
- Application fee (Application Fee Waiver (https://physical-sciences.uchicago.edu/page/application-information/#Application%20Fee%20Waiver))

THE DEGREE OF DOCTOR OF PHILOSOPHY

During the first and second academic years, students complete six Core courses in addition to electives. The Core courses are ASTR 30100, ASTR 30300, ASTR 30400, ASTR 31100, and ASTR 30600. Additionally, students are expected to complete pre-candidacy research projects that will be presented as part of their candidacy exams.

Year 1: Students take one Core course, ASTR 49900, and 1-2 electives per quarter. Students who actively begin research with a faculty member will enroll in ASTR 37100 as one of their electives. It is expected that students will be ready to enroll in ASTR 37100 no later than the summer following their first-year. First-year students also serve as teaching assistants in the undergraduate Physical Sciences courses for at least two quarters.

Year 2: Students take one Core course, ASTR 49900, and 1-2 electives per quarter, one of which is expected to be ASTR 37100.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 30100</td>
<td>Stars</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 30300</td>
<td>Interstellar Matter</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 30400</td>
<td>Galaxies</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 31000</td>
<td>Cosmology I</td>
<td>100</td>
</tr>
</tbody>
</table>
A selected list of course descriptions can be seen here (p. 617).

**Placing out of Core Graduate Courses**

Entering graduate students are required to take six Core courses. An entering student may place out of one or more of these courses by demonstrating that s/he has taken a similar level course at a previous institution and by passing the Core course exam. In place of the waived Core course, the student enrolls in a graduate-level elective course.

**Candidacy**

Second-year students take the first part of the candidacy exam in the Autumn Quarter, and the second part in the Spring Quarter. Advancement to candidacy is made when a student has successfully passed the candidacy exams. After candidacy is established, students enroll in ASTR 49400 and may also take electives of advanced coursework. Students who advance to candidacy must arrange a first meeting of their committee as soon as it is appointed. Thereafter, at minimum, the candidate should meet with the committee once per year.

**Departmental Talks and Events**

First-year students are required to attend a regular program of Faculty Research Seminars (FRS) to acquaint themselves with the broad range of faculty research in the department. Attendance at the weekly Astronomy Colloquia is required of all graduate students. There are also numerous informal talks and events presenting current topics and emerging research that bring together students, faculty, scientists and post-docs as an intellectual community. Students may present their own work in-progress at some of these events.

**Advising/Mentoring**

The Assistant Chair for Academic Affairs is the *de facto* advisor to incoming graduate students; however, students are encouraged to seek out potential research supervisors or mentors as early as possible in their program. It is in the student’s interest to become widely acquainted with the faculty before the point of choosing a Thesis Advisor and potential committee members. This can be accomplished through formal and informal mechanisms, such as meeting with faculty outside of class and engaging with them at departmental talks and events. Once a student
and faculty member agree to the Thesis Advisor relationship, they may recommend committee members to the Assistant Chair for Academic Affairs for appointment to the Thesis Committee. The committee is to be established no later than the Spring Quarter of the third year.

**Dissertation Requirements**

The Ph.D. thesis consists of a paper that must be submitted to a research journal of high quality and must be judged by the full Thesis Committee to be suitable for publication in such a journal. In the case of a *single-author paper*, the thesis is the manuscript submitted for publication, plus any supplementary appendices augmenting the presentation that might not be appropriate in a published paper. In the case of a *multiple-author paper* or papers (which also must fulfill the requirement of submission for publication), the thesis must be an extended version, written solely by the student and describing in detail his or her contributions to the published work. In both cases, the student's Thesis Committee should approve the planned work at least three quarters before the Final Examination. Both types of theses (single-author paper or extended single-author version of the multiple-author paper) must be submitted in the required University-standard format. Information on formatting requirements and deadlines are available from The University of Chicago Dissertation Office (http://www.lib.uchicago.edu/e/phd).

**Final Examination**

The Final Examination, or oral defense, marks the candidate's professional entry into scholarship. The thesis forms the basis of the examination. It is a public event at which the candidate will present his or her research to the Thesis Committee, engage in dialogue and debate with the committee, and receive constructive criticism from the committee. A draft copy of the thesis must be submitted to the full Thesis Committee for review two weeks before the Final Examination. After the thesis is approved, the Thesis Advisor will notify the student that it may be submitted to the Dissertation Office. During the first week of the quarter in which a student anticipates the Final Examination, s/he obtains permission to apply for graduation from the administrator in the Department of Astronomy and Astrophysics.

**Contacts**

For general information about application procedures, please contact the Student Affairs Administrator, Laticia Rebeles, at 773-702-9808. Additional information is available on the Department of Astronomy and Astrophysics (http://astro.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.
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.
Terms Offered: Winter
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.
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.
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.
Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 31100. High Energy Astrophysics. 100 Units.
For a course description, please contact the Astronomy and Astrophysics Department.
Terms Offered: Winter
Prerequisite(s): Open to advanced undergraduates by consent of instructor.
ASTR 31300. Extragalactic Studies. 100 Units.
When, where, and how stars formed in galaxies is central to understanding many other aspects of large stellar systems: baryons streaming into dark-matter haloes, large-scale outflows, patterns in chemical abundances, and how all these processes have changed with time. This class will look at what is known empirically about star formation in nearby galaxies across a wide range of conditions, identifying those that are most significant for building up the mass in stars and most significant energetically for the local interstellar medium. The range of conditions includes strong dynamical interactions on large scales, and high-density regions and regions exposed to intense radiation on small scales. Our approach will study prototype galaxies from relevant classes (e.g. starburst, ultra-luminous infrared emitters, ultraviolet-luminous, etc.), exploring what is known about the recent history of star formation in these systems from multi-wavelength data.
Terms Offered: TBD
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 31500. Dynamics of Fluids. 100 Units.
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 31600. Dynamics Particles. 100 Units.
Dynamics of collision-less plasmas and stellar systems. Stochastic processes and kinetic equations. Dynamics of galaxies and star clusters. Astrophysical plasmas.
Terms Offered: TBD
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 32000. Relativistic Astrophysics. 100 Units.
Special and General relativity and the experimental tests, with applications to astrophysical problems such as super-massive stars, black holes, relativistic star clusters, and gravitational radiation.
Terms Offered: TBD
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 32100. Cosmology II. 100 Units.
Study of physical cosmology with emphasis on the standard big-bang model and its observational and experimental tests.
Terms Offered: Spring. This course is offered in response to student demand.
Prerequisite(s): Open to advanced undergraduates who have taken Cosmology I by consent of instructor.

ASTR 33000. Computational Physics and Astrophysics. 100 Units.
Basic computational methods useful for astrophysics, supplemented by specific examples drawn primarily from astrophysics. Starting with basics (e.g., precision, errors and error analysis) and basic computational methods (differentiation, integration/quadrature, Monte Carlo, numerical linear algebra), and then discussing solution of problems posed in terms of ordinary and partial differential equations.
Prerequisite(s): Open to advanced undergraduates by consent of instructor.
ASTR 34000. Statistical Methods in Astrophysics. 100 Units.
An exploration of the variety of statistical methods used in modern astrophysics. We discuss the frequentist (hypothesis tests, confidence intervals) and Bayesian (explicit priors, model-choosing, parameter estimation) approaches. Other topics include: Markov Chain Monte Carlo and other computational statistics; multi-dimensional likelihood space; Fischer information matrices; time series analysis. Assignments draw from examples in the astronomical literature.
Terms Offered: TBD
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 35800. Current Topics in Astrophysics. 100 Units.
Gravitational microlensing is a brightening phenomenon that occurs when a foreground mass passes between a stellar source and an observer. It has been used to discern the nature of dark matter, examine stellar atmospheres in the inner parts of the Galaxy, and discover Earth-mass and gas-giant planets. Ongoing surveys are discovering over a thousand events per year, and the scientific community is preparing for a flagship NASA mission called WFIRST. Students will derive the properties of the signals and study the scientific implications of the results.
Instructor(s): D. Fabrycky
Terms Offered: Spring
Prerequisite(s): ASTR 24100 and 24200, or consent of instructor.
Note(s): Recommended for third- and fourth-year students majoring in Physics or the Geophysical Sciences, or students who have completed two quarters of Calculus.
Equivalent Course(s): ASTR 28200

ASTR 37100. Precandidacy Research: Astron. Var 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.
Terms Offered: Summer, Autumn, Winter, Spring

ASTR 38000. History of the Telescope. 100 Units.
The history of the idea of telescopes, and of telescopes as working devices, is covered. Following a short discussion of the ideas of “seeing at a distance” in the pre-telescopic world, Galileo’s astronomical discoveries are noted. The evolution of the telescope through the 17th, 18th, 19th and 20th centuries are then described. The key developments in telescope systems in each century are highlighted. These include optics, platforms and clocks, structures, rockets, computers, instruments, detectors and observatory sites. The roles of amateur astronomers, wealthy patrons, wealthy entrepreneurs and governments in bringing about these developments are emphasized, and the impact on society of the discoveries made with telescopes is outlined. Serendipitous discovery, personal stories of the main actors on the stage and the feedback between the development of modern civilization and the tools of astronomy are features of the story.
Terms Offered: TBD
Prerequisite(s): Open to advanced undergraduates by consent of instructor.
ASTR 40600. Gravitational Lensing. Units.
Theory of bending of light by gravitational potentials followed by astrophysical and cosmological applications including; microlensing, planetary searches, strong lensing, and weak lensing.

ASTR 41800. Introduction to Intergalactic Medium Studies. 100 Units.
As an introduction to intergalactic medium studies, the course will begin with a historical overview of absorption-line studies and proceed with in-depth discussion of on-going research topics. These include the reionization epoch, chemical enrichment of the universe, and association between luminous matter traced by galaxies and gaseous clouds probed by absorption-line observations.
Instructor(s): Hsiao-Wen Chen Terms Offered: TBD. This course is offered in response to student demand.

ASTR 43200. High Energy Cosmic Particles. 100 Units.
This graduate level course will focus on high energy particle astrophysics from basic facts to recent discoveries in the study of cosmic rays, gamma-rays, and neutrinos. The course will introduce the main concepts of proposed mechanisms for generating these particles, the past and current detections techniques and observatories, and recent observations. Some particle physics and cosmology will be covered including models of dark matter particles and the effect of cosmic backgrounds on high energy cosmic particles.

ASTR 45000. Extreme Optics. 100 Units.
Frontiers in optics will be a review of the state of the art in optics as it applies to astronomy. Topics to be covered will include:
· Single dish optics: adaptive optics, building large telescopes and coronography
· Interferometers using multiple telescopes
· Lasers for guide stars and wavelength control
· LIGO and LISA
Terms Offered: TBD. This course is offered in response to student demand.

ASTR 45400. Image Processing (Analysis) 100 Units.
Many key results in current research rely on the inner workings of codes that operate on pixels. Examples are measuring the weak lensing shear field, measuring precise light curves for supernovae in the presence of contaminating light from a host galaxy, high-precision relative photometry (e.g. to detect transits), reliable morphological star/galaxy classification to faint flux limits, reliable color measurements (e.g. for photometric redshifts), crowded-field photometry, and detection of diffuse light to very low surface brightness levels. This course will explore some of the ideas that have been developed to address these and other problems of interest, illustrated by CCD detectors. The format of the class will be first to consider what goes into the pixels (e.g. ingredients of the point-spread function), followed by the techniques for unwinding the instrumental effects, concluding with what extracted parameters are optimal for some particular application (what comes out of the pixels).
Instructor(s): Staff Terms Offered: TBD
ASTR 45800. Exoplanets. 100 Units.
The study of exoplanets, planets associated with stars other than the Sun, has become one of the most exciting and rapidly evolving areas of modern astronomy. This new course will address general questions concerning the detection and characterization of exoplanets and of what we have already learned about the origin and properties of exoplanetary systems and of how they compare with those of the Solar System. This discussion will be placed in the context of models of planet formation in protoplanetary disks, their structure and composition, and their dynamical interactions with the natal disk, the parent star, and other planets. The course will make use of seminal papers on these topics and will encourage active participation by the students.
Instructor(s): J. Bean; D. Fabrycky Terms Offered: TBD

ASTR 45900. What Makes a Planet Habitable? 100 Units.
This course explores the factors that determine how habitable planets form and evolve. We will discuss a range of topics, from the accretion and loss of atmospheres and oceans, to the long-term carbon cycle, climate dynamics, and the conditions that sustain liquid water on a planet's surface over timescales relevant to the origin and evolution of life. Students will be responsible for reading and discussing papers in peer-reviewed journals each meeting and for periodically preparing presentations and leading the discussion.
Instructor(s): E. Kite Terms Offered: Winter
Equivalent Course(s): GEOS 22060, GEOS 32060

ASTR 49400. Post-Candidacy Research. Var Units.
Independent research undertaken towards completion of the dissertation. Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Completion of all candidacy requirements.

ASTR 49900. Graduate Research Seminar. 100 Units.
For a course description, please contact the Astronomy and Astrophysics Department. Terms Offered: Autumn, Winter, Spring
Graduate Program in Biophysical Sciences

Chair

• Tobin R. Sosnick

Website (http://biophysics.uchicago.edu)

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
• Cancer Biology
• Cell & Molecular Biology
• Cell Physiology
• Chemistry
• Computational Neuroscience
• Computer Sciences
• Developmental Biology
• Genetics, Genomics & Systems Biology
• Immunology
• Mathematics
• Microbiology
• Neurobiology
• Pathology
• Pediatrics
• Physics

INSTITUTES & CENTERS
• Inst. for Biophysical Dynamics
• Computation Institute
• Inst. for Genomics & Systems Biology
• James Franck Institute
• Center for Adv. Radiation Sources
• Materials Research Science & Engineering Center
• Office of Shared Research Facilities
• 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/
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. Sosnick Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): BIOS 21328, BCMB 32200

**BPHS 35001. Synthesis and Modification. 150 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.<br />
Instructor(s): A. Hammond Terms Offered: Autumn, Winter
Note(s): Open to first year BPHS students only
Chair

- Viresh Rawal

Professors

- Laurie Jeanne Butler
- Aaron Dinner
- Guangbin Dong
- Gregory Engel
- Philippe M. Guyot Sionnest
- Chuan He
- Michael D. Hopkins
- Richard F. Jordan
- Stephen Kent, Biochemistry & Molecular Biology
- Sergey Kozmin
- Yamuna Krishnan
- Ka Yee Christina Lee
- Wenbin Lin
- David Mazziotti
- Jiwoong Park
- Joseph Piccirilli, Biochemistry & Molecular Biology
- Viresh Rawal
- Benoit Roux, Biochemistry & Molecular Biology
- Norbert F. Scherer
- Steven J. Sibener
- Scott Snyder
- Dmitri Talapin
- Andrei Tokmakoff
- Gregory Voth
- Luping Yu

Assistant Professors

- John Anderson
- Tim Berkelbach
- Bryan Dickinson
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 (to include the advanced test in chemistry). 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 15th. 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 of Chemistry

deficiency. 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 of these six courses, at least two shall be in different areas of
chemistry, e.g., inorganic, organic, or physical chemistry. For this purpose, inorganic
chemistry courses are defined as Chemistry 30100-31100, organic chemistry
courses as Chemistry 32100-33400, and physical chemistry courses as Chemistry
36100-39100. Grades of C or better are expected. The remaining three 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 and on the discussion of scientific papers
selected by the examining committee. 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 student is expected to conduct a critical analysis of the
scientific papers selected by the committee.

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.
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
  - Passed the candidacy examination
  - Demonstrated satisfactory progress in research and teaching
- 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): J. Anderson Terms Offered: Autumn
Prerequisite(s): CHEM 20100

CHEM 30500. Nanoscale Materials. 100 Units.
This course provides an overview of nanoscale phenomena in metals,
semiconductors, and magnetic materials (e.g., the fundamental aspects of quantum
confinement in semiconductors and metals, superparamagnetism in nanoscale
magnets, electronic properties of nanowires and carbon nanotubes, surface
plasmon resonances in nanomaterials, photonic crystals). Special attention is paid
to preparative aspects of nanomaterials, colloidal and gas-phase syntheses of
nanoparticles, nanowires, and nanotubes. Engineered nanomaterials and their
assemblies are considered promising candidates for a variety of applications,
from solar cells, electronic circuits, light-emitting devices, and data storage to
catalysts, biological tags, cancer treatments, and drug delivery. The course covers
state-of-the art in these and other areas. Finally, the course provides an overview
of the experimental techniques used for structural characterization of inorganic
nanomaterials (e.g., electron microscopy, X-ray diffractometry, small-angle X-ray
scattering, STM, AFM, Raman spectroscopy).
Instructor(s): B. Tian Terms Offered: Not offered in 2016-17.
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 and 22200/23200
CHEM 31100. Supramolecular Chemistry. 100 Units.
This course develops the concepts of supramolecular chemistry (both organic and metal-based systems) and its applications. Coordination chemistry is introduced as a background to metal-based supramolecular systems. The chemistry and physical properties of transition metal complexes are presented, including crystal field theory, molecular orbital theory, magnetism, and electronic spectra. The mechanisms by which molecular motors operate are presented and reference is made to synthetic systems that attempt to emulate biological molecular motors.
Terms Offered: Not offered in 2016–17
Prerequisite(s): CHEM 20200 and 22200/23200

CHEM 32100. Physical Organic Chemistry I. 100 Units.
This course focuses on the quantitative aspects of structure and reactivity, molecular orbital theory, and the insight it provides into structures and properties of molecules, stereochemistry, thermochemistry, kinetics, substituent and isotope effects, and pericyclic reactions.
Instructor(s): L. Yu Terms Offered: Autumn
Prerequisite(s): CHEM 22200/23200 and 26200, or consent of instructor

CHEM 32200. Organic Synthesis and Structure. 100 Units.
This course considers the mechanisms, applicability, and limitations of the major reactions in organic chemistry, as well as of stereochemical control in synthesis.
Instructor(s): S. Kozmin Terms Offered: Autumn
Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32300. Strategies and Tactics of Organic Synthesis. 100 Units.
This course discusses the important classes for organic transformation. Topics include carbon-carbon bond formation; oxidation; and reduction using a metal, non-metal, or acid-base catalyst. We also cover design of the reagents and the scope and limitation of the processes.
Instructor(s): 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.
Terms Offered: Not offered in 2016–17
Prerequisite(s): CHEM 32100

CHEM 32500. Bioorganic Chemistry. 100 Units.
A goal of this course is to relate chemical phenomena with biological activities. We cover two main areas: (1) chemical modifications of biological macromolecules and their potential effects; and (2) the application of spectroscopic methods to elucidate the structure and dynamics of biologically relevant molecules.
Terms Offered: Not offered in 2016–17
Equivalent Course(s): BCMB 32500
CHEM 32900. Polymer Chemistry. 100 Units.
This course introduces a broad range of polymerization reactions and discusses their mechanisms and kinetics. New concepts of polymerization and new materials of current interest are introduced and discussed. We also discuss the physical properties of polymers, ranging from thermal properties to electrical and optical properties in both a solution state and a solid state. Our emphasis is on structure/property relationship.
Terms Offered: Not offered in 2016–17
Prerequisite(s): CHEM 22200/23200 and 26300

CHEM 33000. Complex Chemical Systems. 100 Units.
This course describes chemical systems in which nonlinear kinetics lead to unexpected (emergent) behavior of the system. Autocatalytic and spatiotemporal pattern forming systems are covered, and their roles in the development and function of living systems are discussed.
Terms Offered: Not offered in 2016–17
Prerequisite(s): CHEM 22200/23200 and MATH 20100, or consent of instructor

CHEM 33100. New Synthetic Reactions and Catalysts. 100 Units.
This course presents recent highlights of new synthetic reactions and catalysts for efficient organic synthesis. Mechanistic details and future possibilities are discussed.
Terms Offered: Not offered in 2016–17
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.
No description available.
Instructor(s): B. Dickinson Terms Offered: Autumn
Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33300. Chemical Biology II. 100 Units.
No description available.
Instructor(s): R. Moellering Terms Offered: Winter
Prerequisite(s): Basic knowledge of organic chemistry and biochemistry

CHEM 33400. High-Throughput Methods in Chemistry. 100 Units.
The course focuses on discovery of reactions, bioactive compounds, and materials by construction of chemical libraries and screening them for desired properties.
Terms Offered: Not offered in 2016–17
CHEM 33500. Chemistry of Enzyme Catalysis. 100 Units.
The course will cover a series of topics illustrating and exploring aspects of the chemistry of enzyme catalysis, and will use case studies based on the primary scientific literature—both classic and current papers. For each class, there will be primary scientific papers assigned that the student will be expected to have studied in depth prior to class, including "reading around" on the same and related topics; suggestions for supplementary reading will be given. Classes will be conducted as discussion sessions; guided by the Instructor—all students will be expected to be prepared to answer questions from the instructor, and to take active part in class discussions. Participation in class will count for a portion of the grade for each student.
Instructor(s): Stephen Kent Terms Offered: Winter 2015
Prerequisite(s): CHEM 23300

CHEM 33600. Special Topics in Organic Chemistry. 100 Units.
No description available.
Instructor(s): Y. Weizmann Terms Offered: Spring 2015
Prerequisite(s): CHEM 22200

CHEM 35000. Intro To Research: Chemistry. Var 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): L. Butler Terms Offered: Autumn
Prerequisite(s): CHEM 26300

CHEM 36200. Quantum Mechanics. 100 Units.
This course builds upon the concepts introduced in CHEM 36100 with greater detail provided for the role of quantum mechanics in chemical physics.
Instructor(s): G. Voth Terms Offered: Winter
Prerequisite(s): CHEM 36100

CHEM 36300. Statistical Thermodynamics. 100 Units.
This course covers the thermodynamics and introductory statistical mechanics of systems at equilibrium.
Instructor(s): S. Vaikuntanathan Terms Offered: Autumn
Prerequisite(s): CHEM 26100-26200

CHEM 36400. Advanced Statistical Mechanics. 100 Units.
Topics covered in this course may include statistics of quantum mechanical systems, weakly and strongly interacting classical systems, phase transitions and critical phenomena, systems out of equilibrium, and polymers.
Instructor(s): D. Mazziotti Terms Offered: Winter
Prerequisite(s): CHEM 36300 or equivalent
CHEM 36500. Chemical Dynamics. 100 Units.
This course develops a molecular-level description of chemical kinetics, reaction dynamics, and energy transfer in both gases and liquids. Topics include potential energy surfaces, collision dynamics and scattering theory, reaction rate theory, collisional and radiationless energy transfer, molecule-surface interactions, Brownian motion, time correlation functions, and computer simulations.
Instructor(s): S. Sibener Terms Offered: Spring
Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 36800. Advanced Computational Chemistry and Biology. 100 Units.
The theme for this course is the identification of scientific goals that computation can assist in achieving. The course is organized around the examination of exemplary problems, such as understanding the electronic structure and bonding in molecules and interpreting the structure and thermodynamic properties of liquids. The lectures deal with aspects of numerical analysis and with the theoretical background relevant to calculations of the geometric and electronic structure of molecules, molecular mechanics, molecular dynamics, and Monte Carlo simulations. The lab consists of computational problems drawn from a broad range of chemical and biological interests.
Instructor(s): K. Freed Terms Offered: Not offered in 2016–17
Prerequisite(s): CHEM 26100-26200, or PHYS 19700 and 23400
Note(s): This course may not be used to meet requirements for the BS degree.

CHEM 36900. Materials Chemistry. 100 Units.
This course covers structural aspects of colloidal systems, surfactants, polymers, diblock copolymers, and self-assembled monolayers. We also cover the electronic properties associated with organic conducting polymers, organic light-emitting devices, and transistors. More novel topics of molecular electronics, nanotubes, quantum dots, and magnetic systems are also covered. The aim of the course is to provide a broad perspective of the various contributions of chemistry to the development of functional materials.
Terms Offered: Not offered in 2016–17

CHEM 37100. Advanced Spectroscopies. 100 Units.
This linear and nonlinear spectroscopy course includes notions on matter-radiation interaction, absorption, scattering, and oscillator strength. They are applied mostly with the optical range, but we briefly touch upon microwave (NMR, ESR) and X-rays at the extreme. We cover nonlinear optical processes such as coherent Raman, harmonic, and sum-frequency; induced transparency; slow light; and X-ray generation. We also cover coherent and incoherent dynamical probes, such as pump-probe, echos, and two-dimensional spectroscopy.
Terms Offered: Not offered in 2016–17
CHEM 37200. Statistical Mechanics of Polymers/Glasses. 100 Units.
The material in this course is designed to describe the basic statistical mechanics of polymers in dilute and semi-dilute solutions, including the use of path integrals and renormalization group methods. Lattice models are used to describe polymer melts and blends, focusing on miscibility and the descent into glass formation.
Terms Offered: Not offered in 2016–17
Prerequisite(s): CHEM 36400 or equivalent

CHEM 38700. Biophysical Chemistry. 100 Units.
This course develops a physicochemical description of biological systems. Topics include macromolecules, fluid-phase lipid-bilayer structures in aqueous solution, biomembrane mechanics, control of biomolecular assembly, and computer simulations of biomolecular systems.
Instructor(s): A. Tokmakoff Terms Offered: Spring
Prerequisite(s): CHEM 23300, CHEM 26200.

CHEM 38800. Biophysical Spectroscopy. 100 Units.
No description available.
Instructor(s): Andrei Tokmakoff Terms Offered: Not offered in 2015 - 2016.
Prerequisite(s): CHEM 26200, CHEM 26700

CHEM 39000. Materials Chemistry I. 100 Units.
This course is an introduction to modern materials chemistry. It covers basic chemistry and physics of condensed systems, such as solids, polymers, and nanomaterials. The electronic structure of metals, semiconductors and magnetically ordered phases will be discussed. We will review optical and electronic properties of different classes of materials using examples of hard and soft condensed matter systems and drawing structure-property relationships for conventional solids, polymers, and nanomaterials. Finally, the course will cover the fundamentals of surface science and material synthesis, applying modern understanding of nucleation and growth phenomena.
Instructor(s): Prof. Dmitri Talapin Terms Offered: Autumn
Prerequisite(s): CHEM 26100, CHEM 26200, and CHEM 26300, or equivalent

CHEM 39100. Materials Chemistry II. 100 Units.
This course will focus on the physical properties and kinetics of materials. The chemically-enabled properties of many different materials will be described, including linear and nonlinear elasticity, piezoelectricity, magnetic phenomena, diffusion and other transport properties, nonlinear optical properties, linear and nonlinear acoustic wave phenomena, and biological impacts. Selected applications associated with these properties will be included. Additionally, the course will discuss complex motion of dislocations and interfaces, morphological evolution, and phase transformations in materials synthesis.
Instructor(s): Prof. Bozhi Tian Terms Offered: Spring
Prerequisite(s): CHEM 26100 and CHEM 26300 or equivalent
CHEM 50000-50001-50002. Advanced Training for Teachers and Researchers in Chemistry-2; Advanced Training for Teachers and Researchers in Chemistry-3; Advanced Training for Teachers and Researchers in Chemistry-I.
This course 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 course, 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.
This course 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 course, 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.
Instructor(s): Dr. Vera Dragisich Terms Offered: Autumn

CHEM 50001. Advanced Training for Teachers and Researchers in Chemistry-2. 100 Units.
No description available.
Instructor(s): Dr. Vera Dragisich Terms Offered: Winter

CHEM 50002. Advanced Training for Teachers and Researchers in Chemistry-3. 100 Units.
No description available.
Terms Offered: Spring

CHEM 51100. Scientific Methods and Ethics. 100 Units.
This course prepares students for independent research by introducing them to the general methodology of scientific research.
Terms Offered: Not offered in 2016–17
DEPARTMENT OF
COMPUTER SCIENCE

Chair

• Michael Franklin (as of 7/1/2016)

Professors

• Yali Amit
• Laszlo Babai
• Andrew Chien
• Frederic Chong
• Todd Dupont
• Ian Foster
• Michael Franklin
• John Goldsmith
• Stuart A. Kurtz
• John Lafferty
• Ketan Mulmuley
• Michael J. O Donnell
• Alexander Razborov
• John Reppy
• L. Ridgway Scott
• Janos Simon
• Rick L. Stevens

Associate Professors

• Shan Lu
• Anne Rogers

Assistant Professors

• Ravi Chugh
• Andrew Drucker
• Aaron Elmore
• Ariel Feldman
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 construe the field of computer science broadly to include the complementary concepts of computation, information, and communication. We employ modes of inquiry and creation from pure mathematics to experiment and observation to design and engineering. We investigate computation, information, and communication as inherently interesting phenomena; we also investigate the many ways in which computational concepts engage other topics: computational tools for science and scholarship, computational infrastructure for society.

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.
ARTIFICIAL INTELLIGENCE

Research spans the spectrum from foundational work in statistical machine learning to computer vision and computational linguistics. The AI group has strong ties to CAMI, the University’s Computational and Applied Mathematics Initiative.

COMPUTATIONAL MATHEMATICS

Our faculty and students study the foundations of simulation technology. This includes the development and mathematical analysis of numerical algorithms for approximating partial differential equations. We also study language and systems aspects of numerical computing, as exemplified in the FEniCS Project. Parallel and high performance computing are an integral part of our efforts.

SYSTEMS

Our faculty advance principles and understanding of a broad range of areas, including systems and networking, programming languages and software engineering, software and hardware architecture, data-intensive computing and databases, graphics and visualization, computer security, and systems biology. Particular areas of focus include formal definition, design, and implementation of programming languages, data-intensive computing systems and algorithms, large scale distributed and collaborative systems, heterogeneous computer architectures, reliable computing systems, self-tuning systems, and emerging technologies.

THEORETICAL COMPUTER SCIENCE

We investigate the fundamental concepts underlying computation using and developing mathematical techniques, as well as topics in discrete mathematics. Our faculty specialize in complexity theory, algorithms, discrete mathematics, and combinatorics.

These efforts are enhanced by strong connections to the Computation Institute, which develops computational tools and techniques for a broad range of disciplines, including biological and physical sciences, medicine, law, the arts, social sciences, and humanities; the James Frank Institute, which focuses on condensed matter physics; the Institute for Biophysical Dynamics, which provides a forum for studying questions that arise at the boundary between the biological and physical sciences; and the Institute for Molecular Engineering. In addition, we have collaborations with faculty in academic departments, including the geophysical sciences, linguistics, mathematics, physics, psychology, and statistics, and well as with the Division of Mathematics and Computer Science at Argonne National Laboratory (ANL), which is operated by the University of Chicago for the US Department of Energy. We also have almost seamless collaborations with the Toyota Technological Institute on campus, especially in the areas of Theoretical Computer Science and Machine Learning.
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, 1100 East 58th Street, Chicago, 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 (http://csphd.sites.uchicago.edu/page/admission-phd-program), by writing to Admissions, Department of Computer Science, University of Chicago, 1100 East 58th Street, Chicago, IL 60637, or by telephoning 773.702.6011.

General information about our department is available from the departmental website (http://www.cs.uchicago.edu).

THE PHD PROGRAM

The department offers two PhD tracks: a standard track and a computational mathematics track.

The detailed requirements for the PhD degree and for the MS degree within the PhD program can be found by visiting the Department’s web page (http://www.cs.uchicago.edu). Here is a brief summary:

To obtain an MS degree within the PhD program, students in the PhD program must fulfill the following requirements:

- Course requirements. Five core courses and four electives. The core courses include two in Theory, two in Systems, and one in Machine Learning. Please refer to the web page for details regarding the core courses.
A modified set of core courses applies to the computational mathematics track (see the website). The list of electives is frequently updated; we refer you to the web page.

Students must complete the course requirements by the end of their second year of study. To receive an MS degree within the PhD program, students must receive a grade of at least B in all the nine courses and have a GPA of at least 3.00 in the five core courses, and write a Master’s paper and pass a Master’s examination.

To obtain a PhD degree, students must meet enhanced MS requirements, including at least B on each of the nine courses and a GPA of at least 3.25 on the five core courses; plus the following:

- Pass a Candidacy Exam
- Write and defend a Doctoral Thesis that contains significant original research in computer science.

**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), the Ryerson Research Computing Service 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 and group use which 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.
COURSES

For the list of courses offered and the course descriptions, please consult the courses section of the departmental web page (http://www.cs.uchicago.edu/courses).

COMPUTER SCIENCE COURSES

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): Tulsiani Terms Offered: Autumn

CMSC 32001. Topics in Programming Languages. 100 Units.
This course covers a selection of advanced topics in programming languages. Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of department counselor and instructor

CMSC 32200. Computer Architecture. 100 Units.
This course is a survey of contemporary computer organization covering CPU design, instruction sets, control, processors, busses, ALU, memory, pipelined computers, multiprocessors, networking, and case studies. We focus on the techniques of quantitative analysis and evaluation of modern computing systems, such as the selection of appropriate benchmarks to reveal and compare the performance of alternative design choices in system design. We emphasize major component subsystems of high-performance computers: pipelining, instruction-level parallelism, memory hierarchies, input/output, and network-oriented interconnections.
Instructor(s): Hoffmann Terms Offered: Autumn

CMSC 32201. Topics in Computer Architecture. 100 Units.
This course covers a selection of advanced topics in computer architecture. Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of department counselor and instructor

CMSC 33001. Topics in Systems. 100 Units.
This course covers a selection of advanced topics in computer systems. Terms Offered: Autumn, Winter, Spring
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 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

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 33300. Networks and Distributed Systems. 100 Units.
This course focuses on the principles and techniques used in the development of networked and distributed software. Topics include programming with sockets; concurrent programming; data link layer (Ethernet, packet switching, etc.); internet and routing protocols (IP, IPv6, ARP, etc.); end-to-end protocols (UDP, TCP); and other commonly used network protocols and techniques. This is a project-oriented course in which students are required to develop software in C on a UNIX environment.
Instructor(s): B. Sotomayor Terms Offered: Winter
Prerequisite(s): CMSC 15400.
Equivalent Course(s): CMSC 23300
CMSC 33310. Advanced Distributed Systems. 100 Units.
In recent years, large distributed systems have taken a prominent role not just in scientific inquiry, but also in our daily lives. When we perform a search on Google, stream content from Netflix, place an order on Amazon, or catch up on the latest comings-and-goings on Facebook, our seemingly minute requests are processed by complex systems that sometimes include hundreds of thousands of computers, connected by both local and wide area networks. Recent papers in the field of Distributed Systems have described several solutions (such as MapReduce, BigTable, Dynamo, Cassandra, etc.) for managing large-scale data and computation. However, building and using these systems pose a number of more fundamental challenges: How do we keep the system operating correctly even when individual machines fail? How do we ensure that all the machines have a consistent view of the system’s state? (And how do we ensure this in the presence of failures?) How can we determine the order of events in a system where we can’t assume a single global clock? Many of these fundamental problems were identified and solved over the course of several decades, starting in the 1970s. To better appreciate the challenges of recent developments in the field of Distributed Systems, this course will guide students through seminal work in Distributed Systems from the 1970s, ’80s, and ’90s, leading up to a discussion of recent work in the field.
Instructor(s): B. Sotomayor Terms Offered: Spring
Prerequisite(s): CMSC 23300 with at least a B+, or by consent.
Equivalent Course(s): CMSC 23310

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, VoltDBHadoopDB, 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 33600. Type Systems for Programming Languages. 100 Units.
This course covers the basic ideas of type systems, their formal properties, their role in programming language design, and their implementation. Exercises involving design and implementation explore the various options and issues.
Terms Offered: Winter
Prerequisite(s): Consent of department counselor
Note(s): CMSC 22100 recommended.

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 Terms Offered: TBD
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 scalar, vector, and tensor fields) will be explained in the context of real-world data from scientific and biomedical domains. The course is also intended for students outside computer science who are experienced with programming and scientific computing on scientific data. Programming projects will be in C.
Instructor(s): G. Kindlmann Terms Offered: Winter
Prerequisite(s): Strong programming skills and basic knowledge of linear algebra and calculus
Note(s): This course is offered in alternate years.
CMSC 34000. Scientific Parallel Computing. 100 Units.
This course covers the use of multiple processors cooperating to solve a common
task, as well as related issues in computer architecture, performance analysis,
prediction and measurement, programming languages, and algorithms for large-
scale computation. Programming at least one parallel computer is required.
Possibilities include one of the clusters of workstations connected by high-speed
networks on campus. We focus on state-of-the-art parallel algorithms for scientific
computing. Topics are based on interest. General principles of parallel computing
are emphasized.
Instructor(s): L. R. Scott Terms Offered: Autumn
Prerequisite(s): Consent of department counselor and instructor required;
experience in scientific computing recommended
Note(s): Not offered in 2016-17, this course is offered in alternate years.

CMSC 34200. Numerical Hydrodynamics. 100 Units.
This course covers numerical methods for the solution of fluid flow problems. We
also make a theoretical evaluation of the methods and experimental study based on
the opinionated book Fundamentals of Computational Fluid Dynamics by Patrick J.
Roache.
Instructor(s): T. Dupont Terms Offered: Winter
Prerequisite(s): Consent of department counselor. Ability to program; and
familiarity with elementary numerical methods and modeling physical systems by
systems of differential equations

CMSC 34710. Wireless Sensor Networks. 100 Units.
This course introduces the concepts and technologies for building embedded
systems and wireless sensors nets by focusing on four areas: low-power hardware,
wireless networking, embedded operating systems, and sensors. Two assignments
provide hands-on experience by deploying small wireless sensor motes running
TinyOS to form an ad-hoc peer-to-peer network that can collect environmental data
and forward it back to an 802.11b-equipped embedded Linux module. Students also
read and summarize papers, participate in classroom discussions, and work on a
team research project.
Instructor(s): R. Stevens
Prerequisite(s): Consent of department counselor. Graduate-level understanding
of Unix/Linux operating systems, networking, computer architecture, and
programming

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

CMSC 35000. Introduction to Artificial Intelligence. 100 Units.
This course introduces the theoretical, technical, and philosophical aspects of
Artificial Intelligence. We emphasize computational and mathematical modes
of inquiry into the structure and function of intelligent systems. Topics include
learning and inference, speech and language, vision and robotics, and reasoning and
search.
CMSC 35050. Computational Linguistics. 100 Units.
This is a course in the Computer Science department, intended for upper-level undergraduates, or graduate students, who have good programming skills. There will be weekly programming assignments in Python. We will look at several current topics in natural language processing, and discuss both the theoretical basis for the work and engaging in hands-on practical experiments with linguistic corpora. In line with most current work, our emphasis will be on systems that draw conclusions from training data rather than relying on the encoding of generalizations obtained by humans studying the data. As a consequence of that, in part, we will make an effort not to focus on English, but to look at a range of human languages in our treatments.
Instructor(s): J. Goldsmith Terms Offered: Not offered 2016-17
Prerequisite(s): CMSC 12200, CMSC 15200 or CMSC 16200, or by consent.
Equivalent Course(s): LING 28600, LING 38600, CMSC 25020

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 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): Kondor Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): STAT 37710

CMSC 35470. 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.
Prerequisite(s): Consent of department counselor and instructor

CMSC 35900. Topics in Artificial Intelligence. 100 Units.
This course covers topics in artificial intelligence.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of department counselor and instructor
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, ranging from combinatorial ideas, 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.
The focus of this course is the analysis and design of efficient algorithms, with emphasis on ideas rather than on implementation. Algorithmic questions include sorting and searching, discrete optimization, algorithmic graph theory, algorithmic number theory, and cryptography. Design techniques include "divide-and-conquer" methods, dynamic programming, greedy algorithms, and graph search, as well as the design of efficient data structures. Methods of algorithm analysis include asymptotic notation, evaluation of recurrent inequalities, the concepts of polynomial-time algorithms, and NP-completeness.
Instructor(s): J. Chuzhoy Terms Offered: Winter
Prerequisite(s): Consent of instructor.
CMSC 37100. Topics in Algorithms. 100 Units.
This course covers current topics in algorithms.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of department counselor. CMSC 27200 or consent of instructor.
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 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: Winter
Prerequisite(s): Consent of department counselor. Linear algebra, basic combinatorics, or consent of instructor.
Note(s): Not offered in 2016-17.

CMSC 37400. Constructive Combinatorics. 100 Units.
This course covers constructive combinatorial techniques in areas such as enumerative combinatorics, invariant theory, and representation theory of symmetric groups. Constructive techniques refer to techniques that have algorithmic flavor, such as those that are against purely existential techniques based on counting.
Instructor(s): K. Mulmuley Terms Offered: Spring
Prerequisite(s): Consent of department counselor. Advanced knowledge of mathematics and consent of instructor.
Note(s): Not offered in 2016-17.

CMSC 37701. Topics in Bioinformatics. 100 Units.
This course covers current topics in bioinformatics.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of department counselor and instructor

CMSC 37720. Computational Systems Biology. 100 Units.
This course introduces concepts of systems biology. We also discuss computational methods for analysis, reconstruction, visualization, modeling, and simulation of complex cellular networks (e.g., biochemical pathways for metabolism, regulation, and signaling). Students explore systems of their own choosing and participate in developing algorithms and tools for comparative genomic analysis, metabolic pathway construction, stoichiometric analysis, flux analysis, metabolic modeling, and cell simulation. We also focus on understanding the computer science challenges in the engineering of prokaryotic organisms.
Instructor(s): R. Stevens Terms Offered: Autumn
Prerequisite(s): Consent of department counselor and instructor
Note(s): Not offered in 2016-17.

CMSC 37800. Numerical Computation. 100 Units.
This course covers topics in numerical methods and computation that are useful in statistical research (e.g., simulation, random number generation, Monte Carlo methods, quadrature, optimization, matrix methods).
Terms Offered: Autumn. Not offered 2011-12.
Prerequisite(s): Consent of departmental counselor. STAT 34300 or consent of instructor.
Equivalent Course(s): STAT 30700
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

CMSC 38000-38100. Computability Theory I-II.
The courses in this sequence are offered in alternate years.

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 38100. Computability Theory II. 100 Units.
CMSC 38100 treats classification of sets by the degree of information they encode, algebraic structure and degrees of recursively enumerable sets, advanced priority methods, and generalized recursion theory.
Instructor(s): D. Hirschfeldt Terms Offered: Spring
Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.
Equivalent Course(s): MATH 30300
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 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.

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

CMSC 38600. Complexity Theory A. 100 Units.
This course covers topics in computational complexity theory, with an emphasis on machine-based complexity classes.
Terms Offered: Spring
Prerequisite(s): Consent of department counselor and instructor
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

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.
Instructor(s): Makarychev Terms Offered: Winter
Prerequisite(s): Consent of department counselor and instructor

CMSC 39600. Topics in Theoretical Computer Science. 100 Units.
This course is a seminar on current research in theoretical computer science.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Consent of department counselor and instructor
DEPARTMENT OF THE
GEOPHYSICAL SCIENCES

Chair

• Andrew M. Davis

Professors

• David Archer
• Nicolas Dauphas
• Andrew M. Davis
• Michael J. Foote
• Lawrence Grossman
• David Jablonski
• Susan M. Kidwell
• Douglas R. MacAyeal
• Noboru Nakamura
• Michael J. Pellin
• Frank M. Richter
• David B. Rowley

Associate Professors

• Dorian Abbot
• Andrew Campbell
• Fred Ciesla
• Dion L. Heinz
• Elisabeth J. Moyer
• Mark Webster

Assistant Professors

• Maureen Coleman
• Albert S. Colman
• Malte Jansen
• Edwin Kite
• Tiffany Shaw
Department of the Geophysical Sciences

Emeritus Faculty

- Alfred T. Anderson, Jr.
- Victor Barcilon
- Roscoe R. Braham, Jr.
- Robert N. Clayton
- John E. Frederick
- Michael C. LaBarbera, Organismal Biology & Anatomy
- Paul B. Moore
- Robert C. Newton
- Raymond T. Pierrehumbert
- William H. Reid
- Ramesh C. Srivastava
- Alfred M. Ziegler

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 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 1890’s 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 multi cellular automata, and from oceanic conveyor-belt circulation systems and biogeochemical cycles to subduction zone petrology. 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 materials research lab (research on planetary and interplanetary materials at high pressure and temperature), the Argonne National Lab (environmental chemistry, advanced computing, the advanced photon source, CARS), the environmental science program (teaching and public policy debate) and the environmental statistics program (analysis of environmental trends).
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 participate in an apprenticeship which is designed to teach through active learning both the tangible and intangible professional skills needed of a scientist. Students are guided in their learning and research activities by mentorship engaging both the program faculty and fellow students. This mentorship oversees both the coursework 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 engage in deep-field activity in various parts of the world. Field activities in the recent past have included dive trips to Central America for taphonomic research, fossil collecting expeditions to the St. Elias Mountains, and glaciological survey work on the Ross Ice Shelf and its icebergs.

**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 aspects of knowledge addressed in courses and in the weekly seminars which students are expected to attend. 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 course schedules published by the University for information regarding courses offered on an infrequent basis. A student’s course load is expected to be two 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
Equivalent Course(s): GEOS 20500

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. not offered 2016-2017
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): A. Campbell, 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. MacAyeal Terms Offered: Winter. not offered 2016-2017
Equivalent Course(s): GEOS 21205
GEOS 31400. Thermodynamics and Phase Change. 100 Units.
This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.
Instructor(s): A. Campbell, D. Heinz Terms Offered: Spring. This course is offered in alternate years.
Prerequisite(s): MATH 20000-20100-20200 and college-level chemistry and calculus, or consent of instructor.
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 32000. Origin and Evolution of the Solar System. 100 Units.
This course will explore the formation and evolution of the Solar System, from the collapse of the natal molecular cloud core to the orbital restructuring of the planets. Topics to be covered include: structure and evolution of the solar nebula, dust dynamics in the solar nebula and the formation of planetesimals, accretion of the terrestrial planets, giant planet formation and migration, and meteorites and the historical record of the Solar System they preserve. (L)
Instructor(s): F. Ciesla Terms Offered: Winter
Prerequisite(s): At least one year of physics or chemistry and an understanding of multivariate calculus.
Note(s): This course is offered in alternate years.
Equivalent Course(s): ASTR 21300, GEOS 22000

GEOS 32040. Formation of Planetary Systems in Our Galaxy: From Dust to Planetesimals. 100 Units.
This course examines the physical and chemical processes that operate during the earliest stages of planet formation when dust in a protoplanetary disk aggregates into bodies 1 to 10 km in size. Topics include the physical and chemical evolution of protoplanetary disks, radial transport of dust particles, transient heating events, and the formation of planetesimals. We discuss the evidence of these processes found in meteorites and observed in disks around young stars. Chemical and physical models of dust evolution are introduced, including an overview of basic numerical modeling techniques.
Instructor(s): F. Ciesla Terms Offered: Not offered 2016-2017
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. Formation of Planetary Systems in our Galaxy: From Planetesimals to Planets. 100 Units.
This course explores the stage of planet formation during which 1 to 10 km planetesimals accrete to form planets. Topics include heating of planetesimals, models of giant planet formation, the delivery of water to terrestrial planets, and the impact that stellar mass and external environment have on planet formation. We also discuss what processes determine the properties (mass, composition, and orbital parameters) of a planet and its potential for habitability. Basic modeling techniques and current research papers in peer-reviewed journals are also discussed.
Instructor(s): F. Ciesla Terms Offered: Not offered 2016-2017
Prerequisite(s): Consent of instructor
Note(s): This course is offered in alternate years.
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 accretion and loss of atmospheres and oceans, to the long-term carbon cycle, climate dynamics, and the conditions that sustain liquid water on a planet’s surface over timescales relevant to the origin and evolution of life. Students will be responsible for reading and discussing papers in peer-reviewed journals each meeting and for periodically preparing presentations and leading the discussion.
Instructor(s): E. Kite Terms Offered: Winter
Equivalent Course(s): ASTR 45900,GEOS 22060

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).
Instructor(s): N. Dauphas Terms Offered: Autumn
Prerequisite(s): Background in college-level geology, physics, and mathematics.
Equivalent Course(s): GEOS 22200

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): L. Grossman Terms Offered: Winter
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 32700. Analytical Techniques in Geochemistry. 100 Units.
Measurement of the isotopic and chemical compositions of solar system materials involves a wide variety of analytical techniques. In this course, we will review the major types of instrumentation used in modern laboratories. The goal is not to produce experts in the operation of each instrument, but rather that everyone gain an appreciation for how instruments work and what the capabilities and limitations are for each kind of instrument.
Instructor(s): A. Davis

GEOS 32705. Analytical Techniques. 100 Units.
Theory and practice of analytical techniques.
Instructor(s): I. Steele

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. (L)
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: Winter
Prerequisite(s): GEOS 24220 or equivalent
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: Winter
Prerequisite(s): CHEM 11100-11200 or consent of instructor
Equivalent Course(s): ENSC 23800, GEOS 23800

GEOS 33805. Stable Isotope Biogeochemistry. 100 Units.
Stable isotopes of H, C, O, N, and S are valuable tools for understanding the biological and geochemical processes that have shaped the composition of Earth’s atmosphere and oceans throughout our planet’s history. This course examines basic thermodynamic and kinetic theory to describe the behavior of isotopes in chemical and biological systems. We then examine the stable isotope systematics of localized environmental processes, and see how local processes contribute to global isotopic signals that are preserved in ice, sediment, rock, and fossils. Special emphasis is placed on the global carbon cycle, the history of atmospheric oxygen levels, and paleoclimate.
Instructor(s): A. Colman Terms Offered: Winter
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor
Equivalent Course(s): ENSC 23805, GEOS 23805

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. (L)
Instructor(s): A. Colman, D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): GEOS 23900, ENST 23900, ENSC 23900
GEOS 34100. Fundamentals of Fluid Mechanics. 100 Units.
This course provides an introduction to concepts and phenomenology of fluid mechanics of Newtonian fluids. Classroom demonstrations are coupled with analytical treatment of equations of motion and their approximations. Topics include (1) pressure and stress, (2) Bernoulli's theorem, (3) vorticity and turbulence, (4) surface and internal waves, (5) effects of rotation and gravity on stability, (6) spin up. The lectures are supplemented by problem sets. Commands of vector calculus are highly desirable.
Instructor(s): N. Nakamura
Prerequisite(s): Classical mechanics and vector calculus

GEOS 34105. Dynamics of Viscous Fluids. 100 Units.
This course is offered on an occasional basis, and deals with the thermomechanical properties and behavior of ideal viscous fluids, with applications in special areas of geophysical fluid dynamics, particularly glaciology and mantle isostasy. Topics to be covered include: constitutive descriptions of ideal and non ideal fluids, compressible and incompressible fluids, Coulomb failure laws, plastic approximations, kinematics of flow fields, strain and strain rate tensors, equations governing the balance of momentum and energy, stress tensors, Navier Stokes equations, Stokesian flows, non Newtonian constitutive laws and laminar/turbulent transitions. Special cases of fluid flow will be examined, including irrotational and incompressible flow, Bernoulli's theorem for inviscid fluids, jets, wakes and flow past rigid boundaries. Special boundary conditions will be examined, including both dynamic and kinematic. Geophysical applications in 2005 ranged across the basics of glaciological flow systems, including classical Nye/Vialov icesheet flow, ice shelf flow and basal sliding. Readings will include chapters from G.K. Batchelor's An Introduction to Fluid Dynamics and occasional classical journal articles in glaciology.
Instructor(s): D. MacAyeal

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. (L)
Instructor(s): E. Moyer Terms Offered: Autumn
Prerequisite(s): Prior physics course (preferably PHYS 13300 and 14300) and knowledge of calculus required; prior geophysical sciences course not required.
Note(s): Prior programming experience helpful but not required.
Equivalent Course(s): GEOS 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 continuums in geophysical, physical, chemical, and other settings. The material may be a student's first contact with continuum mechanics or a remedial or review for students who have previously taken similar courses. Topics include description of material properties in a continuum, including displacement, velocity, and strain rate; scalar, vector, and tensor properties of continuums, strain, strain rate, and stress; derivations and understanding of mass, momentum, and energy conservation principles in a continuum; applications of conservation principles to simple rheological idealizations, including ideal fluids and potential flow, viscous fluids and Navier-Stokes flow, elasticity and deformation; introductory asymptotic analysis, Reynolds number; heat transfer by conduction and convection, convective instability, Rayleigh number; fluids in gravitational fields, stratification, buoyancy; elliptic, parabolic, and hyperbolic partial differential equations, typical properties of each.
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): D. Abbot Terms Offered: Winter
Prerequisite(s): PQ: GEOS 24230 or equivalent; Knowledge of mechanics (PHYS 13100 or equivalent), thermodynamics (PHYS 19700 or equivalent), vector calculus and linear algebra (MATH 20000-20100-20200 or equivalent)
Equivalent Course(s): GEOS 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 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 34505. Dynamics of the Stratosphere. 100 Units.
Focus on the vertical structure of the Earth’s atmosphere due to compressibility and radiative heating, and its consequences on the dynamics, particularly of the stratosphere. Emphasis is placed more on the underlying physics than on the mere phenomenology of the stratosphere.
Instructor(s): N. Nakamura
Prerequisite(s): GEOS 34200 or equivalent

GEOS 34510. Topics in Atmospheric Science. 100 Units.
Topics of current interest in atmospheric science, with a particular emphasis on issues arising in recent publications. Topics covered have included: tropical circulations, cloud climate feedbacks, and dynamics of the stratosphere.
Instructor(s): Staff
Prerequisite(s): consent of instructor
GEOS 34530. Turbulence & Transport Processes in the Atmosphere & 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 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).
Instructor(s): E. Moyer Terms Offered: Spring
Prerequisite(s): Knowledge of physics or consent of instructor
Equivalent Course(s): GEOS 24705,ENST 24705,ENSC 21100

GEOS 34800. Radiation Transfer Theory. 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): J. Frederick, R. Pierrehumbert
Prerequisite(s): Advanced undergraduate level knowledge of electromagnetic theory, atomic structure, and differential equations.

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. Introduction to Numerical Techniques for the Geophysical Sciences. 100 Units.
This class provides an introduction to different types of numerical techniques used in developing models used in geophysical science research. Topics will include how to interpolate and extrapolate functions, develop functional fits to data, integrate a function, or solve partial differential equations. Students are expected to have some familiarity with computers and programming — programming methods will not be discussed in detail. While techniques will be the focus of the class, we will also discuss the planning needed in developing a model as well as the limitations inherent in such models.
Instructor(s): F. Ciesla Terms Offered: Winter. Not offered 2016-2017
Prerequisite(s): Familiarity with a computer programming language such as C, Fortran, or IDL, or a mathematical computing environment like Mathematica or Matlab. Spreadsheets such as Excel or Numbers can also be used for many problems.
Equivalent Course(s): GEOS 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 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
Equivalent Course(s): EVOL 36700
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
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.
Instructor(s): M. Webster
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. Not offered 2016-2017  
Prerequisite(s): GEOS 13100 and 13200, or equivalent. For BIOS students: Completion of the first three quarters of a Biological Sciences Fundamentals Sequence.  
Equivalent Course(s): BIOS 23261, EVOL 32400, GEOS 26300

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 Terms Offered: Spring  
Prerequisite(s): GEOS 13100-13200-13300 or college-level cell & molecular biology  
Equivalent Course(s): ENSC 24000, GEOS 26600

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): D. Jablonski, S. Kidwell, T. Price Terms Offered: Autumn
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 seabeds, provide unique information on the status of present-day populations, communities, and biomes and their responses to natural and anthropogenic stress over the last few decades to millennia. This course on the emerging discipline of 'conservation paleobiology' uses weekly seminars and individual research projects to introduce how paleontologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including such basic questions as 'has a system changed, and if so how and when relative to suspected stressors?'. The course will include hands-on experience, either in the field or with already-collected marine benthic samples, to assess societally relevant ecological change in modern systems over time-frames beyond the reach of direct observation. Enrollment limited.
Instructor(s): S. Kidwell Terms Offered: Winter
Prerequisite(s): Prerequisites for undergraduates: completion of GEOS 13100-13200-13300 or equivalent or completion of a 20000-level course in paleontology.
Equivalent Course(s): GEOS 26905,EVOL 36905

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: Winter
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: Winter
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
Prerequisite(s): GEOS 26400 and GEOS 28300 or equivalent
Equivalent Course(s): EVOL 41500

GEOS 38500. Stratigraphic Analysis. 100 Units.
Historical review of basic concepts and methods, leading to current frontiers and controversies in basin and global scale analysis of the sedimentary rock record.
Instructor(s): S. Kidwell
Prerequisite(s): GEOS 28300 or equivalent

GEOS 38600. Earth and Planetary Surface Processes. 100 Units.
The focus of this course is to examine surface and lithospheric processes on planets and dwarf planets. Emphasis is placed on constraints that can be obtained from reconnaissance spacecraft (orbiter or flyby). The course will cover impact cratering, strength of the lithosphere, volcanism, fluvial and aeolian sediment transport, and landscape evolution.
Instructor(s): E. Kite Terms Offered: Winter
Equivalent Course(s): GEOS 28600

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. Destinations vary; past trips have examined tropical carbonate systems of Jamaica and the Bahamas and subtropical coastal Gulf of California. We usually consider biological, as well as physical, processes of sediment production, dispersal, accumulation, and post-depositional modification.
Instructor(s): S. Kidwell, Staff Terms Offered: Winter
Note(s): Organizational meeting and deposit usually required in Autumn Quarter; interested students should contact an instructor in advance.
Equivalent Course(s): ENSC 29002, GEOS 29002
GEOS 39700. Reading and Research in the Geophysical Sciences. Variable Units.
GEOS 39700-39799. 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: Autumn, Winter, Spring, Summer
Prerequisite(s): Admission to graduate status

GEOS 39800. Reading and Research in the Geophysical Sciences for the Master’s Degree. Variable Units.
An essay or formal thesis will be required.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring, Summer
Prerequisite(s): Admission to graduate status

GEOS 49700. Advanced Reading and Research in the Geophysical Sciences. Variable 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: Autumn, Winter, Spring, Summer
Prerequisite(s): Admission to Ph.D. candidacy

GEOS 49900. Post Ph.D. Research. Variable Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring, Summer
Department of Mathematics

Chair

- Shmuel Weinberger

Professors

- Jonathan L. Alperin
- Laszlo Babai, Computer Science
- Alexander A. Beilinson
- Danny Calegari
- Francesco Calegari
- Kevin D. Corlette
- Jack D. Cowan
- Marianna Csörnyei
- Vladimir Drinfeld
- Todd Dupont, Computer Science
- Matthew Emerton
- Alex Eskin
- Benson Farb
- Robert A. Fefferman
- Victor Ginzburg
- Denis Hirschfeldt
- Kazuya Kato
- Carlos E. Kenig
- Steven Lalley, Statistics
- Gregory Lawler
- J. Peter May
- Andre Neves
- Bao Chau Ngo
- Madhav Vithal Nori
- Alexander Razborov
- Wilhelm Schlag
- L. Ridgway Scott, Computer Science
- Panagiotis Souganidis
- Sidney Webster
- Shmuel Weinberger
- Amie Wilkinson
• Robert Zimmer

Associate Professors

• Roger Lee  
• Maryanthe Malliaris  
• Luis Silvestre  
• Charles Smart

Assistant Professors

• Tsao-Hsien Chen  
• Keerthi Madapusi  
• Nikita Rozenblyum  
• Mircea Voda

Instructors

• Juliette Bavard  
• Maxime Bergeron  
• George Boxer  
• Aaron Brown  
• Gregory Chambers  
• David Cohen  
• Matthew Creek  
• William Feldman  
• Boaz Haberman  
• Christopher Henderson  
• Jonathan Hickman  
• Sebastian Hurtado-Salazar  
• Jacek Jendrej  
• Tianling Jin  
• Michael Khanevsky  
• Bao Viet Le Hung  
• Brandon Levin  
• Xinyi Li  
• Kathryn Lindsey  
• Sean Li  
• Dana Mendelson
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 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. These contiguous buildings are shared with the Departments of Statistics and Computer Science. The Department of Mathematics and the Department of Computer Science have several joint appointments, and they coordinate their activities. The Department of Mathematics also has joint appointments and joint activity with the Department of Physics.
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 either pure or applied 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 (p. 601) for more information.

The divisional requirements for these degrees can be found in the section on the Division of the Physical Sciences in these Announcements. The departmental requirements for students choosing the program in applied mathematics are described below under the heading, Graduate Degrees in Applied Mathematics. Otherwise, the requirements are as follows.

THE DEGREE OF MASTER OF SCIENCE

The candidate must pass, to the instructor’s satisfaction, the nine basic first year graduate courses in the areas of

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>MATH 32500</td>
<td>Algebra I</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>MATH 32600</td>
<td>Algebra II</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>MATH 32700</td>
<td>Algebra III</td>
<td>100</td>
</tr>
</tbody>
</table>

| Analysis     | MATH 31200       | Analysis I             | 100     |
|              | MATH 31300       | Analysis II            | 100     |
|              | MATH 31400       | Analysis III           | 100     |
| Topology     | MATH 31700       | Topology and Geometry I| 100     |
|              | MATH 31800       | Topology and Geometry II| 100    |
|              | MATH 31900       | Topology and Geometry III| 100 |

With the approval of the department, the exceptionally well prepared student may place out of one or more of these courses, and substitute a more advanced course.

If any of these courses are not passed to the instructor’s satisfaction, the student will be required to take an oral exam in those subject areas before receiving the Master of Science degree.
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 an oral topic presentation. This presentation 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.

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

GRADUATE DEGREES IN APPLIED MATHEMATICS

The Department of Mathematics, through the Computational and Applied Mathematics Program (CAMP), offers interdisciplinary programs in applied mathematics leading to S.M. and Ph.D. degrees. These programs overlap with but are different from the program in pure mathematics and allow for variations depending on the direction of applications the student chooses. Students choosing the applied mathematics program will participate in courses and seminars not only with pure mathematics students, but also with students in the sciences who have chosen an applied mathematics emphasis in their own departments.

Expanded activity in applied mathematics is occurring within the Department of Mathematics and in the Division of the Physical Sciences. Moreover, the department recognizes that students enter applied mathematics from diverse backgrounds,
and that some otherwise well qualified students may require more than one year to satisfy the requirements described below.

To obtain the degree of Master of Science in mathematics under the auspices of CAMP, the candidate must meet the departmental requirements stated above, with the modification that the nine graduate courses to be passed are not restricted to those listed above. These nine courses must, however, include the analysis sequence:

MATH 31200-31300-31400  Analysis I-II-III   300

They must also include a second, approved three quarter sequence of mathematics courses. This will normally be a sequence of applied mathematics courses emphasizing differential equations, ordinary and partial, and their numerical treatment. They may, however, consist of the algebra or topology sequence.

A third approved sequence of courses may be chosen from the offerings of the Department of Mathematics or from those of another department. Possible choices of sequences outside the Department of Mathematics are:

**Astronomy & Astrophysics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 30100</td>
<td>Stars</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 30200</td>
<td>Astrophysics-2</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 30300</td>
<td>Interstellar Matter</td>
<td>100</td>
</tr>
</tbody>
</table>

**Chemistry**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 36100</td>
<td>Wave Mechanics and Spectroscopy</td>
<td>100</td>
</tr>
<tr>
<td>CHEM 36200</td>
<td>Quantum Mechanics</td>
<td>100</td>
</tr>
<tr>
<td>CHEM 36300</td>
<td>Statistical Thermodynamics</td>
<td>100</td>
</tr>
</tbody>
</table>

**Economics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 30500</td>
<td>Game Theory</td>
<td>100</td>
</tr>
<tr>
<td>ECON 30600</td>
<td>THE ECONOMICS OF INFORMATION</td>
<td>100</td>
</tr>
<tr>
<td>ECON 30700</td>
<td>Decision Theory</td>
<td>100</td>
</tr>
</tbody>
</table>

**Geophysical Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS 35100</td>
<td>Data Analysis for the Geophysical Sciences</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 35200</td>
<td>Geophysical Fluid Dynamics</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 35300</td>
<td>Dynamics of Viscous Fluids</td>
<td>100</td>
</tr>
</tbody>
</table>

**Physics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 32200</td>
<td>Advanced Electrodynamics I</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 32300</td>
<td>Advanced Electrodynamics II</td>
<td>100</td>
</tr>
</tbody>
</table>
and a third course to be approved

The requirements for the Ph.D. in applied mathematics are the same as the departmental requirements listed above.

MATHEMATICS COURSES

MATH 30200-30300. Computability Theory I-II.
The courses in this sequence are offered in alternate years.

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 30300. Computability Theory II. 100 Units.
CMSC 38100 treats classification of sets by the degree of information they encode, algebraic structure and degrees of recursively enumerable sets, advanced priority methods, and generalized recursion theory.
Instructor(s): D. Hirschfeldt Terms Offered: Spring
Prerequisite(s): Consent of department counselor. MATH 25500 or consent of instructor.
Equivalent Course(s): CMSC 38100

MATH 30500. 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): CMSC 38500
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 derivatives; the Morley theorem and the Baldwin-Lachlan theorem on categoricity; rank in model theory; uniqueness of prime models and existence of saturated models; indiscernibles; ultraproducts; and differential fields of characteristic zero.

MATH 30900. Model Theory I. 100 Units.
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.
Prerequisite(s): MATH 25500 or 25800
Note(s): This course is offered in alternate years.

MATH 31000. Model Theory II. 100 Units.
MATH 31000 covers saturated models; categoricity in power; the Cantor-Bendixson and Morley derivatives; the Morley theorem and the Baldwin-Lachlan theorem on categoricity; rank in model theory; uniqueness of prime models and existence of saturated models; indiscernibles; ultraproducts; and differential fields of characteristic zero.
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: Measure theory and Lebesgue integration, harmonic functions on the disk and the upper half plane, Hardy spaces, conjugate harmonic functions, Introduction to probability theory, sums of independent variables, weak and strong law of large numbers, central limit theorem, Brownian motion, relation with harmonic functions, conditional expectation, martingales, ergodic theorem, and other aspects of measure theory in dynamics systems, geometric measure theory, Hausdorff measure.
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, 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 surfaces, 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.
Algebra I-II-III<br />

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 37500. 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, ranging from combinatorial ideas, 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): CMSC 36500

MATH 37760. Modern Signal Processing. 100 Units.
This course covers contemporary developments from time-frequency transforms and wavelets (1980s) to compressed sensing (2000s), a period during which signal processing significantly evolved and broadened to become the "mathematics of information". Topics: Review of classical sampling theory: Shannon-Nyquist, aliasing, filtering. Time-frequency transforms. Frame theory. Wavelet bases and filterbanks. Sparsity and nonlinear approximation. Algorithms: basis pursuit and matching pursuit. Compressed sensing. Matrix completion. Special topics: curvelets, phase retrieval, superresolution. Students who already have an interest in medical imaging (MRI, CT), or geophysical data processing (seismic, e-m), for instance, are welcome. The course assumes some affinity with undergraduate mathematics. The evaluation will consist of homework problems, and a project of the student’s choice. The project can either consist in reproducing results from the literature, or can be research-oriented.
Terms Offered: Autumn
Prerequisite(s): Linear algebra and multivariate calculus
Note(s): Not offered in 2017-18
Equivalent Course(s): STAT 37760

MATH 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): CMSC 38300
MATH 38509. 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: Autumn
Prerequisite(s): STAT 38300 or MATH 31200, or permission of the instructor.
Equivalent Course(s): STAT 38500

MATH 38511. 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.
Instructor(s): G. Lawler Terms Offered: Autumn
Prerequisite(s): The usual prerequisites are either the first-year graduate
mathematical analysis sequence (mainly the material in MATH 31200) or STAT
38100-38300, the first two quarters of the statistics measure-theoretic probability
sequence.
Equivalent Course(s): STAT 38510

MATH 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.<br />
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): CMSC 38815
Department of Physics

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

Chair

• Young-Kee Kim

Professors

• Edward C. Blucher
• Marcela Carena
• John Eric Carlstrom, Astronomy & Astrophysics
• Cheng Chin
• Juan Collar
• Henry J. Frisch
• Margaret Gardel
• Philippe M. Guyot Sionnest, Chemistry
• Jeffrey A. Harvey
• Eric Isaacs
• Heinrich Martin Jaeger
• Woowon Kang
• Kwang Je Kim
• Young Kee Kim
• David Kutasov
• Kathryn Levin
• Peter Littlewood
• Zheng Tian Lu
• Emil J. Martinec
• Stephan Meyer, Astronomy & Astrophysics
• 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
• Michael Turner, Astronomy & Astrophysics
• Carlos E.M. Wagner
• Yau Wai Wah
• Robert M. Wald
• Paul B. Wiegmann
• Linda Young

Associate Professors

• Daniel Holz
• William Irvine
• Scott Wakely
• LianTao Wang
• Wendy Zhang

Assistant Professors

• David Biron
• Luca Grandi
• Michael Levin
• David Miller
• Arvind Murugan
• Michael Rust, Molecular Genetics and Cell Biology
• David Schmitz
• David Schuster
• Jonathan Simon
• Abigail Vieregg

Emeritus Faculty

• Isaac D. Abella
• James W. Cronin
• Dean Eastman
• Peter G.O. Freund
• Robert P. Geroch
• Roger H. Hildebrand
• Riccardo Levi Setti
• Gene F. Mazenko
• Frank S. Merritt
• Dietrich Müller
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:

1. Achieve Candidacy.
2. Fulfill the experimental physics requirement by completing PHYS 33400 Advanced Experimental Physics or PHYS 33500 Adv Experimental Physics Project.
3. 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).

4. 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.

5. 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.

6. 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.

7. Defend the dissertation before the Ph.D. committee.

8. 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:

1. 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 Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 31600</td>
<td>Advanced Classical Mechanics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 33000</td>
<td>Mathematical Methods of Physics</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 34100</td>
<td>Advanced Quantum Mechanics I</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>Advanced Experimental Physics</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, especially regarding courses for which the student placed out of as a result of the graduate diagnostic exam.

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 quadrangle 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 http://physics.uchicago.edu/ with any questions or concerns regarding the admissions process.

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 31600. Advanced 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 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.
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.
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. Mathematical Methods of Physics. 100 Units.
Topics include complex analysis, linear algebra, differential equations, boundary value problems, and special functions.
Terms Offered: Autumn
Prerequisite(s): PHYS 22700

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. Advanced Quantum Mechanics I. 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: Autumn
Prerequisite(s): PHYS 23500

PHYS 34200. Advanced Quantum Mechanics II. 100 Units.
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 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 36400. General Relativity. 100 Units.
Terms Offered: Winter 2014

PHYS 36600. Hard Condensed Matter Physics. 100 Units.
Phasetransitions, Magnetism, Superconductivity, Disorder, Quantum Hall Effect, Superfluidity, Physics of Low-dimensional systems, Fermiliquid theory, and Quasicrystals.
Terms Offered: Winter

PHYS 37200. Space Physics & Astrophysics. 100 Units.
Terms Offered: Autumn

PHYS 38500. Advanced Math Methods. 100 Units.
Terms Offered: Winter

PHYS 38600. Advanced Methods of Data Analysis. 100 Units.
Terms Offered: Spring

PHYS 42600. Fluid Dynamics. 100 Units.
Terms Offered: Spring

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 44800. Field Theory in Condensed Matter Physics. 100 Units.
Terms Offered: Autumn

PHYS 45600. Intro to Quantum Computing. 100 Units.
No description available.
Terms Offered: Winter

PHYS 46200. Nuclear Astrophysics. 100 Units.
Terms Offered: Autumn
PHYS 47100. Intro to Modern Atomic Physics. 100 Units.
No description available.
Terms Offered: Autumn
DEPARTMENT OF STATISTICS

Chair

• Dan Liviu Nicolae, Statistics and Medicine

Professors

• Yali Amit
• Mihai Anitescu, Argonne National Laboratory
• Nicolas Brunel
• Jian Ding
• Lars Peter Hansen, Economics and Statistics
• John Lafferty
• Steven P. Lalley
• Gregory F. Lawler, Mathematics and Statistics
• Peter McCullagh
• Mary Sara McPeek
• Per Mykland
• Dan Liviu Nicolae, Statistics and Medicine
• John Reinitz
• Mary Silber
• Michael L. Stein, Master of the Physical Sciences Collegiate Division
• Matthew Stephens
• Stephen M. Stigler
• Ronald Thisted, Vice Provost for Academic Affairs, Public Health Sciences, Statistics
• Kirk M. Wolter
• Wei Biao Wu

Associate Professors

• Jian Ding

Assistant Professors

• Rina Foygel Barber
• Zheng (Tracy) Ke
• Imre Risi Kondor, Computer Science and Statistics
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.**

All sufficiently well-prepared students take 3 of 4 sequences in their first year:

- Applied Statistics
- Theoretical Statistics
- Probability
- Computation and Machine Learning

All students pass prelim exams in 2 of the 4 subjects by the beginning of their second year. Well-prepared students may be allowed to pass one or both of their exams upon arrival. Students should take a distribution requirement of up to two courses in their second year and are otherwise encouraged to explore the great variety of graduate courses on offer, both inside the department and in other departments.

Starting in their second year, students should find a topic for a Ph.D. dissertation and establish a relationship with a Ph.D. adviser. Taking courses with potential
advisers is part of this process. The detailed process is listed here (http://www.stat.uchicago.edu/students/phd_rules.shtml).

**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 (http://www.stat.uchicago.edu/seminars/index.shtml).

Ph.D. students should also participate in the department’s consulting program (http://galton.uchicago.edu/consulting/index.shtml), 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 (http://galton.uchicago.edu/students/master.shtml). (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 (http://galton.uchicago.edu/seminars/index.shtml), computation (http://galton.uchicago.edu/local/computing), and student and faculty offices (http://galton.uchicago.edu/people)—are located in Eckhart Hall or neighboring Ryerson Hall. Each student is assigned a desk in one of several offices. A small departmental library and conference room is a common meeting place for formal and informal gatherings of students and faculty. 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 (http://www.stat.uchicago.edu/local/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 Health Studies (http://health.bsd.uchicago.edu), Human Genetics (http://genes.uchicago.edu), Financial Mathematics and Econometrics (http://stevanovichcenter.uchicago.edu/page/seminars), 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 (http://galton.uchicago.edu/seminars/index.shtml) is perhaps the best indication of the vibrancy of the statistics research community here at the University of Chicago.

Statistics Courses
STAT 30100. Mathematical Statistics I. 100 Units.
<span>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; multivariate normal and joint distributions of quadratic forms of multivariate normal; 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; 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, asymptotics of order statistics and extreme order statistics, Cramer’s theorem including situations in which the second-order term is needed, asymptotic efficiency. Other topics (e.g., methods for dependent observations) may be covered if time permits.</span>
Terms Offered: Winter
Prerequisite(s): STAT 30400 or consent of instructor
STAT 30210. Bayesian Analysis and Principles of Statistics. 100 Units.
This course continues the development of Mathematical Statistics, with an emphasis on Bayesian analysis and underlying principles of inference. Topics include Bayesian Inference and Computation, Frequentist Inference and interpretation of p values and confidence intervals, Decision theory, admissibility and Stein’s paradox, the Likelihood principle, Exchangeability and De Finetti’s theorem, hierarchical modelling, multiple comparisons and False Discovery Rates. The mathematical level will generally be at that of an easy advanced calculus course. We will assume familiarity with standard statistical distributions (e.g., Normal, Poisson, Binomial, Exponential), with the laws of probability, expectation, conditional expectation, etc, and exposure to common statistical concepts such as p values and confidence intervals. Familiarity with the R statistical language will also be expected, and homework assignments will include programming problems in R.
Terms Offered: Spring
Prerequisite(s): STAT 30400 or consent of instructor

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); moments and cumulants; characteristic functions; exponential families; modes of convergence; central limit theorem; other asymptotic approximations.
Terms Offered: Autumn
Prerequisite(s): STAT 24500 and MATH 20500, or consent of instructor

STAT 30600. Advanced Statistical Inference I. 100 Units.
Topics covered in this course will include: Gaussian distributions: conditional distributions; maximum likelihood and REML; Laplace approximation and associated expansion; combinatorics and the partition lattice: Mobius inversion; moments, cumulants symmetric functions and $k$-statistics; cluster expansions; Bartlett identities and Bartlett adjustment; random partitions, partition processes, CRP process; Gauss-Ewens cluster process: classification models; trees rooted and unrooted; exchangeable random trees; Cox processes used for classification.
Terms Offered: Autumn, Spring. Autumn or Spring
Prerequisite(s): Consent of instructor
Note(s): May not be offered in 2016-17
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
Prerequisite(s): Multivariate calculus (MATH 19520 or 20000 or 20500 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: Spring
Prerequisite(s): STAT 30400, 30100, and 30210, or consent of instructor

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.
Instructor(s): R. Foygel Barber Terms Offered: Winter
Prerequisite(s): Stat 24400 or equivalent.
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): CMSC 37810

STAT 31015. Mathematical Computation IIA: Convex Optimization. 100 Units.
This course covers the fundamentals of convex optimization. Topics will include basic convex geometry and convex analysis, KKT condition, Fenchel and Lagrange duality theory; six standard convex optimization problems and their properties and applications: linear programming, geometric programming, second-order cone programming, semidefinite programming, linearly and quadratically constrained quadratic programming. In the last part of the course we will examine the generalized moment problem --- a powerful technique that allows one to encode a wide variety of problems (in probability, statistics, control theory, financial mathematics, signal processing, etc) and solve them or their relaxations as convex optimization problems.

Terms Offered: Winter
Prerequisite(s): STAT 30900/CMSC 37810
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
Note(s): Not offered in 2016-17, expected to be offered in 2017-18.

STAT 31061. Further Mathematical Computation: Matrix Computation. 100 Units.
This course is primarily about iterative algorithms in matrix computation. For linear systems and least squares problems, we will discuss stationary methods (Jacobi, Gauss-Seidel, SOR), semi-iterative methods (Richardson, steepest descent, Chebyshev, conjugate gradient), and Krylov subspace methods (MINRES, SYMMLQ, LSQR, GMRES, QMR, BiCG). We will cover some basic ideas for preconditioning and stopping conditions. For eigenvalue problems, we will discuss direct (Givens and Householder) and iterative (Lanczos and Arnoldi) methods for reducing a matrix into tridiagonal and Hessenberg forms, as well as power, inverse power, Rayleigh quotient, Jacobi, Jacobi-Davidson, and Francis QR algorithms for extraction of eigenvalues/eigenvectors. Lastly, we will discuss algorithms for generalized and quadratic eigenvalue problems (QZ algorithm) as well as for singular value decomposition (Golub-Kahan and Golub-Reinsch).
Terms Offered: Winter
Prerequisite(s): STAT 30900/CMSC 37810
Note(s): Not offered in 2016-17
STAT 31095. Numeric Solution of Ordinary Differential Equations. 100 Units.
This course will cover numerical methods for solving ordinary differential equations. Topics will include the development and analysis of Runge-Kutta and multistep methods, methods for stiff problems, and adaptive methods such as embedded Runge-Kutta. Additional topics such as symplectic methods, methods for boundary value problems, and methods for differential algebraic equations may also be covered, depending on the interests of the students. Coursework will include both computation and analysis. Theoretical results will be illustrated by numerical experiments on simple systems from celestial mechanics, molecular dynamics, chemical kinetics, and other fields. No knowledge of differential equations or numerical analysis will be assumed.
Instructor(s): B. Van Koten Terms Offered: Autumn
Prerequisite(s): Linear algebra (MATH 19620 or STAT 24300, or equivalent) and multivariate calculus (MATH 19520 or 20000, or equivalent), or consent of instructor.
Note(s): Not offered in 2016-17

STAT 31100. Mathematical Computation III: Numerical Methods for PDE's. 100 Units.
This course covers the major classes of numerical methods used for solving most of the partial differential equations that arise in science and engineering. Topics: Finite differences for elliptic, parabolic, and hyperbolic equations. Iterative methods for linear systems (CG, GMRES). Finite elements. Finite volumes for conservation laws. Spectral methods. Reformulation of PDE as boundary integral equations. Fast algorithms including the fast multipole method. The evaluation will be a mix of theoretical and programming exercises, as well as a project of the student’s choice.
Terms Offered: Spring
Prerequisite(s): Numerical linear algebra at the level of STAT 24300/30750, and basic Fourier series.

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.
Terms Offered: Autumn
Prerequisite(s): STAT 25100 and MATH 20500; STAT 30400 or consent of instructor

STAT 31300. Introduction to Stochastic Processes II. 100 Units.
Topics include continuous-time Markov chains, Markov chain Monte Carlo, discrete-time martingales, and Brownian motion and diffusions. Our emphasis is on defining the processes and calculating or approximating various related probabilities. The measure theoretic aspects of these processes are not covered rigorously.
Terms Offered: Spring
Prerequisite(s): STAT 31200 or consent of instructor
Note(s): Not offered in 2014-15
STAT 31510. Stochastic Simulation I. 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: Autumn
Prerequisite(s): Multivariate calculus and linear algebra

STAT 31520. Stochastic Simulation II. 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
Prerequisite(s): Multivariate calculus and linear algebra
Note(s): Not offered in 2016-17

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).
Terms Offered: May be offered in Winter
Prerequisite(s): STAT 24400 or 25100
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 is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): G. Hong Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite.
Note(s): Graduate course, open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): SOCI 30315,PBHS 43201,PLSC 30102,CHDV 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.<br />
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: <a href="http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search">http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search</a>
Terms Offered: Autumn
Prerequisite(s): One year of calculus
Equivalent Course(s): BUSF 41901
STAT 32500. Statistical Inference. 100 Units.
This Ph.D.-level course is the second in a two-quarter sequence with Business 41901/Statistics 32400. The central topic is statistical inference. The course will focus on inference issues in a variety of linear models. The key models that will be covered are the linear regression model, linear panel data models, and the linear instrumental variable model. The focus of the course will be on developing tools for performing classical inference within these models. We will cover basic asymptotic theory, estimation of covariance matrices allowing for heteroskedasticity and dependence, and the bootstrap. The basics of generalized method of moments will be covered in the context of the linear instrumental variables model. There will also be some discussion of Bayesian inference and finite-sample classical inference. 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](http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search)
Terms Offered: Winter
Prerequisite(s): BUSF 41901/STAT 32400
Equivalent Course(s): BUSF 41902

STAT 32600. Marketing Topics: Bayesian Applications in Marketing and Micro Econometrics. 100 Units.
This course covers some key topics at the research frontier in quantitative marketing. We formulate and estimate models of consumer decision-making, and then explore the normative and positive consequences of the inferred consumer behavior for optimal marketing decisions and market structure. Topics include: Foundations of demand modeling, measurement of consumer heterogeneity, the origin and evolution of preferences, state dependence in demand, dynamic discrete choice models, learning and memory models, storable goods demand, diffusion models and durable goods demand, stated choice models, advertising dynamics, and search and shopping behavior. 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](http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search)
Terms Offered: Spring
Equivalent Course(s): BUSF 37904
STAT 32900. Applied Multivariate Analysis. 100 Units.
The course will introduce the basic theory and applications for analyzing multi-dimensional 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 (S13, S15, ...) and the Booth Business School (S12, S14, ...). When the course is offered by the Booth school, please visit the Booth portal and search via the course search tool <a href="http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search">http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search</a> for the most up to date information.
Terms Offered: Spring
Prerequisite(s): STAT 24400-24500 or BUSF 41901/STAT 32400 or BUSF 41902/STAT 32500 or equivalent courses
Equivalent Course(s): BUSF 41912

STAT 32940. Data Analysis for Finance and Statistics. 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. <em>Program elective.</em>
Instructor(s): L. Lim Terms Offered: Autumn
Equivalent Course(s): FINM 33180

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 principal component analysis, factor model, canonical correlation, multi-dimensional scaling, discriminant analysis, clustering, and common techniques of dimension reduction. 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, and Expectation-Maximization methods. Theoretical derivations will be presented with emphasis on motivations, applications, and hands-on data analysis.
Terms Offered: Winter
Prerequisite(s): Instructor Consent
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.
Terms Offered: Autumn
Prerequisite(s): Consent of instructor

STAT 33500. Time-Series Analysis/Forecast. 100 Units.
Forecasting plays an important role in business planning and decision-making. 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/](http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search/)
Terms Offered: Winter
Prerequisite(s): BUSF 41901/STAT 32400 or instructor consent
Equivalent Course(s): BUSF 41910

STAT 33560. Chaos and Predictability. 100 Units.
This course explores the connection between our models of the world and our observations of it. Theoretical questions of predictability as well as applied methods of forecasting are developed. By adopting a geometric approach to the analysis of dynamical systems, traditional linear analysis of time series is seen be a special case of the more general nonlinear approach. The analysis of time series both from chaotic systems and from nonlinear stochastic systems is used to exemplify the strengths, weaknesses and risks of applying linear intuitions in a nonlinear context. Techniques of forecast evaluation are considered and illustrated with examples from several fields including weather, finance and medicine. The student will develop a software toolkit for the analysis and modelling. Using this toolkit, the efficacy of modern methods for analysis and prediction is considered both in mathematical systems and in real systems. A basic proficiency in a statistical computing (MATLAB, Mathematica, or R, for example) is needed, but no complex programming is required. Undergraduates with a solid background in calculus and one or more classes in statistics are welcome.
Terms Offered: Spring
Prerequisite(s): STAT 24500 or equivalent (can be taken concurrently)
Note(s): Not offered in 2016-17
STAT 33580. Topics in Dynamical Systems: Exploring Chaotic Dynamics. 100 Units.
This one-quarter dynamical systems topics course will focus on chaotic dynamical systems and their properties. The aim is for students to get a feel for properties associated with deterministic systems that exhibit chaotic behavior and to explore, through computational projects, how these are quantified. What is meant by “sensitive dependence on initial conditions” and how is this measured? How are correlations rapidly lost as nearby initial states evolve forward in time, and at what rate? How do we estimate an invariant measure on a chaotic attractor? What are typical “return times” in phase space, and how might we estimate their variance? What are generic properties of chaotic systems, and how can we understand these with simple paradigmatic constructions? What are generic mechanisms for creating chaotic dynamics by varying parameters of a dynamical system? This course investigates these questions through examples and takes an applied perspective.
Instructor(s): Mary Silber Terms Offered: Spring
Prerequisite(s): Consent of instructor

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.
Terms Offered: Winter, Spring. Winter or Spring
Prerequisite(s): STAT 24500 is required.
Equivalent Course(s): STAT 26100

STAT 33610. Asymptotics for Time Series. 100 Units.
This course will present a systematic asymptotic theory for time series analysis. In particular, the class will discuss asymptotics for sample mean, sample variances, banded covariance matrices estimates, inference of trends, periodograms, spectral density estimates, quantile estimation, nonparametric estimates, VaR and long-range dependent processes. Some asymptotic theory for non-stationary processes and functional linear models will also be presented.
Terms Offered: Autumn
Prerequisite(s): BUSF 30200 and STAT 31300 or consent of instructor
Note(s): Not offered in 2016-17
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, co-integration and error-correction models, state-space models, dynamic factor models, and multivariate volatility models. The course also addresses impulse response function, structural specification, co-integration tests, least squares estimates, maximum likelihood estimates, structural changes, 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 package used in the course is R, but students may use their own software if preferred.<br />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
Terms Offered: Spring
Prerequisite(s): BUSF 41910/STAT 33500
Equivalent Course(s): BUSF 41914

STAT 33970. Statistics of High-Frequency Financial 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.
Instructor(s): P. Mykland Terms Offered: Winter
Prerequisite(s): STAT 39000/FINM 34500 (may be taken concurrently), also some statistics/econometrics background as in STAT 24400–24500, or FINM 33150 and FINM 33400, or equivalent, or consent of instructor.
Note(s): Not offered in 2016-17
Equivalent Course(s): FINM 33170
STAT 34000. Gaussian Processes. 100 Units.
Gaussian processes are commonly used in statistical models for spatial and spatial-temporal processes and for computer model output. They are also frequently used as building blocks for non-Gaussian process models. This course will begin with an overview of the theory for Gaussian processes, with a focus on stationary processes and their associated spectral properties and how these relate to problems of spatial interpolation. With this foundation, we will proceed to discuss a variety of approaches to developing useful classes of Gaussian process models, with a focus on spatial-temporal processes. Computational problems and possible solutions for fitting Gaussian process models to large, irregularly observed datasets will form the last part of the class. Applications to environmental monitoring data, computer model output and possibly other areas will be considered.

This class is aimed at PhD students in Statistics, but may be accessible to others with a strong background in Statistics (say, STAT 24500 and 34300), some background in analysis and previous exposure to stochastic processes.

Terms Offered: Spring
Prerequisite(s): STAT 24500 and STAT 34300, or some background in analysis and previous exposure to stochastic processes
Note(s): Not offered in 2016-17

STAT 34300. Applied Linear Statistical 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): STAT 24500 or equivalent, and linear algebra (STAT 24300 or equivalent)
Note(s): The prerequisites are under review and may change.

STAT 34500. Design and Analysis of Experiments. 100 Units.
This course introduces the methodology and application of linear models in experimental design. We emphasize the basic principles of experimental design (e.g., blocking, randomization, incomplete layouts). Many of the standard designs (e.g., fractional factorial, incomplete block, split unit designs) are studied within this context. The analysis of these experiments is developed as well, with particular emphasis on the role of fixed and random effects.

Terms Offered: Winter
Prerequisite(s): STAT 34300
STAT 34700. Generalized Linear Models. 100 Units.
This applied course covers factors, variates, contrasts, and interactions; exponential-family models (i.e., variance function); definition of a generalized linear model (i.e., link functions); specific examples of GLMs; logistic and probit regression; cumulative logistic models; log-linear models and contingency tables; inverse linear models; Quasi-likelihood and least squares; estimating functions; and partially linear models.
Terms Offered: Spring
Prerequisite(s): STAT 34300 or consent of instructor

STAT 34900. Data Analysis Project. 100 Units.
The first half 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 individualized 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. It is intended that some projects in this class may develop into MS papers.
Instructor(s): Michael Stein Terms Offered: Autumn
Prerequisite(s): STAT 34700 or 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): J. Dignam Terms Offered: Spring
Prerequisite(s): PBHS 32100 or STAT 22000; Introductory Statistics or Consent of Instructor
Equivalent Course(s): CCTS 32901,PBHS 32901

STAT 35410. Genomic Evolution. 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 and J. Reinitz Terms Offered: Autumn
Equivalent Course(s): EVOL 35901,ECEV 35901
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: Spring
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 35600. Applied Survival Analysis. 100 Units.
This course will provide an introduction to the principles and methods for the analysis of time-to-event data. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in industrial applications. While some theoretical statistical detail is given (at the level appropriate for a Master's student in statistics), the primary focus will be on data analysis. Problems will be motivated from an epidemiologic and clinical perspective, concentrating on the analysis of cohort data and time-to-event data from controlled clinical trials.
Prerequisite(s): PBHS 32100 or Stat 22000; introductory statistics or consent of instructor
Note(s): Course not offered every year.
Equivalent Course(s): PBHS 33100

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): D. Huo Terms Offered: Winter
Prerequisite(s): PBHS 30700 or PBHS 30900 or 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: Spring
Prerequisite(s): PBHS 32700/STAT 22700 or STAT 34700 or consent of instructor.
Equivalent Course(s): PBHS 33500

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: Spring
Prerequisite(s): STAT 24400 and STAT 24500 or master level training in statistics.
Equivalent Course(s): PBHS 43010

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: Spring
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: Autumn
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 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.
Terms Offered: Autumn
Prerequisite(s): STAT 24400 is required; alternatively STAT 22400 and exposure to multivariate calculus and linear algebra.
Equivalent Course(s): STAT 27400

STAT 37500. Pattern Recognition. 100 Units.
This course treats statistical models and methods for pattern recognition and machine learning. Topics include a review of the multivariate normal distribution, graphical models, computational methods for inference in graphical models in particular the EM algorithm for mixture models and HMM’s, and the sum-product algorithm. Linear discriminative analysis and other discriminative methods, such as decision trees and SVM’s are covered as well.
Terms Offered: Spring
Prerequisite(s): Linear algebra at the level of STAT 24300. Knowledge of probability and statistical estimation techniques (e.g., maximum likelihood and linear regression) at the level of STAT 24500
Equivalent Course(s): STAT 24610
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): J. Lafferty Terms Offered: Spring
Prerequisite(s): CMSC 15400 or CMSC 12200 and STAT 22200 or STAT 23400, or by consent.
Note(s): The prerequisites are under review and may change.
Equivalent Course(s): 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.
Instructor(s): Kondor Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): CMSC 35400

STAT 37750. Compressed Sensing. 100 Units.
The field of compressed sensing seeks to recover a high-dimensional signal from a relatively small number of observations. While impossible in general, in many settings this problem can be solved if x is sparse. Compressed sensing problems arise in countless applications, including image reconstruction, MRI, genetics, and many others. The course will also explore related questions such as different types of signal structure, and low-rank matrix completion (with applications to video denoising and to recommendation systems). This course will cover the theory and algorithms behind compressed sensing, as well as several applications. Students will apply these methods to real data sets as part of their homework. Prerequisites: familiar with linear algebra and probability; some programming experience is helpful but not required (the course will primarily use R or MATLAB).
Terms Offered: Spring
Prerequisite(s): STAT 30900. It is helpful but not required to have taken STAT 37601/37710/37790 or equivalent.
Note(s): Not offered in 2014-15
STAT 37760. Modern Signal Processing. 100 Units.
This course covers contemporary developments from time-frequency transforms and wavelets (1980s) to compressed sensing (2000s), a period during which signal processing significantly evolved and broadened to become the "mathematics of information". Topics: Review of classical sampling theory: Shannon-Nyquist, aliasing, filtering. Time-frequency transforms. Frame theory. Wavelet bases and filterbanks. Sparsity and nonlinear approximation. Algorithms: basis pursuit and matching pursuit. Compressed sensing. Matrix completion. Special topics: curvelets, phase retrieval, superresolution. Students who already have an interest in medical imaging (MRI, CT), or geophysical data processing (seismic, e-m), for instance, are welcome. The course assumes some affinity with undergraduate mathematics. The evaluation will consist of homework problems, and a project of the student’s choice. The project can either consist in reproducing results from the literature, or can be research-oriented.
Terms Offered: Autumn
Prerequisite(s): Linear algebra and multivariate calculus
Note(s): Not offered in 2017-18
Equivalent Course(s): MATH 37760

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: Autumn
Prerequisite(s): STAT 37710/CMSC 35400 or consent of instructor
Note(s): Not offered in 2017-18

STAT 37810. Statistical Computing A. 050 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. 0.50 Units.
This course will focus on data technology aspects of statistical computing. The course takes place in the second half of the quarter, after STAT 37810 (Statistical Computing A). Topics include storage and accessing of large data, relational databases, SQL, Python, text mining and related statistical models, access and usage of high-performance computer clusters, rudimentary parallel computing, web data access, and visualization. A short introduction to SAS will be given if time permits. HTML, XML, and Javascript may be used briefly. The main computing software will be Python and R.
Terms Offered: Autumn
Prerequisite(s): Instructor Consent. STAT 37810 recommended.

STAT 38100. Measure-Theoretic Probability I. 1.00 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. 1.00 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 38500. Brownian Motion and Stochastic Calculus. 1.00 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: Autumn
Prerequisite(s): STAT 38300 or MATH 31200, or permission of the instructor.
Equivalent Course(s): MATH 38509
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. Instructor(s): G. Lawler Terms Offered: Autumn
Prerequisite(s): The usual prerequisites are either the first-year graduate mathematical analysis sequence (mainly the material in MATH 31200) or STAT 38100-38300, the first two quarters of the statistics measure-theoretic probability sequence.
Equivalent Course(s): MATH 38511

STAT 38600. Topics in Stochastic Processes. 100 Units.
This will be a course in “high-dimensional” probability aimed at introducing some of the mathematics of empirical processes, concentration, Gaussian random fields, large random matrices, and compressed sensing.
Terms Offered: TBD
Prerequisite(s): Basic probability and analysis, discrete-time martingales (STAT 30400 and 31300)
Note(s): Not offered in 2016-17

STAT 38620. Social Networks, Probability, Learning, and Game Theory. 100 Units.
This is a research oriented topic course aimed at graduate students. We will first cover some basics of social networks including structure and analysis of such networks and models that abstract their basic properties. Then we will focus on some recent research on a few selected topics/models, and aim to discuss one representative example in each of the following topics: (1) Probabilistic models and statistical learning based on empirical observation; (2) Stochastic processes (such as spread of information) and game-theoretical behavior on social networks as well as corresponding optimization problems; (3) Connections with social choices relating to collective decision making; (4) Some algorithmic aspects of networks. The students should have solid knowledge in at least two of the following areas: (1) Probability theory (either 31200-31300 or 38100-38300). (2) Statistics (either 24400-24500-24610 or 30400-30100-30210). (3) Basic knowledge in game theory and algorithms. In addition, students should be comfortable with undergraduate linear algebra as well as elementary combinatorics.
Terms Offered: Winter
Prerequisite(s): Consent of instructor. Students need to be familiar with two out of the following three: probability (no need for measure theory)/statistics/game theory (at intro level).
Note(s): Not offered in 2014-15
STAT 38650. Random Matrices and Related Topics. 100 Units.
This course will be an introduction to the spectral theory of large random matrices and related topics in probability. The first part of the course will be devoted to the bulk spectral properties of Wigner and sample covariance matrices (that is, the empirical distribution of their eigenvalues), leading to the Wigner semi-circle law and the Marchenko-Pastur theorem. The second part will focus on the Gaussian orthogonal and unitary ensembles and on the distribution theory of the top eigenvalue (Tracy-Widom theory). This will lead to the study of orthogonal polynomials, Fredholm determinants, determinantal point processes, and Toeplitz matrices. Relationships to various combinatorial problems in probability, including asymmetric exclusion processes, last-passage percolation, and various stochastic models of growth and deposition, will be studied. Several other related topics may be discussed, depending on the interests and backgrounds of the audience and the instructor.
Note(s): Not offered in 2016-17

STAT 38660. Random Planar Geometry. 100 Units.
This is a research topic course on certain aspects of random planar geometry. The two central models to be discussed are Liouville quantum gravity which arises from exponentiating a two-dimensional Gaussian free field, as well as uniform infinite planar triangulation/quadrangulation. We will mainly focus on the discrete perspectives of these models, but will also at times discuss the connections to the continuous counterparts. We will concentrate on the metric properties of these random surfaces (including geodesic distances and the electric resistances), as well as their connections to the random motion on these random surfaces.
Terms Offered: Autumn
Prerequisite(s): Recommended 38100/38300 sequence, or experience with measure-theoretical probability.
Note(s): Not offered in 2016-17

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 39800. Field Research. Variable 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): Consent of instructor and faculty advisor

STAT 39900. Master’s Seminar. Variable 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.

STAT 40100. Reading/Research: Statistics. Variable 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): 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: Autumn
Prerequisite(s): STAT 30100 and STAT 30400 and STAT 31015, or consent of instructor

STAT 41600. High-Dimensional Statistics II. 100 Units.
No description available.
Terms Offered: Spring
Prerequisite(s): STAT 30100 or STAT 30400 or STAT 31015, or consent of instructor

STAT 42510. Theoretical Neuroscience: Single Neuron Dynamics and Computation. 100 Units.
This course is the first part of a three-quarter sequence in theoretical/computational neuroscience. It will focus on mathematical models of single neurons. Topics will include: basic biophysical properties of neurons; Hodgkin-Huxley model for action potential generation; 2D models, phase-plane analysis and bifurcations leading to action potential generation; integrate-and-fire-type models; noise; characterization of neuronal activity with stochastic inputs; spatially extended models; models of synaptic currents and synaptic plasticity; unsupervised learning; supervised learning; reinforcement learning.
Terms Offered: Autumn
Prerequisite(s): Prior exposure to differential equations, linear algebra, probability theory
Equivalent Course(s): CPNS 35510
STAT 42520. Theoretical Neuroscience: Network Dynamics and Computation. 100 Units.
This course is the second part of a three-quarter sequence in theoretical/computational neuroscience. It will focus on mathematical models of networks of neurons. Topics will include: firing rate models for populations of neurons; spatially extended firing rate models; models of visual cortex; models of brain networks at different levels; characterization of properties of specific brain networks; models of networks of binary neurons, mean rates, correlations, reductions to rate models; learning in networks of binary neurons, associative memory models; models of networks of spiking neurons: asynchronous vs synchronous states; oscillations in networks of spiking neurons; learning in networks of spiking neurons; models of working memory; models of decision-making.
Terms Offered: Winter
Prerequisite(s): Prior exposure to differential equations, linear algebra, probability theory, STAT 42510 or instructor consent.
Equivalent Course(s): CPNS 35520

STAT 42600. Theoretical Neuroscience: Statistics and Information Theory. 100 Units.
This course is the third part of a three-quarter sequence in theoretical/computational neuroscience. It begins with the spike sorting problem, used as 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 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 and newer population coding models. The decoding section will cover basic methods for inferring the stimulus 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): CPNS 35600, ORGB 42600
STAT 45800. Workshop on Collaborative Research in Statistics, Computing, and Science. 100 Units.
This course aims to bring together researchers with expertise in statistics, computation, and basic sciences, to work together to produce a solution to a particular problem. The problem we will focus on is the following: how can we improve the way that statistical comparisons are performed? No knowledge of this problem is assumed: it will be introduced in full at the start of the class, together with an outline for an initial proposed approach to addressing the problem. In brief the motivation is as follows:

Many new statistical methods are published without any software implementation, and without any comparisons with existing methods. Even when comparisons are made, usually the comparisons are performed by a single research group who has developed one of the methods, raising the concern that the comparison may unfairly favor this method. Indeed, this problem is almost inevitable, even if the authors are extremely fastidious: any research group will have different levels of expertise with different methods, and tend to be more effective in applying their own method. Indeed, getting a method to work well for a particular problem may in itself be a research project. On top of this, performing these kinds of comparisons is incredibly time-consuming: at a minimum one has to familiarize oneself with a range of software products, their input/output requirements, and their various runtime options; create an infrastructure for running them; and write scripts to compare the

Terms Offered: Winter
Prerequisite(s): Consent of instructor
Note(s): Note offered in 2016-17

STAT 48100. Proseminar in Probability. 100 Units.
This course will explore topics of current research interest in probability theory and stochastic processes. Students will be expected to give presentations based on research articles chosen after consultation with the instructors.
Instructor(s): Jian Ding, Steven Lalley
Terms Offered: Autumn,Winter,Spring
Prerequisite(s): Consent of instructor
The Division of the Social Sciences

Dean

- David Nirenberg

Deputy Dean and Master of the Collegiate Division

- James Sparrow

Dean of Students

- Patrick Hall

Associate Dean of Students

- Kelly Therese Pollock

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, Economics, History, Political Science, Psychology, and Sociology, as well as 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 Latin American and Caribbean Studies, the Center for Middle Eastern Studies, 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://socialsciences.uchicago.edu/admissions/apply. Questions should be directed to admissions@ssd.uchicago.edu (admissions@ssd.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 (or their part time equivalent) of Scholastic Residence.
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. Residence requirement and program requirements. Students in all Ph.D. degree programs must be registered in accordance with the University Doctoral Residence System.

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 Director

- James Evans, Sociology

Executive Committee

- Luc Anselin, Sociology
- Marc G. Berman, Psychology
- Kathleen Cagney, Sociology
- Justin Grimmer, Political Science
- Guanglei Hong, Comparative Human Development
- Ali Hortaçsu, Economics
- Leslie M. Kay, Psychology
- Kathleen D. Morrison, Anthropology
- Howard Nusbaum, Psychology
- John Padgett, Political Science
- Elizabeth Maggie Penn, Political Science
- Stephen W. Raudenbush, Sociology
- James T. Sparrow, History

Affiliated Faculty

- Stéphane Bonhomme, Economics
- John Cacioppo, Psychology
- Magne Mogstad, Economics
- Anna Mueller, Comparative Human Development
- John W. Patty, Political Science
- Alessandra Voena, Economics
- Daniel Yurovsky, Psychology

Senior Lecturer

- Rick Evans, Computational Economics
Lecturer

- Benjamin Soltoff, Political Science

Preceptor

- Ging Cee Ng

Managing Director

- Chad Cyrenne

Director of Career Services

- Shelly Robinson

Student Affairs Administrator

- E.G. Enbar

Alumni, Staff, and Student Programming Administrator

- Stefani Metos

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 highly structured curriculum, with a total of 18 required and elective courses tailored to the disciplinary track a student follows. It features a four-course core in computational inference, big data analysis, computational modeling, and computer programming; a regular Computation Workshop for the presentation and critique of work in progress by invited guests; and an optional summer practicum between the first and second year, allowing students to develop their research with a variety of organizations. Students submit an article-length MA thesis in their second year, after completing a three-quarter research commitment working directly with a member of our Executive or Affiliated Faculty.
The program aims to produce leading social scientists in each of our core social science fields – economics, sociology, political science, psychology, history, and anthropology – producing competitive PhD applicants, well-trained in computational approaches, who have mastered the research and analytical skills necessary to make important contributions.

Students receive close mentorship from the program’s Faculty Director, academic staff, and members of our Executive and Affiliated Faculty.

In addition, they receive full professional support from our Director of Career Services, with biweekly workshops, career planning, and employer recruitment throughout the year.

**PROGRAM REQUIREMENTS AND COURSE WORK**

All MA students complete the equivalent of 18 graduate seminars and write an article-length MA thesis, modeled on a professional journal article, with a member of our Computation Faculty.

The courses are selected with the advice of our academic staff, and follow different disciplinary tracks, tailored to the research commitments of our students.

**ADMISSION**

All financial aid is merit-based. The program offers partial and full tuition scholarships on a highly competitive basis.

Submission of GRE scores is required. All Computation students should have quantitative GREs in the top 30%.

Applicants must provide evidence of English proficiency by submitting TOEFL or IELTS scores, unless they have completed a degree in an English language University.

**HOW TO APPLY**

The application for admission and financial aid is available at: https://apply-ssd.uchicago.edu/apply/

Any questions should be directed to admissions@ssd.uchicago.edu, (773) 702-8415.
MA Program in Computational Social Science 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): Rick Evans and Benjamin Soltoff Terms Offered: Autumn
Note(s): MACSS students have priority. Others admitted with instructor consent.

MACS 30500. Computing for the Social Sciences. 100 Units.
This is an applied course for social scientists with little programming experience who wish to use computational analysis in their research. After completion of this course, students will be able to write basic programs that fulfill their own research needs. Major topics to be covered include data wrangling, data exploration, functional programming, statistical modeling, and reproducible research. Students will also learn how to parse text files, scrape data from other sources, create and query relational databases, implement parallel processes, and manage digital projects. Class meetings will be a combination of lecture and laboratory sessions, and students will complete weekly programming assignments as well as a final research project. Assignments will be completed primarily using the open-source R and Python programming languages and the version control software Git.
Instructor(s): Benjamin Soltoff Terms Offered: Autumn
Note(s): MACS students have priority. Others admitted with instructor consent.
Equivalent Course(s): SOCI 40176
MACS 40000. Economic Policy Analysis with Overlapping Generation Models. 100 Units.
This course will study economic policy questions ideally addressed by the overlapping generations (OG) dynamic general equilibrium framework. OG models represent a rich class of macroeconomic general equilibrium model that is extremely useful for answering questions in which inequality, demographics, and individual heterogeneity are important. OG models are used extensively by the Joint Committee on Taxation, Congressional Budget Office, and Department of the Treasury. This course will train students how to set up and solve OG models. The standard nonlinear global solution method for these models--time path iteration--is a fixed point method that is similar to but significantly different from value function iteration. This course will take students through progressively richer versions of the model, which will include endogenous labor supply, nontrivial demographics, bequests, stochastic income, multiple industries, non-balanced government budget constraint, and household tax structure.
Instructor(s): Rick Evans Terms Offered: Autumn

MACS 50000. Computational Social Science Workshop. 100 Units.
High performance and cloud computing, massive digital traces of human behavior from ubiquitous sensors, and a growing suite of efficient model estimation, machine learning and simulation tools are not just extending classical social science inquiry, but transforming it to pose novel questions at larger and smaller scales. The Computational Social Science (CSS) Workshop is a weekly event that features this work, highlights associated skills and data, and explores the use of CSS in the world. The CSS Workshop alternates weekly between research workshops and professional workshops. The research workshops feature new CSS work from top faculty and advanced graduate students from UChicago and around the world, while professional workshops highlight useful skills and data (e.g., machine learning with Python’s scikit-learn; the Twitter firehose API) and showcase practitioners using CSS in the government, industry and nonprofit sectors. Each quarter, the CSS Workshop also hosts a distinguished lecture, debate and dinner, and a student conference.
Instructor(s): James Evans Terms Offered: Autumn, Winter, Spring
Note(s): MACSS students must register for a R. Other faculty and graduate students welcome.
Equivalent Course(s): SOCI 60016
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): A multivariate statistics course: familiarity with GIS is helpful, but not necessary
Equivalent Course(s): SOCI 30253, GEOG 20500, SOCI 20253
MASTER OF ARTS PROGRAM IN THE SOCIAL SCIENCES

Faculty Director

• Dain Borges

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
• Raymond D. Fogelson (Emeritus), Anthropology, Comparative Human Development
• 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. MacAlloon, 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

Senior Lecturers

• Morrie Fred, Anthropology
• Victor Lima, Economics

Lecturers

• Darcy Heuring, History
• Melissa Tartari, Economics

Earl S. Johnson Instructors

• Samantha Fan, Psychology
• Francis Mckay, Anthropology
• TBD, Sociology

Preceptors

• Theresa Anasti, Sociology
• Gordon Arlen, Political Science
• Amanda Blair, Political Science
• Marcus Board, Political Science/Sociology
• Laura Horton, Comparative Human Development
• Taeju Kim, History
• John McCallum, History
• Jay Schutte, Anthropology
• Xiao-bo Yuan, Anthropology

Director of Career Services

• Shelly Robinson

Student Affairs Administrator

• E.G. Enbar

Alumni, Staff, and Student Programming Administrator

• Stefani Metos

Business Administrator
• Tekeisha Yelton-Hunter

GENERAL INFORMATION

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, sociology, or in interdisciplinary research. They 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 weekly mentorship for their research, by doctoral student “preceptors” and by the MAPSS senior staff.

MAPSS is highly selective for admission and offers substantial merit aid, from partial to full tuition grants.

We offer preeminent training for those aspiring to go on for funded PhD study in the social sciences. Each year 55-70 of our graduates do so successfully, at a 91% placement rate. More than 100 MAPSS graduates are pursuing the PhD at UChicago alone.

MAPSS also offers an exceptional program of career placement, working directly with our Director of Career Services, with weekly workshops, on-campus recruitment, and visits by leading alumni who provide mentorship in a variety of fields.

Each student works closely with the program directors, our senior academic staff, and an assigned preceptor, designing a customized curriculum, defining an area of scholarly research, and writing the MA thesis.

A joint BA/MA and several dual degree options – in Booth and Harris – are 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 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, from 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 weekly 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

Our Economics concentration is new in 2016. Elsewhere, 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"
"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"

"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.

All applicants must submit GRE scores, except for those applying for the joint BA/MA degree.

All financial aid is merit-based, and MAPSS offers partial and full tuition scholarships at the time of admission.

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: admissions@ssd.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: http://mapss.uchicago.edu/

**MASTER OF ARTS PROGRAM IN THE SOCIAL SCIENCES COURSES**

**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): Dain Borges Terms Offered: Autumn

**MAPS 30200. Readings: Social Sciences. 100 Units.**
Individualized and independent reading course with selected faculty.
Instructor(s): Dain Borges Terms Offered: Autumn
Note(s): Open only to MAPSS students.

**MAPS 30600. Readings: MA Paper Research. 100 Units.**
Student initiated research and writing for the MA thesis.
Instructor(s): Dain Borges Terms Offered: Autumn

**MAPS 30700. Foundations of Human Rights. 100 Units.**
This seminar will provide graduate students with an advanced introduction to the study of human rights, with a particular emphasis on locating contemporary issues and debates within the historical development of human rights discourses. As a graduate seminar, this will be a small class (capped at 20 students), and a strong emphasis will be placed on in-class discussion and debate. Together we will explore the historical foundations of human rights from a range of disciplinary perspectives.
Instructor(s): A. Etinson Terms Offered: Autumn 2015
Note(s): Graduate students only
Equivalent Course(s): HIST 67102, PHIL 31620, PLSC 31700, HMRT 30600
MAPS 31500. Historical Methods. 100 Units.
This course analyzes key methodological and conceptual problems that all historians must confront, whether we are medievalists or modernists. These include problems of structure and agency, anachronism, how to use non-textual evidence, and how to approach elusive cultural phenomena such as perceptions, attitudes and sentiments. We will examine some of the myriad ways that a range of historians have approached these problems, and in the process attempt to illuminate the complex relationship between sources, methods and theory in our own work. Ultimately, the course seeks to provide you with methodological, theoretical and conceptual tools useful in formulating and executing a substantial historical research project. Participation is absolutely essential to the success of the course, and will be evaluated as a significant part of your grade.
Instructor(s): Darcy Heuring Terms Offered: Autumn
Note(s): Open to MAPSS students only.

MAPS 31600. Ethnographic Methods. 100 Units.
Using texts in conjunction with practical exercises, this seminar explores how social scientists conduct ethnographic field research to produce knowledge about the ‘objects’ of their inquiry.
Instructor(s): Morris Fred 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

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
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.
This seminar offers a graduate-level survey of the major interpretive schools in contemporary political thought. We’ll ask what makes each camp so attractive to its adherents; what methodological assumptions, evidentiary warrants, and technical skills are today associated with leading practitioners; what controversies divide one alternative from the next; and how to reproduce particular methodological orientations in your research. We will also revisit some fundamental questions: What do we expect good political theory to do? What falls within the “political” that it interrogates and describes? Should political theory take its bearings from history, philosophy, or empirical social science? Readings will be drawn from the Cambridge Historians, Strausssians, Critical Theory, Discourse Ethics, Genealogy, Analytic Philosophy, Feminism, Social Interpretivism, Phenomenology, and Literary/Cultural Narrativism.
Instructor(s): Chad Cyrenne Terms Offered: Autumn
MAPS 32200. Anthropology and ‘The Good Life’: Ethics, Morality, Well-Being. 100 Units.
This course takes a critical, historical and anthropological look at what is meant by “the good life.” Anthropologists have long been aware that notions of “the good” play an essential role in directing human behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past several years, however, there has been an increasing demand for clarification on what is meant by “the good life,” as well as how cultural conceptions of “the good” relate to science, politics, religion, and personal practice. In this course, we will take up that challenge by exploring what is meant by “the good,” focusing on three domains in which it has most productively been theorized: ethics, morality, and well-being. Through a close reading of ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced by different communities in order to explore the good life, we will gain an understanding of the different theoretical and methodological approaches for understanding the good in the social sciences, the various cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility, deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional ethics, neuroethics, and the moral sentiments.
Instructor(s): Francis Mckay Terms Offered: Autumn
Note(s): Upper-level undergrads by consent. Some knowledge of moral philosophy useful, but not necessary to take the course. CHDV Distribution: C*; 3*
Equivalent Course(s): ANTH 24345, ANTH 35130, CHDV 32200

MAPS 32700. The Emotions: Science, Culture, and Mental Health. 100 Units.
This course looks at how different forms of emotional experience (feelings, emotions, affects, sentiments, and moods), have been theorized in anthropology since the 1970s, particularly in relation to science, culture and mental health. Drawing on phenomenological, psychological and medical approaches in anthropology, as well as work in science studies, students will have the opportunity to examine how anthropologists have tried to go beyond the classic binaries that have often defined emotion research in the West (such as those between universality and relativism, body and mind, nature and culture, etc.), how they try to connect emotions to the larger social world (through various descriptions of public or political sentiments), and how they conceptualize so-called “affective disorders” such as depression, anxiety and trauma.
Instructor(s): Francis McKay Terms Offered: Spring

MAPS 34600. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
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 role 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 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
Note(s): CHDV Distribution: C, D; 4
Equivalent Course(s): ANTH 20405, ANTH 30405, CHDV 30405, HMRT 25210, HMRT 35210, SOSC 36900, CHDV 20505

MAPS 37000. Freud’s Interpretation of Dreams. 100 Units.
Freud himself described <em>The Interpretation of Dreams</em> as the repository of the “greatest discoveries” he was destined to make about the human psyche and the human condition. As a Fundamentals course, we will analyze this text as an autonomous whole, line by line, and, reflexively, argumentative filament by filament. As a classic of modern social thought, we will explore the proposition that <em>The Interpretation of Dreams</em> is, however inadvertently, the greatest single work on “culture,” conceived as a semiotic system, ever written. Iconic writing, that is to say the capacity and the constraints of conveying bodily experience in words, will be a special focus of our reading.
Instructor(s): J. MacAlloon Terms Offered: Spring
Prerequisite(s): Open only to graduate students and 3rd and 4th year undergraduates.
Equivalent Course(s): FNDL 29605

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 J MacAlloon Terms Offered: Autumn
Note(s): Graduate Students Only.
Equivalent Course(s): ANTH 40165
MAPS 44100. The Politics of Value Pluralism. 100 Units.
Value pluralism – the idea that difficult moral questions may have more than one right answer, that some of those answers conflict, and that there may be no rationally authoritative way of choosing between them – has attracted increasing attention from political theorists and philosophers. If true, this non-obvious and heterodox view raises significant challenges for political practice. How can we engage our fellow citizens rationally, if we do not share their moral assumptions, aims, or evidentiary authorities? On what basis can we hold political authorities accountable, if we cannot agree on the same moral criteria to distinguish legitimate from illegitimate uses of political power? If difficult moral questions permit more than one right answer, will that encourage practices of toleration and generosity, or the brute force of majority preference? This seminar will ask what value pluralism really means, what evidence we have for it, and what consequences it entails for a liberal politics.
Instructor(s): Chad Cyrenne Terms Offered: Winter

MAPS 47501. Anthropology of Olympic Sport. 100 Units.
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.
Instructor(s): John J MacAloon Terms Offered: Autumn
Note(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 20420,ANTH 30420
MASTER OF ARTS IN
LATIN AMERICAN STUDIES
- SOCIAL SCIENCES

DIRECTOR
Brodwyn Fischer, Department of History and the College

STUDENT AFFAIRS COORDINATOR (PROGRAM ADVISOR)
Jamie Gentry
e-mail: jagentry@uchicago.edu
phone: 773.702.8420

Please see the entry for Center for Latin American Studies (p. 63) for the list of the Latin American Studies faculty, also available at the CLAS website (http://clas.uchicago.edu). The Center for Latin American Studies administers a Master of Arts degree program in Latin American Studies. The Master of Arts program is a one year program of graduate studies that provides students with a thorough knowledge of the cultures, history, politics, and languages of the region. Students benefit from various resources that put the University of Chicago at the forefront of research and scholarship on Latin America, including world renowned faculty, top quality library resources, graduate workshops, and field research grant opportunities. Please see the CLAS degree programs webpages (https://clas.uchicago.edu/page/degree-programs).

The master's program attracts students who will benefit from interdisciplinary training in a highly individualized and flexible program. Each student works closely with faculty and the program advisor to design a customized curriculum, define an area of scholarly research, and write a master's paper. Students take advantage of the program's flexibility to advance their academic and/or career objectives before making a major professional or educational commitment. Some students approach a research interest from a multidisciplinary perspective. Others strengthen their training in a single discipline as it relates to Latin American Studies, or explore new fields.

Through the M.A. Proseminar, the required common core of the master's program, students gain a critical understanding of the major theoretical approaches, principal
research methods, and current trends in Latin American Studies. During the autumn and winter quarters of the Proseminar students develop the proposal for their master’s paper. The master’s paper is meant to demonstrate the student’s ability to apply formal training in Latin American Studies toward a specific and original research problem. Primary Latin Americanist faculty at the University of Chicago serve as guest lecturers in the Proseminar to introduce students to their research.

The master’s program provides students with the opportunity to develop and enhance skills and knowledge appropriate for careers related to Latin America or as preparation for further graduate work or professional training. Graduates of the program enter or return to careers for which the master’s degree is increasingly an entry-level requirement, including secondary and higher education, government, business, and various cultural organizations and non-profit agencies. Others enter doctoral and professional degree programs with support and advice from Latin American Studies staff and faculty.

**ADMISSION TO THE MASTER’S PROGRAM**

Prospective students to the Master of Arts program in Latin American Studies may apply to the program through the Division of the Social Sciences or through the Division of the Humanities and will receive the degree from the division through which they have been admitted.

**HOW TO APPLY**

The application process for admission and financial aid for all graduate programs in 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:
Division of the Humanities (http://humanities.uchicago.edu/students/admissions/apply-now)
Social Sciences Division (https://apply-ssd.uchicago.edu/apply)

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). Current minimum scores, etc., are provided with the application.

Students who wish to earn a Ph.D. degree should apply to a degree program in one of the graduate departments or committees in the Division of the Humanities or the Division of the Social Sciences. Foreign students should be
advised that in the United States completion of a master’s degree program is generally not a prerequisite to entering a Ph.D. program.

**Program Requirements**

Upon entering the program, students will work under academic direction of the CLAS Student Affairs Coordinator and the CLAS Postdoctoral Lecturer to develop a specific program of study, cultivate their research interests, and identify a faculty advisor for their master’s paper. The basic components of the master’s program are described below.

**Languages**

A fundamental requirement of the program is proficiency in one of the spoken languages (other than English) of Latin America and the Caribbean. This requirement normally will be met in Spanish or Portuguese. However, substitution of an Amerindian language (such as Aymara, K’iche’ Maya, or Yucatec Maya) or a language spoken in the Caribbean (such as Hatian Kreyol) is permissible with the approval of the program advisor. Petitions for substitution will be evaluated in light of the student’s prior competency and curricular program and the adequacy of instructional resources in the substitute language. Advanced Proficiency Examinations will be administered to evaluate the entering student’s language skills. Students usually meet the language requirement through the Advanced Proficiency Examination in Spanish or Portuguese.

**Course Requirements**

The standard course requirement is nine quarter courses, to be met as follows: the M.A. Proseminar in Latin American Studies; five courses in Latin American and Caribbean Studies; and three disciplinary elective courses. Students are expected to fulfill the language requirement through proficiency examination, and complete the master’s program in three quarters of course work.

**The MA Proseminar in Latin American Studies**

Through the MA Proseminar, the required common core of the master’s program, students gain an introduction to the variety of disciplinary approaches, discourses, and foci that fall under the large rubric of Latin American Studies. The Proseminar introduces students to specialists in the field at the University of Chicago and to the research and investigation
in which they are involved. Led by the Postdoctoral Lecturer in Latin American Studies, the Proseminar meets during the Autumn and Winter quarters.

5 Latin American Content Courses

Each quarter CLAS compiles a list of University-wide courses with Latin American content. Courses which focus on disciplinary, methodological or comparative topics (such as International Relations Theory or Indigeneity) may also be counted toward this requirement, provided the student completes a paper or other major project treating a Latin American theme. Students choose their content courses in consultation with the Program Advisor and the CLAS Postdoctoral Lecturer.

3 Disciplinary Elective Courses

These courses may have Latin American content, but they are often taken in order to gain a specific disciplinary grounding, to explore a particular theoretical framework, or to develop skills in a particular research methodology. Non-degree graduate level courses taken and completed at the University prior to admission to the master's program may be used in fulfillment of elective requirements, upon approval of the Program Advisor. Students choose their elective courses in consultation with the Program Advisor and the CLAS Postdoctoral Lecturer.

Credits towards the Master of Arts in Latin American Studies must be taken at the graduate level (courses designated as 30000 or above). However, certain lower level courses may be accepted, at the discretion of the program advisor. All course requirements can be met in three academic quarters.

Courses

Courses pertinent to the Latin American area are offered through the individual departments and committees of the Divisions of the Social Sciences and the Humanities, and through the University’s professional schools. Please refer to the listings in these Announcements and in the quarterly Time Schedules for specific offerings. Additionally, special courses are offered by senior visiting Latin Americanist faculty through the Center’s Tinker Visiting Professorship. Each quarter the Center compiles a comprehensive list of Latin American and Caribbean courses to be offered at the University available on the CLAS webpage (http://clas.uchicago.edu/page/courses) or through classes.uchicago.edu.
**THE MASTER’S PAPER**

In addition to the course requirements outlined above, every master’s degree candidate is required to submit a master’s paper. This paper is meant to demonstrate the student’s ability to apply formal training in Latin American and Caribbean studies toward a specific research problem developed over the course of the program. The research and writing of this paper will be conducted under the guidance of a faculty advisor and the CLAS Postdoctoral Lecturer. A student may register for the course LACS 40300 Master’s Paper Preparation, which is arranged on an individual basis with the faculty advisor for the project. This course, while optional, may be counted as one of the five required Latin American Studies core courses.

**FOR ADDITIONAL INFORMATION ABOUT THE MASTER OF ARTS IN LATIN AMERICAN STUDIES PROGRAM, PLEASE SEE VISIT THE CLAS WEBSITE (HTTP://CLAS.UCHICAGO.EDU/PAGE/ABOUT) OR CALL CLAS STUDENT AFFAIRS COORDINATOR JAMIE GENTRY AT (773) 702-8420.**

---

**TENTATIVE GRADUATE COURSE OFFERINGS 2016-2017**

*For a continually updated list of course offerings, please visit the Center for Latin American Studies webpage (http://clas.uchicago.edu).*

**LACS 30401. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.**
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.
Instructor(s): J. Lucy Terms Offered: Autumn,TBD
Note(s): CHDV Distribution: C*
Equivalent Course(s): ANTH 21230, ANTH 30705, CHDV 20400, CHDV 30401, CRES 20400, LACS 20400
LACS 30603. Image and Text in Mexican Codices. 100 Units.
In most Mesoamerican languages, a single word describes the activities that we would call “writing” and “painting.” This seminar will investigate the interrelationships between image and text in Central Mexico both before and immediately after the introduction of alphabetic writing in the 16th century. We will also review art historical and archaeological evidence for the social conditions of textual and artistic production in Mexico, and how these traditions were transformed under Spanish colonial rule. We will consider the materiality of text and image by working with facsimiles of Mesoamerican books in the Special Collections Research Center of the Regenstein Library. At the end of the course, students will have acquired a basic literacy in Aztec and Mixtec writing systems, and will have refined their ability to look productively and write elegantly about art.
Instructor(s): C. Brittenham Terms Offered: Autumn
Equivalent Course(s): ARTH 30603,LACS 20603,ARTH 20603

LACS 34600-34700-34800. Introduction to Latin American Civilization I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

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

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

LACS 34800. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,HIST 36103,SOSC 26300,LACS 16300
HMRT 24701. Human Rights: Alien and Citizen. 100 Units.
This course addresses how international human rights doctrines, conventions, and mechanisms can be used to understand the situation of the “alien” (or foreigner) who has left his or her country of origin to work, seek safe haven, or simply reside in another country. If human rights are universal, human rights are not lost merely by crossing a border. We use an interdisciplinary approach to study concepts of citizenship and statelessness, as well as the human rights of refugees and migratory workers.
Instructor(s): S. Gzesh Terms Offered: Autumn
Equivalent Course(s): LACS 25303, LAWS 62401

LACS 34705. Argentine Histories. 100 Units.
This seminar introduces students to current scholarship on modern Argentina, with an emphasis on the 20th century but drawing also on cutting-edge literature from the 19th to understand long-term processes. The themes are diverse: the links between Argentina and global history; social classes, economic regions, and political regimes; urban and domestic spaces; the gendered nature of politics; the history of the state and its elites; the anthropology and economics of food and music; the forms of remembering; human rights; sexual identities; and, of course, football and psychoanalysis. All revolving around the production of, and the challenges to, Argentina’s egalitarian ethos.
Instructor(s): P. Palomino Terms Offered: Autumn
Equivalent Course(s): HIST 26122, HIST 36122, LACS 24705

LACS 35110. Revolutions, Constitutions, and War: A Continent Transformed. 100 Units.
During the central decades of the 19th century (1840–1870), the decentralized political structures that had been set up after independence throughout most of the continent, north and south, were refashioned. Under the banners of nationalism, freedom, and democracy, through war, diplomatic wrangling, and innovative law-making, the American republics—and the continent’s monarchical regimes—took on new shapes. The course will explore the ways in which political and territorial controls were refashioned, as were some of the central—and most contentious—tenets of the political order (sovereignty, property, citizenship) during these turbulent decades.
Instructor(s): Erika Pani, Tinker Visiting Professor Terms Offered: Autumn
Equivalent Course(s): HIST 26316, HIST 36316, LACS 25110
LACS 35112. History in Practice: Musical Multiculturalism in Brazil. 100 Units.
Brazil is a country uniquely identified with its musical history. This course is
designed to describe how Indigenous, African, and European influences merged
over the course of the 19th and 20th centuries to create Brazil’s rich and complex
musical tradition. We will focus especially on the interaction of erudite and popular
influences, and on the musical and social processes that gave birth to distinctly
Brazilian genres such as Samba, Choro, Maracatu, and Frevo. Taught by a renowned
Brazilian composer and guitarist, this course will explore Brazil’s musical history
through live musical performance as well as lectures, readings, recordings, and
discussion.
Instructor(s): Sergio Assad Terms Offered: Autumn
Equivalent Course(s): HIST 26818,HIST 36218,MUSI 23817,MUSI 33817,LACS 25112

LACS 36221. Advanced Seminar on Haitian Kreyol Language 1. 100 Units.
This advanced-level 3 course sequence helps students develop their skills in
understanding, summarizing, and producing written and spoken arguments in
Haitian Kreyol through readings and debates on various issues of relevance in
Haitian society. In addition to reading, analyzing, and commenting on advanced
texts (both literary and nonliterary), students practice and extend their writing
skills.
Instructor(s): Balan-Gaubert, W. Terms Offered: Autumn
Equivalent Course(s): LACS 26221

LACS 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.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): AMER 28001,CRES 28000,GNSE 28202,HIST 38000,LACS
28000,CRES 38000,GNSE 38202,AMER 38001,HIST 28000
LACS 38613. Poetry of the Americas. 100 Units.
This course investigates the long poem or “post-epic” in 20th- and 21st-century North and Latin America. As we test the limits of the term post-epic, we will consider whether it may be applied equally to the heroic tale and the open field poem. How do poets interpret the idea of “the Americas” as lands, nations, and sources of identity in these works, and in what tangled ways do their poetics develop through dialogue across linguistic and geographical distances? Authors may include T. S. Eliot, Pablo Neruda, Derek Walcott, Gwendolyn Brooks, Corky Gonzalez, José Montoya, Vicente Huidobro, Aimé Césaire, M. NourbeSe Philip, Anne Carson, Lisa Robertson, Pedro Pietri, and Urayoán Noel. (C, G)
Instructor(s): R. Galvin Terms Offered: Autumn
Equivalent Course(s): AMER 28613, LACS 28613, ENGL 38613, ENGL 28613

LACS 40100. Reading and Research in Latin American Studies. 100 Units.
Students and instructors can arrange a Reading and Research course in Latin American Studies when the material being studied goes beyond the scope of a particular course, when students are working on material not covered in an existing course or when students would like to receive academic credit for independent research.
Instructor(s): Staff Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Consent of faculty supervisor and program adviser
Note(s): College students are required to submit the College Reading and Research Course Form. Typically taken for a quality grade.
Equivalent Course(s): LACS 29700

LACS 40300. MA Paper Prep: Latin American Studies. 100 Units.
No description available.
Terms Offered: Summer, Autumn, Winter, Spring
Prerequisite(s): Instructor Consent required

LACS 40501. MA Proseminar. 100 Units.
Required course for the master’s in Latin American Studies degree program. Students will gain an introduction to the variety of disciplinary approaches, discourses, and foci that fall under the large rubric of Latin American Studies. The proseminar introduces students to specialists in the field at the University of Chicago and to the research and investigation in which they are involved. Open only to program students.
Terms Offered: Autumn

LACS 47814. Advanced Seminar in Mesoamerican Linguistics. 100 Units.
Advanced seminar for the study of less commonly taught languages.
Instructor(s): J. Lucy Terms Offered: Autumn, TBD
Prerequisite(s): Requires instructor consent
LACS 79101. Seminar: Topics in Latin American History 1. 100 Units.
This two-quarter research seminar is devoted to the craft of reading and writing Latin American history. Specific topics will shift from year to year, depending on the instructor. For 2016–2017 the first quarter of the seminar will be devoted to the study of social history in Latin American historiography, with an emphasis on agrarian and indigenous societies. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a autumn-quarter colloquium.
Instructor(s): E. Kouri Terms Offered: Autumn
Prerequisite(s): Graduate students only.
Note(s): Open to PhD students; MA students with consent of instructor.
Equivalent Course(s): CRES 79101,HIST 79101

LACS 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".
Instructor(s): Erika Pani, Tinker Visiting Professor Terms Offered: Winter
Equivalent Course(s): LTAM 25113

LACS 36201. Race, Ethnicity and Politics in Comparative Perspective. 100 Units.
The primary objective of this course is to offer a comparative approach to understanding the relationship between race, inequality, and politics. It focuses primarily on examples from Latin America and the United States, and is organized in three sections. In the first, we explore the relationship between capitalist expansion, the modern-nation, state and the socio-historical construction of “race”. In the second section, we explore differences in political elites’ approaches to the question of race in the period of nation building. We discuss how different ethnoracial groups were incorporated into, or excluded from, the nation both through legal institutions and nationalist ideologies. In the final section, we analyze the emergence of black and indigenous social movements as a critical response to the failure of the nationalist project. Throughout the course we analyze the different ways race, ethnicity, and identity are understood in these distinct contexts, and also explore how race intersects with other axes of power, such as class and gender. (C)
Instructor(s): T. Paschel Terms Offered: Autumn
LACS 36409. Revolution, Dictatorship, and Violence in Modern Latin America. 100 Units.
This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico.
Instructor(s): B. Fischer Terms Offered: Winter
Equivalent Course(s): HIST 36409, LACS 26409, HIST 26409

LACS 36415. Language, History, and Nation in Latin America. 100 Units.
Since the 1980s the so-called linguistic turn became a cliché in history writing. As a result, cultural history became hegemonic in the discipline, and such words as "discourse," "representation," "meaning," and "rhetoric" became common currency for historians. But has language really become a category of historical analysis in the formation of culture, nation, and state in Latin America? This seminar is organized as an exploratory forum, blending historiographies that do not often talk to each other, in order address the questions.
Instructor(s): M. Tenorio Terms Offered: Autumn
Equivalent Course(s): HIST 36415, LACS 26415, HIST 26415

LACS 36510. Cities from Scratch: The History of Urban Latin America. 100 Units.
Latin America is one of the world’s most urbanized regions, and its urban heritage long predates European conquest. And yet the region’s cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America’s historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression.
Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some background in either urban studies or Latin American history.
Equivalent Course(s): HIST 36511, LACS 26510, HIST 26511
LACS 36810. Brazilian Avant-Gardes. 100 Units.
Avant-garde movements, tendencies, and artists have been present in Brazil throughout the twentieth century. From the paradigmatic Week of Modern Art in 1922 to the Tropicalism of the 1960s and 1970s, this course revisits works of fiction, poetry, essay, visual arts, film, and music that have shaped the Brazilian avant-gardes. We will focus on the Modernist Movement, Concretism, Neoconcretism, New Cinema, Tropicalism, and regional avant-garde movements produced across the country.
Instructor(s): V. Saramago Terms Offered: Winter
Note(s): Taught in English, with readings available in Portuguese and English.
Equivalent Course(s): PORT 36810,LACS 26810,PORT 26810

LACS 40305. The Inka and Aztec States. 100 Units.
This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inka and the Aztec. Lectures are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, and symbolic bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states.
Instructor(s): A. Kolata Terms Offered: Not offered 2016-17; will be offered 2017-18
Equivalent Course(s): ANTH 40100,LACS 20100,ANTH 20100

LACS 31205. From the Non-Object to the End of Art: The South American 1960s. 100 Units.
Beginning with the 1959 publication of the “Neo-Concrete Manifesto” in Rio de Janeiro, this course traces the radical transformations of art objects and artistic practices in South America (especially Brazil and Argentina) over the course of the 1960s. Through the study of both works of art and the writings of artists and critics, we will investigate new definitions of the art object, revolts against existing institutions of art, and the emergence of performance, media, and conceptual art. These developments will be read against social and political changes in the region, including the impasse of mid-century modernization efforts and the rise of repressive dictatorships. We will make extensive use of the Hélio Oiticica exhibition and related programming at the Art Institute during the quarter.
Instructor(s): M. Sullivan Terms Offered: Spring
Equivalent Course(s): ARTH 31205,LACS 21205,ARTH 21205
LING 34960. Creole Genesis and Genetic Linguistics. 100 Units.
In this seminar course we will review the “creole exceptionalism” tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Prerequisite(s): LING 21300/31300 (Historical Linguistics), LING 26310/36310 (Contact Linguistics), or consent of the instructor.
Equivalent Course(s): LING 24960

LACS 35109. Clientelism and Elections in Latin America. 100 Units.
After the Third Wave of democracy, many believed clientelism would naturally disappear as citizens in developing nations became wealthier and less tempted by the exchange of government goods and services in return for votes. In Latin America, however, even as almost all nations have democratized and economies have grown, clientelism continues to play an important role in mobilizing voters. This course will use several nations in Latin America, including Mexico, Argentina, and Peru to illustrate why clientelism has survived; how both politicians and parties use it; and some of its consequences for politics, especially representation. This course will use both classic readings as well as more modern scholarly work. By studying clientelism in Latin America, one is able to understand politics in developing nations in a more profound way.
Instructor(s): Joy Langston, Tinker Visiting Professor Terms Offered: Spring
Equivalent Course(s): LACS 25109
LACS 35111. Tiempos mexicanos: la violencia y la comunidad por venir. 100 Units.

VIOLENCIA. El tejido social en México se ha roto con la llamada "guerra contra el narcotráfico". De acuerdo con Reporteros sin Fronteras, México se ha convertido en el país más peligroso para ejercer el periodismo. Pese a esto, la crónica se ha mantenido muy activa, dando cuenta de una realidad en apariencia incomprensible. ¿Qué desplazamientos y qué diferentes captaciones de sentido han ofrecido las narrativas sobre la violencia? ¿Cómo se intersectan las interpretaciones hegemónicas, la visión de Estados Unidos, la presunta narcocultura y las narrativas independientes? MEMORIA. El curso se propone reflexionar sobre el ejercicio del testimonio y la ficción en tiempos violentos. Al mismo tiempo, propongo analizar la construcción de una memoria alterna al discurso oficial, a partir del ejercicio narrativo e incluso las anticipaciones poéticas de alteridad posible. PORVENIR. Por otra parte, a pesar de sus convulsiones, México no deja de ser un país donde se imagina, para usar la expresión de Giorgio Agamben, una "comunidad por venir", representada, fundamentalmente, por los proyectos de las comunidades en la zona zapatista de Chiapas. En este empeño, las interpretaciones de distintos intérpretes de la realidad se cruzan con la actualización de los relatos indígenas y la copiosa producción literaria del subcomandante Marcos, recientemente transformado en subcomandante Galeano. En cierta forma, el futuro más visible proviene de reciclaje creativo de tradiciones atávicas.

Instructor(s): Juan Villoro, Tinker Visiting Professor Terms Offered: Spring Prerequisite(s): This course will be taught in Spanish Equivalent Course(s): SPAN 25117, SPAN 35117, LACS 25111

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, Canclini, 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): E. Garcia Terms Offered: Spring Equivalent Course(s): LACS 26183, ENGL 25011
LACS 36222. Advanced Seminar on Haitian Kreyol Language 2. 100 Units.
This advanced-level 3 course sequence helps students develop their skills in understanding, summarizing, and producing written and spoken arguments in Haitian Kreyol through readings and debates on various issues of relevance in Haitian society. In addition to reading, analyzing, and commenting on advanced texts (both literary and nonliterary), students practice and extend their writing skills.

Instructor(s): Balan-Gaubert, W. Terms Offered: Winter
Equivalent Course(s): LACS 26222

LACS 36412. Music and Globalization in Modern Latin America. 100 Units.
This course introduces students to the cultural history of Latin America as a region and the history of the region's globalization, from the perspective of the history of Latin American modern music. Lectures, group work, readings, and individual assignments deal with the role of music in producing Latin America's modern culture from a global perspective. It deals with the histories of folk, classical, and urban musical traditions, diasporic music styles, entertainment corporations, state policies in the realm of music, music pedagogy, music and cinema, Latin American musicology, musical nationalism, and musical diplomacy. The emphasis is on the late 19th and the 20th centuries, but students interested in colonial music are welcome to take the course.
Instructor(s): P. Palomino Terms Offered: Spring
Equivalent Course(s): HIST 26116, MUSI 23416, LACS 26412

LACS 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 how legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, violence, inequality, gender, and race.
Instructor(s): B. Fischer Terms Offered: Spring
Prerequisite(s): Some background in either Latin American studies or legal history.
Equivalent Course(s): HIST 36509, LACS 26509, HIST 26509
LACS 39200. Literatura mexicana del siglo XIX. 100 Units.
This course examines multiple forms of Mexican literary and cultural production from the nineteenth century through the early twentieth century. Drawing from essays, poetry, fiction, travel narratives, photographs, and illustrated magazines, the course focuses on key periods of social and artistic upheavals. We will start by examining the relationship between fiction writing and the nation-building process, as well as the link between the construction of a national “Mexican identity” and foreign travel narratives. We will then move to the second half of the century, exploring authors pertaining to the major literary movements of the period (in particular, romantic and realist novels), and we will analyze the textual and visual rhetoric associated with the costumbrista genre. We will conclude with modernista poetry, chronicles, and short story. Readings in literary criticism and theory will engage with primary texts in the course as well.
Instructor(s): L. Gandolfi Terms Offered: Spring
Equivalent Course(s): SPAN 39200, LACS 29200, SPAN 29200

PLSC 41101. The Politics of Wealth Redistribution. 100 Units.
How do political institutions affect the structure and scope of wealth redistribution initiatives? This graduate seminar will introduce students to the scholarly literature on redistribution, focusing primarily on recent work. We will study the causes and consequences of 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. (C)
Instructor(s): M. Albertus Terms Offered: Spring
PLSC 41203. 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. (C)
Instructor(s): M. Albertus Terms Offered: Spring
MASTER OF ARTS IN MIDDLE EASTERN STUDIES - SOCIAL SCIENCES

Director

- Hakan Karateke

Deputy Director

- Orit Bashkin

Deputy Director for Academic Programs

- Paul E. Walker

Associate Director

- Thomas E. R. Maguire

Project Assistant

- Brittany Ciboski

Public Education Project Director

- Alexander Barna

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/apply).

Questions pertaining to admissions and aid should be directed to admissions@ssd.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://grad-application.uchicago.edu) and the Division of the Social Sciences (https://socialsciences.uchicago.edu/admissions/apply) 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;
- Three quarters of an approved integrated Middle Eastern survey course.
- 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.

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 22000, 22100, 2220). Those with substantial previous work in Islamic studies will be advised to substitute, where appropriate, more advanced and specialized courses in the field.

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.
DEPARTMENT OF ANTHROPOLOGY

Chair

• Kathleen D. Morrison

Professors

• Michael Dietler
• Susan Gal
• John D. Kelly
• Karin Knorr Cetina, Sociology
• Alan L. Kolata
• Joseph P. Masco
• William T.S. Mazzarella
• Kathleen D. Morrison
• Stephan Palmié
• Michael Silverstein
• Russell H. Tuttle

Associate Professors

• Hussein Ali Agrama
• P. Sean Brotherton
• Julie Y. Chu
• Shannon Dawdy
• François G. Richard
• Justin B. Richland
• Kaushik Sunder Rajan

Assistant Professors

• Michael Fisch
• Darryl Li
• Constantine Nakassis
• Mareike Winchell
• Alice Yao
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 admissions@ssd.uchicago.edu or (773) 702-8415. Most of the documents needed for the application can be uploaded through the online application. Any additional correspondence and materials sent in support of applications should be mailed to:

The University of Chicago
Division of the Social Sciences
Admissions Office, Foster 107
1130 East 59th Street

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).
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 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), South Asia and Oceania (state formation in South India, agricultural intensification, precolonial an early colonial periods), 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, India, China, Senegal, and the southern & southeastern United States and also have research interests in Kenya and Hawaii.

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: [http://anthropology.uchicago.edu/undergrad_program/graduate_courses](http://anthropology.uchicago.edu/undergrad_program/graduate_courses)
ANTHROPOLOGY COURSES

ANTH 30000. Anthropological Theory. 100 Units.
Since its inception as an academically institutionalized discipline, anthropology has always addressed the relation between a self-consciously modernizing West and its various and changing others. Yet it has not always done so with sufficient critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical introduction to the history of anthropological thought over the course of the discipline’s long twentieth century, from the 1880s to the present. Although we focus on the North American and British traditions, we review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.
Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): ANTH 21107

ANTH 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
Prerequisite(s): Third- or fourth-year standing
Note(s): CHDV Distribution: C, D; 4
Equivalent Course(s): ANTH 20405,CHDV 30405,HMRT 25210,HMRT 35210,SOSC 36900,CHDV 20505,MAPS 36900

ANTH 30415. American Legal Culture. 100 Units.
This seminar examines how the values and norms of American Legal Culture are constructed through both the experiences of the general public and socialization of key actors in institutions such as law schools/firms, popular media, courts, police, and jails/prisons. Sessions combine discussion of relevant literature with presentations by Chicago-area experts from these various institutions. Seminar participants conduct fieldwork in related sites in the Chicago area, presenting the results of their research projects in the final session(s) of the course.
Instructor(s): M. Fred Terms Offered: Not offered 2012–13; will be offered 2013–14
Prerequisite(s): Third- or fourth-year standing for undergraduates
Equivalent Course(s): LAWS 93801,MAPS 46701,LLSO 26203,SOSC 30416
ANTH 30420. Anthropology of Olympic Sport. 100 Units.
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.
Instructor(s): John J MacAlloon Terms Offered: Autumn
Note(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 20420, MAPS 47501

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

ANTH 31700. Slavery and Unfree Labor. 100 Units.
This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.
Instructor(s): S. Palmié Terms Offered: TBD
Equivalent Course(s): CRES 22205, LACS 22205, LACS 31700, ANTH 22205
ANTH 32200. Modern China. 100 Units.
Contemporary China is often spoken of as undergoing deep and rapid social change. Certainly globalizing forces have been especially evident in all parts of China over the last couple of decades. At the same time, like the rest of East Asia and the Pacific Rim, China has developed distinctive social, cultural, and political forms, many of which circulate nationally and transnationally. This course comes to terms with both the processes of change that have characterized the last few decades and with a few recent social and cultural phenomena of interest. Because the scholarly literature lags behind the pace of transformation in China, we draw on a wide variety of materials: ethnography, memoir, fiction, films, essays, historical studies, short stories, websites. Emphasis in class discussions is on grasping how contemporary Chinese realities are experienced from viewpoints within China—this is the sense in which the course is intensive study of a "culture." Readings and materials are divided into several major units concerned with historical memory, rural China, urban life, labor migration, and popular culture. Students undertake, as a term project, their own investigation of some aspect of contemporary cultural change in China.
Instructor(s): J. Farquhar Terms Offered: TBD. Will be offered 2016-17
Equivalent Course(s): ANTH 21251

ANTH 32225. Transnational Kinship, Intimacy and Migration. 100 Units.
Across the world, people are on the move like never before: migration across national boundaries is a fact of life. And kinship -- the making and transforming of families, and the way kin processes interact with states and political economies, is central to this process. Not only do migrants often immigrate in order to support families back in their countries of origin, even babies or genetic material can also cross transnational boundaries in order to create new kinds of families. This course comprises an intensive introduction to recent literature on the question of kinship and migration. Questions we will address include: What are the effects of family reunification law which explicitly tries to privilege certain kinds of families in the context of migration? What happens when the roles traditionally associated with wifehood or motherhood stretch across national boundaries? What happens when people adopt children from other countries, grafting them onto new families? And how does the circulation of genetic material in the case of assisted reproduction create new kinds of belonging? By reading a series of recent ethnographies on issues including marriage migration and adoption, participants will gain insight into the complex ways in which the making and unmaking of kin ties creates new kinds of belonging and new forms of exclusion in the today’s world.
Instructor(s): J. Cole Terms Offered: Spring
Prerequisite(s): Self, Culture, and Society or equivalent
Note(s): Not offered 2014-15
2016-2017 University of Chicago 781

ANTH 32226. 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 tacks back and forth between analyses of mobility within Africa, and studies of migration more generally. Topics to be addressed include governmentality and the creation of borders, the production of immobility, kinship and migration, and the role of mobility in the reproduction of African societies. Readings will include studies of migration from within the African continent, to Europe and to the United States.
Instructor(s): Cole, J. Terms Offered: Winter
Note(s): CHDV Distribution, B*,C*; 2*,3*
Equivalent Course(s): CHDV 30669

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

ANTH 32315. Anthropology of the Machine. 100 Units.
Postwar cybernetics is typically associated with the emergence of information theory, the development of digital computing, Cold War infrastructure, and research into Artificial Intelligence. As such, it is problematized for its relation to the military industrial complex, novel mechanisms of social control, and dismal science fiction scenarios. Yet postwar cybernetics also gave rise to another more philosophically oriented conceptual trajectory concerned with a theory of in-formation, Artificial Life, and new ways thinking technology. This seminar is primarily concerned with this latter dimension of cybernetics and attempts to draw attention to its pervasive presence in contemporary social thought. Specifically, we will trace its resonance in current anthropological trends that emphasize emergence, non-representational theory, materiality, affect, and intensity. In addition, we will explore the kind of methodology that it suggests. The seminar will involve a close reading and discussion of texts and is intended mainly for Ph.D. students.
Instructor(s): M. Fisch
ANTH 32530. Ethnographic Film. 100 Units.
This seminar explores ethnographic film as a genre for representing “reality,” anthropological knowledge, and cultural lives. We examine how ethnographic film emerged in a particular intellectual and political economic context, as well as how subsequent conceptual and formal innovations have shaped the genre. We also consider social responses to ethnographic film in terms of (1) the contexts for producing and circulating these works, (2) the ethical and political concerns raised by cross-cultural representation, and (3) the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we situate ethnographic film within the larger project for representing “culture,” addressing the status of ethnographic film in relation to other documentary practices (e.g., written ethnography, museum exhibitions, documentary film).
Instructor(s): J. Chu Terms Offered: Winter
Equivalent Course(s): ANTH 22530

ANTH 32535. Engaging Media: Thinking about Media and Their Audiences. 100 Units.
In the first part of the course we look at how post–World War II mass communications and “classical” film theory theorized communication and spectatorship; in particular, we trace the dialogue between these liberatory models and the totalitarianism and propaganda (i.e., top-down models of control) of the times. We then look at theories of mass media reception and spectatorship that put ideology at the center of their analysis, interrogating theories of the “receiver” of media messages as cultural dope (Frankfurt school Marxism), psychoanalytic and (post-)Marxist theories of spectatorship (“Screen” theory), feminist critiques of film spectatorship, and reactions to the above in cognitivist film studies. We then turn to British Cultural Studies’ theories of media, focusing on how such work attempts to reconcile models of reception as ideologically unproblematic and as determined by the ideological structures of production and reception. Particular focus is given to the theoretical arguments regarding ideology and media, the notion of “code,” and the differences and similarities in the model of communication with the sociology of mass communication. In the second half of the course we look at anthropological approaches to media and how anthropologists have taken up the issue of media reception. Why have anthropologists largely ignored media and reception studies until recently?
Instructor(s): C. Nakassis Terms Offered: TBD
Equivalent Course(s): ANTH 22535
ANTH 33106. Indigeneities. 100 Units.
Depending on how you look at it, questions of indigeneity—the who, how, what, and why of peoples that either identify, or are identified, as “native”—are questions that at once transcend, entail, and/or are produced by Euro-American scholarly, political, and legal inquiry. Whether assailed as the product of colonial orientalism or celebrated as the ur-subjectivity of those who resist it (or something in between), the claims of, to, and about indigeneity continue to excite and demand attention scholarly and politically. Indeed some argue that politics of indigeneity have gained unique traction in recent decades, as indigenous actors, scholars, and their advocates have pressed for changes to legal, political, and cultural/scientific regimes that have indigenous affairs as their chief objects of inquiry. One need only consider the 2007 passage of the UN Declaration of the Rights of Indigenous Peoples, the legal decisions acknowledging the force of native title in the Supreme Courts of Australia and Canada, and even the changes in various regimes of research concerning the social scientific study of native peoples and/or the representation of their material culture, all of which happened less than 20 years ago. Despite these long-standing interests and recent social, political, and economic gains, indigenous communities remain among the most vulnerable in the world.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 22606

ANTH 33107. Indigenous Methodologies. 100 Units.
The 1969 publication of Vine Deloria Jr.’s *Custer Died for your Sins* forever changed the landscape for academic research with indigenous communities in North America, if not the world. Declaring, “Indians have been cursed above all other peoples in history. Indians have anthropologists.” (Deloria 1988[1969]: 78), Deloria’s broadside was aimed at a social science academy whose research methods, ethics, and findings he felt offered little concrete benefit to the indigenous peoples whose lives they studied. Whether accurate or not, the critique sent ripples not only through the academy, but through policy circles and the native communities themselves, inaugurating a period of remarkable refiguring of the legal, scholarly, and interpersonal landscapes against which social science research on indigenous peoples is constituted. This refiguring has emerged in a variety of modes and with different effects and outcomes. In this course, students will be introduced to the evolving ethics, methods, policies, and epistemologies shaping social science research with indigenous communities in North America. In addition, in the second half of the quarter, students will get firsthand experience working on issues of relevance to social science research with indigenous communities.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 22609
ANTH 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): J. Kelly Terms Offered: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 23700

ANTH 34340. Anthropology of the Psyche. 100 Units.
No description available.
Instructor(s): S. Brotherton Terms Offered: Spring
Equivalent Course(s): ANTH 24340

ANTH 34705. Jurisdiction: Language and the Law. 100 Units.
No description available.
Instructor(s): J. Richland Terms Offered: TBD
Equivalent Course(s): ANTH 24705

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

ANTH 35005. Classical Theories of Religion. 100 Units.
This course will survey the development of theoretical perspectives on religion and religions in the 19th and early 20th centuries. Thinkers to be studied include: Kant, Hume, Schleiermacher, Feuerbach, Marx, Müller, Tiele, Tylor, Robertson Smith, Frazer, Durkheim, Weber, Freud, James, Otto, van der Leeuw, Wach, and Eliade.
Instructor(s): Christian Wedemeyer Terms Offered: Autumn
Equivalent Course(s): HREL 32900, AASR 32900
ANTH 35031. Anthropology of Religion I. 100 Units.
This course surveys various methods and topics in the study of religion in the social sciences. We will begin with social evolutionist models, moving to the interpretive cultural turn and genealogical approaches. Classic analytics raised in the field of anthropology include ritual and tradition, semiotics, arts and performance, embodiment, authority and agency. We will also engage recent debates around the sociology of conversion, secularism, the idea of ‘world religions’, the politics of religious difference, religious violence and global religious movements.
Instructor(s): Angie Heo Terms Offered: Autumn
Equivalent Course(s): HREL 34410, AASR 34410

ANTH 35110. Cultural Psychology: Philosophical and Theoretical Foundations. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B*, C*; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 23000, PSYC 33000, CHDV 21000
**ANTH 35130. Anthropology and ‘The Good Life’: Ethics, Morality, Well-Being. 100 Units.**
This course takes a critical, historical and anthropological look at what is meant by “the good life.” Anthropologists have long been aware that notions of “the good” play an essential role in directing human behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past several years, however, there has been an increasing demand for clarification on what is meant by “the good life,” as well as how cultural conceptions of “the good” relate to science, politics, religion, and personal practice. In this course, we will take up that challenge by exploring what is meant by “the good,” focusing on three domains in which it has most productively been theorized: ethics, morality, and well-being. Through a close reading of ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced by different communities in order to explore the good life, we will gain an understanding of the different theoretical and methodological approaches for understanding the good in the social sciences, the various cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility, deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional ethics, neuroethics, and the moral sentiments.
Instructor(s): Francis Mckay
Terms Offered: Autumn
Note(s): Upper-level undergrads by consent. Some knowledge of moral philosophy useful, but not necessary to take the course. CHDV Distribution: C*; 3*
Equivalent Course(s): ANTH 24345, CHDV 32200, MAPS 32200

**ANTH 35218. Women’s Rights, Cultural Nationalisms and Moral Panics. 100 Units.**
Contemporary history is rife with a tension between the rise of a rights discourse and accompanying moral panics. This dialectic constitutes the central theme of this course. Why is it that women’s economic success, political recognition, and rights to their bodies have been accompanied by “moral panics” over the visibility, mobility, and sexuality of women and girls? And what might this tell us about changing forms of differential citizenship in the contemporary world? In order to take up these questions, this course offers a historical and anthropological perspective on the questions of gender and freedom/ moral panic/ differential citizenship. We focus our inquiry on empirical examples drawn from Africa and India.
Instructor(s): Cole, J., Majumdar, R.
Terms Offered: Winter
Prerequisite(s): Undergrads with consent of instructors
Note(s): CHDV Distribution, 2*, 3*
Equivalent Course(s): HIST 40101, SALC 43105, CHDV 30609, CDIN 43105
ANTH 35305. Anthropology of Food and Cuisine. 100 Units.
Contemporary human foodways are not only highly differentiated in cultural and social terms, but often have long and complicated histories. Anthropologists have long given attention to food. But, until quite recently, they did so in an unsystematic, haphazard fashion. This course explores several related themes with a view towards both the micro- and macro-politics of food by examining a range of ethnographic and historical case studies and theoretical texts. It takes the format of a seminar augmented by lectures (during the first few weeks), scheduled video screenings, and individual student presentations during the rest of the course.
Instructor(s): S. Palmie Terms Offered: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 25305

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

ANTH 35410. Anthropology of Everyday Life. 100 Units.
In an effort to clarify the field of everyday life ethnography and stimulate critical reflection on the everyday lives we all lead, this course draws on three bodies of literature: (1) classic anthropological approaches to studying social life (e.g., behaviorism and utilitarianism, the sacred/profane distinction, phenomenology, habitus and practice); (2) twentieth-century cultural Marxist critical theory; and (3) recent studies of popular culture. This course includes a workshop component to accommodate student projects.
Instructor(s): J. Farquhar Terms Offered: Not offered 2013-14; will be offered 2014-15
ANTH 35500. The Anthropology of Development. 100 Units.
This course applies anthropological understanding to development programs in "underdeveloped" and "developing" societies. Topics include the history of development; different perspectives on development within the world system; the role of principal development agencies and their use of anthropological knowledge; the problems of ethnographic field inquiry in the context of development programs; the social organization and politics of underdevelopment; the culture construction of "well-being;" economic, social, and political critiques of development; population, consumption, and the environment; and the future of development.
Instructor(s): A. Kolata Terms Offered: TBD
Equivalent Course(s): ENST 22000,ANTH 22000

ANTH 35908. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908,CMLT 23301,CMLT 33301,NEHC 20568,NEHC 30568,REES 39009,REES 29009

ANTH 36200. Ceramic Analysis for Archaeologists. 100 Units.
This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.
Instructor(s): M. Dietler Terms Offered: Winter
Prerequisite(s): Consent of instructor
ANTH 36315. Turning South: The Politics and Practice of Latin American Historical Archaeology. 100 Units.
How has the study of past material cultures contributed to our comprehension of the Iberian colonial experience in the New World? How has an archaeology of the recent past been presented to the public and made socially relevant in contemporary Latin American nations? This course invites students to address these questions in the light of current Latin American thought, and to gain innovative perspectives on the different processes through which archaeological knowledge participates in the formation and transformation of cultural, social, and racial identities in present-day Latin America. Exploring a wide array of scholarly literature, principally produced in countries such as Argentina, Brazil, Colombia, and Mexico, this course will provide a detailed insight into the achievements, limitations, possibilities, and future challenges of Latin American historical archaeology. During the semester, students will be familiarized with some of the main topics that have been approached in Latin America through a strategic interplay of material data and written texts. These topics range from the study of cultural contact in early colonial settlements to the development of forensic archaeology as a therapeutic instrument facilitating the remembrance of a traumatic past. Class discussions will also delve into rich archaeological evidence testifying to the development of specific social spaces and categories.
Instructor(s): F. Gaitan-Ammann Terms Offered: TBD
Equivalent Course(s): LACS 26315, LACS 36315, ANTH 26315

ANTH 36320. Artifacts of the Spanish Colonies. 100 Units.
German stoneware bottles, Venetian glass beads, Chinese porcelain, Chilean redwares . . . all these are examples of traveling artifacts that, as early as the 16th century, took an active part in the Spanish colonization of the New World. On Spanish colonial sites, these evidences of long-distance exchange often merged with local material cultures, entering processes of hybridization and creolization that can be observed in the archaeological record. This course proposes an archaeologically based approach to typical assemblages of Spanish colonial artifacts in the Americas and the Caribbean, and describes the main issues related to their identification, interpretation, conservation, and display.
Instructor(s): F. Gaitan-Ammann Terms Offered: TBD
Equivalent Course(s): LACS 26320, LACS 36320, ANTH 26320
ANTH 36325. Archaeologies of Slavery in the New World. 100 Units.
In the last few decades, the archaeology of slavery has passed from being a virtually non-existing field of inquiry to being recognized as one of the most dynamic and fastest growing areas in archaeological research. In particular, at least since the late 1960s, the study of enslaved African American communities in what came to be the United States has become one of the most visible and socially relevant avenues of research in contemporary historical archaeology. Following this essentially North American impulse, archaeologies of slavery in modern times have started to emerge throughout the Atlantic world and Latin America, inspiring richly textured narratives through which many Afro-descendant communities have had the possibility to build intimate and empowering connections with their own past. This course will look into both classic and current literature on the anthropology of slavery in order to set the basis for a critical understanding of the development of the archaeology of slavery in the New World. Students are invited to discover a wide array of case studies describing different aspects of social life in slave societies, from an initial focus on the living conditions on plantation sites to later interests in the processes of consolidation of Afro-descendant identities in Latin America. Moving beyond stereotypical discussions of dominance and resistance, this course will motivate students to read between the lines of archaeological praxis.
Instructor(s): F. Gaitan-Ammann Terms Offered: TBD
Equivalent Course(s): CRES 26325, LACS 26325, LACS 36325, ANTH 26325

ANTH 36605. Archaeological Experiments in Filmmaking. 100 Units.
The focus of this course is: 'how can one make a film with an archaeological eye?’ Thematics will cover temporality, materiality, and the body in film, and more generally the potential of collaborations that cross the line between art and science. Although there will be reading and film-viewing components of the syllabus, the major requirement will be the production of a collaborative, experimental short.
Instructor(s): S. Dawdy, D. Zox Terms Offered: Autumn
Prerequisite(s): Visual media experience is helpful but not required.
Note(s): Enrollment is by permission of instructor. Class size limit: 15
Equivalent Course(s): ANTH 26605

ANTH 36700. Archaeology of Race and Ethnicity. 100 Units.
The correlation between ethnic groups and patterns in material culture lies at the heart of many archaeological problems. Over the last several years, a new emphasis on the social construction of racial and ethnic identities has invited a re-examination of the ways in which aspects of the material world (i.e., architecture, pottery, food, clothing) may participate actively in the dialectical process of creating or obscuring difference. This seminar surveys historical debates and engages with current theoretical discussions within archaeology concerning race and ethnicity in complex societies.
Instructor(s): S. Dawdy Terms Offered: Will be offered 2013–14
Prerequisite(s): Consent of instructor
ANTH 36705. Celts: Ancient, Modern, Postmodern. 100 Units.
Celts and things Celtic have long occupied a prominent and protean place in the popular imagination, and “the Celts” has been an amazingly versatile concept in the politics of identity and collective memory in recent history. This course is an anthropological exploration of this phenomenon that examines: (1) the use of the ancient past in the construction of modern nationalist mythologies of Celtic identity (e.g. in France and Ireland) and regional movements of resistance to nationalist and colonialist projects (e.g. in Brittany, Ireland, Scotland, Wales, Galicia, Asturias); (2) the construction of transnational ethno-nostalgic forms of Celtic identity in modern diasporic communities (Irish, Scottish, etc.); and (3) various recent spiritualist visions of Celticity that decouple the concept from ethnic understandings (e.g. in the New Age and Neo-Pagan movements). All of these are treated in the context of what is known archaeologically about the ancient peoples of Europe who serve as a symbolic reservoir for modern Celtic identities. The course explores these competing Celtic imaginaries in the spaces and media where they are constructed and performed, ranging from museums and monuments, to neo-druid organizations, Celtic cyberspace, Celtic festivals, Celtic theme parks, Celtic music, Celtic commodities, etc.
Instructor(s): M. Dietler Terms Offered: Winter

ANTH 36710. Ancient Landscapes I. 100 Units.
No course description available.
Instructor(s): E. Hammer Terms Offered: Autumn
Equivalent Course(s): NEAA 30061,GEOG 25400,GEOG 35400,ANTH 26710,NEAA 20061

ANTH 36711. Ancient Landscapes II. 100 Units.
No course description available.
Instructor(s): E. Hammer Terms Offered: Winter
Prerequisite(s): NEAA 20061: Ancient Landscapes I
Equivalent Course(s): ANTH 26711,GEOG 25800,GEOG 35800,NEAA 20062
ANTH 36712. Archaeological Approaches to Settlement and Landscape Survey. 100 Units.
Archaeological field survey has been instrumental in the recovery of ancient settlements and the exploration of forgotten political geographies and historical landscapes. This course covers methodology for survey archaeology through discussion of case studies and hands-on exercises. We will discuss the relationship between research questions, field conditions, and methodology as well as the various goals of survey—such as settlement pattern analysis, site catchment analysis, demographic reconstruction, and landscape archaeology—in the context of both “classical” and recent case studies drawn from the archaeology of China, the Near East, the Mediterranean, and Mesoamerica. Hands-on exercises will include training in the use of a total station, training in the use of a hand-held GPS receiver in combination with freeware mapping tools, and practice designing hypothetical archaeology surveys and data recording systems.
Instructor(s): A. Yao, E. Hammer Terms Offered: Autumn
Prerequisite(s): One course in archaeology in any department
Equivalent Course(s): NEAA 26712, NEAA 36712, ANTH 26712

ANTH 36740. Economic Organization of Ancient Complex Societies. 100 Units.
This course provides undergraduate and graduate students with an overview of some of the basic theoretical and methodological issues involved in the study of ancient complex societies, primarily through archaeological evidence supplemented by textual data.
Instructor(s): G. Stein Terms Offered: Spring
Equivalent Course(s): ANTH 26740, NEAA 20045, NEAA 30045

ANTH 37116. Language and Migration. 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.
Instructor(s): C. Vigouroux Terms Offered: Autumn
Note(s): CHDV Distribution: C*, 3*, 5*
Equivalent Course(s): LING 30249, CHDV 30249

ANTH 37201-37202. 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.
ANTH 37201. Language in Culture I. 100 Units.
Among topics discussed in the first half of the sequence are the formal structure
of semiotic systems, the ethnographically crucial incorporation of linguistic
forms into cultural systems, and the methods for empirical investigation of
“functional” semiotic structure and history.
Instructor(s): M. Silverstein Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): CHDV 37201, LING 31100, PSYC 47001

ANTH 37202. Language in Culture II. 100 Units.
The second half of the sequence takes up basic concepts in sociolinguistics and
their critique.
Instructor(s): Susan Gal Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): LING 31200, PSYC 47002

ANTH 37400. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that
have served as bases for the formation of modern Balkan ethnic identities and that
are being manipulated to shape current and future events. The course is informed
by the instructor’s thirty years of linguistic research in the Balkans as well as
his experience as an adviser for the United Nations Protection Forces in Former
Yugoslavia and as a consultant to the Council on Foreign Relations, the Internationa
Crisis Group, and other organizations. Course content may vary in response to
ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): ANTH 27400, HUMA 27400, LING 27200, SLAV 23000, SLAV
33000, LING 37200

ANTH 37500. Morphology. 100 Units.
Looking at data from a wide range of languages, we will study the structure of
words. We will consider the nature of the elements out of which words are built
and the principles that govern their combination. The effects of word structure on
syntax, semantics, and phonology will be examined. We will think critically about
the concepts of morpheme, inflection, derivation, and indeed, the concept of word
itself.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): LING 20001
Equivalent Course(s): LING 31000

ANTH 38100. Evolution of the Hominoidea. 200 Units.
This course is a detailed consideration of the fossil record and the phylogeny of
Hominidae and collateral taxa of the Hominidea that is based upon studies of casts
and comparative primate osteology.
Instructor(s): R. Tuttle Terms Offered: TBD
Prerequisite(s): Third- or fourth-year standing and consent of instructor
Equivalent Course(s): EVOL 38100, HIPS 24000, ANTH 28100
ANTH 38210. Colonial Ecologies. 100 Units.
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.
Instructor(s): M. Lycett, K. Morrison Terms Offered: TBD
Equivalent Course(s): ANTH 48210, ENST 28210, LACS 28210, ANTH 28210

ANTH 38220. Naturalizing Disaster: Nature, Vulnerability, and Social History. 100 Units.
The United Nations International Strategy for Disaster Reduction defines disaster in three crucial terms: hazards, vulnerability, and capacity. While only the first of these can be "natural" in the way that that term is commonly understood, catastrophic events and processes are frequently represented as exogenous, autonomous, and unpredictable elements of a bio-physical world. Beginning from the theorization of disaster as a property of nature, this seminar examines the political ecology of drought, flood, earthquake, and famine in their historical, economic, and cultural contexts, focusing on community vulnerability and capacity as outcomes of socio-natural histories and relations. Drawing on historical and contemporary case studies, we will consider a number of dimensions of the dynamic between nature, dislocation, and communities in an increasingly vulnerable world.
Instructor(s): M. Lycett and P. Drake Terms Offered: Not Offered 2016-17
Equivalent Course(s): ANTH 28200, ENST 26201

ANTH 38300. Celebrity and Science in Paleoanthropology. 100 Units.
This seminar explores the balance among research, "showbiz" big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.
Instructor(s): R. Tuttle Terms Offered: Winter. Tentative
Equivalent Course(s): HIPS 21100, ANTH 21406

ANTH 38305. Discovering Anthropology: Reading Race. 100 Units.
Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in Homo sapiens have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to it role in retarding social progress, and the extermination and exploitation of some populations and individuals.
Instructor(s): R. Tuttle Terms Offered: Winter (Tentative)
Equivalent Course(s): CRES 20003, HIPS 20003, ANTH 20003
ANTH 38400. History and Theory of Human Evolution. 100 Units.
This course is a seminar on racial, sexual, and class bias in the classic theoretic writings, autobiographies, and biographies of Darwin, Huxley, Haeckel, Keith, Osborn, Jones, Gregory, Morton, Broom, Black, Dart, Weidenreich, Robinson, Leakey, LeGros-Clark, Schultz, Straus, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.
Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): EVOL 38400,HIPS 23600,ANTH 21102

ANTH 38800. Bioarchaeology and the Human Skeleton. 100 Units.
This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.
Instructor(s): M. C. Lozada Terms Offered: Winter
Note(s): This course qualifies as a Methodology selection for Anthropology majors.
Equivalent Course(s): BIOS 23247,ANTH 28400

ANTH 40100. The Inka and Aztec States. 100 Units.
This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inka and the Aztec. Lectures are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, and symbolic bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states.
Instructor(s): A. Kolata Terms Offered: Not offered 2016-17; will be offered 2017-18
Equivalent Course(s): LACS 20100,LACS 40305,ANTH 20100

ANTH 40165. 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 J MacAloon Terms Offered: Autumn
Note(s): Graduate Students Only.
Equivalent Course(s): MAPS 40200
**ANTH 40205. Knowledge/Value. 100 Units.**
This course broadly interrogates conceptual and empirical linkages between epistemology and value. It works on the assumption that we are at a historical moment when epistemology, value and the nature of their articulation are all emergent and at stake. The course is closely coupled to a workshop on “Knowledge / Value” that will be held at the end of spring quarter, which will be a broad consideration of the nature of the fact / value distinction in the context of technoscience, law and finance. Students taking this course will be expected to actively participate in the workshop. Readings will be related to the workshop, but will also include other texts that are foundational in considering questions of Knowledge / Value.

Instructor(s): K. Sunder Rajan

**ANTH 40300. Medicine and Culture. 100 Units.**
This course examines diverse systems of thought and practice concerning health, illness, and the management of the body and person in everyday and ritual contexts. We seek to develop a framework for studying the cultural and historical constitution of healing practices, especially the evolution of Western biomedicine.

Instructor(s): J. Comaroff
Terms Offered: Spring
Equivalent Course(s): GNDR 24300, GNDR 40300, HIPS 27300, RLST 27500, ANTH 24300

**ANTH 40350. 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.

Instructor(s): Raikhel, E.
Terms Offered: Spring
Note(s): CHDV Distribution 4*
Equivalent Course(s): CHDV 43255
ANTH 41004. Shi’ism and Modernity. 100 Units.
This is a graduate seminar treating various themes in contemporary Shi’ism. Topics include marja’iya and authority; trans-nationalism and cosmopolitanism; revolutionary dissent and activism; state, science, and bureaucracy; and law and women’s rights.
Instructor(s): Alireza Doostdar Terms Offered: Spring
Note(s): Class limit to 15 students
Equivalent Course(s): ISLM 41004, NEHC 41004, AASR 41004

ANTH 41100. Ethnography of Europe. 100 Units.
This seminar breaks with the tradition of considering Eastern and Western Europe in different courses and with different theoretical questions. Instead we will start with the political and scholarly division of Europe itself as our first conceptual issue, asking how the division was recast by the Cold War and now recast again in light of the Maastricht Treaty and 1989. Interactions and social processes that cross this divide will provide the objects for analysis in the course. We will also consider how any single phenomenon -- e.g. migration or tourism -- is understood in divergent ways depending on the symbolic geography that is assumed by the investigator. Our task will be to analyze the connections between such different conceptualizations, and between sociocultural processes in different corners of the continent. The topics to be taken up include: nationalisms and citizenships; the morality of capitalism; bureaucracy; regionalism and new forms of sovereignty; politics of sex and reproduction; utopias and dystopias -- the fate of state socialism; tourism and xenophobia; comparative mafias; memory, nostalgia and revivals. Students will be asked to lead discussions of topics of their choice and/or to present works-in-progress that analyze one or more of these issues.
Instructor(s): S. Gal
ANTH 41200. Anthropology of History. 100 Units.

<span>Anthropologists have long been concerned with the temporal dimension of human culture and sociality, but, until fairly recently (and with significant exceptions), have rarely gone beyond processual modeling. This has dramatically changed. Anthropologists have played a prominent role in the so-called “historic turn in the social sciences”, acknowledging and theorizing the historical subjectivities and historical agency of the ethnographic “other”, but also problematizing the historicity of the ethnographic endeavor itself. The last decades have not only seen a proliferation of empirically rich and theoretically sophisticated historical ethnographies, but also a decisive move towards ethnographies of the historical imagination. Taking its point of departure from a concise introduction to the genealogy of the trope of “historicity” in anthropological discourse, this course aims to explore the possibilities of an anthropology of historical consciousness, discourse and praxis – i.e. the ways in which human groups select, represent, give meaning to, and strategically manipulate constructions of the past. In this, our discussion will not just focus on non-western forms of historical knowledge, but include the analysis of western disciplined historiography as a culturally and historically specific form of promulgating conceptions of the past and its relation to the present.</span>

Instructor(s): S. Palmié

ANTH 41810. Signs and the State. 100 Units.

Relations of communication, as well as coercion, are central though less visible in Weber’s famous definition of the state as monopoly of legitimate violence. This course reconsiders the history of the state in connection to the history of signs. Thematic topics (and specific things and sites discussed) include changing semiotic technologies; means; forces and relations of communication (writing, archives, monasteries, books, "the" internet); and specific states (in early historic India and China, early colonial/revolutionary Europe, especially France, Britain, and Atlantic colonies, and selected postcolonial "new nations").

Instructor(s): J. Kelly

Terms Offered: Spring

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 22710
ANTH 41900. Crowds and Publics. 100 Units.
The figure of the unruly crowd, anxiously invoked by social theorists from the late nineteenth century to the mid-twentieth century, was the dystopian alter ego of democratic mass society. Conversely, the figure of the rational mass public, invoked as an ideal from the middle of the twentieth century onwards, relies upon a demonization of the affectively volatile crowd. Oddly, given that they are so intimately related, the two figures of the crowd and the public are rarely explicitly theorized together. This seminar, moving from the early crowd psychology of Le Bon through to contemporary critiques of Habermas, offers an opportunity to redress this lacuna in two ways. On the one hand, we will explore the relationship between affectivity and politics in a wide range of writings. On the other, we will consider the historical relation between theory and social change during a period that stretches from the dawning of mass publicity through the heyday of fascism and on to the diversified terrain of contemporary identity politics. Students will be responsible for classroom presentations as well as a term paper based on the readings.
Instructor(s): W. Mazzarella

ANTH 41901. The Crowd. 100 Units.
At the end of the nineteenth century, the figure of the unruly, affect-laden crowd appeared as both the volatile foundation and the dystopian alter ego of the democratic mass society. By the middle of the twentieth century, following the traumatic excesses of communism and fascism in Europe, the crowd largely disappeared from polite sociological analysis—to be replaced by its serene counterpart, the communicatively rational public. At the turn of the twenty-first century, however, the previously demonized crowd has unexpectedly returned, now in the valorized guise of ‘the multitude’—in part as a result of a growing sense of the exhaustion of the categories of mainstream liberal politics.
Instructor(s): W. Mazzarella Terms Offered: TBD
Equivalent Course(s): ANTH 22915
ANTH 42500. Anthropology of the Afro-Atlantic World. 100 Units.
<span>Although originally pioneered, more than three generations ago, by scholars and critics such as C.L.R. James, Eric Williams, W.E.B. DuBois, or Walter Rodney, conceptions of an “Atlantic World” have only recently come to prominence in Anthropology. In the past decade, however, students of Africa and the Americas have increasingly begun to phrase their inquiries in terms transcending entrenched geographical divisions of labor within the social sciences, aiming to include Africa, the Americas, and, to a certain extent, Europe into a single analytic field. Parts of this course will be devoted to a concise introduction to some of the major theoretical positions within, and controversies surrounding the new “Atlantic” anthropology of Africa and its New World diasporas. After this, we will examine a number of recent monographs and/or major articles exemplifying the promises and pitfalls of theoretical conceptions and methodological procedures that attempt to go beyond mere transregional comparison or linear historical narratives about “African influences”, and aim at analytically situating specific ethnographic or historical scenarios within integrated perspectives on an "Afro-Atlantic World".</span>
Instructor(s): S. Palmié.
Equivalent Course(s): LACS 42500

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

ANTH 42900. Performance and Politics in India. 100 Units.
This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised "Ramayana" and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from "classical" textual sources, through "folk" traditions and "progressive" dramatic practice, to contemporary skirmishes over "obscenity" in commercial films.
Instructor(s): W. T. S. Mazzarella Terms Offered: Not offered 2012–13; will be offered 2013–14
ANTH 43005. Is Modernity Disenchanted? 100 Units.
One of the dominant topoi in twentieth-century social science was what Max Weber famously called the "disenchantment of the world," the idea that with industrialization, the entrenchment of capitalism, the dominance of the modern bureaucratic state, and the rise of modern science, religion and "magicality" would gradually wither away. This course examines such arguments in relation to the pervasive evidence that magicality persists around precisely those sites most intimately associated with modernity's rationality and progress: the market, science and technology, and the state. Readings will be from anthropology, history, religious studies, and social theory.
Instructor(s): Alireza Doostdar Terms Offered: Spring
Note(s): Class limit to 15 students
Equivalent Course(s): AASR 43005

ANTH 43105. China Theorizes the World. 100 Units.
No description available.
Instructor(s): J. Chu Terms Offered: Winter
Equivalent Course(s): ANTH 23630

ANTH 43700. Weber, Veblen and Genealogies of Global Capitalism. 100 Units.
Two intellectual traditions have dominated discussion of the history of capitalism: classical to neo-classical economics, and Marxism. This course searches for other possibilities. It focuses on critical comparative reading of Thorstein Veblen's theory of the late modern "new order" and Max Weber's comparative sociology, but will also read widely among other authors, including Simmel, Sombart, Mahan, Tolstoy and Gandhi. Questions to engage will include: relations between capital, the state, and military force (between means of production and means of coercion); commerce in Asia before European colonialism and the rise of colonial plantations and monopoly trading companies; types of capital, the rise and spread of joint-stock companies, stock markets, and capitalist corporations; the "new order," decolonization and the nation-state.
Instructor(s): J. Kelly

ANTH 43715. Self-Determination: Theory and Reality. 100 Units.
From the Versailles Conference (1919) through the Bandung Conference (1955) and beyond, global politics has been reorganized by efforts to implement and sustain political sovereignty on the basis of national self-determination. This course examines the theories informing this American-led plan and its real consequences, with attention to India, Algeria, Indo-China, New Zealand, Fiji, and Hawaii. Dilemmas in decolonization, partitions, the consequences of the cold war, and the theory and practice of counterinsurgency are discussed together with unintended consequences of the plan in practice, especially the rise of political armies, NGOs, and diaspora.
Instructor(s): J. Kelly Terms Offered: TBD
Note(s): This course qualified as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 23715
ANTH 43720. Weber, Bakhtin, Benjamin. 100 Units.
Ideal types? The iron cage? Captured speech? No alibis? Dialectical Images? Charismatic authority? Heteroglossia? Modes of Domination? Seizing the flash? Finished, monological utterances? Conditions of possibility? Strait gates through time? Weber, Bakhtin, and Benjamin provide insights and analytical tools of unsurpassed power. Scholars who use them best have faced and made key decisions about social ontology and social science epistemology, decisions that follow from specific, radical propositions about society and social science made by these theorists and others they engage, starting at least from Immanuel Kant. This course is designed for any student who wants to more clearly understand the arguments of Weber, Bakhtin, and Benjamin, and to understand more broadly the remarkable trajectories of German social theory after Kant. It is designed especially for anyone hoping to use some of their conceptions well in new research. (Yes, Bakhtin is Russian, and cultural theory in Russia and the U.S. too will come up.) Fair warning: this course focuses on four roads out of Kant's liberal apriorism (including culture theory from Herder to Boas and Benedict, as well as Benjamin and the dialectical tradition, Bakhtin's dialogism, and Weber's historical realism). We will spend less time on good examples of current use of Weber's, Bakhtin's, and Benjamin's ideas than on their writings.
Instructor(s): J. Kelly Terms Offered: TBD
Equivalent Course(s): ANTH 22715

ANTH 43800. Approaches to Gender in Anthropology. 100 Units.
This course examines gender as a cultural category in anthropological theory, as well as in everyday life. After reviewing the historical sources of the current concern with women, gender, and sexuality in anthropology and the other social sciences, we critically explore some key controversies (e.g., the relationship between production and reproduction in different sociocultural orders; the links between "public" and "private" in current theories of politics; and the construction of sexualities, nationalities, and citizenship in a globalizing world).
Instructor(s): S. Gal Terms Offered: TBD
Equivalent Course(s): GNDR 25201, GNDR 43800, ANTH 25200

ANTH 43805. Nature/Culture. 100 Units.
Exploring the critical intersection between science studies and political ecology, this course interrogates the contemporary politics of "nature." Focusing on recent ethnographies that complicated our understandings of the environment, the seminar examines how conceptual boundaries (e.g., nature, science, culture, global/local) are established or transgressed within specific ecological orders.
Instructor(s): J. Masco Terms Offered: Winter (Tentative)
Equivalent Course(s): CHSS 32805, HIPS 26203, ANTH 23805
ANTH 44700. Specters of Marx: Matter, Mind, Method. 100 Units.
In this seminar, we will interrogate a certain number of Marxist perspectives, and examine how/whether they can help to shed light on the relationship between ideas, material expressions, and social analysis in a post-Marxist world. While many post-mortems have been sung for Marxism, and many allegations of bankruptcy declared, there is often limited or distant engagement with the core texts from which this critique departs. Moreover, recent critical homage, such as Jacques Derrida’s /Specters of Marx/, seems to suggest that the force of Marx’s spirit lives on not as timeless doctrine, to be sure, but as recombinant traces, orientations, and possibilities embedded in the work of writers influenced by his thought. Without losing sight of the historical logics of capitalism and the state, we will focus on key texts in the Marxist intellectual tradition as they relate to issues of mind, matter, and method. Starting with Marx himself, the seminar will unfold in roughly chronological and thematic progression to track how his seminal ideas have been amplified, transformed, or undermined by later generations of social theorists (Lukács, Gramsci, Adorno, Benjamin, Althusser, Debord, Lefèbvre, Ollman, Sayer, Derrida, Jameson, Eagleton, Zizek). In the process, we will critically reflect on Marxist engagements with ideas of culture, space, time, history, ideology, hegemony, modernity, and politics, to name but a few. Each of these topics could easily be the focus of a whole course. In this light, the seminar hopes to offer an introduction to ideas and concepts, while striving for depth of analysis. This being said, a modicum of familiarity with the broad horizon of Marxist thinking (e.g. labor, relations of production, commodity, fetishism, value, consciousness, alienation, etc.) will be useful and is strongly recommended.
Instructor(s): F. Richard

ANTH 45100. Anthropology of the Body. 100 Units.
Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical, and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient themes.
Instructor(s): S. Brotherton Terms Offered: Winter
Note(s): CHDV Distribution, D
Equivalent Course(s): CRES 25112, GNSE 25112, CHDV 25100, ANTH 25100

ANTH 45300. Explorations in Oral Narrative (The Folktale) 100 Units.
This course studies the role of storytelling and narrativity in society and culture. Among these are a comparison of folktale traditions, the shift from oral to literate traditions and the impact of writing, the principal schools of analysis of narrative structure and function, and the place of narrative in the disciplines (i.e., law, psychoanalysis, politics, history, philosophy, anthropology).
Instructor(s): J. Fernandez Terms Offered: TBD
Equivalent Course(s): ANTH 21305
ANTH 45405. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.
What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape ‘real’ markets and market activities? ’If you are so smart, why aren’t you rich?’ is a question economists have been asked in the past. Why isn’t it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course addresses these differences and core dimensions of economic sociology. This course provides an overview over social and cultural variables and patterns that play a role in economic behaviour and specifically in financial markets. We draw on the ‘New Economic Sociology’ which emerged in the late 70’s and early 80’s from the work of Harrison White, Marc Granovetter, Viviana Zelizer, Wayne Baker and others. We also draw on recent analysis of the relationship between knowledge, technology and economic and financial institutions and behaviour, and include an emerging body of literature on the financial crisis of 2008-09. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.
Instructor(s): K. Knorr Cetina Terms Offered: Spring
Note(s): Open to advanced undergraduates
Equivalent Course(s): SOCI 40172

ANTH 45600. When Cultures Collide: The Multicultural Challenge. 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: Autumn
Note(s): CHDV Distribution: C; 3*
Equivalent Course(s): PSYC 45300, HMRT 35600, GNDR 45600, CHDV 45600
ANTH 46020. Archaeology of Modernity. 100 Units.
This course covers the development, themes, practices, and problems of the archaeology of the modern era (post 1450 AD), or what in North America is better known as the subfield of "historical archaeology." Texts and discussions address topics such as the archaeology of colonialism, capitalism, industrialization, and mass consumption. Case studies from plantation archaeology, urban archaeology, and international contexts anchor the discussion, as does a consideration of interdisciplinary methods using texts, artifacts, and oral history. Our goal is to understand the historical trajectory of this peculiar archaeological practice, as well as its contemporary horizon. The overarching question framing the course is: what is modernity and what can archaeology contribute to our understanding of it?
Instructor(s): S. Dawdy Terms Offered: TBD
Equivalent Course(s): ANTH 26020

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

ANTH 46510. Modern Readings in Anthropology: Archaeology and History of Food. 100 Units.
No description available.
Instructor(s): K. Morrison Terms Offered: Spring
Equivalent Course(s): ANTH 21322
ANTH 46700. Colonial Landscapes. 100 Units Units.
This seminar will explore the ways in which both conscious strategies and practices of colonial control and the unintended effects of colonial encounters have altered the built environment which structures lived experience of the colonial situation for both alien agents and indigenous peoples. At the same time, it will seek to discern the ways in which the conjuncture of differing perceptions of the landscape have affected the experience of colonial encounters and transformations of identity. The seminar is especially concerned to explore possibilities for the archaeological investigation of ancient colonial landscapes; and the ancient Western Mediterranean will serve as a primary empirical focus against which general theoretical constructs and research strategies will be evaluated. Topics include the cultural economy of place and space; the guilt environment, habitus and social practice; monumentality, memory and ritual; networks of communication; cadasters and the agrarian landscape; and landscape and the inscription and contestation of colonial hegemony.

Instructor(s): M. Dietler

ANTH 46800. Ethnoarchaeology and Material Culture. 100 Units.
This seminar explores the theoretical contributions and research methods of the still developing hybrid subfield of anthropology designed to aid archaeological interpretation by undertaking ethnographic research emphasizing the social understanding of material culture. It also attempts to show the potential ethnoarchaeological research to provide a privileged site of conjuncture between the interests of archaeology and cultural anthropology. The course will proceed primarily by means of a close critical examination of selected ethnoarchaeological case studies and readings in material culture theory. The goals of the course include developing: (1) an appreciation of the range of theoretical approaches being applied to the study of material culture and their relative utility for archaeological interpretation, (2) an understanding of the special problems raised by the process of archaeological interpretation and the nature of archaeological data, and (3) a critically astute competence in evaluating, designing, and executing the techniques and research strategies of ethnoarchaeological fieldwork.

Instructor(s): M Dietler
ANTH 46820. Social Life of Things (And Beyond): Objects, People, Value. 100 Units.

Twenty years ago, Arjun Appadurai published a seminal collection on The Social Life of Things, marking a watershed in anthropological understandings of consumption, circulation, and production, and the role of objects in mediating between cultural sensibilities and economic flows. This work has stimulated a wealth of interest in materiality, and over the years, research has sought to expand the insights of Appadurai’s collection to shed greater light on the relationship between mind, matter, and subjectivity. Drawing on these recent developments, this course aims to explore the material dimensions of cultural life and cultural production. As we engage with contemporary and classic writings in cultural anthropology, archaeology, philosophy, and social theory, we will grapple with several key issues: the boundaries between objects and subjects; the agency of persons and things; the relationship between objects and meaning, between experience and imagination; and the production of sociality in the actions/transactions linking people to their material world. The question of value is crucially implicated in these processes, and will require particular attention. And because material transactions are embedded in overlapping fields of power and politics, we will remain attentive to the ways in which objects make/mark/transgress difference, inequalities, and social boundaries. While we will discuss theories of materiality per se, our focus will rest mostly in theorizing how things work in and through concrete social and historical contexts. In this light, ethnographic studies will provide precious resources in helping us outline the logics, terrains, and lineaments of material and cultural production. Indeed, a central goal of this course is to examine how we can mobilize ethnographic insights on object worlds to reframe or expand archaeological inquiries and possibilities, and how, in turn, archaeological imaginations may help to enhance anthropological understandings of materiality.

Instructor(s): F. Richard
Materiality is on everyone’s lips these days. Literatures across the disciplines are full of living bodies and concrete experiences, object biographies, ‘theories of things,’ a return to ‘matter,’ ‘new’ materialisms spun out of ‘old’ ones… While generative, materiality’s ubiquity also betrays a gap, an ambiguity, an absence. For what materiality is exactly remains unsure. Some seem to use it as a descriptive shorthand for the material world. Others as an analytic tending to the materialness of existence. Or as a discourse on it. For others still, it denotes the tangible effects of actions, practice, signs, and thought. Or a framework for unpacking the relationships mediating between people and things… Conjurations abound, yet seldom escape a certain circularity (“materiality studies… materiality?”). The concept has been used to frame a near infinite horizon of topics, from artefacts, of course, to cosmology, faith, finance, and absence, encompassing phenomena both enduring and ephemeral, both there and not-there. In taking on so much, has materiality outlasted its usefulness? What analytic work did it perform in the first place? With these considerations as background, through classic and recent literatures, this seminar will examine the relevance of ‘materiality’ (epistemologically, conceptually, methodologically) to anthropologies of the contemporary world, at a time when the ontologies of old are dissolving into a bubbling landscape of mixtures, hybridities, and posthumanities, which forces us to rethink basic questions of identity, agency, ethics and politics.

Instructor(s): F. Richard

Archeological Data Sets. 100 Units.

This course focuses on the methodological basis of archaeological data analysis. Its goals are twofold: (1) to provide students with an opportunity to examine research questions through the study of archaeological data; and (2) to allow students to evaluate evidential claims in light of analytical results. We consider data collection, sampling and statistical populations, exploratory data analysis, and statistical inference. Built around computer applications, the course also introduces computer analysis, data encoding, and database structure.

Instructor(s): A. Yao Terms Offered: TBD. Will be offered in 2016-17
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 26900
ANTH 47305. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920, CHDV 41920, EVOL 41920, PSYC 41920, LING 21920, LING 41920

ANTH 47615. Citationality and Performativity. 100 Units.
This class explores the concept of citationality—the (meta)semiotic form and quality of reflexive interdiscursive practices—and its relationship to various social forms and formations. Particular focus is given to the citational form of performativity and the performativity of citational acts. In the first part of the class we explore issues of reflexivity and (meta)semiosis through Charles Sanders Peirce’s semiotic and its reformulation by linguistic anthropology. We then turn to J. L. Austin’s discussion of performativity, Jacques Derrida’s critique of speech act theory, and Judith Butler’s reading of Derrida. The second part of the class explores various forms of citationality, including reported speech; gender performativity; forms of negation and disavowal; mimicry, passing, and pretending; mockery and parody; and commodity and brand fetishes.
Instructor(s): C. Nakassis

ANTH 47900. Romani Language and Linguistics. 100 Units.
An introduction to the language of the Roms (Gypsies). The course will be based on the Arli dialect currently in official use in the Republic of Macedonia, but due attention will be given to other dialects of Europe and the United States. The course will begin with an introduction to Romani linguistic history followed by an outline of Romani grammar based on Macedonian Arli. This will serve as the basis of comparison with other dialects. The course will include readings of authentic texts and discussion of questions of grammar, standardization, and Romani language in society.
Instructor(s): Victor Friedman Terms Offered: Spring
Equivalent Course(s): ANTH 27700, LING 27810, LING 37810
ANTH 47905. Language and Globalization. 100 Units.
Globalization has been a buzz word in our lives over the past few decades. It is also one of those terms whose varying meanings have become more and more challenging to characterize in a uniform way. The phenomena it names have been associated with important transformations in our cultures, including the languages we speak. Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact in class and their impact on the evolution of languages.
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Equivalent Course(s): ANTH 27705,CRES 27500,CRES 37500,LING 27500,LING 37500

ANTH 48210. Colonial Ecologies. 100 Units.
This seminar explores the historical ecology of European colonial expansion in a comparative framework, concentrating on the production of periphery and the transformation of incorporated societies and environments. In the first half of the quarter, we consider the theoretical frameworks, sources of evidence, and analytical strategies employed by researchers to address the conjunction of environmental and human history in colonial contexts. During the second half of the course, we explore the uses of these varied approaches and lines of evidence in relation to specific cases and trajectories of transformation since the sixteenth century.
Instructor(s): M. Lycett, K. Morrison Terms Offered: TBD
Equivalent Course(s): ANTH 38210,ENST 28210,LACS 28210,ANTH 28210

ANTH 48400. Fieldwork in the Archives. 100 Units.
This is a methods seminar designed for both archaeology and sociocultural graduate students interested in, or already working with, archival materials and original texts. The goal of the course is to develop a tool-kit of epistemological questions and methodological approaches that can aid in understanding how archives are formed, the purposes they serve, their relation to the culture and topic under study, as well as how to search archives effectively and read documents critically. We will survey different types of documents and archives often encountered in fieldwork, and sample approaches taken by historians, anthropologists, and archaeologists from contexts as diverse as the ancient Near East to 1970’s Cuba. This seminar will also be driven by the problems and examples that students bring to the discussion. A major outcome will be a research paper that uses original documents from the student’s own fieldwork or from locally available archive sources identified during the course. 
Instructor(s): S. Dawdy
ANTH 48710. Death, the Body, and the Ends of Life. 100 Units.
Is death a universal and natural condition? Is life necessarily its opposite? Anthropologists have sought to problematize the biological and psychological ‘reality’ of death by drawing out the conditional ways death is constructed and experienced across different cultural contexts. These range from ‘normal’ deaths to the unconventional (e.g. sorcery killings and human sacrifice) and even virtual deaths. How might these culturally specific accounts be open to comparison and influence new conceptualizations? This course will explore this wide-ranging literature to foreground how death puts self, personhood, and the social into question while engaging the body or corpse as a site of this cultural (re)production. A focus of the course is to seek out a possible productive tension between death as a form of cultural representation to those that analyze the making and allowing of life and death. Tracing classic to recent ethnographic, archaeological, psychological writings, this course will explore themes such as grief and mourning, the undead, immortality, disposals and funerals, and the materiality of dying.

Instructor(s): A. Yao
Terms Offered: TBD
Equivalent Course(s): ANTH 28420

ANTH 50500. Commodity Aesthetics: Critical Encounters. 100 Units.
Walter Benjamin and Theodor Adorno’s classic writings on the relationship between cultural production, capitalism and aesthetic experience, value and embodiment are back on the anthropological agenda. Why should this be the case? What relevance does the cultural critique of the Frankfurt School hold for contemporary ethnographic projects? Although this seminar in a sense hinges on the work of Benjamin and Adorno, it is above all an attempt to locate the questions they asked in relation to a longer philosophical genealogy: broadly, German critical responses to capitalist modernity and its particular claims on the senses. Readings will include excerpts from key texts by Kant, Hegel, Marx, Lukacs, Weber, Simmel, Balasz, Kracauer, Adorno, and Benjamin.

Instructor(s): W. Mazzarella

ANTH 50501. Žižek. 100 Units.
Academic stand-up? Intellectual rock star? Slavoj Žižek’s frenetic, eclectic style has often led the theoretical and political seriousness of his project to be eclipsed by his celebrity. Through a series of readings from his most substantial works, this seminar explores the originality of Žižek’s attempt (in a poststructuralist, post-socialist world) to bring Lacanian psychoanalysis into conversation with the Kant-Hegel-Marx lineage of theorizing modernity.

Instructor(s): W. Mazzarella
ANTH 50620. Reading Foucault. 100 Units.

Foucault has long been part of anthropology’s canon of interlocutors, an engagement that has often been highly generative (though not without detractors). The recent publication (in French and English) of Foucault’s lectures at the Collège de France, and other writings and interviews completed before his death, has revealed a different Foucault, who reprises, expands, and refines themes broached earlier in his career. This ‘late Foucault’ will be the object of this course. Conceived as a reading seminar, the course will consist of weekly substantive engagements with Foucault’s writings on ethics, subjectivity, knowledge, politics, and government, with an eye for their resonance with contemporary anthropological thought, problèmatiques, and concerns.

Instructor(s): F. Richard

ANTH 50700. Seminar: Biopower. 100 Units.

The politics of life in modernity has come to occupy center stage in the human sciences. Studies of modern techniques of governmentality, the naturalizations of transnational neoliberalism, the medicalization of social and historical experience, and the growing hegemony of an interventionist bioscience offer some of the most interesting and challenging models for a contemporary and cosmopolitan anthropology. This seminar will read a number of recent studies in anthropology, science studies, and critical social theory in an effort to better grasp the centrality of the life sciences and biotechnology in modern and contemporary arrangements of power. We will presume that most students will have already read the germinal writings of Georges Canguilhem (The Normal and the Pathological), Michel Foucault (The Birth of the Clinic, Madness and Civilization, Discipline and Punish, “Governmentality”), and Giorgio Agamben (Homo Sacer). These works will not be assigned. (Students who have not read this work are also welcome to enroll, of course.) The materials assigned for the course will first address broad social-theoretical concerns with life and modernist forms of power, then turn to some powerfully analyzed ethnographies of medicine and other institutions that govern life. The third part of the course will turn to science studies and some methodologically innovative approaches to the ethnography of power/knowledge in the “contemporary” moment.

Instructor(s): J. Farquhar

ANTH 50705. Capital and Biocapital. 100 Units.

This course will explore some recent work on the political economy of the life sciences, exploring what myself and others have called biocapital. But it will do so through a reading of Marx. It will, therefore, be a course in two parts. The first half of the course will involve reading sections of the later Marx (probably some combination of The Grundrisse and Capital). The second half will involve reading various contemporary works on biocapital, in what Stefan Helmreich has referred to as “Weberian-Marxist” and “Marxist-feminist” veins.

Instructor(s): K. Sunder Rajan
ANTH 50720. Knowledge/Value: Life Sciences and Information Sciences. 100 Units.
No description available.
Instructor(s): K. Sunder Rajan

ANTH 51920. Enigma of the Network. 100 Units.
So much has been written about networks, especially since the advent of the Internet, that it is difficult to know how and where to begin specifying the term. Responding to these circumstances, Bruno Latour writes that “the word network is so ambiguous that we should have abandoned it long ago.” Far from abandoning it we have embraced it, and with such vigor that everything and everyone seems to be part of a network. This has rendered the network even more indeterminate while amplifying the enigma of its putatively positive and negative capacities. Some current notions of the network suggest that it is the contemporary fundamental social form, others specify it as a cooperative arrangement of human and non-human actors dispersed in space and time and enabled through electronic communication technologies. The network has come to be an organizational imperative, a paradigm of emergence, and an inherent emergent paradigm. This course will explore several different iterations of the network through close readings of texts that celebrate, critique, expand, and think the network. Special attention will be paid to neo-materialist conceptions of the network that problematize its representational register.
Instructor(s): M. Fisch

ANTH 52100. Seminar: Anthropologies of Body and Experience. 100 Units.
Classically in sociocultural anthropology bodies occupied a default position that could be safely left to the biological sciences. Since the 1980s, however, the combined influence of Foucault, phenomenology, feminism, and medical anthropology has made bodies (“the body,” embodiment, bodiliness) a topic in new ways. Once the life of the body has been made an issue for anthropology, many other areas of interest are somewhat recast: consciousness, materialism, subjectivity, agency, discipline, everyday life, practice, and experience all come into play in new ways. No one seminar could accommodate even the majority of work claiming to elucidate these newly framed topics. This course will narrow the field by considering embodiment together with the vexed theoretical and empirical question of experience. Readings (and a few films) will fall into the following broad categories: phenomenology and the critique of phenomenology; representations and their consumption; materialist methods in the interpretation of culture; sexuality and the Freudian body; non-Western theories of bodies and experience; virtual bodies and the senses; bodies (in)visible in ethnography and history.
Instructor(s): J. Farquhar
ANTH 52700. The Anthropology of Security. 100 Units.
One of the foundational concepts of international order is the notion of security. Though this category is rarely defined in practice, it is the basis for war and peace, for the internal management of populations within states, as well as a rhetorical structure that is increasingly used to mobilize resources (economic, military, and ideological). This seminar interrogates the concept of security through the theoretical literature informing state concepts of security, through ethnographic studies of insecurity, and particularly, through an analysis of U.S. power in the post-Cold War period.
Instructor(s): J. Masco

ANTH 52705. Conspiracy/Theory. 100 Units.
No description available.
Instructor(s): J. Masco Terms Offered: Autumn
Equivalent Course(s): ANTH 24815

ANTH 52710. Publics, Privates, Secrets. 100 Units.
George Simmel once wrote that secrecy was "one of the greatest achievements of humanity" because it added complexity to social life, making every social encounter a complex negotiation over concealment or revelation. This course explores the critical theory of secrecy, and its others -- the public and the private. We will assess how the deployment or withholding of knowledge is constitutive of experiences of self, social life, and state power.
Instructor(s): J. Masco

ANTH 52715. Anticipatory Knowledge. 100 Units.
Prognosis, prediction, forecasting, risk, threat -- we live at a time of proliferating expert anticipatory futures. This seminar explores how the future is brought into the present as a means of establishing new modes of governance. It focuses on the historical evolution of expert regimes from closed world systems to emerging forms, tracking how notions of danger (marked as crisis, disaster, and catastrophe) index and invade the present. The seminar approaches expert futurism as a vehicle for thinking through complex systems, ethics and knowledge production, and the role of the imaginary in security institutions (crossing technoscientific, military, financial, environmental, and health domains).
Instructor(s): J. Masco
ANTH 53320. Urban Emergence. 100 Units.
This course considers the aesthetics, politics, economies, and lived experiences that materialize in relation with thinking the city as a paradigm of emergence and/or an emergent paradigm. As such, it is concerned with the city as a site of generative tension between sedimented practices and nascent phenomena, top-down planning and self-organization, and spatialized morality and temporal becomings. In traversing these themes, it attends to the city as an object, process, and site of reflective theorization. The approach will be both historical and comparative, guided by urban social theory and ethnographic engagements that highlight the sociocultural irreducibility of specific urban conditions, experiences, and questions. Special attention will be given to questions of urban experience and theory vis-à-vis the effects of mass mediation, governmentality, infrastructure, architecture, affective and sensorial registers. This is a graduate seminar but open to undergraduates by permission from the instructor.
Instructor(s): M. Fisch

ANTH 53815. Public Affect. 100 Units.
Affect is everywhere in cultural theory today, and public life is supposedly more affective than it ever was before. Affect represents freedom from the prison-house of reason. Affect represents enslavement to sentiment and passion. Affect is emotion. Affect is not emotion, but rather something more corporeal. Affect is intuitive. Affect is deliberate. Affect is transcendent. Affect is socially and historically mediated. How can we begin to grasp this ubiquitous yet enigmatic concept? In this advanced graduate seminar, we will engage with a series of texts that seek, in very different ways, to mobilize affect as a category of social analysis. A continuous conceptual thread will be a consideration of how a notion of affect might serve to mediate between dialectical and immanentist critical traditions.
Instructor(s): W. Mazzarella

ANTH 53820. Mediation, Modernities and Beyond in Japan. 100 Units.
This seminar engages questions surrounding technological mediation and modernity through the particular socio-historical circumstances of Japan. Our focus will be on the relation in modernity between media and new social forms, representation, experiences and subjectivities. We will explore how contemporary emergent forms of technological media challenge some of the dominant theoretical assumptions that have guided discussions concerning the impact of technological media in the twentieth century. Ultimately, our goal will be to imagine new approaches to contemporary Japan as well as other sites of dense technological mediation. While our overall focus will be on Japan, the readings and discussions will speak across geopolitical boundaries.
Instructor(s): M. Fisch
ANTH 53825. The Anthropology of Sound. 100 Units.
This course is an intensive reading seminar surveying some key works and debates relevant to the anthropological study of sound and sensibility. Students will examine the relation of sound to "modern" modes of reasoning, sentiment and historical consciousness, space and place, the ethics of listening, mechanical reproduction, infrastructure, the phenomenology and politics of voice and silence, the "problem" of noise and the weaponization of sound technologies. The class will involve active listening exercises and an audio production assignment. Readings will include Feld, Schaefer, Corbin, Sterne, Adorno, Kittler, Derrida, Barthes, Hirschkind, Cage, Attali.
Instructor(s): J. Chu

ANTH 53900. Modern China: Anthropological and Historical Studies. 100 Units.
This graduate seminar will cover a range of recent studies of (mostly) 20th century China. Though one goal of the course is simply to digest and evaluate the best recent social, cultural and political reporting on Chinese modernities, another goal is to consider questions of method in anthropology and history in the wake of area studies eclecticism. For those not planning to do research in East Asia these readings could serve as a useful case study of theory and method after area studies. Ethnographies will include books by Anagnost, Farquhar, Litzinger, Liu, Rofel, Scheid, Schein, and Yan as well as a number of articles. Historical studies will focus on cultural histories, including some that examine early sources of Chinese traditions (e.g. Kuriyama, Jullien). Because literary and media studies have been influential in Chinese studies, some works in these fields will be covered as well.
Instructor(s): F. Farquhar

ANTH 54400. Paradoxes of Race. 100 Units.
Notionally grounded in nature, race has a history. We know that racializing discourses and practices are distinctly modern phenomena, intellectually postdating, rather than informing enlightenment ideas about the biological origins of human variation, yet simultaneously growing out of the practical exigencies of the establishment of European domination in colonial scenarios. The historical "artificiality" and ethnographic variability of contemporary projections of embodied racial otherness notwithstanding, ideologies of "race" inform not just patterns of everyday sociality and conflict, but become enshrined in legal and scientific (e.g. medical) policies often explicitly geared towards anti-racist goals. This course examines racializing ideas and practices in several historical and contemporary social and cultural contexts not only with a view towards establishing a genealogy of conceptions of racial difference, but in order to develop a perspective on how to disrupt the social routinization and effectiveness of race as both a discriminatory technos, and a template for self-making.
Instructor(s): S. Palmié.
ANTH 54410. Hybridity. 100 Units.

Ever since the late 1980s when James Clifford discovered that the “pure products” had “gone crazy”, and Ulf Hannerz alerted us to the fact that the “world” was “in creolization”, notions of “hybridity” and “hybridization” (and their various conceptual relatives such as mestizaje, creolization, syncretism, and so forth) have enjoyed increasing currency in our discipline. Often seen as the results of globalization-induced and mediately accelerated Hyperdiffusionism, “hybrids”, it seems, are the ubiquitous sign of a postmodern denouement of both “cultures” as “we knew them” (once, when we were “modern”), and the antidote to older anthropological reifications. How ironic then that while the “hybrid” obviously gestures toward what Marilyn Strathern has called “post-plural” conceptions of culture, the languages that are supposed to make it analytically visible often hearken back to the vocabularies of regimes of “breeding” (“hybrid” or “creole”), religious orthodoxies (“syncretism”), systems of racial exclusion and domination (“mestizaje”), or other institutional mechanisms and practices that reproduce and police categorical boundaries – often in order to stabilize particular distributions of power and privilege. This experimental course aims less to scrutinize the analytical utility of the conceptual language these terms appear to put at our disposal, than to probe into the epistemological conditions and taxonomic politics that make “the hybrid” thinkable in the first place, and seemingly “good to think” at the current moment. The central question it poses is: how do we know that something is “hybrid” (or not)? After a very brief initial survey of contemporary “hybridology” and the forms of analysis it seeks to supercede, we will take our departure from Bruno Latour’s suggestion that “hybrids” are the inevitable products of practices of categorical “purification”. In line with this, we will examine the politics of classificatory discernment, recognition, and naturalization that are productive of both the “purities” and the “hybrids” that appear to stand out, and even ostensibly militate, against them. After a foray into taxonomics and “natural kind” philosophy, we will discuss an array of case studies concerning the maintenance of classificatory infrastructures and categorical boundaries in regard to species, sex, language, race, and distinctions between humans and animals, nature and society, persons and things, and life and death. My hunch is that we might conclude that contemporary “hybridity”-talk is epistemologically problematic and politically troubling because far from destabilizing normalized categorical schemes, it necessarily reinforces precisely those distinctions that make “hybrid anomalies” visible in the first place. However, I remain entirely open to be convinced of the merits of hybridity (or rather: conceptualizations of it that I have, so far, failed to take into account).

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

ANTH 54820. Post-Nature. 100 Units.
This graduate seminar explores recent work at the intersection of science studies, anthropology, and political ecology exploring ecological endangerment. Considering the planetary effects of toxicity -- scaled from individual organisms and ecologies to broader issues of climate -- the class considers a natural world radically remade by industrial process. Readings will engage a wide range of current critical theory on the emerging politics of nature -- from endangerment to post-humanism to chemical dependencies to atmospheres. Ultimately, the course will consider the ethnographic terms and theoretical implications of living post-nature.
Instructor(s): J. Masco

ANTH 55030. Ethnographies of the Muslim World. 100 Units.
An examination of contemporary theoretical issues in the anthropology of Islam through close readings of recent ethnographic monographs. Topics may include ethical self-formation, state-making, embodiment and the senses, therapeutic spiritualities, indeterminacy and religious aspiration, and globalization.
Instructor(s): Alireza Doostdar Terms Offered: Winter
Note(s): Class limit to 15 students
Equivalent Course(s): ISLM 42802, AASR 42802

ANTH 55400. Utopia. 100 Units.
Some claim that utopian thought was a casualty of the late twentieth century, and that we now live in a post-utopian age. This seminar calls this claim into question by exploring the various ways in which utopianism (and its dark twin, dystopianism) continue to structure our lives. We will ask what utopianism implies as social critique, as imaginary practice, and as political-cultural ideology. Departing from a series of classic utopian texts, we move into detailed engagements with Marxist utopias, modernist architectural utopias, anti-colonial utopias, totalitarian utopias, consumerist utopias and technological and/or virtual utopias.
Instructor(s): J. Masco, W. Mazzarella
ANTH 55605. Regulating Illicit Flows: State, Territoriality, Law. 100 Units.
This course examines how changing state practices, legal norms and technical innovations have variously shaped the flows of people, goods, capital and information within and beyond the “national order of things.” Drawing on anthropological theories and methods, we will explore both the historical genealogies and emergent forms of state sovereignty and territoriality and their relation to the production of “lawful” movements vis-à-vis illicit flows. The course is divided into two parts. Part I introduces students to anthropological approaches for analyzing the different spaces of state regulation (land, the seas, the market, checkpoints, refugee camps) while Part II focuses on the pragmatics and effects of law on the movement of various persons (citizens, refugees, migrants) and commodities (drugs, money, contraband).
Instructor(s): J. Chu

ANTH 56000. The Preindustrial City. 100 Units.
This seminar will be an intensive examination of the origins and structure of the preindustrial city, with an emphasis on social theories of the city that will take us into the spectrum of preindustrial/industrial/post-industrial cities. Lectures, discussions and participant presentations will be framed around an examination of theories of urban genesis, function, and meaning with special reference to the economic, sociological and ideological bases of city development. The seminar is broadly comparative in perspective and will consider the nature of the preindustrial city in a variety of regional and temporal contexts. Although substantial emphasis will be placed on preindustrial urban formations and urban-rural relations, we will also touch upon issues relating to more recent historical and contemporary patterns of urbanism.
Instructor(s): A. Kolata

ANTH 56010. The City in History. 100 Units.
This seminar will be in intensive examination of the origins, structure and cultural experience of city life. Lectures, discussion and participant presentations will be framed around an examination of theories of urban genesis, function, and meaning with special reference to the economic, sociological and ideological bases of city development. The seminar is broadly comparative in perspective and will consider the nature of the city in a variety of regional and temporal contexts with an emphasis on social theories of the city that will take us into the spectrum of preindustrial/industrial/post-industrial cities. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.
Instructor(s): A. Kolata
ANTH 56200. The Human Environment: Ecological Anthropology and Anthropological Ecology. 100 Units.
This graduate seminar is framed around a critical intellectual history of Nature/Culture concepts from the 18<sup>th</sup> century to the present. We will explore multiple, contradictory strands of social thought regarding Human/Environment interactions, including the concepts of Descartes, Thoreau, Linneaeus, Darwin, and Spencer, as well as a broad range of contemporary analysts. We will be particularly engaged in exploring the tensions between dualistic and monadic conceptions of the Human/Environment relationship.
Instructor(s): A. Kolata

ANTH 56305. Time and Temporality. 100 Units.
How is time understood, experienced, and represented by different human societies? How are we to understand the social significance of ruins, heirlooms, origin stories, science fiction and millenarianism? How can we (re)construct past times? How do imagined futures structure practice? Does modernity represent a rent in the fabric of human time, as it so often claims? How do temporalities affect our research? We will explore these and other questions through a reading of philosophical, anthropological, and archaeological texts on time and temporality, drawing on sources as disperse as Heraclitus, Marx, Benjamin, Munn, Bradley, Koselleck, Gell, and Dietler. While the course may be of special interest to archaeologists and will emphasize how time is spatialized and materialized, the discussion and readings will be broad and interdisciplinary.
Instructor(s): S. Dawdy

ANTH 56500. The Archaeology of Colonialism. 100 Units.
This seminar is a comparative exploration of archaeological approaches to colonial encounters. It employs temporally and geographically diverse case studies from the archaeological and historical literature situated within a critical discussion of colonial and postcolonial theory. The course seeks to evaluate the potential contribution of archaeology both in providing a unique window of access to precapitalist forms of colonial interaction and imperial domination and in augmenting historical studies of the expansion of the European world-system. Methodological strategies, problems, and limitations are also explored.
Instructor(s): M. Dietler
ANTH 56515. The Underworld: Archaeology of Crime and Informal Economies. 100 Units.
Archaeology often claims to substantiate undocumented histories. In such a view, almost any kind of archaeology performs a type of forensics of informal social and economic processes. We will take an epistemological look at the most literal examples – archaeological interpretations of criminal acts and informal and/or illegal economic practices. Readings will span from classic foundations of economic anthropology and economic archaeology to the artifactual evidence used to interpret felicide, smuggling, prostitution, and contemporary war crimes. The central questions around which this student-led seminar will focus are: what are the evidentiary logics of archaeology?; what is at stake in parsing social and economic practices into 'formal' and 'informal' domains?; and what are the challenges and potentials of doing an archaeology of practices intended to leave no trace?
Instructor(s): S. Dawdy

ANTH 57701. Linguistic Anthropology Seminar: Boundaries, Borders, Contacts: Processes of Differentiation. 100 Units.
The question of boundaries - - between languages, cultures, ethnic groups, institutions, disciplines, territories - - has been a central one in anthropological theorizing. Herderian assumptions equating supposedly grounded languages with territorially delimited culture (on the implicit model of nation-states) were foundational for the discipline. Noteworthy is the persistence of such terms as analysis despite repeated scholarly attacks on the notion of groundedness in language and culture, and attacks on the related assumption of homogeneity within supposed boundaries. We have recently witnessed yet another revival (and critique) of terms meant to recognize the regularity with which boundaries are breached: “hybridity,” “syncretism,” “creolization,” “crossings,” “borderlands,” “global/local,” and “frontiers.” This course examines critically the current use of such terms. The goal of the course is to survey and develop the semiotic, sociolinguistic and institutional processes - - for instance of differentiation, stereotypy, commensuration, and standardization - - that create and regiment cultural difference, and that are often simply glossed (and glossed over) when spatial metaphors are applied to culture, language and space itself. A focus on language ideologies and linguistic differentiation will be our conceptual starting point.
Instructor(s): S. Gal
ANTH 57710. Linguistic Anthropology Seminar: Translation and Textual Circulation: Communicative Aspects of Transnational Processes. 100 Units.
This seminar investigates communicative dimensions of globalization. How are movements of people, objects and texts mediated by semiotic processes and by linguistic practices. Some questions concern form: How are texts and text artifacts transformed in the process of moving across national spaces regimented by different standard languages? How does this movement change the national spaces? Is “movement” the apt characterization of this process, or rather imitation, citation, iteration? The political economy of literary and technical translation in this conventional sense is our starting point in the seminar. But denotational codes (named languages) are only one of the sites at which various transformations occur in the apparent movements of texts and practices. The goal of the seminar is to examine “translation” as also a pragmatic process, worked across systems of indexicality, across differently situated discursive formations. Ethnography itself has often been characterized as a discipline of translation in this sense. How and when are commensurabilities established not only between languages but among different registers and discourses (e.g. medical to legal to commonsense)? What social roles and institutions create and mediate commensurabilities or ruptures in specific ethnographic and political contexts? How can we study the nodes of control and conflict? Of censorship, stoppage and obstruction? More generally, what limits are imposed on cultural forms as the condition of their circulation across various types of institutions? How are cultural forms – texts, practices – made transportable and transposable? When are boundaries between cultural, ethnic, linguistic, social units created, contested or erased through such transposition. Starting with notions of entextualization, recontextualization, language ideology and interdiscursivity as developed in recent linguistic anthropology, the seminar aims to read critically across current ethnographic literature on topics such as: “cultural translation,” “cultures of circulation,” “publics,” “translation studies,” “trading zones,” and “semiotics of global flows.”
Instructor(s): S. Gal
ANTH 57715. Linguistic Anthropology Seminar: Narrative. 100 Units.
The goal is to find and analyze narratives in ethnographic materials: what counts as narratives, how they are (sometimes) institutionalized, their effects on social organizations and their implications for various cultural processes such as, for instance, memory and tradition, political conflict, career building, nation-making, regionalization, health-maintenance, among others. We will try various modes of narrative analysis to see how they work and why. In the first few weeks, we review some philosophical questions about time and its experience via linguistic/textual representations, then move to some literary and theory-of-history opinions/taxonomies, including the question of emergent story practices and their cultural categorizations. Most of the course will focus on recognizing and analyzing various genres or their fragments in fieldnotes and interviews, in interactions, mass media products and in the ethnographic accounts of others. Seminar participants will present their own field materials or critically read ethnographies focused on narratives (or ones that include such but do not highlight them) and discuss how storytelling-in-action and in interaction operates: e.g. how it might orient and align speakers and produce the textures of social life.
Instructor(s): S. Gal
Ethnography has long been considered the “translation” of cultures, but the process of translation has not often been closely examined in anthropology. Since the middle of the 20th century it has been problematized by philosophy of science, in which incommensurability between “paradigms” was thought to block translation across them, undermining the possibility of progress. Similarly, the politics of multiculturalism in many parts of the globe has revived Herderian notions of cultures as “monads” between which there is only miscommunication, apparently undermining the founding assumptions of liberalism. Cultural, ethical, epistemic and linguistic “relativity” were the labels for discussing such matters in earlier decades. Today, these concepts are increasingly problematic as anthropology engages with the ubiquitous facts of circulation: in addition to objects, materials and commodities, financial instruments, discourses, media, methods, theories, political movements, institutional arrangements all seem to “travel” across space-time, seeming to contradict assumptions of cultural incommensurability. This course asks: How (if at all) do cultural “objects” come to be measured by similar metrics (i.e. commensurated), and/or equated in meaning (i.e. translated) so that they are taken up, recognized, reanimated, imitated in diverse locations and thus seem to travel and circulate. We start with the hypothesis that there are semiotic processes and practices by which translation and commensuration are achieved, fought over, and/or rejected. What are they? Especially: How are the social worlds, “objects,” personae and sites of commensuration/translation themselves transformed by these processes. The strategy of the course is to start with practices of linguistic translation, as these are among the mediators of virtually all other commensuration processes. We explore how far linguistic and semiotic practices at language boundaries in specific sociohistorical and ideological circumstances can help illuminate other forms of commensuration and boundary work. What are the implications of these processes for the practice of anthropology?
ANTH 58200. Material Culture and Consumption: Embodied Material Culture -- Food, Drink, and Drugs in History. 100 Units.

The Material Culture and Consumption seminar is designed to explore a series of current major research frontiers in the understanding of material culture. This domain of inquiry constitutes an exciting new convergence of interests among the fields of archaeology, cultural anthropology, history, and sociology; hence, the seminar seeks to explore the intersection of novel theoretical developments and empirical research among all these fields. The theme for this year’s seminar is "Embodied Material Culture": that is, objects which are produced specifically for consumption by ingestion into the human body. Readings and discussion will center around works that grapple with the social and cultural understanding of food, alcohol, and drugs in ancient and modern contexts. Their close association with the body and the senses, as well as their nutritive and psychoactive properties, make these forms of material culture an especially salient, symbolically charged form of "social fact" and make the study of their consumption a particularly revealing key to social relations, cultural concepts, and articulations of the domestic and political economies.

Instructor(s): M. Dietler

ANTH 58510. Anthropology of Space/Place/Landscape. 100 Units.

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

Instructor(s): F. Richard
Terms Offered: TBD
Equivalent Course(s): ANTH 28510
ANTH 58515. Style. 100 Units.
Style is a paradoxical concept that seemingly defies description and interpretation. It is shared and individual, timeless yet impossibly mutable. Style also inspires and limits, defining traditional and novel forms of human expression. This course considers how the different stakes of representation are worked through the analytic of style. Surveying theoretical perspectives across several disciplines -- anthropology, art history, architecture, and technology studies -- this course reconsiders the conceptual basis of style and its applications to ethnographic and archaeological cases while attempting an exploration of its cognitive and affective dimensions.
Instructor(s): A. Yao

ANTH 58600. Social Theory of the City. 100 Units.
This graduate seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions and experience as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.
Instructor(s): A. Kolata

ANTH 58702. Archaeologies of Political Life. 100 Units.
This seminar examines how archaeologists have approached political life in the past forty years. Its aim is to question the categories through which political worlds are often studied (beginning with such unwieldy terms as 'states,' 'chiefdoms,' 'complexity,' etc.) and complicate analyses of politics in the past. Rather than relying on concepts that already predetermine the outcome of political functioning, we will read key texts in anthropology and political theory (on sovereignty, domination, legitimacy, political economy, governance, ideology, hegemony, subjectivity, anarchy) to dissect the foundations and operations of power, expose its cultural logics, and explore the processes behind the categories. Some of the questions that will guide our discussions include: How do politics work in both past and present? Through what channels and modalities? With what effects (anticipated or not)? And what role does the material world play in mediating these relations? Each week will pair theoretical readings with case-studies drawn from different parts of the world and from different moments in history. Through this seminar, students will gain familiarity with classic archaeological thinking on power and critical perspectives steering contemporary studies of past politics.
Instructor(s): F. Richard
Terms Offered: TBD
Equivalent Course(s): ANTH 28702
ANTH 59500. Archaeology Laboratory Practicum. 100 Units.
This hands-on lab practicum course exposes students to various stages of artifact processing on a collection from a recently excavated site (e.g., washing, sorting, flotation, identification, data entry, analysis, report preparation, curation). The primary requirement is that students commit to a minimum of nine hours of lab work per week, with tasks assigned according to immediate project needs.
Instructor(s): F. Richard, S. Dawdy Terms Offered: TBD. Various
Prerequisite(s): Consent of instructor
Note(s): This course qualifies as a Methodology selection for Anthropology majors. Undergraduates may take it only once for credit.
Equivalent Course(s): ANTH 29500
Department of Comparative Human Development

Chair
Margaret Beale Spencer

Professors
Jennifer Cole
Susan Goldin-Meadow
Sydney Hans
Susan Levine
John A. Lucy
Dario Maestripieri
Martha K. McClintock
Richard Shweder

Associate Professors
William Goldstein
Guanglei Hong
Micere Keels
Jill Mateo
Lindsey Richland

Assistant Professors
Anna Mueller
Eugene Raikhel

Faculty Associates
Kathleen Cagney
E. Summerson Carr
Salikoko Mufwene
Kristen Schilt
Linda Waite
Amanda Woodward

Emeritus Faculty
R. Darrell Bock
Mihaly Csikszentmihalyi
Irene Elkin
Ray Fogelson
Eugene T. Gendlin
David E. Orlinsky
Nancy Stein
The Department of Comparative Human Development was founded in 1940 by Carl Rogers (psychologist), Lloyd Warner (anthropologist), Robert Havighurst (sociologist), and Ralph Tyler (educator), to focus on the study of the individual within context. Its faculty believes that social life is too complex to be left within any one discipline. Consequently, the department brings together anthropologists, psychologists, sociologists, biologists, and applied statisticians whose work extends disciplinary boundaries and synthesizes theories, insights, questions, and methods from across the social science spectrum.

Some current research programs include the impact of globalization 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 learning process in educational settings, and methods for investigating causality.

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. The student should also consult with the Comparative Human Development Secretary for information regarding procedures.

**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 admissions@ssd.uchicago.edu or (773) 702-8415. Most of the documents needed for the application can be uploaded through the online application. Any additional correspondence and materials sent in support of applications should be mailed to:
**Department Course Guidelines**

**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 6 Graduate areas

**Specialization** - Students must take two additional courses in one of the 6 areas in which they wish to focus their studies

**Every CHD Student Must Take the Following Courses for a Quality Grade:**

- CHDV 40000 HD Concepts
- Six distribution courses, one in each program area:
  - Comparative Behavioral Biology (1)
  - Society, Institutions, Culture and the Life Course (2)
  - Cultural Psychology, Psychological Anthropology, Immigration Studies (3)
  - Health, Vulnerability and Culture (4)
  - Language and Communication in Thought and Interaction (5)
  - Methods in Human Development Research (M)

- Intermediate Statistics from among the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30101</td>
<td>Applied Statistics in Human Development Research</td>
<td>100</td>
</tr>
<tr>
<td>PPHA 31000</td>
<td>Statistics for Public Policy I (**)</td>
<td>100</td>
</tr>
<tr>
<td>PPHA 31100</td>
<td>Statistics for Public Policy II (**)</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
</tr>
</tbody>
</table>

( **) Both courses must be taken in sequence to fulfill requirement

- CHDV 42401 Trial Research in Human Development-I and CHDV 42402 Trial Research in Human Development-II. May be taken pass/fail.
• Two 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 two 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.

Required Courses
CHDV 40000 HD Concepts will introduce students to the history, theoretical bases, and concepts of the field of human development, and to the major areas of inquiry in the Department of Comparative Human Development. This is taken during the fall quarter of the first or second year.

The seminars (CHDV 42401 Trial Research in Human Development-I and CHDV 42402 Trial Research in Human Development-II) will launch students into their research projects and will guide them from the beginning to the completion of those projects.

All students are required to enroll in a trial research seminar in the winter quarter of the first year and the autumn quarter of the second year. Trial research papers are due by 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.

Advisors
Each student is assigned a faculty member at the beginning of the first year of study to serve as a research advisor. Students may change research advisors as their needs and interests evolve, but students are expected to be affiliated with one or more research advisors throughout their graduate careers.

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 by the time of the spring review, with satisfactory spring grades expected to follow. The evaluation at the end of the second year is particularly important, as it determines whether a student will be permitted to conduct dissertation research.

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. If a student can demonstrate that they are unable to take any of the designated Methods courses, they may petition through the Chair's office to have an equally relevant and rigorous course from another department count towards the requirement.

Workshops

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. The following workshops are sponsored by faculty members and organized by graduate students from the Department of Comparative Human Development (often in collaboration with faculty and students from other departments): Comparative Behavioral Biology; Self and Subjectivity; Education. A full list of workshops is available at http://cas.uchicago.edu/.

Courses

For more recently updated course plans, please see the Courses link at the top of this page, the Comparative Human Development Website (http://humdev.uchicago.edu), or the quarterly Time Schedules (http://timeschedules.uchicago.edu).

Programs

Students in consultation with faculty advisors develop their program of study appropriate to their professional goals and research interests. The department's central areas of study are described below.

Comparative Behavioral Biology (1)

This program investigates behavioral 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 reproductive endocrinology, research conducted with rodents and humans investigates the social and behavioral control of fertility and reproduction and
the role of hormone behavior interactions in development throughout the life span. Specific topics of interest include mechanisms and function of estrous and menstrual synchrony, facultative adjustment of sex ratios, pheromonal communication, reproductive senescence, psychosomatics in obstetrics and gynecology, and the behavioral modulation of the immune function. 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 infant attachment and infant development, with particular emphasis on interindividual variability both within and outside the normal range. 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 social neuroscience, one topic of interest is evaluative processes, e.g., affective, attitudinal, or emotional operations by which individuals discriminate hostile from hospitable environments. Of interest as well is in the role of social and autonomic factors in individuals endocrine and cellular immune response to stress and illness vulnerability. 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>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30901</td>
<td>Biopsychology of Sex Differences</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 34300</td>
<td>Primate Behavior and Ecology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 34800</td>
<td>Kinship and Social Systems</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37500</td>
<td>Research Seminar in Animal Behavior I</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37502</td>
<td>Research Seminar in Animal Behavior II</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37503</td>
<td>Research Seminar in Animal Behavior III</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37850</td>
<td>Evolutionary Psychology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37950</td>
<td>Evolution and Economics of Human Behavior</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 40900</td>
<td>Behavioral Ecology</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 48001</td>
<td>Mind and Biology Proseminar I (=CHDV 38000)</td>
<td>000</td>
</tr>
<tr>
<td>PSYC 48002</td>
<td>Mind and Biology Proseminar II (=CHDV 38100)</td>
<td>000</td>
</tr>
<tr>
<td>PSYC 48003</td>
<td>Mind and Biology Proseminar III (=CHDV 38200)</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 48414</td>
<td>Evolution of Human Development</td>
<td>100</td>
</tr>
</tbody>
</table>

(*) Satisfies the distribution requirement.

(**) All three quarters of sequence must be taken in order to receive a letter grade.

SOCIETY, INSTITUTIONS, CULTURE AND THE LIFE COURSE (2)

The Department of Comparative Human Development 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 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, neighborhoods and economic inequality on individual trajectories and outcomes; the role of youth and generational change in contemporary social life; and how early childhood exposure to social and psychological deprivation 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 in learning and cognition. Faculty focused on education have unique expertise in the quantitative analysis of large data sets to distinguish the cross-cutting effects of age, cohort, and institutional context. We also seek to develop new experimental 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, India and Papua New Guinea. 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>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 23900</td>
<td>Introduction to Language Development</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30304</td>
<td>Urban Neighborhoods and Urban Schools: Community</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Economic Opportunity and the Schools *</td>
<td></td>
</tr>
<tr>
<td>CHDV 30305</td>
<td>Inequality in Urban Spaces</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31000</td>
<td>Cultural Psychology: Philosophical and Theoretical</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Foundations *</td>
<td></td>
</tr>
<tr>
<td>CHDV 31600</td>
<td>Seminar in Language Development</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31901</td>
<td>Language, Culture, and Thought *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32100</td>
<td>Culture, Power, Subjectivity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32101</td>
<td>Culture and Power, Part II: Discourse and Performativity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 40207</td>
<td>Development in Adolescents *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 40306</td>
<td>Academic and Behavior Gender Gaps Along the Pathway</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>to Degree Attainment</td>
<td></td>
</tr>
<tr>
<td>CHDV 41160</td>
<td>New Perspectives on Vulnerability *</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 43200</td>
<td>Seminar in Language Development (=CHDV 41601) *</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 46650</td>
<td>Embodiment, Thinking, and Learning</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 48414</td>
<td>Evolution of Human Development *</td>
<td>100</td>
</tr>
</tbody>
</table>

(*) Satisfies the distribution requirement.

CULTURAL PSYCHOLOGY, PSYCHOLOGICAL ANTHROPOLOGY, IMMIGRATION STUDIES (3)

Coming to terms with transnational migration and defining the scope and limits of tolerance for ethnic, religious and cultural diversity in North America
and Europe has become one of the most pressing concerns for states and citizens in liberal democracies in the 21st century. The Department of Comparative Human Development has long been a leading center for training in psychological anthropology, cultural psychology, culture and mental health, and the cross cultural study of human development, 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 ethnic and cultural sources of diversity in emotional and bodily functioning, conceptions of self and subjectivity, sexuality and gender identity, moral evaluation, and social cognition. We are also concerned with the social and political production and management of social differences as well as the conflicts that arise in the context of contemporary migration. Ethnographic field work both in the United States and abroad is an important component of this program, although students and faculty use multiple methods (qualitative and quantitative, observational, clinical and experimental) to understand the similarities and differences in psychological functioning across human populations. The program encourages the comparative social and cultural analysis of what people know, think, feel, desire and value in India, Japan, China, Russia, Africa and the Middle East, as well as research on the institutions, ideologies and economic circumstances that shape the experience of minorities in places ranging from Norway to France to the United States. 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>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30117</td>
<td>Transnational Kinship, Intimacy and Migration</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30320</td>
<td>Violence and Trauma</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30401</td>
<td>Intensive Study of a Culture: Lowland Maya History and Ethnography</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30600</td>
<td>Social Psychology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31000</td>
<td>Cultural Psychology: Philosophical and Theoretical Foundations</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31901</td>
<td>Language, Culture, and Thought</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32100</td>
<td>Culture, Power, Subjectivity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32101</td>
<td>Culture and Power, Part II: Discourse and Performativity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32212</td>
<td>Love, Capital and Conjugality: Africa and India in Comparative Perspective</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33301</td>
<td>Culture, Mental Health, and Psychiatry</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33302</td>
<td>Disordered States</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 41160</td>
<td>New Perspectives on Vulnerability</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 42214</td>
<td>Ethnographic Writing</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43302</td>
<td>Illness and Subjectivity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43600</td>
<td>Processes of Judgement and Decision Making</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 44700</td>
<td>Seminar: Topics in Judgement and Decision Making</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 45600</td>
<td>When Cultures Collide: The Multicultural Challenge</td>
<td>100</td>
</tr>
</tbody>
</table>
The Department of Comparative Human Development maintains a tradition of examining health, illness and vulnerability from a variety of social science perspectives. We understand health, illness and vulnerability as experiences that are deeply shaped by inter-related 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 and vulnerability become embodied in particular persons, as we are with the cultural and linguistic processes through which concepts such as “health,” “illness” 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 including 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; 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30320</td>
<td>Violence and Trauma</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30405</td>
<td>Anthropology of Disability</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31800</td>
<td>Modern Psychotherapies *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33301</td>
<td>Culture, Mental Health, and Psychiatry *</td>
<td>100</td>
</tr>
<tr>
<td>ANTH 33620</td>
<td>Medicine and Anthropology (=CHDV 33620)</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 36400</td>
<td>Theories of Emotion and the Psychology of Well Being *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 38701</td>
<td>Social and Cultural Foundations of Mental Health</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 40110</td>
<td>Color, Ethnicity, Cultural Context, and Human Vulnerability</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 41160</td>
<td>New Perspectives on Vulnerability *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43302</td>
<td>Illness and Subjectivity *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43400</td>
<td>The Social Lives of Brains</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 44200</td>
<td>Emerging Concepts in Medical and Psychological Anthropology</td>
<td>100</td>
</tr>
</tbody>
</table>


CHDV 45205  Pushing the Boundary: Current Debates on Animals and the Species Divide

(* ) Satisfies the distribution requirement.

**LANGUAGE AND COMMUNICATION IN THOUGHT AND INTERACTION (5)**

This program area supports research and training on how language and other forms of social communication support and shape individual thought and social interaction. The program encompasses three intersecting areas. First, it compares communicative modalities across species, especially among the social mammals, with particular attention to the role played by language in human evolution and development by enabling the emergence of self, culture, and conceptual thought. Second, it compares linguistic and other communicative traditions across human societies with respect to their effects on thought and interaction, with particular attention to the impact of language diversity, multilingualism, the interplay of verbal and nonverbal communication, and language socialization. And third, it compares both within and across societies the various specialized structures and discursive uses of language deployed within specialized institutional settings and ideological regimes such as education, therapy, science, religion, politics, etc. Across all three areas, there is an emphasis on bringing together a firm grounding in the formal analysis of the communicative modalities with substantive understanding of the psychological and social fields within which they operate. 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>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 23900</td>
<td>Introduction to Language Development</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31901</td>
<td>Language, Culture, and Thought</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 43200</td>
<td>Seminar in Language Development (=CHDV 41601)</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43550</td>
<td>Gesture</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 45501</td>
<td>Cognition and Education</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 53350</td>
<td>Gesture, Sign, and Language</td>
<td>100</td>
</tr>
</tbody>
</table>

(* ) Satisfies the distribution requirement.

**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, analysis of qualitative data, modeling of human growth, 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 not be offered in this academic year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30005</td>
<td>Statistical Methods of Research-2</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30101</td>
<td>Applied Statistics in Human Development Research *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32411</td>
<td>Mediation, Moderation, and Spillover Effects *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37802</td>
<td>Challenging Legends and Other Received Truths: A Socratic Practicum</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 39301</td>
<td>Qualitative Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 40112</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 42214</td>
<td>Ethnographic Writing *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43248</td>
<td>Research Methods in Behavior and Development</td>
<td>100</td>
</tr>
</tbody>
</table>

(*) Satisfies the distribution requirement.
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 prerequisites. 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: Autumn
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*
Equivalent Course(s): 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 is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”

Instructor(s): G. Hong Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite.
Note(s): Graduate course, open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): STAT 31900, SOCI 30315, PBHS 43201, 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? 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
Note(s): CHDV Distribution, B*, C*; 5*
Equivalent Course(s): CHDV 20150, LING 20150, LING 30150
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.
Instructor(s): Vigouroux, Cecile Terms Offered: Winter
Note(s): CHDV Distributions: C*; 2*, 5*

CHDV 30240. Language and Economy: an Interdisciplinary Approach. 100 Units.
This course is about the relationship between language and economy, focusing on the ways in which the subject matter can be addressed theoretically and methodologically. Through reading some key texts, we will analyze how disciplines such as economics, linguistics, and anthropology have conceptualized this relationship. Among many topics, we will address issues about language development and language commodification, and about notions such as linguistic market and language as public good. We will explore ways in which linguistics and economics perspectives on the role of language in economic development and that of economic factors in language practices can be mutually enriching.
Instructor(s): Vigouroux, Cecile Terms Offered: Spring
Note(s): CHDV Distributions: C*; 2*,5*

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.
Instructor(s): Vigouroux, Cecile Terms Offered: Winter
Note(s): CHDV Distribution: C*; 2*, 5*

CHDV 30249. Language and Migration. 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.
Instructor(s): C. Vigouroux Terms Offered: Autumn
Note(s): CHDV Distribution: C*; 3*, 5*
Equivalent Course(s): ANTH 37116, LING 30249
CHDV 30301. Research on Contextualized Learning, Cognition, and Development. 100 Units.
This seminar explores the theoretical and practical challenges inherent in conducting research that bridges mechanistic studies of cognition and development with investigations of learning situated in and across contexts. Students will engage with methodological and substantive course readings on learning in schools, families, and across diverse communities. In addition, students will participate in, and report on, research projects within this framework.
Instructor(s): L. Richland Terms Offered: Spring
Prerequisite(s): Graduate course, open to undergraduates
Note(s): CHDV Distribution, B*; 2

CHDV 30322. Reasoning Development. 100 Units.
This course examines the lifespan development of thinking and reasoning skills. We will examine the development of types of reasoning including causal, symbolic, analogical and explanation based thinking, discuss the role of aging on reasoning, and consider the roles of context and environment versus genetic and evolutionary foundations. Finally we will consider implications for educational contexts.
Instructor(s): Richland, L. Terms Offered: Autumn
Note(s): CHDV Distribution, B*; 2*

CHDV 30401. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.
Instructor(s): J. Lucy Terms Offered: Autumn,TBD
Note(s): CHDV Distribution: C*
Equivalent Course(s): ANTH 21230, ANTH 30705, CHDV 20400, CRES 20400, LACS 30401, LACS 20400
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
Prerequisite(s): Third- or fourth-year standing
Note(s): CHDV Distribution: C, D; 4
Equivalent Course(s): ANTH 20405, ANTH 30405, HMRT 25210, HMRT 35210, SOSC 36900, CHDV 20505, MAPS 36900

CHDV 30440. Inequality, Health, and The Life Course. 100 Units.
By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual's physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual's health and well-being.
Instructor(s): A. Mueller Terms Offered: Spring
Note(s): CHDV Distribution: B*, C*; 2*, 4*
Equivalent Course(s): SOCI 20248, SOCI 30248, CHDV 20440

CHDV 30609. Women's Rights, Cultural Nationalisms and Moral Panics. 100 Units.
Contemporary history is rife with a tension between the rise of a rights discourse and accompanying moral panics. This dialectic constitutes the central theme of this course. Why is it that women's economic success, political recognition, and rights to their bodies have been accompanied by “moral panics” over the visibility, mobility, and sexuality of women and girls? And what might this tell us about changing forms of differential citizenship in the contemporary world? In order to take up these questions, this course offers a historical and anthropological perspective on the questions of gender and freedom/moral panic/differential citizenship. We focus our inquiry on empirical examples drawn from Africa and India.
Instructor(s): Cole, J., Majumdar, R. Terms Offered: Winter
Prerequisite(s): Undergrads with consent of instructors
Note(s): CHDV Distribution, 2*, 3*
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 tacks back and forth between analyses of mobility within Africa, and studies of migration more generally. Topics to be addressed include governmentality and the creation of borders, the production of immobility, kinship and migration, and the role of mobility in the reproduction of African societies. Readings will include studies of migration from within the African continent, to Europe and to the United States.
Instructor(s): Cole, J. Terms Offered: Winter
Note(s): CHDV Distribution, B*,C*; 2*,3*
Equivalent Course(s): ANTH 32226

CHDV 31000. Cultural Psychology: Philosophical and Theoretical Foundations. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B*, C*; 2*, 3*
Equivalent Course(s): AMER 33000,ANTH 24320,ANTH 35110,GNSE 21001,GNSE 31000,PSYC 23000,PSYC 33000,CHDV 21000
CHDV 31600. 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
Note(s): CHDV Distribution, B*; 2*,5*
Equivalent Course(s): PSYC 33200

CHDV 32200. Anthropology and ‘The Good Life’: Ethics, Morality, Well-Being. 100 Units.
This course takes a critical, historical and anthropological look at what is meant by “the good life.” Anthropologists have long been aware that notions of “the good” play an essential role in directing human behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past several years, however, there has been an increasing demand for clarification on what is meant by “the good life,” as well as how cultural conceptions of “the good” relate to science, politics, religion, and personal practice. In this course, we will take up that challenge by exploring what is meant by “the good,” focusing on three domains in which it has most productively been theorized: ethics, morality, and well-being. Through a close reading of ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced by different communities in order to explore the good life, we will gain an understanding of the different theoretical and methodological approaches for understanding the good in the social sciences, the various cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility, deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional ethics, neuroethics, and the moral sentiments. Instructor(s): Francis Mckay Terms Offered: Autumn
Note(s): Upper-level undergrads by consent. Some knowledge of moral philosophy useful, but not necessary to take the course. CHDV Distribution: C*; 3*
Equivalent Course(s): ANTH 24345,ANTH 35130,MAPS 32200

CHDV 36660. Genes and Behavior. 100 Units.
There are complex interactions between the genome and behavior. This course will examine how behavior can be understood by investigating the sequence and structure of genes, especially those expressed in the brain. It will consider behaviors in several species (including human), and present various molecular, genetic, and genomic approaches used to uncover how genes contribute to behavior and how behavior alters the genome. Lectures will provide background for gene-behavior interactions that will be further discussed using primary literature readings. Instructor(s): S. London Terms Offered: Winter
Note(s): CHDV Distribution, A* ; 1*
Equivalent Course(s): CHDV 26660,PSYC 26660
CHDV 37201. Language in Culture I. 100 Units.
Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of “functional” semiotic structure and history.
Instructor(s): M. Silverstein Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): LING 31100, PSYC 47001, ANTH 37201

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: Autumn
Note(s): CHDV Distribution, A*; 1*
Equivalent Course(s): PSYC 27950, PSYC 37950, BIOS 29265, ECON 14810, CHDV 27950

CHDV 38901. Intermediate Modern Spoken Yucatec Maya 1. 100 Units.
The course will emphasize learning the rudiments of the contemporary spoken language to enable further work on the language (or related ones) and/or to facilitate the use of the language for other historical or anthropological projects. Regularly scheduled class time will be evenly divided between practice in speaking and hearing the language and discussions of basic grammar, resources (e.g., grammars, dictionaries, text collections, etc.), the language family, cultural and historical context, salient linguistic issues especially in the areas of morphology and semantics, pragmatics and usage, and practical research methods.
Instructor(s): J. Lucy Terms Offered: Autumn
Prerequisite(s): Students should have completed the first year Yucatec sequence prior to registration.
Equivalent Course(s): LACS 28901, CHDV 28901, LACS 38901

CHDV 39900. Readings: Human Development. 100 Units.
This course is often taken with the student’s adviser in preparation for their thesis proposal.
Instructor(s): Staff Terms Offered: Autumn, Winter, Spring
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): J. Lucy Terms Offered: Autumn
Prerequisite(s): CHD Grad Students Only
Note(s): CHDV Distribution, R

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 “introduction to causal inference” course or its equivalent and want to extend their knowledge in causal inference. The course is particularly suitable for students who plan to conduct scientific research that involve investigations of causal relationships as well as for those with strong methodological interests. Topics will 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) multilevel experimental designs and observational data for treatment evaluation; (9) nonignorable missingness and informative censoring issues.
Instructor(s): G. Hong, K. Yamaguchi, F. Yang Terms Offered: Spring
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 40412
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. Spencer Terms Offered: Winter
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CRES 40207

CHDV 40315. Inequality in Urban Spaces. 100 Units.
The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood.
Instructor(s): M. Keels Terms Offered: Winter
Note(s): CHDV Distribution, B*; 2*
Equivalent Course(s): CRES 20305, PBPL 20305, CHDV 20305

CHDV 40851. Topics in Developmental Psychology I. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Note(s): CHDV Distribution, 2*
Equivalent Course(s): PSYC 40851
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
Note(s): CHDV Distribution, B*, 2*, 5*
Equivalent Course(s): PSYC 43200

CHDV 41920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920, ANTH 47305, EVOL 41920, PSYC 41920, LING 21920, LING 41920

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, 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): Staff 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): Staff Terms Offered: Autumn
Prerequisite(s): CHDV 42401 Trial Research in Human Development-I. CHD graduate students only.
Note(s): CHDV Distribution, R
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.
Instructor(s): Raikhel, E. Terms Offered: Spring
Note(s): CHDV Distribution 4*
Equivalent Course(s): ANTH 40350

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 43760. Sensitive Periods: How the Timing of Exper Alters Its Effect. 100 Units.
Sensitive periods are defined as phases in life when experience has the most effect on a particular brain system. Typically occurring during development, experience during sensitive periods has long-term implications for sensory processing, affective development, cognitive processes, and production of complex learned behavior such as language. We will combine an investigation of biological underpinnings with behavioral consequences of sensitive periods and ask questions such as: How are sensitive periods defined during development? Are sensitive periods for a variety of behaviors different or the same? How does experience intersect with the brain to encode and modify a sensitive period? Can we re-open sensitive periods after their normal end - and do we want to?
Instructor(s): S. London Terms Offered: Spring
Note(s): CHDV Distribution: 1*
Equivalent Course(s): NURB 33370, PSYC 43760

CHDV 43770. Social Structures, Cultures, and Human Development. 100 Units.
What leads people to set certain goals (among a wide set of possibilities), order their preferences, and make certain decisions? How does common sense come to be “common?” Why do people report thinking one thing and then do the opposite? How do social emotions like shame or pride influence behavior and how do they become social in the first place? Like gravity, social structure (like social networks) and culture (like belief systems, social norms) facilitate and constrain what is possible and what is probable for feeling, thinking, and doing. Like gravity, social structure and culture are often invisible, taken for granted forces that are external to us, but coerce nonetheless. This course explores how social scientists have theorized and empirically studied social structure as well as culture in relationship to a wide range of social behaviors, as well as how structure and culture can change due to the efforts of individuals and groups. In our exploration of the role of social structures and culture and human development, we will discuss topics relating to educational and occupational attainment, identity development in adolescence and young adulthood, the experience of life course transitions, health and deviant behaviors, and mental and physical health. Additionally, this course will provide an overview of sociological social network research as well as a review of leading perspectives linking culture to human behavior.
Instructor(s): A. Mueller Terms Offered: Winter
Note(s): CHDV Distribution, 2*,4*
CHDV 44700. Seminar: Topics in 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: Spring
Equivalent Course(s): PSYC 44700

CHDV 44770. Behavioral Epigenetics: Sml Change w/Big Effect on Brain/Behav. 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): CHDV Distribution: 1*
Equivalent Course(s): PSYC 43770

CHDV 45600. When Cultures Collide: The Multicultural Challenge. 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: Autumn
Note(s): CHDV Distribution: C; 3*
Equivalent Course(s): PSYC 45300, ANTH 45600, HMRT 35600, GNDR 45600

CHDV 47500. Research Seminar in Behavioral Biology. 100 Units.
In this seminar we will discuss past, current, and future research in behavioral biology, present and discuss data, read and discuss articles and books, and prepare manuscripts for publication or grant applications.
Instructor(s): D. Maestripieri Terms Offered: Winter
Prerequisite(s): Graduate students only. Consent of Instructor is required.
Note(s): CHDV Distribution: 1*
CHDV 47903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
No description available.
Instructor(s): J. Lucy Terms Offered: Spring, TBD. Will tentatively be offered during 2016-17
Equivalent Course(s): CHDV 27903, LACS 47903, LACS 27903

CHDV 48001. Mind and Biology Proseminar I. 000 Units.
The goal of this proseminar is to give graduate students the opportunity to be exposed to and discuss the research in biopsychology currently conducted at the Institute for Mind and Biology. The Mind and Biology Proseminar meets four times a quarter (plus an orientation meeting in Autumn quarter, each time for two hours. A meeting consists of a 45 – 60 minute research presentation by an IMB faculty member (or a guest speaker) and 60 minutes of discussion. Students will earn 100 units in Spring quarter after completing the three-quarter sequence.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Consent only
Equivalent Course(s): PSYC 48001

CHDV 48420. Science meets literature: Elias Canetti’s Auto-da-Fé and human. 100 Units.
In this graduate seminar we will read the 1935 novel Auto-da-Fé by Elias Canetti (1981 Nobel Prize for Literature) and discuss it from the perspectives of different disciplines such as psychology and psychoanalysis, anthropology and sociology, history and philosophy, and literary criticism. One of the main themes of the seminar will be the relationship between Canetti’s representation of human mental and social processes in the novel and our current understanding of the human mind and human interpersonal relationships (e.g., understanding other minds, interpersonal communication, power dynamics, etc.).
Instructor(s): Maestripieri, D. Terms Offered: Winter
Note(s): CHDV Distribution, 1*, 2*, 5*
Equivalent Course(s): KNOW 41401, GRMN 48417

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, Winter, Spring
Prerequisite(s): Instructor consent required. CHD graduate students only.
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 Secretary, The Committee on Conceptual and Historical Studies of Science, The University of Chicago, 1126 East 59th Street, Chicago, IL 60637 (bethcalderon@uchicago.edu (bbmackev@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://socialsciences.uchicago.edu/admissions/apply. Questions pertaining to admissions and aid should be directed to admissions@ssd.uchicago.edu (admissions@ssd.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.
DEGREE REQUIREMENTS

Every new student in CHSS is assigned an advisor, 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. Those selecting the philosophy or history options must take a coherent series of six courses in a scientific area at the University, approved by the committee and of an appropriately advanced nature. 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: http://chss.uchicago.edu/page/courses

CONCEPTUAL/HISTORICAL STUDIES OF SCIENCE COURSES

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

**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: Spring
Prerequisite(s): Prior statistics course
Equivalent Course(s): STAT 26700, HIPS 25600, STAT 36700

**CHSS 33300. Introduction to the Philosophy of Science. 100 Units.**
We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper’s deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B)(II)
Instructor(s): K. Davey Terms Offered: Winter
CHSS 33500. Elementary Logic. 100 Units.
An introduction to the techniques of modern logic. These include the representation of arguments in symbolic notation, and the systematic manipulation of these representations in order to show the validity of arguments. Regular homework assignments, in class test, and final examination.
Instructor(s): M. Kremer Terms Offered: Autumn
Prerequisite(s): No prerequisites. Course not for field credit.
Note(s): Undergrads enroll in sections 01 through 08. Graduates enroll in section 09.
Equivalent Course(s): HIPS 20700,PHIL 30000,PHIL 20100

CHSS 33600. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Lowenheim-Skolem theorem and Lindstrom's theorem. (II) (B)
Instructor(s): A. Vasudevan Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIPS 20500,PHIL 39600,PHIL 29400

CHSS 34913. Victorian Science. 100 Units.
This course examines how Victorians sought to understand the natural world, and how their scientific work helped develop modern intellectual conventions, social relations, and institutions. We will study a wide range of topics from the 1830s through the beginning of the twentieth century in order to develop a kind of panorama of scientific life and to determine when key features of modern science came into being.
Instructor(s): A. Winter Terms Offered: Winter

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, et al. Major topics of investigation include preservationism, ecological imperialism, evolutionary history, forest conservation, organic and industrial agriculture, labor history, the commons and land reform, energy consumption, and climate change. Our scope covers the whole period from 1492 with case studies from European, American, and British imperial history.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): HIST 35014,HIPS 25014,HIST 25014
CHSS 35506. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.

One can distinguish four ways in which science and aesthetics are related during the period since the Renaissance. First, science has been the subject of artistic representation, in painting and photography, in poetry and novels (e.g., in Byron’s poetry, for example). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally, philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant, Bas van Fraassen); much of the discussion of this latter will focus on the relation between images and what they represent. In this lecture-discussion course we will consider all of these aspects of the science-aesthetic connection.

Instructor(s): R. Richards Terms Offered: Spring
Equivalent Course(s): HIPS 25506, HIST 35506, PHIL 24301, PHIL 34301, HIST 25506

CHSS 37502. Energy and Energy Policy. 100 Units.

This course shows how scientific constraints affect economic and other policy decisions regarding energy, what energy-based issues confront our society, how we may address them through both policy and scientific study, and how the policy and scientific aspects can and should interact. We address specific technologies, both those now in use and those under development, and the policy questions associated with each, as well as with more overarching aspects of energy policy that may affect several, perhaps many, technologies.

Instructor(s): S. Berry, G. Tolley Terms Offered: Autumn
Prerequisite(s): PQ: Third- or fourth-year standing. For ECON majors who want ECON credit for this course (ECON 26800): PQ is ECON 20100.
Equivalent Course(s): ECON 26800, ENST 29000, PBPL 29000, PPHA 39201, PSMS 39000, BPRO 29000

CHSS 37901. Kant’s "Critique of Pure Reason" 100 Units.

This course will be devoted to an intensive study of selected portions of Kant’s Critique of Pure Reason. The focus of the course will be on the Transcendental Analytic and especially the Transcendental Deduction. We will begin, however, with a brief tour of some of the central claims of the Transcendental Aesthetic. Some effort will be made to situate these portions of the first half of the Critique with respect to the later portions of the book, viz. the Transcendental Dialectic and the Doctrine of Method. Although the focus of the course will be on Kant’s text, some consideration will be given to some of the available competing interpretations of the book. The primary commentators whose work will thus figure briefly in the course in this regard are Lucy Allais, Henry Allison, Stephen Engstrom, Johannes Haag, Robert Hanna, Martin Heidegger, Dieter Henrich, John McDowell, Charles Parsons, Sebastian Roedl, Wilfrid Sellars, Peter Strawson, and Manley Thompson. (B) (V)

Instructor(s): M. Boyle Terms Offered: Spring
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): HIPS 25001, FNDL 27800, PHIL 37500, PHIL 27500
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.

Instructor(s): K. Davey
Terms Offered: Autumn
Prerequisite(s): Intermediate logic or prior equivalent required.
Equivalent Course(s): PHIL 39405, HIPS 20905, PHIL 29405

CHSS 40201. Reason and Religion. 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."

Instructor(s): Shadi Bartsch and Robert Richards
Terms Offered: Winter
Prerequisite(s): Consent required: Email sbartsch@uchicago.edu a few sentences describing your background and what you hope to get out of this seminar.
Equivalent Course(s): DVPR 46616, KNOW 40201, CLAS 46616, CDIN 40201

CHSS 41920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.

Instructor(s): S. Mufwene
Terms Offered: Winter
Equivalent Course(s): ANTH 47305, CHDV 41920, EVOL 41920, PSYC 41920, LING 21920, LING 41920
CHSS 42300. Scientific/Technological Change. 100 Units.
No description available.
Equivalent Course(s): HIPS 20300
Department of Economics

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

Chair

• John List

Professors

• Fernando Alvarez
• Stéphane Bonhomme
• David W. Galenson
• Michael Greenstone
• Lars Peter Hansen
• James J. Heckman
• Ali Hortacsu
• 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

Assistant Professor

• Ufuk Akcigit
• Leo Bursztyn
• Michael Dinerstein
• Manasi Deshpande
• Brent Hickman
• Doron Ravid
• Lawrence Schmidt
• Pietro Tebaldi
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/.

The Department of Economics has no master’s-level courses and does not admit students who intend to do only a master’s degree. Ph.D. students may apply for and receive a master’s degree after completion of a set of courses and examinations that they have taken as part of the doctoral program.

**ADMISSIONS AND FINANCIAL AID**

**PREREQUISITES AND PREPARATION FOR GRADUATE STUDY**

Each autumn, the Department of Economics enrolls an entering class of approximately twenty-five 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 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 admissions@ssd.uchicago.edu or (773) 702-8415. All correspondence and those materials that cannot be uploaded into the application should be mailed to:

The University of Chicago
Division of Social Sciences Admissions Office
Foster 105
1130 East 59th Street
Chicago, IL 60637

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 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 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 a 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
a 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. Those 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
Equivalent Course(s): LAWS 43611

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 optima 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 and Roger Myerson Terms Offered: Winter
Equivalent Course(s): LAWS 43621

ECON 30300. PRICE THEORY III. 100 Units.
The course begins with expected utility theory, and then introduces the fundamental ideas of game theory: strategic-form games, Nash equilibrium, games with incomplete information, extensive-form games, and sequential equilibrium. Then the course will focus on the effects of informational asymmetries in markets and the problems of moral hazard and adverse selection. Topics include: optimal risk sharing, signaling and screening in competitive markets, principal-agent problems, strategic and informational incentive constraints, incentive efficiency, and mechanism design for auctions and bilateral trading.
Instructor(s): Phil Reny and Balazs Szentes Terms Offered: Spring
ECON 30400. INTRODUCTION TO MATHEMATICAL METHODS IN ECONOMICS. 000 Units.
This optional three-week course for incoming graduate students meets September 4 through September 21 2012 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: August 31st - September 18, 2015 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 30701. EVOLUTIONARY GAME THEORY. 100 Units.
The goal of this course is to give an introduction to Evolutionary Economics with a particular focus on the evolution of preferences. The topics covered in this course include altruism, risk-preferences, discounting, happiness and social norms.
Instructor(s): Balazs Szentes Terms Offered: Spring

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 Terms Offered: Winter
ECON 31200. EMPIRICAL ANALYSIS III. 100 Units.
<span>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.</span> 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.</span>
Instructor(s): Stéphane Bonhomme Terms Offered: Spring

ECON 31330. Structural Dynamic Modeling: Discrete Choice. 100 Units.
The course will introduce the students to the specification, solution, identification, and estimation of discrete choice dynamic programming (DCDP) models. The development of estimation methods for DCDP models has opened new frontiers for empirical research in labor economics, industrial organization, marketing, health, economics, development economics, economic demography, and political economy.
Instructor(s): J. Joensen Terms Offered: Autumn

ECON 31710. Identification in Nonlinear Econometric Models. 100 Units.
This course is about parameter identification in econometric models with nonlinearities. Identification is a fundamental concern when using statistical methods to address economic questions. Nonlinearities arise frequently in econometric models as a result of unobserved heterogeneity, discrete response, selection, censoring, and other related empirical concerns. The course will cover both classical results and recent advances. Both point and partial identification approaches will be discussed. The focus of the course will be on results that have had (or may in the future have) an impact on the way empirical work is conducted and interpreted.
Instructor(s): A. Torgovitsky Terms Offered: Spring

ECON 32000. Topics in American Economic History. 100 Units.
Economic analysis is applied to important issues in American economic history. Specific topics vary, but may include the following: the economics of colonization, the transatlantic slave trade, the role of indentured servitude and slavery in the colonial labor market, the record and sources of 19th-century economic growth, economic causes and effects of 19th-century immigration, the expansion of education, the economics of westward migration, determinants of long-run trends in the distribution of income and wealth, the quantitative analysis of economic and social mobility, and the economics of racial discrimination in the twentieth-century South.
Instructor(s): D. Galenson Terms Offered: Autumn
Equivalent Course(s): ECON 22200
ECON 33000. THE 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): Fernando Alvarez 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): Robert Shimer 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): Casey Mulligan Terms Offered: Spring

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. Students will be encouraged to discuss the frontier topics in class and produce new and exciting research ideas.
Instructor(s): U. Akcigit Terms Offered: Autumn
ECON 34430. Topics in Labor Markets: Earnings and Employment. 100 Units.
The class 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: Winter

ECON 34600. Applied Job Search Models. 100 Units.
This course will provide an introduction to the theory and micro econometric applications of job search with a specific focus on understanding the sources of wage dispersion across workers, wage dynamics across dates and wage profiles over a worker’s life cycle. Special emphasis will be placed on methods to combine worker-, firm-, and matched worker/firm panel data with structural job search models to describe and explain real-life phenomena and to provide structural tools for quantitative policy analysis.
Terms Offered: Autumn
Note(s): J. Lise

ECON 35101. INTERNATIONAL MACROECONOMICS & TRADE. 100 Units.
This course is the first in a three course sequence on international economics. The first part is reserved to international trade and will involve a mix of theory, data, and computation. After studying the workhorse models (including classical models of trade, models with increasing returns and monopolistic competition, and recent models with heterogeneous firms), we will cover their recent quantitative applications. The second part is on international macroeconomics and focuses on international relative prices and exchange rates. In particular, we will cover price-related puzzles, such as PPP puzzle and exchange rate disconnect, study the recent work on incomplete pass-through and pricing-to-market, as well as models of real and nominal exchange rate under flexible and sticky prices.
Instructor(s): Ralph Ossa Terms Offered: Autumn
Equivalent Course(s): BUSF 33946

ECON 35301. INTERNATIONAL TRADE AND GROWTH. 100 Units.
This course is the last in a three course sequence on Economic Growth and International Trade. We will focus on recent research related to trade, growth, and technology diffusion. Papers by Eaton and Kortum, Alvarez, Buera, Lucas, Prescott, McGrattan and Jovanovic will be reviewed, as well as work by Sachs and Warner, Stokey, Grossman and Helpman, Rossi-Hansberg, and Klenow and Rodriguez-Clare.
Instructor(s): Robert Lucas Terms Offered: Spring
ECON 36101. ECONOMIC MODELS OF POLITICS. 100 Units.
This course is an introduction to current research in political economics. The emphasis is on game-theoretic models that can be used to study the effects of different constitutional structures on the competitive behavior of politicians and the welfare-relevant performance of government.
Instructor(s): Roger Myerson and Richard van Weelden Terms Offered: Winter

ECON 38900. THEORY OF FINANCIAL DECISIONS I. 100 Units.
This course is concerned with models for portfolio decisions by investors and the pricing of securities in capital markets. The material is covered in a rigorous analytical manner, although formal technical requirements are minimal. The reading list is extensive. The expectation is that the average student spends 15+ hours per week on the course, outside of class. Grades are based on weekly take-home exam questions, about five problem sets, and a term paper. Class participation (I cold call) is also used to determine grades. Cannot be taken pass/fail or audited. This course is intended for (i) first-year Booth Ph.D. students with no finance and (at best) undergraduate economics and statistics backgrounds, and (ii) second-year MBA students with rather minimal economics and statistics backgrounds. Students with stronger backgrounds in economics and statistics are likely to find the pace of the course, and the exam and problem set requirements, somewhat tedious. Such students are better served by the Booth Ph.D. Asset Pricing courses offered by Cochrane, Constantinides, and Heaton.
Instructor(s): Eugene Fama Terms Offered: Autumn
Prerequisite(s): Written proof of permission from the Instructor to enroll in this class is required at the time of registration. Attendance at the first class is mandatory.
Equivalent Course(s): BUSF 35901

ECON 39001. THEORY OF FINANCIAL DECISIONS II. 100 Units.
This course provides a theoretical and empirical treatment of major topics in corporate finance, including: capital structure and financial contracting; investment decisions; bankruptcy; and the market for corporate control. The course is designed for Ph.D. students interested in corporate finance. Grades will be based on problem sets, referee reports, and a final examination.
Instructor(s): Zhiguo He Terms Offered: Winter
Prerequisite(s): ECON 38900 / BUSF 35901
Equivalent Course(s): BUSF 35902
**ECON 39101. ASSET PRICING. 100 Units.**

In this course, we develop the theory of financial markets. Topics: review of mean-variance portfolio theory and the CAPM; arbitrage and state prices; the arbitrage pricing theory (APT); intertemporal consumption-investment decisions; the intertemporal capital asset pricing model (ICAPM) and the intertemporal APT; the econometrics of multifactor models; present value relations; equilibrium asset pricing models and the equity premium puzzle; explanations based on preferences, incomplete markets, imperfect markets, and rare events; introduction to stochastic calculus; option pricing; intertemporal consumption-investment decisions and asset pricing in continuous time; the term structure of interest rates.


Grades will be based on class participation, homework, and a final examination in class. Students are expected to read the assigned materials in advance, participate in the class discussion, and work on extensive problem sets.

Instructor(s): George Constantinides

Terms Offered: Autumn

Prerequisite(s): BUSF 35100 and BUSF 35901

Equivalent Course(s): BUSF 35912

**ECON 39200. TOPICS IN EMPIRICAL FINANCE. 100 Units.**

The central question of empirical finance is "what are the real sources of aggregate risk that determine asset prices?" This course focuses on current topics in empirical finance that address this question. It explores this question by providing a synthesis of asset pricing and macroeconomic theory. The emphasis is on the stochastic discount factor framework for thinking about asset pricing, and the course spends some time exploring this framework and relating it to traditional expected return-beta statements of asset pricing models. Methods for analyzing the term structure of risk exposures and prices across alternative investment horizons are developed. Econometric challenges are explored. Finally, the effects of investor preferences and individual heterogeneity and frictions in asset markets on equilibrium stochastic discount factors are analyzed.

Instructor(s): TBD

Terms Offered: Winter

Equivalent Course(s): BUSF 35905
ECON 39400. THEORY OF FINANCIAL DECISIONS III. 100 Units.

We plan to cover three broad topics in this course: (1) theory of the firm; (2) the development of financial markets and its effects on real markets; and (3) financial intermediaries. We will start by trying to understand why firms exist. This will naturally lead on to questions about their organizational and control structures and about the way they are financed. Financial intermediaries play a key role in financing and we will attempt to understand why they are useful. Among the topics we will examine are the effects of financial contracts and intermediaries on incentives, commitment, and the liquidity of markets and the chance of a financial crisis.

This course is intended for Ph.D. students and advanced M.B.A. students who have a substantial understanding of formal economics and some basic game theory. Grades will be based on problem sets, referee reports and a final examination.

Instructor(s): Amit Seru and Amir Sufi
Terms Offered: Spring
Prerequisite(s): ECON 39001 / BUSF 35902. A solid background in advanced microeconomics is highly recommended.
Equivalent Course(s): BUSF 35903

ECON 39620. LIQUIDITY. 100 Units.

This is a course on monetary economics, defined as the study of frictional markets where there is a role for assets in facilitating exchange. The simplest example is money, but other assets can facilitate exchange through their use as media of exchange or as collateral in secured credit arrangements. There is also a role for banking. We will study a variety of theoretical environments sharing salient features. There will be some discussion of data, too, including calibration of various models, the effects of monetary policy on asset and labor markets, and the cost of inflation.

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

ECON 39802. ADVANCED LAW AND ECONOMICS. 100 Units.

This seminar examines theoretical and empirical work in the economic analysis of law. It will cover, among other things, optimal tort rules, models of contract liability and remedies, optimal criminal rules, settlement and plea bargaining, and models of judicial behavior. Familiarity with calculus and either advanced undergraduate microeconomics or graduate microeconomics is expected.

Grades will be based on class participation and a series of research paper proposals.

Instructor(s): Anup Malani
Terms Offered: Spring
Equivalent Course(s): LAWS 55401
ECON 40101. ADVANCED INDUSTRIAL ORGANIZATION I. 100 Units.
This two-quarter sequence is part of the Industrial Organization Specialized Field taught jointly at the Ph.D. level in the Department of Economics and the Booth School of Business. Topics include modeling consumer demand, production function estimation, static and dynamic models of imperfect competition, pricing strategies, theory of the firm and organizational design. Recent theoretical and empirical approaches are emphasized.
Instructor(s): Chad Syverson Terms Offered: Autumn
Prerequisite(s): PQ: Solid background in first year Ph.D. level microeconomics and econometrics, e.g., ECON 30100, 30200, or 30300 and ECON 31000, 31100, or 31200. Equivalent Course(s): BUSF 33921

ECON 40201. ADVANCED INDUSTRIAL ORGANIZATION II. 100 Units.
This two-quarter sequence is part of the Industrial Organization Specialized Field taught jointly at the Ph.D. level in the Department of Economics and the Booth School of Business. Topics include modeling consumer demand, production function estimation, static and dynamic models of imperfect competition, pricing strategies, theory of the firm and organizational design. Recent theoretical and empirical approaches are emphasized.
Instructor(s): Ali Hortacsu Terms Offered: Winter
Prerequisite(s): PQ: Solid background in first year Ph.D. level microeconomics and econometrics, e.g., ECON 30100, 30200, or 30300 and ECON 31000, 31100, or 31200. Equivalent Course(s): BUSF 33922

ECON 40301. ADVANCED INDUSTRIAL ORGANIZATION III. 100 Units.
This course will complement the other courses in the Ph.D. sequence for industrial organization and will focus on topics closely related to antitrust economics and regulation. Topics will include optimal price discrimination, bundling, tie in sales, price fixing, two sided markets including credit cards, the theory of optimal regulation, and the empirical facts of regulation. The course is primarily for PhDs in economics and business, but advanced law students interested in antitrust and regulation plus advanced and interested MBAs are welcome.
Instructor(s): Dennis Carlton Terms Offered: Spring
Equivalent Course(s): BUSF 33923, LAWS 99304

ECON 40701. TOPICS IN MATCHING AND MARKET DESIGN. 100 Units.
This course is a reading seminar on the theory and practice of market design. The first few weeks will introduce the field and its technology; subsequent weeks will discuss recent papers alongside their classical antecedents. In addition to technical content, class discussion will pay special attention to issues of problem identification and formulation, so as to understand what comprises "interesting" work in market design.
Topics may include: spectrum reassembly, cadet-branch matching, affirmative action, large-market matching, kidney exchange chains, real property, and the design of dating websites.
Instructor(s): Scott Kominers Terms Offered: Spring
ECON 40801. INTRODUCTION TO THEORY-BASED EMPIRICAL METHODS WITH APPLICATIONS TO MARKET DESIGN. 100 Units.
This course will concentrate on identification and estimation of static models related to market design, but may also serve as an introduction to structural research in general. As a rough outline, the first segment will cover single-object auction models, the second segment will cover multi-object auction models, and the final segment will cover related settings including contracts, adverse selection models, rank-order contests, and matching markets. Lectures will briefly cover theoretical background of various models so as to facilitate an in-depth discussion of topics such as model identification within different informational environments, unobserved heterogeneity, estimation techniques, and counterfactual experiments. Class assignments will include empirical exercises, a referee report, and in-class presentations on recent research of interest to class members.
Instructor(s): Brent Hickman
Terms Offered: Autumn

ECON 41100. Experimental Economics. 100 Units.
This course provides the necessary tools to be an avid consumer of the experimental literature and instructs students on how to become a producer of that literature. Topics include a summary of recent experimental findings and details on how to gather and analyze data using experimental methods.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): ECON 20100 and ECON 21000
Equivalent Course(s): ECON 21800

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 19800 or consent of instructor
Equivalent Course(s): ECON 22650
ECON 42900. Innovators. 100 Units.
Economists believe that innovation is a primary source of economic growth. Yet although most innovations are made by individuals or small groups, until recently economists have not studied how those exceptional people produce their discoveries. Recent research has shown that there are two very different types of innovators, who have different goals and follow different processes. This course surveys this research, examining the careers and innovations of important practitioners in a range of modern arts, including painters, novelists, sculptors, poets, movie directors, photographers, songwriters, and architects, as well as entrepreneurs and scientists. The material covered in this course adds a new dimension to our understanding of creativity and of how innovators in many different activities produce new forms of art and science.
Instructor(s): D. Galenson
Terms Offered: Autumn
Prerequisite(s): ECON 20100
Equivalent Course(s): ECON 22600

ECON 49700. The Required Research Seminar I. 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.
Instructor(s): Staff
Terms Offered: Autumn

ECON 49800. The Required Research Seminar II. 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.
Terms Offered: Winter

ECON 49900. Required Research Seminar III. 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.
Instructor(s): Faculty
Terms Offered: Spring
Committee on Geographical Studies

Professors

- Michael P. Conzen
- Neil Harris, History
- Marvin W. Mikesell

Associate Faculty

- Virginia Parks, Social Service Administration
- Todd Schuble, Manager of GIS Research/Lecturer

Emeritus Faculty

- Gerald Suttles, Sociology

The Committee on Geographical Studies offers course work and research opportunities for graduate students in the University. Students from many degree programs in different divisions work through the committee for specialized training. The committee does not admit students for degree work.

Unique resources for geographical research exist both at the University and in the Chicago area. On campus, the Joseph Regenstein Library contains a geography monograph collection considered one of the four best in the world; a main map collection of over a quarter of a million maps covering all regions of the globe; and over 1,000 geography serial titles from all over the world. Among the holdings in the distinguished John Crerar Science Library are significant materials on the environment in general, agriculture, land use, housing, social welfare, and urban growth in Europe and the United States. Area research centers at the University devoted to the Middle East, East Asia, South Asia, Slavic regions, and Latin America provide further specialist interdisciplinary research opportunities, some including additional library collections.

Among the major libraries and museums in the Chicago area, the Newberry Library has special strength in American local materials and is home to the Hermon Dunlap Smith Center for the History of Cartography with its world class collection of antique and historical maps. Research and policy organizations, such as the Northeastern Illinois Planning Commission and Chicago Area Transportation Study,
maintain specialized libraries and data repositories, and from time to time offer internship opportunities.

Students who wish to inquire further about the Committee on Geographical Studies should write or call: Chair, Committee on Geographical Studies, The University of Chicago, 1130 East 59th Street Chicago, IL 60637, telephone: (773) 702-8301.

FIELDS OF STUDY

The principal objectives of the committee are the investigation of the organization of area, exploration of the earth environment and of its interactions with human life, and inquiry into the geographical dimensions of cultures and societies. The research interests of the committee’s faculty include:

URBAN ORGANIZATION AND CHANGE

Urban origins; the evolution of urban networks and systems of cities, ancient and modern, western and non-western; the changing spatial structure, social organization, and morphology of urban areas; problems of urban allocation and planning; regionalism in American urban life; emergence of new metropolitan and non metropolitan settlement patterns in advanced societies.

REGIONAL STUDIES

Historical and thematic approaches to regional structure, particularly of North America and the Middle East; theory of the region; the origin and development of regional character; locality and place making; nature and culture in regional settings; comparative study of regions.

CULTURAL FOUNDATIONS OF NATION BUILDING

The ethno religious bases of the nation state; evolving regionalism and culture; the geographical significance of territoriality; national and regional boundary conflicts; minorities and cultural autonomy; linguistic policies of the state; multicultural development strategies; international and transnational management of ethnic conflict; cultural roots of self determination.

LANDSCAPE STUDIES

Landscape as an embodiment and shaper of social values and attitudes towards environment; theories of landscape structure and change; the historical development and regional construction of landscapes; thematic landscapes; the role of institutions in environmental design and management; aesthetic landscape values; landscape and the sense of place; comparative landscape analysis.
COURSES

The following list is representative of courses which have been offered by committee faculty members in recent years. Individualized reading and research courses on topics of faculty expertise may be arranged as well. The committee also maintains information on related courses in other disciplines.

GEOGRAPHICAL STUDIES COURSES

GEOG 30100. Cultural Geography. 100 Units.
This course examines the two main concerns of this field of geography: (1) the logic and pathology revealed in the record of the human use and misuse of the Earth, and (2) the discordant relationship of the world political map with more complicated patterns of linguistic and religious distribution.
Instructor(s): M. Mikesell Terms Offered: Winter
Equivalent Course(s): GEOG 20100, ENST 25900

GEOG 31900. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 21900, HIST 28800, HIST 38800

GEOG 32100. Changing America in the Twentieth Century. 100 Units.
This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption. Two-day weekend field trip to the Mississippi River required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered odd years.
Equivalent Course(s): GEOG 22100, HIST 27506, HIST 37506

GEOG 32700. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): F. Stuart Terms Offered: Autumn
Equivalent Course(s): CRES 20104, GEOG 22700, SOCI 30104, SOSC 25100, SOCI 20104
GEOG 33500. Urban Geography. 100 Units.
This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 23500

GEOG 34000. Chicago Neighborhoods. 100 Units.
This course is an applied learning experience in which students explore the many dimensions of Chicago neighborhoods, with a particular focus on the built environment and how it impacts – and is impacted by – the social and economic life of the city. Students will observe, interpret and represent neighborhoods through a series of exercises designed to deepen knowledge about the significance and meaning of neighborhood form. Readings and fieldwork will engage students in neighborhood analysis and observation techniques that explore contemporary issues about public life, diversity, and social equity. Instructor(s): E. Talen Terms Offered: Autumn
Equivalent Course(s): GEOG 24000,SOSC 36000,PBPL 24000,SOSC 26000

GEOG 35300. Urban Geography. 100 Units.
This course examines the spatial organization and current restructuring of modern cities in light of the economic, social, cultural, and political forces that shape them. It explores the systematic interactions between social process and physical system. We cover basic concepts of urbanism and urbanization, systems of cities urban growth, migration, centralization and decentralization, land-use dynamics, physical geography, urban morphology, and planning. Field trip in Chicago region required. Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered in even years.

GEOG 35400. Ancient Landscapes I. 100 Units.
No course description available.
Instructor(s): E. Hammer Terms Offered: Autumn
Equivalent Course(s): NEAA 30061,ANTH 36710,GEOG 25400,ANTH 26710,NEAA 20061
GEOG 35500. Biogeography. 100 Units.
This course examines factors governing the distribution and abundance of animals and plants. Topics include patterns and processes in historical biogeography, island biogeography, geographical ecology, areography, and conservation biology (e.g., design and effectiveness of nature reserves).
Instructor(s): B. Patterson (odd years, lab). L., Heaney (even years, discussion) Terms Offered: Winter
Prerequisite(s): Completion of the first three quarters of a Biological Sciences Fundamentals sequence and a course in either ecology, evolution, or earth history; or consent of instructor
Equivalent Course(s): ENST 25500, EVOL 45500, GEOG 25500, BIOS 23406

GEOG 35800. Ancient Landscapes II. 100 Units.
No course description available.
Instructor(s): E. Hammer Terms Offered: Winter
Prerequisite(s): NEAA 20061: Ancient Landscapes I
Equivalent Course(s): ANTH 26711, GEOG 25800, ANTH 36711, NEAA 20062

GEOG 36100. Roots of the Modern American City. 100 Units.
This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100, ENST 26100, HIST 28900, HIST 38900

GEOG 36600. Economics of Urban Policies. 100 Units.
This course covers tools needed to analyze urban economics and address urban policy problems. Topics include a basic model of residential location and rents; income, amenities, and neighborhoods; homelessness and urban poverty; decisions on housing purchase versus rental (e.g., housing taxation, housing finance, landlord monitoring); models of commuting mode choice and congestion and transportation pricing and policy; urban growth; and Third World cities.
Instructor(s): G. Tolley, K. Ierulli Terms Offered: Spring
Prerequisite(s): ECON 20100 and STAT 23400
Equivalent Course(s): GEOG 26600, LLSO 26202, PBPL 24500, ECON 26600
GEOG 36800. Geography Issues in Housing and Community Development. 100 Units.
Difference is inscribed in and shaped by the structure of urban space. Neighborhoods are assemblages of materials, practices, and meanings that express and characterize their inhabitants— their race, their culture, their language, and their incomes. This seminar explores the dynamics of difference within inner-city neighborhoods in the United States. Emphasis is placed on analyzing approaches to community development from the slum clearance efforts throughout the twentieth century to mixed-income housing and voucher dispersal efforts in more recent years. Students pursue research topics of their own choosing within the general framework. Chicago area field trip in collaboration with the Chicago Housing Authority required.
Instructor(s): C. Barlow Terms Offered: Spring
Equivalent Course(s): GEOG 26800

GEOG 38201. Intro to Geographic Information Systems. 100 Units.
This course introduces students to the concepts and applications of geographic information systems (GIS). The course provides a basic foundation of spatial analysis and GIS with laboratory applications in particular techniques and methodology utilizing ESRI’s ArcGIS 10. Students will learn to perform spatial analyses and communicate their results through cartography, along with introduction to such concepts as spatial data collection, remote sensing, and database design.
Instructor(s): T. Schuble Terms Offered: Autumn
Note(s): Graduate students will be allowed to enroll for section 2
Equivalent Course(s): GEOG 28201

GEOG 38400. Intermediate GIS. 100 Units.
This course covers the development of cartographic and computer-based geographic information system techniques applicable to student research topics.
Instructor(s): R. Greene Terms Offered: Winter
Prerequisite(s): GEOG 28201, GEOG 38201
Equivalent Course(s): GEOG 28400

GEOG 38800. History of Cartography. 100 Units.
This course offers a grand overview of the key developments in mapmaking throughout history worldwide, from pre-literate cartography to the modern interactive digital environment. It looks at the producers, their audience, the technologies and artistic systems used, and the human and global contexts in which they developed. The course also draws on the extensive map collections of Regenstein Library.
Instructor(s): G. Danzer Terms Offered: Spring
Equivalent Course(s): GEOG 28800
GEOG 40217. Spatial Regression Analysis. 100 Units.
This course covers statistical and econometric methods specifically geared to the problems of spatial dependence and spatial heterogeneity in cross-sectional data. The main objective of the course is to gain insight into the scope of spatial regression methods, to be able to apply them in an empirical setting, and to properly interpret the results of spatial regression analysis. While the focus is on spatial aspects, the types of methods covered have general validity in statistical practice. The course covers the specification of spatial regression models in order to incorporate spatial dependence and spatial heterogeneity, as well as different estimation methods and specification tests to detect the presence of spatial autocorrelation and spatial heterogeneity. Special attention is paid to the application to spatial models of generic statistical paradigms, such as Maximum Likelihood, Generalized Methods of Moments and the Bayesian perspective. An important aspect of the course is the application of open source software tools such as R, GeoDa and PySal to solve empirical problems.
Instructor(s): L. Anselin Terms Offered: Spring
Equivalent Course(s): SOCI 40217

GEOG 42400. Urban Landscapes as Social Text. 100 Units.
This seminar explores the meanings found in varieties of urban landscapes, both in the context of individual elements and composite structures. These meanings are examined in relation to three fundamental approaches that can be identified in the analytical literature on landscapes: normative, historical, and communicative modes of conceptualization. Emphasis is placed on analyzing the explicitly visual features of the urban landscape. Students pursue research topics of their own choosing within the general framework.
Instructor(s): M. Conzen Terms Offered: Autumn
Prerequisite(s): Advanced standing and consent of instructor.
Equivalent Course(s): SOCI 30303
DEPARTMENT OF HISTORY

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

• Emilio Kouri

Professors

• Clifford Ando
• Leora Auslander
• John W. Boyer
• Mark P. Bradley
• Alain Bresson
• Dipesh Chakrabarty
• Bruce Cumings
• Constantin Fasolt
• Brodwyn Fischer
• Cornell Fleischer, Near Eastern Languages and Civilizations
• Jan Ellen Goldstein
• Ramón Gutiérrez
• Jonathan Hall
• James Hevia, College
• Thomas Holt
• Adrian D.S. Johns
• Walter E. Kaegi
• James Ketelaar
• Emilio H. Kourí
• Jonathan Levy
• David Nirenberg, Committee on Social Thought
• Kenneth Pomeranz
• Moishe Postone, College
• Robert J. Richards
• Mauricio Tenorio
• John E. Woods
• Tara Zahra

Associate Professors
• Fredrik Albritton Jonsson
• Guy S. Alitto
• Dain Borges
• Matthew Briones
• Susan Burns
• Paul Cheney
• Jane Dailey
• Jacob Eyferth, East Asian Languages and Civilizations
• Rachel Fulton Brown
• Adam Green
• Jonathan Lyon
• Emily Osborn
• Julie Saville
• James Sparrow
• Amy Dru Stanley

Assistant Professors

• Kathleen Belew
• Eleanor Gilburd
• Faith Hillis
• Amy Lippert
• Ada Palmer
• Johanna Ransmeier
• Michael Rossi

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. Helmholz, 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
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 expects to welcome about eighteen to twenty-three new graduate students each year. They are broadly distributed by field and backgrounds. Faculty members work in close concert with students in the small graduate seminars, colloquia, and tutorials 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 demonstrate through their own creativity a significant advancement in the field itself.

Students are strongly encouraged to take courses outside of History and to compose one of their three oral fields in a comparative or theoretical discipline. There are extensive opportunities to develop ancillary fields with faculty in other social science and humanities programs, and in the University’s professional schools. Through consortia arrangements, students can also supplement their Chicago studies with work at Stanford, Berkeley, or any of the Ivy League or Big Ten Midwestern universities, where they can earn credit for courses while registered at the University of Chicago.

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, East Asia, Gender and Sexuality Studies, History of the Human Sciences, Human Rights, Interdisciplinary Approaches to Modern France, Late Antiquity and Byzantium, Latin American History, Medieval Studies, Middle East History and Theory, Modern European History, Paris Center, Race and Religion, Reproduction of Race and Racial Ideologies, Russian Studies, and US History. Workshops insure 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 to date.

In addition, applicants are required to submit Graduate Record Examination aptitude scores that are not more than five years old (the History subject test is not required). It is advisable, especially for aid applicants, to take the GRE no later than October so that scores will arrive on time. Applicants 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 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 admissions@ssd.uchicago.edu or (773) 702-8415. Most of the documents needed for the application can be uploaded through the online application.

**PROGRAM FOR THE FIRST YEAR**

Normal registration the first year is eight graded courses. Among the eight courses taken, the curriculum for the first year prescribes:

1. Two quarter seminar
2. Historiography course (HIST 69900 Colloquium: Historiography)
3. Five additional courses

These courses are taken for letter grades and must be completed by the end of the spring quarter. Students receive the master’s degree upon completing the first year curriculum.

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.
Near the end of the spring quarter a faculty committee will decide whether a student is qualified to proceed toward the Ph.D. degree. Evidence for the judgment will be:

1. Evaluation of the seminar paper
2. Autumn and winter quarter course grades
3. Successful completion of at least one foreign language examination

After the First Year

Students who are recommended for the Ph.D. continue their formal study and will be expected to complete another year of graded course work including another graded seminar, unless they petition for credit for previous graduate work. The Ph.D. field examination is taken after completion of coursework by early in the third year. Students are examined in three Ph.D. fields in a two hour oral examination. Within two quarters of passing the field 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.

Pre-Dissertation 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

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. Each year the Division of Social Sciences and the department awards a number of dissertation write-up fellowships. Formal defense of the completed dissertation, written with the guidance of a three or four member dissertation committee, concludes the degree requirements. All requirements for the Ph.D. degree including the final defense must be completed within ten calendar years from the date of matriculation, although many students graduate in six to eight years.
TEACHING OPPORTUNITIES

Teaching is required for students in the Ph.D. program. Students serve as assistants and lecturers in introductory History courses, Social Sciences and Humanities core sequences, the College writing program, and various civilizations sequences. The History Department’s von Holst Prize Lectureships permit three students to design undergraduate courses centered on their dissertation research. The students who receive the Bessie L. Pierce Prize Preceptorship Award guide third and fourth year History undergraduates in A.B. essay seminars. Students acquire initial teaching experience through an internship program in which they assist faculty with the design, teaching, and grading of courses. Numerous students also gain valuable college teaching experience in other Chicago area institutions.

COURSES

The department website offers descriptions of graduate courses scheduled for the current academic year: http://history.uchicago.edu/page/graduate-courses

HISTORY COURSES

HIST 30403. Greek Comedy: Aristophanes. 100 Units.
We will read in Greek Aristophanes’ *Frogs*, a play widely admired as an early instance of clever literary criticism and creative metatheatricality that brings its audience into the underworld and suggests several fantasies of salvation, a play whose production marks the end of the great century of Greek drama. Reading will include translation as well as secondary readings.
Terms Offered: Will be offered 2017-18
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22400,GREK 32400,HIST 20403

HIST 30701. Who Were the Greeks? 100 Units.
If the current resurgence of interest in ethnic studies is a direct reflection of a contemporary upsurge in ethnic conflict throughout the world, it remains the case that notions of peoplehood and belonging have been of periodic importance throughout history. This course will study the various expressions of Greek identity within shifting political, social, and cultural contexts from prehistory to the present day, though with a strong emphasis on classical antiquity. Particular attention will be given to theoretical issues such as anthropological definitions of ethnicity, the difference between ethnic and cultural identities, methods for studying ethnicity in historical societies, and the intersection of ethnicity with politics.
Instructor(s): J. Hall Terms Offered: Autumn
Equivalent Course(s): CLAS 30400,CLCV 20400,ANCM 30400,HIST 20701
HIST 31000. History of Christian Thought I. 100 Units.
This first course in the History of Christian Thought sequence deals with the post
New Testament period until Augustine, stretching roughly from 150 through 450CE.
The aim of the course is to follow the development of Christian thought by relating
its structural features to the historical context in which they arose without adhering
to schematic models such as East vs. West, orthodoxy vs. heresy, Alexandrian
vs. Antiochene exegesis. The following authors and themes will be analysed and
discussed:

1. Martyrdom and the Authority of Christian Witness: Ignatius of Antioch, Justin
Martyr
2. Platonism and Exegesis: Philo and Origen
3. Incarnation and Asceticism: Athanasius, Gregory of Nyssa
4. Ecclesial Unity and Episcopal Authority: Cyprian, Ambrose and Chrysostom
5. Projecting Historical Authority: Eusebius and Jerome
6. Normative Belief and Gnostic Dissent: All About the Creeds
7. Ancient Thought Baptized: Augustine of Hippo

Instructor(s): Willemien Otten Terms Offered: Spring
Equivalent Course(s): THEO 30100,HCHR 30100

HIST 31007. The Roman Republic in Law and Literature. 100 Units.
The class will study the history of the Roman republic in light of contemporary
normative theory, and likewise interrogate the ideological origins of contemporary
republicanism in light of historical concerns. The focus will be on sovereignty, public
law, citizenship, and the form of ancient empire.
Instructor(s): C. Ando Terms Offered: Winter
Equivalent Course(s): CLAS 38716,HIST 21007,CLCV 28716

HIST 31701. Byzantine Empire, 330–610. 100 Units.
A lecture course, with limited discussion, of the formation of early Byzantine
government, society, and culture. Although a survey of events and changes,
including external relations, many of the latest scholarly controversies will also
receive scrutiny. There will be some discussion of relevant archaeology and
topography. Readings will include some primary sources in translation and
examples of modern scholarly interpretations. Final examination and a short paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLAS 34306,CLCV 24306,ANCM 34306,HIST 21701
HIST 31702. Byzantine Empire, 610–1025. 100 Units.
A lecture course, with limited discussion, of the principal developments with respect to government, society, and culture in the Middle Byzantine Period. Although a survey of events and changes, including external relations, many of the latest scholarly controversies will also receive scrutiny. Readings will include some primary sources in translation and examples of modern scholarly interpretations. Midterm, final examination, and a short paper.
Instructor(s): W. Kaegi Terms Offered: Spring
Note(s): Graduate students may register for grade of R (audit) or P (Pass) instead of a letter grade, except for History graduate students taking this as a required course. Equivalent Course(s): CLAS 34307, CLCV 24307, NEHC 21702, NELC 31702, ANCM 34307, HIST 21702

HIST 32900. 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: Autumn
Equivalent Course(s): CLCV 22914, CLAS 32914, ITAL 22914, ITAL 32914, HCHR 32900, HIST 22900

HIST 33300. Emergence of Capitalism in Early Modern Europe. 100 Units.
This course investigates the emergence of capitalism in Europe and the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural as well as the economic, sources of capitalism, and explore Marxist, neoclassical, and cultural approaches.
Instructor(s): W. Sewell Terms Offered: Spring
Equivalent Course(s): HIST 23300, LLSO 23415, PLSC 32815, PLSC 23415
HIST 33410. Jewish Spaces and Places, Real and Imagined. 100 Units.
What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Making extensive use of Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa and the Atlantic to the Caribbean and the Americas. We will study both actually existing structures—synagogues, ritual baths, schools, kosher (and kosher-style) butcher shops, bakeries and restaurants, social and political clubs, hospitals, orphanages, old age homes, museums and memorials—but also texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. This is a limited-enrollment, discussion-based course in which both undergraduates and graduate students are welcome. No previous knowledge of Jewish history is expected.
Instructor(s): Leora Auslander
Equivalent Course(s): HIST 23410

HIST 34308. Republican China. 100 Units.
Increasingly historians of modern China have begun to turn to the complex decades between the fall of China’s last dynasty and the establishment of the People’s Republic of China, not merely to better understand the emergence of Communism or the fate of imperial traditions, but as a significant period in its own right. In addition to examining the major social and political changes of this period, this seminar course will explore the emergence of new cultural, artistic, and literary genres in a time notorious for its turbulence. Readings explore both new and classic interpretations of the period, as well as recent scholarship, which benefits from expanding access to Chinese archives. Students should expect regular short writing assignments. The course will culminate with each student choosing either a historiographical final paper or a close reading of a primary source in light of the issues explored in the course.
Instructor(s): J. Ransmeier Terms Offered: Autumn
Equivalent Course(s): EALC 24308,EALC 34308,HIST 24308

HIST 34500. Reading Qing Documents. 100 Units.
Reading and discussion of nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): G. Alitto Terms Offered: Winter
Prerequisite(s): Third-year Chinese level or approval of instructor.
Equivalent Course(s): EALC 24500,EALC 34500,HIST 24500
HIST 34507. **Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.**
The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, the revolution was as much about material changes as about politics: about the two-story brick houses, electric lights, and telephones (loushang louxia, diandeng dianhua) that socialism promised; about new work regimes and new consumption patterns—or, in many cases, about the absence of positive change in their material lives. If we want to understand what socialism meant for different groups of people, we have to look at the "beautiful new things" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people's daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can a focus on material artifacts and daily work routines help us to understand people's life experiences?
Instructor(s): J. Eyferth Terms Offered: Spring
Equivalent Course(s): EALC 34255,HIST 24507,EALC 24255

HIST 34510. **Gender and Sexuality in Modern China. 100 Units.**
This course explores changing ideas about gender and sexuality in modern China. "Modern" in the context of this course signifies a period in which China faced radical new paradigms for the role of sex and the meaning of gender. Although much that we will read describes the twentieth century, we will also discover that innovations in gender roles are not unique to the past hundred years. Nor, despite long-standing stereotypes to the contrary, has it only been the privilege of the elites to disrupt the traditional male-female binary. Readings will address such themes as the ways in which gender defines patterns in family life, in politics and under the law; marriage and homosexuality; prostitution and trafficking; performance and cross dressing; the implementation of the one child policy; gender roles in minority communities; and China's handling of HIV/AIDS. We will consider the role of old Confucian hierarchies and scrutinize the links between industrialization, women's liberation, nationalism, and the communist movement. Through these diverse topics, this seminar aims to expand students' conception of the areas in which gender plays a relevant and influential role.
Instructor(s): J. Ransmeier Terms Offered: Spring
Equivalent Course(s): EALC 24510,EALC 34510,GNSE 24510,GNSE 34510,HIST 24510
HIST 34700. Histories of Japanese Religion. 100 Units.
An examination of select texts, moments, and problems to explore aspects of religion, religiosity, and religious institutions of Japan's history.
Instructor(s): J. Ketelaar Terms Offered: Winter
Equivalent Course(s): EALC 24700,EALC 34700,RLST 22505,HREL 34705,HIST 24700

HIST 34706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course will explore the cultural and cultural history of Edo/Tokyo from its origins in the early seventeenth century through circa 1945. Issues to be explored include the configuration of urban space and its transformation over time in relation to issues of status, class, and political authority; the formation of the "city person" as a form of identity; and the tensions between the real city of lived experience and the imagined city of art and literature. We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include a final research paper of approximately 15 to 18 pages.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): CRES 34706,EALC 34706,CRES 24706,EALC 24706,HIST 24706

HIST 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, et al. 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,CHSS 35014,HIST 25014

HIST 35109. Introduction to the Philosophy of Science. 100 Units.
Introduction to the Philosophy of Science. (=PHIL 32000, CHSS 33300, HIPS 22000, HIST 25109, HIST 35109) 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. (II) (B)
Instructor(s): T. Pashby Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,PHIL 32000,PHIL 22000
HIST 35506. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.

One can distinguish four ways in which science and aesthetics are related during the period since the Renaissance. First, science has been the subject of artistic representation, in painting and photography, in poetry and novels (e.g., in Byron’s poetry, for example). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally, philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant, Bas van Fraassen); much of the discussion of this latter will focus on the relation between images and what they represent. In this lecture-discussion course we will consider all of these aspects of the science-aesthetic connection.

Instructor(s): R. Richards Terms Offered: Spring
Equivalent Course(s): CHSS 35506,HIPS 25506,PHIL 24301,PHIL 34301,HIST 25506

HIST 35610. Islamic Thought and Literature I. 100 Units.

This course covers the period from ca. 600 to 950, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature.

Instructor(s): A. El Shamsy Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000,HIST 25610,ISLM 30601,NEHC 20601

HIST 35613. Saints and Sinners: Christianity in the Ancient Near East. 100 Units.

Between the third and seventh centuries, Christian communities came to flourish throughout the Near East and neighboring regions, in the Roman and Iranian empires as well as the kingdoms of the Caucasus, Central Asia, and Ethiopia. This course will examine development of Christian institutions and ideologies in relation to the distinctive social structures, political cultures, economies, and environments of the Near East, with a focus on the Fertile Crescent. The makers of Near Eastern Christianities were both saints and sinners. Holy men and women, monks, and sometimes bishops withdrew from what they often called “the world” with the intention of reshaping its societies through prayer, asceticism, writing, and more direct forms of intervention in social, political, and economic relations. But the work of these saints depended on the cooperation of the worldly men and women, including aristocrats, merchants, and rulers, that formed the ranks of their communities to establish enduring institutions. To explore the dialectical relationship between saints and sinners, we will read inscriptions, histories, and lives of saints in various Near Eastern languages in translation and consider the insights of recent archaeology.

Instructor(s): R. Payne Terms Offered: Winter
Equivalent Course(s): HIST 25613,NEHC 20600,NEHC 30600
HIST 35701. North Africa, Late Antiquity to Islam. 100 Units.
Examination of topics in continuity and change from the third through ninth centuries CE, including changes in Roman, Vandalic, Byzantine, and early Islamic Africa. Topics include the waning of paganism and the respective spread and waning of Christianity, the dynamics of the seventh-century Muslim conquest and Byzantine collapse. Transformation of late antique North Africa into a component of Islamic civilization. Topography and issues of the autochthonous populations will receive some analysis. Most of the required reading will be on reserve, for there is no standard textbook. Readings in translated primary sources as well as the latest modern scholarship. Final examination and ten-page course paper.
Instructor(s): W. Kaegi Terms Offered: Autumn
Equivalent Course(s): CLAS 30200,CLCV 20200,CMES 30634,CRES 25701,NEHC 20634,NEHC 30634,HIST 25701

HIST 35704-35804-35904. Islamic History and Society I-II; Islamic History and Society-III: The Modern Middle East.
This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

- HIST 35704. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): F. Donner Terms Offered: Autumn
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30501,HIST 25704,ISLM 30500,RLST 20501,NEHC 20501

- HIST 35804. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): NEHC 30502,HIST 25804,ISLM 30600,NEHC 20502
HIST 35904. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): HIST 25904,ISLM 30700,NEHC 30503,NEHC 20503

HIST 36005. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Autumn
Equivalent Course(s): NEHC 20605,NEHC 30605,HIST 26005

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.
Instructor(s): A. Kolata Terms Offered: Autumn
Equivalent Course(s): ANTH 23101,CRES 16101,HIST 16101,LACS 34600,SOSC 26100,LACS 16100

HIST 36102. Introduction to Latin American Civilization II. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): D. Borges Terms Offered: Winter
Equivalent Course(s): ANTH 23102,CRES 16102,HIST 16102,LACS 34700,SOSC 26200,LACS 16200
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): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103, CRES 16103, HIST 16103, LACS 34800, SOSC 26300, LACS 16300

HIST 36122. Argentine Histories. 100 Units.
This seminar introduces students to current scholarship on modern Argentina, with an emphasis on the 20th century but drawing also on cutting-edge literature from the 19th to understand long-term processes. The themes are diverse: the links between Argentina and global history; social classes, economic regions, and political regimes; urban and domestic spaces; the gendered nature of politics; the history of the state and its elites; the anthropology and economics of food and music; the forms of remembering; human rights; sexual identities; and, of course, football and psychoanalysis. All revolving around the production of, and the challenges to, Argentina's egalitarian ethos.
Instructor(s): P. Palomino Terms Offered: Autumn
Equivalent Course(s): LACS 34705, HIST 26122, LACS 24705

HIST 36218. History in Practice: Musical Multiculturalism in Brazil. 100 Units.
Brazil is a country uniquely identified with its musical history. This course is designed to describe how Indigenous, African, and European influences merged over the course of the 19th and 20th centuries to create Brazil’s rich and complex musical tradition. We will focus especially on the interaction of erudite and popular influences, and on the musical and social processes that gave birth to distinctly Brazilian genres such as Samba, Choro, Maracatu, and Frevo. Taught by a renowned Brazilian composer and guitarist, this course will explore Brazil’s musical history through live musical performance as well as lectures, readings, recordings, and discussion.
Instructor(s): Sergio Assad Terms Offered: Autumn
Equivalent Course(s): LACS 35112, HIST 26818, MUSI 23817, MUSI 33817, LACS 25112

HIST 36219. Colonial Latin American History. 100 Units.
This course studies the indigenous, Iberian, and African interactions that forged Spain’s colonial empire in the Americas from the 1492 voyage of Christopher Columbus to the movements of independence at the beginning of the nineteenth century. We will explore the social, political, and economic organization of indigenous societies in the Americas, the impact of the Spanish conquest on these, focusing on the transformations wrought by Christianization and hispanicization, particularly as manifested in the labor, racial, and sex/gender regimes that developed in the colony. The course ends with an analysis of the place of Mexico and Peru in Spain’s immense global empire, the empire’s over-extension, its fault lines, and the series of European and American events that led to the formation of independent republics in the years after 1808.

Instructor(s): R. Gutiérrez Terms Offered: Spring
Equivalent Course(s): LACS 26219, LACS 36219, HIST 26219
HIST 36316. Revolutions, Constitutions, and War: A Continent Transformed. 100 Units.
During the central decades of the 19th century (1840–1870), the decentralized political structures that had been set up after independence throughout most of the continent, north and south, were refashioned. Under the banners of nationalism, freedom, and democracy, through war, diplomatic wrangling, and innovative law-making, the American republics—and the continent’s monarchical regimes—took on new shapes. The course will explore the ways in which political and territorial controls were refashioned, as were some of the central—and most contentious—tenets of the political order (sovereignty, property, citizenship) during these turbulent decades.
Instructor(s): Erika Pani, Tinker Visiting Professor
Terms Offered: Autumn
Equivalent Course(s): LACS 35110, HIST 26316, LACS 25110

HIST 36409. Revolution, Dictatorship, and Violence in Modern Latin America. 100 Units.
This course will examine the role played by Marxist revolutions, revolutionary movements, and the right-wing dictatorships that have opposed them in shaping Latin American societies and political cultures since the end of World War II. Themes examined will include the relationship among Marxism, revolution, and nation building; the importance of charismatic leaders and icons; the popular authenticity and social content of Latin American revolutions; the role of foreign influences and interventions; the links between revolution and dictatorship; and the lasting legacies of political violence and military rule. Countries examined will include Guatemala, Cuba, Chile, Argentina, El Salvador, Nicaragua, Peru, Venezuela, Bolivia, and Mexico.
Instructor(s): B. Fischer
Terms Offered: Winter
Equivalent Course(s): LACS 26409, LACS 36409, HIST 26409

HIST 36415. Language, History, and Nation in Latin America. 100 Units.
Since the 1980s the so-called linguistic turn became a cliche in history writing. As a result, cultural history became hegemonic in the discipline, and such words as "discourse," "representation," "meaning," and "rhetoric" became common currency for historians. But has language really become a category of historical analysis in the formation of culture, nation, and state in Latin America? This seminar is organized as an exploratory forum, blending historiographies that do not often talk to each other, in order address the questions.
Instructor(s): M. Tenorio
Terms Offered: Autumn
Equivalent Course(s): LACS 26415, LACS 36415, HIST 26415
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 how legal documents and practices have been studied by scholars in order to gain insight into questions of culture, nationalism, violence, inequality, gender, and race.
Instructor(s): B. Fischer Terms Offered: Spring
Prerequisite(s): Some background in either Latin American studies or legal history.
Equivalent Course(s): LACS 26509, LACS 36509, 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. And yet the region’s cities are most often understood through the lens of North Atlantic visions of urbanity, many of which fit poorly with Latin America’s historical trajectory, and most of which have significantly distorted both Latin American urbanism and our understandings of it. This course takes this paradox as the starting point for an interdisciplinary exploration of the history of Latin American cities in the nineteenth and twentieth centuries, focusing especially on issues of social inequality, informality, urban governance, race, violence, rights to the city, and urban cultural expression.
Readings will be interdisciplinary, including anthropology, sociology, history, fiction, film, photography, and primary historical texts.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): Some background in either urban studies or Latin American history.
Equivalent Course(s): LACS 26510, LACS 36510, HIST 26511

HIST 36602. Mughal India: Tradition and Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): HIST 26602, SALC 37701, SALC 27701

HIST 37001. Law and Society in Early America, 1600–1800. 100 Units.
This colloquium considers law, legal institutions, and legal culture within the lived experience of colonial and revolutionary America. It will emphasize the interaction of social development and legal development and will explore the breadth of everyday experience with legal institutions like the jury, with courts as institutions for resolving disputes, and with the prosecution of crime.
Instructor(s): E. Cook Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates and early state graduate students.
Equivalent Course(s): LLSO 26000, HIST 27001
HIST 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): R. Gutiérrez, A. Lippert Terms Offered: Autumn
Equivalent Course(s): AMER 27207, AMER 37207, CRES 27207, CRES 37207, GNSE 27207, GNDR 37207, HIST 27207

HIST 37406. Civil Rights Movement. 100 Units.
This course is designed to explore selected topics in the history and historiography of the Civil Right Movement of the 1950s and 1960s, with a special focus on the lived experience of movement activists. Our principal objectives will be identifying the roots and causes of the movement, putting it in context of, as well as distinguishing it from, earlier political mobilizations, and tracing the countervailing social, political, and international forces that shaped its evolution from the mid-1950s to the late 1960s.
Instructor(s): T. Holt Terms Offered: Autumn
Equivalent Course(s): CRES 27406, CRES 37406, LLSO 28712, HIST 27406

HIST 37506. Changing America in the Twentieth Century. 100 Units.
This course explores the regional organization of U.S. society and its economy during the pivotal twentieth century, emphasizing the shifting dynamics that explain the spatial distribution of people, resources, economic activity, human settlement patterns, and mobility. We put special focus on the regional restructuring of industry and services, transportation, city growth, and cultural consumption.
Two-day weekend field trip to the Mississippi River required.
Instructor(s): M. Conzen Terms Offered: Winter
Note(s): This course offered odd years.
Equivalent Course(s): GEOG 22100, GEOG 32100, HIST 27506
HIST 37705. Introduction to Black Chicago, 1893 to 2010. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago’s history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): LLSO 22209, AMER 27705, AMER 37705, CRES 37705, CRES 27705, HIST 27705

HIST 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.
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001, HIST 28000
HIST 38703. Baseball and American Culture, 1840 to Present. 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 38800. Historical Geography of the United States. 100 Units.
This course examines the spatial dynamics of empire, the frontier, regional development, the social character of settlement patterns, and the evolution of the cultural landscapes of America from pre-European times to 1900. All-day northern Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in even years.
Equivalent Course(s): GEOG 21900,GEOG 31900,HIST 28800

HIST 38900. Roots of the Modern American City. 100 Units.
This course traces the economic, social, and physical development of the city in North America from pre-European times to the mid-twentieth century. We emphasize evolving regional urban systems, the changing spatial organization of people and land use in urban areas, and the developing distinctiveness of American urban landscapes. All-day Illinois field trip required.
Instructor(s): M. Conzen Terms Offered: Autumn
Note(s): This course offered in odd years.
Equivalent Course(s): GEOG 26100,ENST 26100,GEOG 36100,HIST 28900
HIST 39408. Human Rights in Mexico. 100 Units.
This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.
Instructor(s): S. Gzesh Terms Offered: Not offered in 2016-17.
Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.
Equivalent Course(s): HIST 29408,HMRT 34501,LACS 24501,LACS 34501,HMRT 24501

HIST 40001. 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.
Instructor(s): T. Holt Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 40101. Women’s Rights, Cultural Nationalisms and Moral Panics. 100 Units.
Contemporary history is rife with a tension between the rise of a rights discourse and accompanying moral panics. This dialectic constitutes the central theme of this course. Why is it that women’s economic success, political recognition, and rights to their bodies have been accompanied by “moral panics” over the visibility, mobility, and sexuality of women and girls? And what might this tell us about changing forms of differential citizenship in the contemporary world? In order to take up these questions, this course offers a historical and anthropological perspective on the questions of gender and freedom/ moral panic/ differential citizenship. We focus our inquiry on empirical examples drawn from Africa and India.
Instructor(s): Cole, J., Majumdar, R. Terms Offered: Winter
Prerequisite(s): Undergrads with consent of instructors
Note(s): CHDV Distribution, 2*,3*
Equivalent Course(s): SALC 43105,CHDV 30609,ANTH 35218,CDIN 43105
HIST 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. This course will be team-taught by me and historians of the PRC from other institutions, and will be open to selected students from outside the U of C. Non-Chicago students and teachers will participate via video conference.
Terms Offered: Autumn
Prerequisite(s): The course is meant for graduate students who are preparing for archival research in China or already working with archival documents.
Note(s): Advanced undergraduates who are doing archival research may enroll with the instructor's permission.
Equivalent Course(s): EALC 41102

HIST 42701. Gender, Power, and Religion in Early Medieval Europe (800-1100) 100 Units.
This course will examine the intersection of religious and secular power and the way these were reflected in and shaped by the gender systems of early medieval Europe. Topics to be studied include Kantorowicz's notion of "the king's two bodies," royal men and women, women and memorial culture, lineage and gender, marriage, and monastic culture. We will examine the Carolingian world and its aftermath, Ottonian Germany, Anglo-Saxon England, Hungary, and the early Spanish kingdoms.
Instructor(s): Lucy Pick Terms Offered: Spring
Equivalent Course(s): GNDR 41400, HCHR 41401
HIST 42901. Vienna and Its Empire: The Habsburg Monarchy and Austrian Rep, 1740-1955. 100 Units.
This colloquium will give students in modern European history a systematic overview of major interpretive problems in Hapsburg and Austrian history from 1740 to 1955. We will consider issues such as the competing historiographical narratives about the fate of the empire; reform absolutism and eighteenth-century communities in the empire; 1848 in Vienna and in the empire; the empire during the constitutional crises of the 1860s; liberalism, nationalism, and the political culture of the post-1867 dualism; mass politics in the empire after 1890; fin de siècle culture in Vienna; the social history of World War I and the collapse of the empire; the revolution of 1918 and the reasons behind the ultimate failure of the First Republic; and authoritarianism, Nazi and postwar reconstruction.
Instructor(s): J. Boyer Terms Offered: Spring
Prerequisite(s): Fluent reading knowledge of a contemporary European language strongly encouraged. 3rd- & 4th-year ugrads by consent of instructor.

HIST 43901. Colloquium: The Russian Revolution. 100 Units.
One hundred years ago in Saint Petersburg’s industrial Vyborg district crowds of women came onto the streets chanting “bread.” Joined by metal workers from a nearby factory and drawing in more hungry and angry people along the way, they marched to the city center and defined, to a significant degree, the twentieth century. In this class, we will examine the origins, course, consequences, and legacies of the Russian Revolution in comparative perspective. Topics include the socialist idea across Europe in the nineteenth century; the birth of Russian Social Democracy from the spirit of the intelligentsia; the formation of the revolutionary underground as a way of life; the autocracy in World War I; the cultural and national revolutions within the Russian Revolution; the Bolshevik party in war and in power; experiments in art, living, and loving; revolutionary violence from terrorism to the Great Terror; the disenfranchised and the exiles; the revolution’s impact on statehood, environment, human nature, media, and memory. We will also consider the reverberations of the Russian Revolution from East Asia to Latin America. At the conclusion, we will reflect on the demise of revolutionism at the end of the twentieth century. Course materials include scholarly interpretations, fiction, and film.

Instructor(s): E. Gilburd Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor and prior coursework in Russian or Soviet history.
Equivalent Course(s): REES 43901
HIST 44103. City and Text in Late Imperial China. 100 Units.
This course will ask how the urban transformation of late imperial society was experienced and understood by writers and readers across the cities of the lower Yangzi region. What kinds of spaces were made possible by the late imperial city? How were these new physical and imaginative spaces—both generating and generated by the political, ritual, and commercial functions of the city—made legible and meaningful? We will look at attempts to represent and interpret the urban landscape in a range of literary genres (poetry, vernacular fiction, diaries, travelogues), visual materials (maps, landscape paintings), and inscribed objects (steles, rocks, walls). In addition to these primary materials, we will also engage with the growing body of scholarly work on the premodern city in diverse fields such as local history, architecture, and religion. Each student will focus on one city, which will serve as a lens through which to view the various thematic issues addressed in our discussions.
Instructor(s): A. Fox Terms Offered: Autumn
Equivalent Course(s): EALC 20330, EALC 40330

HIST 46701. Colloquium: Modern South Asian History. 100 Units.
This advanced colloquium will discuss recent main trends and directions in modern South Asian history.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): SALC 46701

HIST 47702. Colloquium: US Social History and Biography. 100 Units.
This colloquium explores the juncture of two genres, social history and biography, in the interpretation of American history. Focusing on the potentials and problems of biography in constructing useable social history and broader synthesis, readings include biographies with intellectual roots in social history, as well as social histories that illuminate life stories. While the focus is on the American experience, the interpretive and methodological agenda has broader historical scope.
Instructor(s): K. Conzen Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent
HIST 48700. Colloquium: Social Movements in Chicago, 1950–2010. 100 Units.
This class will introduce students to four social movements in twentieth-century Chicago through archival materials, scholarship, and memory: Puerto Rican empowerment, radical feminism, gay rights, and police accountability to Black communities. The premise of this class is threefold: (a) to apply key concepts in the study of social movements to local examples; (b) to propose movement building as equivalent to electoral political consolidation as exemplifying Chicago public life; and (c) to sample the scope and depth of primary sources related to local social activism, so as to suggest future research projects for enrolled students.

Instructor(s): A. Green Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CRES 48700, GNSE 48700

HIST 49300. Approaches to Intellectual History. 100 Units.
An open-ended discussion course considering the wide range of available approaches to intellectual and cultural history. Readings change from year to year but typically include Lovejoy, Quentin Skinner, Pocock, Weber, Lukacs, E. P. Thompson, Foucault, de Certeau, Ricoeur, Geertz, Derrida. Upper-level undergraduates are welcome to take the course with the consent of the instructors.

Instructor(s): J. Goldstein and J. Ketelaar Terms Offered: Spring
Prerequisite(s): Open to upper-level ugrads with consent of instructors

HIST 49501. Colloquium: Colonialism, Globalization, and Postcolonialism. 100 Units.
This course deals with the relationships between Europe (mainly Britain, France, the Netherlands, and Germany) and tropical Africa, the Caribbean, South Asia, and Indonesia from the fifteenth century to the present. We will examine early modern trading-post and slave-plantation empires, their transformation into modern colonial states with European rulers and indigenous subject populations, and 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 colonialism, underdevelopment, and global capitalism), and culture (the construction of European and "Third World" identities via colonialism).

Instructor(s): R. Austen Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor
HIST 50002. Colloq: Africa in the Era of the Transatlantic Slave Trade. 100 Units.
This graduate course explores major historiographic debates in precolonial African history from the fourteenth through the eighteenth centuries. We will examine the intertwined political, religious, and economic systems at work in the continent antecedent to European contact. Then we will investigate the emergence of the slave trade and consider its operation and ramifications. Themes of study include the uses and limitations of oral, archaeological, and textual sources of history; Christianity, Islam, and state-craft; definitions and practices of slavery; the relations of gender, kinship, and warfare to enslavement; cultural transformations, creations, and recreations; and the making of the Atlantic World. While assignments will consist of historiographic essays, we will also spend time consulting and interpreting primary sources.

Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): CRES 50002, GNSE 50002

HIST 52904. Transnational Europe: Twentieth Century. 100 Units.
This graduate-readings course will examine the history of twentieth-century Europe from a transnational perspective. Possible themes include migration and refugee movements; empire, race, and colonialism; war and occupation; Cold War conflicts and “Americanization”; transnational social movements and social protest; the collapse of Communism and the construction of the European Union. The course is designed to help PhD students prepare for their oral exams.

Instructor(s): T. Zahra Terms Offered: Autumn
Prerequisite(s): Open to graduate students only

HIST 56300. Colloquium: Modern China 1. 100 Units.
The content of this course is reading and discussion of classics of historical literature in modern Chinese history from 1965 through the present. Emphasis is placed on how historiographical changes during this period are manifest in each work. Each week will read and discuss the assigned monograph, and students will write of an informed review essay of it. The final requirement is a term paper in which the student will construct an analytical history of the historical literature of the period.

Instructor(s): G. Alitto Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): EALC 44500

HIST 58301. Advanced Ottoman Historical Texts. 100 Units.
No description available.
Instructor(s): C. Fleischer Terms Offered: Spring
Prerequisite(s): Consent required
Equivalent Course(s): TURK 40589
HIST 58601. Colloquium: Iran and Central Asia. 100 Units.
A colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from 900 to 1750. Specific topics will vary and focus on the Turks and the Islamic world, the Mongol universal empire, the age of Timur and the Turkmens, and the development of the "Gunpowder Empires."
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Meets with HIST 78601; open to upper-level ugrads with consent of instructor.

HIST 60302. Colloquium: Immigration and Assimilation in American Life. 100 Units.
This course explores the history of immigration in what is now the United States, starting with the colonial origins of Spanish, French, Dutch, and English settlements, the importation of African slaves, and the massive waves of immigrants that arrived in the nineteenth and twentieth century. Additionally, we will study the adaptation of these immigrants, exploring the validity of the concept of assimilation, comparing and contrasting the experiences of the "old" and "new" immigrants based on their race, religion, and class standing.
Instructor(s): R. Gutierrez Terms Offered: Winter
Prerequisite(s): Open to upper-level ugrads with consent of instructor
Equivalent Course(s): GNSE 60300, LACS 60302, AMER 60302

HIST 60909. Late Medieval Women: Authorship and Authority. 100 Units.
In recent decades there has been a great deal of interest in medieval vernacular theology, as complementing the more traditional division of medieval theological texts into monastic and scholastic. This course will focus on a number of medieval women writers, dealing mainly albeit not exclusively with vernacular texts. After a historical overview of the position of women in the early Middle Ages, the course will focus on Heloise and Hildegard of Bingen as transitional figures, and continue with four women writers writing in the vernacular, i.e., Mechtilde of Magdeburg, Hadewijch, Marguerite Porete and Julian of Norwich. The course will link the spectrum of vernacular languages which they represent to the diversity of their individual positions and analyze that diversity in terms of ecclesiastical developments, gender division, authorial identity, and theological criticism. The final aim is to come to an assessment of the constructive contribution of these vernacular treatises to the tradition of late medieval theology and spirituality.
Instructor(s): Willemien Otten Terms Offered: Spring
Equivalent Course(s): HCHR 48700, THEO 48701
HIST 62304. Multidisciplinary Study of American Culture. 100 Units.
This seminar surveys the study of American culture as it is currently practiced at the University of Chicago. Seminar members read and discuss recent work by faculty specialists from the Humanities, the Social Sciences, the Divinity School, and the Law School at Chicago. Though interested in how different disciplines frame questions and problems, we will be attuned to convergences in themes, approaches, and methods. During the last half of our seminar meetings our authors will join us for a focused discussion of their work. Many of our guests will also deliver public lectures the day before visiting the seminar.
Instructor(s): E. Slauter Terms Offered: Spring
Note(s): This is a Scherer Center Seminar. MAPH students can take this course. Consent required for MA and JD students. Equivalent Course(s): HCHR 48800,RLIT 48800,AMER 50001,LAWS 93803,ENGL 55405

HIST 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): AMER 62604,CRES 62604,GNSE 62604

HIST 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.

Instructor(s): K. Belew Terms Offered: Spring
Equivalent Course(s): AMER 62805,CRES 62805,GNSE 62805
HIST 64201. Colloquium: The Limits of History. 100 Units.
This graduate colloquium will serve as a forum for free-flowing discussions of the fundamental problems (moral, political, epistemological) with which the professional study of history has been fraught since it took definite shape in the nineteenth century. Since this is the last time I will teach a graduate course before I retire, and in order to give a definite focus to our discussions, I will use this occasion to do something I have never done before: base our discussions on my own publications, from The Limits of History (2004) via "History and Religion in the Modern Age" (2006) to "Breaking up Time—Escaping from Time: Self-Assertion and Knowledge of the Past" (2013), Past Sense (2014), and "History, Law, and Justice: Empirical Method and Conceptual Confusion in the History of Law" (2015). In the second half of the quarter we may go on to read whichever related pieces of scholarship (such as perhaps Collingwood’s Idea of History, Winch’s Philosophy and the Idea of a Social Science, and Kuhn’s Structure of Scientific Revolutions) will seem to be most fruitful and pertinent in light of the turns our discussion have taken by that time.

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

HIST 64607. Colloquium: Marx VII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx’s mature social theory. A prerequisite for the course is familiarity with the first volume of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.

Instructor(s): M. Postone Terms Offered: Winter
Equivalent Course(s): GRMN 45306, PLSC 46407

HIST 64608. Colloquium: Marx VIII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx’s mature social theory. A prerequisite for the course is familiarity with the first volume of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.

Instructor(s): M. Postone Terms Offered: Spring
Equivalent Course(s): GRMN 45307, PLSC 46408
HIST 67102. Foundations of Human Rights. 100 Units.
This seminar will provide graduate students with an advanced introduction to the study of human rights, with a particular emphasis on locating contemporary issues and debates within the historical development of human rights discourses. As a graduate seminar, this will be a small class (capped at 20 students), and a strong emphasis will be placed on in-class discussion and debate. Together we will explore the historical foundations of human rights from a range of disciplinary perspectives.
Instructor(s): A. Etinson Terms Offered: Autumn 2015
Note(s): Graduate students only
Equivalent Course(s): MAPS 30700, PHIL 31620, PLSC 31700, HMRT 30600

HIST 67601. Broadening Horizons Graduate Colloquium. 100 Units.
This course will provide graduate students in History with the opportunity to explore forms of dissemination of historical knowledge beyond the journal article and the monograph. After several weeks spent reading recent interventions on the topic, students will work in groups of three or four on projects that will culminate in the production of a blog, website, exhibition, script for tour guides, prose for visitors’ guides, catalog, curricular initiative, YouTube video, or short film (among other options). Students will also be expected to develop potential clients for their product. Technical assistance will be provided.
Instructor(s): L. Auslander Terms Offered: Spring

HIST 69001. 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.
Instructor(s): J. Saville Terms Offered: Autumn
Prerequisite(s): Graduate students only
Equivalent Course(s): CRES 49001, LACS 69001
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.

Terms Offered: Autumn
Prerequisite(s): Capacity to read French desired but not required.

HIST 69900. Colloquium: Historiography. 100 Units.
This course is designed as a forum to grasp intellectual issues across the historical discipline and balance the tendency towards specialization in the profession. A ten-week course can hardly do justice to debates on the nature of history and the nuances of writing history. Thus this course is selective by necessity. The class is structured around discussion of the assigned materials.
Instructor(s): J. Dailey and M. Tenorio Terms Offered: Spring
Prerequisite(s): Open to 1st-yr History graduate students only.

HIST 76305. Seminar 1: China, Late Empire to Republic. 100 Units.
This research seminar aims to help students produce an original and professional piece of research, totaling roughly ten thousand words, by the end of winter quarter. Topics need not be restricted to the chronological period or major themes covered by the course, which runs from the late 1700s to 1949. During the fall we will meet every week; reading assignment will combine examples of scholarship in a particular thematic area (e.g., gender history, environmental history, state formation, consumption, nationalism and ideas of subjection/citizenship), plus one or more original documents. (Some documents will be ones that our authors for that week relied upon; others may simply be chosen to give an idea of what kinds of sources you will encounter working in that area.) Many of them will be documents for which at least partial English translations are available, but I urge you to read them in Chinese if/when you can. Some weeks will also feature excerpts from Endymion Wilkinson’s Chinese History: A New Manual (4th edition): an introduction to finding and using various research tools. There will be one short historiographic writing assignment for all students, but for students planning to take both quarters, most writing assignments will consist of steps towards their research paper: topic statements, annotated source lists, and so on. Students not planning to write research papers are welcome to take the autumn quarter only and will write different papers.
Instructor(s): K. Pomeranz Terms Offered: Autumn
Equivalent Course(s): EALC 46305
HIST 76306. Seminar 2: China, Late Empire to Republic. 100 Units.
Second quarter of a two-quarter graduate research sequence. Some general readings will continue, but the primary emphasis will be on students’ work in progress.

Instructor(s): K. Pomeranz Terms Offered: Winter
Prerequisite(s): Hist 76305
Equivalent Course(s): EALC 46306

HIST 76601. Sem: Japanese Hist 1. 100 Units.
Reading and research in Japanese history, which culminates in a major seminar paper at the end of winter term.
Instructor(s): S. Burns Terms Offered: Autumn
Equivalent Course(s): EALC 52300

HIST 76602. Sem: Japanese Hist 2. 100 Units.
In the second quarter, we focus on research topics for student writing the seminar paper.
Instructor(s): S. Burns Terms Offered: Winter
Prerequisite(s): HIST 76601, part 1
Equivalent Course(s): EALC 52301

HIST 77001. Seminar: Modern East Asian History 1. 100 Units.
This is a reading and discussion seminar 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, and PhD students will write a seminar paper. MA-degree students will do either a paper that compares and contrasts four or five (good) books on East Asia, or a paper that deals with some particular problem or conundrum that derives from the readings or our seminar 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. That paper is due on the last day of exam week for those MA students taking the seminar for just the autumn term. In the winter quarter students will present their papers for discussion with the class.

Instructor(s): B. Cumings Terms Offered: Autumn
Equivalent Course(s): EALC 47001

HIST 77002. Seminar: Modern East Asian History 2. 100 Units.
In the winter quarter students will present their seminar papers for discussion with the class.

Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 77001
Equivalent Course(s): EALC 47002
HIST 78601. Sem: Iran and Central Asia 1. 100 Units.
The first quarter will take the form of a colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from 900 to 1750. Specific topics will vary and focus on the Turks and the Islamic world, the Mongol universal empire, the age of Timur and the Turkmens, and the development of the "Gunpowder Empires." The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Meets with HIST 58601
Equivalent Course(s): CMES 40701, NEHC 40701

HIST 78602. Seminar: Iran and Central Asia 2. Units.
The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Hist 78601, part 1
Equivalent Course(s): CMES 40702, NEHC 40702

HIST 79101. Seminar: Topics in Latin American History 1. 100 Units.
This two-quarter research seminar is devoted to the craft of reading and writing Latin American history. Specific topics will shift from year to year, depending on the instructor. For 2016–2017 the first quarter of the seminar will be devoted to the study of social history in Latin American historiography, with an emphasis on agrarian and indigenous societies. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a autumn-quarter colloquium.
Instructor(s): E. Kouri Terms Offered: Autumn
Prerequisite(s): Graduate students only.
Note(s): Open to PhD students; MA students with consent of instructor.
Equivalent Course(s): CRES 79101, LACS 79101

HIST 79102. Sem: Topics in Lat Amer Hist 2. 100 Units.
The second quarter is mainly for graduate students writing a History seminar paper.
Instructor(s): E. Kouri Terms Offered: Winter
Prerequisite(s): HIST 79101, part 1
Equivalent Course(s): CRES 79102, LACS 79102
HIST 81105. Seminar 1: Emperor Frederick II & 13th-Century Europe. 100 Units.
This course will use the reign of the Holy Roman Emperor Frederick II (d. 1250), who was also king of Sicily and king of Jerusalem, to introduce students to key issues in the history of thirteenth-century Europe. We will explore Frederick’s place in German history and historiography as well as his broader influence and legacy, especially in the Mediterranean world. The emphasis will be on primary sources, and students will be introduced to paleography, diplomatics, sigillography, and numismatics while working with both published and unpublished source material. Reading knowledge of German and/or Italian is helpful but not required. Students with a relevant research language, such as Latin, will be encouraged to work with documents in that language.

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

HIST 81106. Seminar 2: Emperor Frederick II & 13th-Century Europe. 100 Units.
The second quarter will be devoted to the preparation of a major research paper.

Instructor(s): J. Lyon Terms Offered: Winter
Prerequisite(s): HIST 81105

HIST 81503. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 1. 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 as 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.

Instructor(s): A. Palmer Terms Offered: Autumn
Prerequisite(s): Grad students only; can be taken as a 1-qtr colloquium with permission.
Equivalent Course(s): CLAS 45116, KNOW 41402
HIST 81504. Sem: Patronage & Cultr in Renaissance Italy & Her Neighbors 2. 100 Units.
The second quarter is mainly for graduate students writing a seminar research paper.

Instructor(s): A. Palmer Terms Offered: Winter
Prerequisite(s): HIST 81503
Equivalent Course(s): CLAS 45117,KNOW 41403

HIST 81601. Sem: Imperial Encounters 1. 100 Units.
This two-quarter seminar explores the range of encounters, collisions, and exchanges that modern European empires have fostered. Geographically, our readings traverse the space from Russia to the Atlantic world, covering overseas colonial empires as well as their overland counterparts; chronologically, they focus on the eighteenth, nineteenth, and twentieth centuries. We will consider imperial politics, migration regimes, and consumption as venues of cross-cultural contact and exchange; examine the role of empires in shaping economic thought, constructing racial and ethnic difference, and informing religious practices and gender norms; analyze how empires transformed the environment; and explore how the collapse of empires restructured networks, identities, and subjectivities. This course also aims to familiarize students with the range of sources that can be used to write the history of imperial encounters and to equip them with practical and professional skills vital to the historical profession.

Instructor(s): F. Albritton Jonsson & F. Hillis Terms Offered: Autumn
Prerequisite(s): Consent of instructors; proficient reading knowledge of a relevant research language other than English; students must register for both quarters.

HIST 81602. Sem: Imperial Encounters 2. 100 Units.
In the second quarter we focus on research topics for students writing the seminar paper.

Instructor(s): F. Albritton Jonsson & F. Hillis Terms Offered: Winter
Prerequisite(s): HIST 81601

HIST 83501. Seminar: Political Economy—America and the World 1. 100 Units.
This seminar examines key problems in the modern history of political economy. Readings include theory and history, and classic and recent scholarship.

Instructor(s): J. Levy and A. Stanley Terms Offered: Autumn

HIST 83502. Seminar: Political Economy—America and the World 2. 100 Units.
The second quarter will be devoted to the completion of the seminar paper.

Instructor(s): J. Levy and A. Stanley Terms Offered: Winter
Prerequisite(s): HIST 83501
HIST 86701. Seminar: International History 1. 100 Units.
In this two-quarter seminar, autumn term is devoted to reading and discussions and the winter term to student research papers. Readings introduce students to international, transnational, and global perspectives on the interaction of historical forces across national boundaries, among them: demographic, environmental, cultural, intellectual, and media exchanges along with the more traditional canon of military, political, and economic interactions.
Instructor(s): M. Bradley and J. Hevia Terms Offered: Autumn
Prerequisite(s): Open to graduate students only

HIST 86702. Sem: International Hist 2. 100 Units.
Students write the seminar paper in the winter quarter.
Instructor(s): M. Bradley and J. Hevia Terms Offered: Winter
Prerequisite(s): Hist 86701

HIST 90000. Reading and Research: History Grad. Units.
No description available.
Terms Offered: Autumn, Winter, Spring and Summer
Committee on International Relations

Chair

- Mark Phillip Bradley

Professors

- Ralph A. Austen (Emeritus), History
- John W. Boyer, History
- Dipesh Chakrabarty, South Asian Languages and Civilizations, History
- Terry Clark, Sociology
- Bruce Cumings, History
- Michael E. Geyer, History
- Andreas Glaeser, Sociology
- Susan Gzesh, Law
- Gary B. Herrigel, Political Science
- James Hevia, History
- Charles Lipson, Political Science
- Joseph P. Masco, Anthropology
- John J. Mearsheimer, Political Science
- Robert Pape, Political Science
- Jennifer Pitts, Political Science
- Eric Posner, Law
- Dan Slater, Political Science
- Paul Staniland, Political Science
- Nathan Tarcov, Political Science, Social Thought
- Lisa Wedeen, Political Science
- Dali Yang, Political Science
- Dingxin Zhao, Sociology
- Marvin Zonis, Business

Instructor

- Matthias Staisch, International Relations
The Committee on International Relations (CIR) offers a one year program of graduate studies leading to the A.M. (Master of Arts) degree; admitted students may apply for a one-year extension during their first year of study to allow for further specialization. CIR makes the resources of a great university available to students seeking a firm grounding in the theory and practice of international relations. An A.M. from CIR will prepare students for a wide range of careers for which the masters is increasingly the entry level degree, as well as for further academic or professional training in political science, law, and business administration. Students interested in combining a CIR A.M. with an M.B.A. can apply to a joint degree program with the University of Chicago Booth School of Business. A dual A.M/M.A. degree with the Harris School of Public Policy or an A.M. /J.D. with the University of Chicago Law School is also available.

CIR provides students with a vibrant intellectual community and core course training in international relations theory. CIR’s interdisciplinary faculty and curriculum encourage students to explore a wide range of topics spanning the economic, political, security and social factors shaping international life. Students will learn to craft critical and creative responses to the challenges of the present, including globalization, terrorism, and human rights. Throughout the academic year, each student works closely with an assigned preceptor on all aspects of the program, from selecting courses to designing and writing the master’s paper.

CIR offers dedicated counseling and application support to students pursuing further academic study in doctoral or professional school programs. CIR graduates have received and presently pursue doctorates in Political Science as well as degrees in the various professional schools, including law and business administration, at both the University of Chicago and other major research institutions in the U.S. and abroad. An international network of CIR alumni, in concert with the University’s office of Career Counseling and Placement Services, assists current students in identifying career possibilities and applying for positions.

Preceptors

Students work closely with one of the preceptors in the CIR. Preceptors guide students in defining their areas of academic specialization as well as in choosing courses. Preceptors also assist students in selecting faculty sponsors for their A.M. papers and take an active role in guiding and evaluating the research and writing of these papers.
PROGRAMS AND REQUIREMENTS

Students pursuing the Committee on International Relations’ Master of Arts degree are expected to complete nine graduate level courses with a minimum GPA of 3.0 and a thirty-five to fifty page master’s thesis that must be approved by both a faculty sponsor and a CIR preceptor. 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.

Students may apply for a second year of study A.M. 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.

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./A.M. program with the Law School take nine courses in their fourth year of study, three of which are typically law-school courses and the remaining six from the CIR list of approved courses. Students enrolled in the joint M.B.A/A.M. 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 A.M./M.A. degree program should contact the Harris School of Public Policy for more information.

ADMISSION

Applicants to the Committee on International Relations are expected to meet the graduate admissions requirements of the division. Submission of Graduate Record Examination (GRE) scores is required, except for the joint CIR and Booth School of Business degree program, where the Graduate Management Admission Test (GMAT) is accepted. 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).

CIR is designed to be completed in one academic year (three or four quarters on a full time basis). All financial aid is merit based, and the CIR program offers partial tuition scholarships on a highly competitive basis.
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/. Most required supplemental material can be uploaded into the application.

Questions pertaining to admissions and aid should be directed to admissions@ssd.uchicago.edu or (773) 702-8415. All correspondence and material that cannot be uploaded into the application should be mailed to:

The University of Chicago
Division of the Social Sciences
Admissions Office, Foster 107
1130 East 59th Street
Chicago, IL 60637

Applicants interested in the dual J.D./A.M. program must apply separately to both the Law School (1111 East 60th Street, Chicago, IL 60637) and the Committee on International Relations. Applicants interested in the joint M.B.A./A.M. 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 A.M./M.A. degree.

Further Information

Additional program information may be found at the Committee’s website, http://cir.uchicago.edu/. You can contact the CIR preceptors at (773) 702-8073, and 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): Mark Bradley Terms Offered: Autumn
Note(s): Open only to CIR students.
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 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 44802. Network Theory for International Political Economy. 100 Units.
This course introduces students to the ongoing network turn in international political economy (IPE). It conceives of social network theory (SNT) as a family of structural propositions, and asks a very basic question: Does SNT (promise to) generate novel solutions to long-standing puzzles in IPE? In order to answer this question, this syllabus assembles three kinds of literature: (1) “seminal” formulations of network-theoretic propositions from outside IPE; (2) “cutting edge” empirical work in IPE that examines these network-theoretic propositions in an effort to advance existing debates in the field; and, perhaps most interestingly, (3) those “hinge” IPE texts that connect the other two camps: both debate-defining and reaching out toward, but stopping short of truly capitalizing on, the intellectual resources that SNT provides. The aim of this course is threefold. First, students will replace purely metaphorical (and vague) talk of networks with focused propositions about the network properties and dynamics of contemporary phenomena such as international hierarchy, regional fragmentation amidst global integration, and the fate of sovereign territoriosity in an age of (violent) transnational activism. Second, students will ponder competing explanations of the network turn in IPE: have IPE scholars abandoned conventional analytical tools in favor of SNT, because the conventional toolkit already came with rudimentary network-theoretic devices that simply needed sharpening? o
Instructor(s): M. Staisch Terms Offered: Spring

INRE 44901. Advanced Topics in International Security. 100 Units.
This seminar is a graduate-level survey of recent scholarship in the study of international security, covering two general areas: (1) traditional (i.e., "state-centered") and (2) non-traditional security issues. The first half of the seminar is devoted to recent developments in the study of interstate security. We will contemplate the significance and durability of American unipolarity, the rise of some peer competitors, and the changing nature of international relations in the 21st century. The second half of the seminar will explore the growing significance of non-traditional security threats. In this portion, we will discuss counterinsurgency, civil war, terrorism, humanitarian intervention, among other developing security concerns. The ultimate goal of the seminar is to provide students with the opportunity to familiarize themselves with a sample of prominent recent thought on the nature of violence in the contemporary international system. This exploration will provide students with a foundation for the independent pursuit of academic and policy questions in international security of special interest to them.
Instructor(s): M. Reese Terms Offered: Winter
Note(s): Enrollment by instructor permission
Equivalent Course(s): SOSC 44901, PPHA 39810
Department of Political Science

Chair

• J. Mark Hansen, Interim Chair

Professors

• John J. Brehm
• Cathy Cohen
• Michael Dawson
• J. Mark Hansen
• Gary Herrigel
• William Howell, Public Policy
• Charles Lipson
• John McCormick
• John J. Mearsheimer
• J. Eric Oliver
• John F. Padgett
• Robert Pape
• John Patty
• Elizabeth Maggie Penn
• Nathan Tarcov, Social Thought
• Lisa Wedeen
• Dali Yang
• Linda Zerilli

Associate Professors

• Patchen Markell
• Sankar Muthu
• Monika Nalepa
• Jennifer Pitts
• Gerald N. Rosenberg
• Dan Slater
Assistant Professors

• Michael Albertus
• Ruth Bloch Rubin
• Austin Carson
• Chiara Cordelli
• Adom Getachew
• Robert Gulotty
• Demetra Kasimis
• Matthew Landauer
• Benjamin Lessing
• Paul Poast
• Paul Staniland
• James Wilson

Emeritus Faculty

• Leonard Binder
• Morton A. Kaplan
• William Sewell
• Bernard S. Silberman
• Duncan Snidal
• Ronald Suny

Associate Members

• Elisabeth Clemens
• Thomas Ginsburg
• Roger Myerson
• Martha Nussbaum
• Moishe Postone
• James Robinson

The Department of Political Science offers a course of study leading to the Ph.D. 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 aptitude scores, and a brief 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. We 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 discipline. The program requirements mix research papers, coursework, and exams so that students can achieve these goals as they proceed expeditiously towards the Ph.D. degree.

THE GRADUATE PROGRAM

For purposes of course distribution and comprehensive exams, the department offers courses and exams in five fields. At present, they are theory, American politics, comparative politics, international relations, and methodology. To meet the course distribution requirement, students must complete three courses in each of three fields. Overall, twelve courses taken for quality grades are required by the end of the sixth quarter.

In the first year students are required to take PLSC 30501 Introduction to Research Design and write a research paper as part of the normal writing requirement of a class. The most important project in the first two years is the master’s paper, a piece of original research that is modeled on a journal article and addresses an important research question or debate.

Students are required to pass comprehensive exams in two fields. The exams are offered twice a year (with the exception of the comparative politics exam, which is scheduled on an individual basis) and they may be taken at any point but the final deadline by which the exams must be taken is the beginning of the seventh quarter (normally autumn quarter of the third year).

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. A few 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 B.A. papers.

After completing courses and exams, students turn to the Ph.D. 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.

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, International Relations, and International Security Policy 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 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/. Most admissions materials can be uploaded into the admission application.

Questions pertaining to admissions and aid should be directed to admissions@ssd.uchicago.edu or (773) 702-8415. All correspondence and materials that cannot be uploaded should be mailed to:

The University of Chicago
Division of the Social Sciences
Admissions Office, Foster 105
1130 East 59th Street
Chicago, IL 60637
COURSES

For teaching purposes the subject matter of political science has been divided into the following fields of advanced study: political theory, American politics, comparative politics, international relations, and methodology. These fields are thought of not as separate compartments but as broad and flexible areas of specialization. Ph.D. candidates with interest in the governments of particular geographical areas may specialize in those areas by combining work in political science with relevant courses from other departments.

FIELD I. POLITICAL THEORY

The field of political theory deals with the basic problems of politics with respect to both substance and method. It is therefore regarded as the foundation for work in all other areas of political science. It is concerned with three orders of problems: with alternative theories relating to the way people act in political affairs; with alternative standards in terms of which policy may be judged; and with alternative kinds of models and methods for pursuing political research.

FIELD II. AMERICAN POLITICS

The field of American politics deals with the organization, distribution, and orientation of political power in American society. The major items of emphasis are the development of American political thought, the political behavior of individuals, groups, and governmental institutions, elections, and the formation and execution of public policy. Attention is paid both to the present state of the American political system and to its historical roots.

FIELD III. COMPARATIVE POLITICS

The field of comparative politics examines phenomena such as state formation, democracy, nationalism, economic organization, revolution, and social movements across time and space. One approach to these phenomena is to develop expertise in a particular era or area, and then to interpret the distinctive political processes and outcomes coming from that context. Another approach is to examine a set of cases in the search for valid generalizations about political phenomena that span across regions or historical eras. A third approach is to rely on formal theory to specify universal mechanisms or processes, and then to use data from a variety of sources to give credence to the models. All approaches share an assumption that the systematic study of political experience beyond that of the United States is a key ingredient for a discipline that seeks high levels of generality and abstraction.

FIELD IV. INTERNATIONAL RELATIONS

The field of international relations is concerned with theoretical and empirical examination of international politics, especially international security and international political economy. Methodological approaches represented by the faculty include historical, case study, quantitative, and mathematical analysis.
Workshops provide a common forum within the department for interchange between different questions about and approaches to international politics. In addition, there are important connections to other areas of political science including comparative and American politics, methodology, and political theory. International relations further engages other social science disciplines including international economics, political geography, public policy, and diplomatic history. Students are encouraged to take courses in these and other disciplines, although the department assumes responsibility only for those approaches to the study of international relations which develop the assumptions and utilize the methods employed in the fields of political science. For this field of political science, students are expected to acquire fundamental knowledge of international politics, with special emphasis on international relations theory and research approaches.

FIELD V. METHODOLOGY

The field of methodology is concerned with the quantitative and model building skills required for the study of political phenomena. It consists of introductory sequences of courses in both statistical and mathematical analysis, in addition to a variety of more advanced offerings focusing on specific topics. Applications of these methods in particular research areas will be encountered in a number of courses listed under the appropriate substantive fields. The department offers a comprehensive exam in Methodology by petition only; however, students can meet the requirements for course distribution automatically.

The department website offers descriptions of graduate courses scheduled for the current academic year: http://political-science.uchicago.edu/academics/courses.shtml
POLITICAL SCIENCE COURSES

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 is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): G. Hong Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite.
Note(s): Graduate course, open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): STAT 31900, SOCI 30315, PBHS 43201, CHDV 30102

PLSC 30501. Introduction to Research Design. 100 Units.
This course is an introduction to research design as practiced by political scientists from all subfields. The first part of the course pays particular attention to formulating precise research questions; the structure and content of theories; the formulation of testable hypotheses, and the logic of empirical tests. The second part of the course considers different epistemic approaches to research design in political science starting with the highly influential approach advanced in Designing Social Inquiry. Critics of the work from both within and outside of DSI’s epistemic approach are considered. We end the course with consideration of the challenges and potential of research designs constructed to investigate causal inference. (E)

Instructor(s): M. Dawson Terms Offered: Autumn
Prerequisite(s): Open to Political Science PhD students only.
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. (E)
Instructor(s): M. Hansen Terms Offered: Spring

PLSC 30901. Game Theory I. 100 Units.
This is a course for graduate students in Political Science. It introduces students to games of complete information through solving problem sets. We will cover the concepts of equilibrium in dominant strategies, weak dominance, iterated elimination of weakly dominated 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. This class serves as a prerequisite for Game Theory II offered in the Winter Quarter. (E)
Instructor(s): M. Nalepa Terms Offered: Autumn

PLSC 31000. Game Theory II. 100 Units.
This is a course for graduate students in Political Science. It introduces students to games of incomplete information through solving problem sets. We will cover the concepts of Bayes Nash equilibrium, perfect Bayesian equilibrium, and quantal response equilibrium. 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. (E)
Instructor(s): J. Patty Terms Offered: Winter
Prerequisite(s): PLSC 30901 or equivalent and consent of instructor.
PLSC 31700. Foundations of Human Rights. 100 Units.
This seminar will provide graduate students with an advanced introduction to the study of human rights, with a particular emphasis on locating contemporary issues and debates within the historical development of human rights discourses. As a graduate seminar, this will be a small class (capped at 20 students), and a strong emphasis will be placed on in-class discussion and debate. Together we will explore the historical foundations of human rights from a range of disciplinary perspectives.
Instructor(s): A. Etinson Terms Offered: Autumn 2015
Note(s): Graduate students only
Equivalent Course(s): HIST 67102, MAPS 30700, PHIL 31620, HMRT 30600

PLSC 32210. Roman Philosophers on the Fear of Death. 100 Units.
All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that make them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of The Journal of Philosophy). The course will focus on several major Latin writings on the topic: Lucretius De Rerum Natura Book III and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors such as Thomas Nagel, John Fischer, and Bernard Williams.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): Ability to read the material in Latin at a sufficiently high level, usually about two years at the college level.
Equivalent Course(s): CLCV 24716, CLAS 34716, LAWS 96305, RETH 30710, PHIL 30710, PLSC 22210, PHIL 20710

PLSC 32815. Emergence of Capitalism in Early Modern Europe. 100 Units.
This course investigates the emergence of capitalism in Europe and the world as a whole between the early sixteenth and the late eighteenth centuries. We discuss the political and cultural as well as the economic, sources of capitalism, and explore Marxist, neoclassical, and cultural approaches.
Instructor(s): W. Sewell Terms Offered: Spring
Equivalent Course(s): HIST 23300, HIST 33300, LLSO 23415, PLSC 23415
PLSC 33010. Liberalism and Empire. 100 Units.
The evolution of liberal thought coincided and intersected with the rise of European empires, and those empires have been shaped by liberal preoccupations, including ideas of tutelage in self-government, exporting the rule of law, and the normativity of European modernity. Some of the questions this course will address include: how was liberalism, an apparently universalistic and egalitarian theory, used to legitimate conquest and imperial domination? Is liberalism inherently imperialist? Are certain liberal ideas and doctrines (progress, development, liberty) particularly compatible with empire? What does, or what might, a critique of liberal imperialism look like? Readings will include historical works by authors such as Locke, Mill, Tocqueville, and Hobson, as well as contemporary works of political theory and the history of political thought (by authors such as James Tully, Michael Ignatieff, David Kennedy, and Uday Mehta).
Instructor(s): J. Pitts Terms Offered: Winter
Equivalent Course(s): HMRT 23010, LLSO 25903, PLSC 23010

PLSC 34302. Philosophy, Rhetoric, and Politics. 100 Units.
Ancient Greece was the birthplace of the Western conceptions of philosophy, rhetoric, and politics—and the site of contentious debates about the relationship between them. This course offers an introduction to some of those debates. Does rhetoric pose a threat to the sound practice of democratic politics? Or is rhetoric instead a necessary part of any democratic politics? How did ancient Greek philosophers develop a critique of rhetoric and its practice in democratic Athens? What techniques and concepts did they themselves borrow from rhetoric in pursuing their own philosophical agendas? Does the power of rhetoric make the pursuit of rational and reasonable politics impossible? We will take up these and other related questions through a close reading of Plato (Gorgias, Phaedrus, Menexenus), Aristotle (Rhetoric), Thucydides (History of the Peloponnesian War), speeches of the Athenian orators, and other ancient Greek texts.
Instructor(s): M. Landauer Terms Offered: Spring
Equivalent Course(s): PLSC 24302
PLSC 34401. Herodotus and Thucydides: History and Politics. 100 Units.
In this course we read Herodotus and Thucydides not only as historians but as political thinkers. The course will be organized around an intensive engagement with two central texts: Herodotus’ *Histories* and Thucydides’ *History of the Peloponnesian War*. As we read through these works, we will also take up the wider historical and political context—e.g., the fifth-century rise of Athenian democracy and imperialism—and the relationship between our texts and other genres, including philosophy, drama, and rhetoric. The aim of the course is not only to give students a close familiarity with our two authors and some of the scholarship surrounding them, but also, more broadly, to think through the relationship between political theory and history. How might political theory guide the writing of history, and how can history contribute to theorizing politics? What can our reading of Herodotus and Thucydides tell us about how to think about these questions in different eras and contexts?
Instructor(s): M. Landauer Terms Offered: Spring
Equivalent Course(s): FNDL 24403, PLSC 24401

PLSC 34402. Greek Political Thought. 100 Units.
This course is designed to help students in political theory and related fields think about—and do—the history of political thought by recovering the strangeness of ancient democracy and its critics. It is an advanced survey of the political thought of classical Athens with particular emphasis on the cultural, institutional, and poetic practices through which Athenians enacted democracy and questioned its assumptions and effects. In sixth century Athens, the notion that the people could and should rule themselves—not by virtue of wealth, property, or family name but simply by birth—served as a radical rejection of the longstanding view that political power belonged in the hands of the few (the wealthy, propertied, and elite). We contextualize the dramatic poetry, philosophy, oratory, and history that emerged in the subsequent century or so, under conditions of expanding and contracting empire. We read them as critical reflections on what life was like under this new political arrangement and ask to what extent the works of Thucydides, Aristophanes, Euripides, and Plato can be said to constitute the birth of political theory as an idea and a practice.
Instructor(s): D. Kasimis, M. Landauer Terms Offered: Autumn
Equivalent Course(s): PLSC 24402
PLSC 34410. Authoritarian Regimes. 100 Units.
The persistence of many authoritarian regimes since the end of the Cold War has inspired a major new literature in comparative politics on how non-democracy works. This mixed graduate-undergraduate class for MA and College students considers some conceptual and theoretical issues and debates in this new wave of research, such as: How should authoritarian regimes, including so-called “hybrid regimes,” best be classified? What kind of institutions makes authoritarianism more or less stable and durable? How do these regimes try to generate compliance and support? Why do so many of them hold elections and convene parliaments? What economic factors tend to bolster or undermine dictatorship? And how do they both extract support and deflect threats from their international environment?
Instructor(s): D. Slater Terms Offered: Winter
Equivalent Course(s): PLSC 24410

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: Autumn
Equivalent Course(s): PLSC 25205

PLSC 35500. Public Opinion. 100 Units.
A close examination of techniques employed, categories utilized and assumptions made by contemporary American students of public opinion. Criticism of these approaches from historical, philosophical and comparative perspectives will be encouraged. The course will make little sense to students without at least a background in Data Analysis (PLSC 30500). (B)
Instructor(s): E. Oliver Terms Offered: Winter

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 qualitative, quantitative, and interpretive methods, micro- and macro-level levels of analysis, and sub- and cross-national comparative designs. Our emphasis throughout will be on designing rigorous research that persuasively addresses important questions. (D)
Instructor(s): P. Staniland Terms Offered: Spring
PLSC 37000. Law and Politics: U.S. Courts as Political Institutions. 100 Units.
An examination of the ways in which United States courts affect public policy. Questions include: How do the procedures, structures, and organization of the courts affect judicial outcomes? Are there interests that courts are particularly prone to support? What effect does congressional or executive impact, including judicial selection, have on court decisions? What are the difficulties with implementation of judicial decisions? (B)
Instructor(s): G. Rosenberg Terms Offered: Winter
Prerequisite(s): Mandatory preliminary meeting and consent of instructor.
Equivalent Course(s): LAWS 51302

PLSC 37301. Weimar Political Theology: Schmitt and Strauss. 100 Units.
This course is devoted to the idea of "political theology" that developed during the interwar period in twentieth-century Central Europe, specifically Germany’s Weimar Republic. The course’s agenda is set by Carl Schmitt, who claimed that both serious intellectual endeavors and political authority require extra-rational and transcendent foundations. Along with Schmitt’s works from the period, such as Political Theology and the Concept of the Political, we read and discuss the related writings of perhaps his greatest interlocutor, Leo Strauss. (A)
Instructor(s): J. McCormick Terms Offered: Autumn
Prerequisite(s): Consent of instructor.
Equivalent Course(s): PLSC 27301

PLSC 37500. Organizational Decision Making. 100 Units.
This course examines the process of decision making in modern, complex organizations (e.g., universities, schools, hospitals, business firms, public bureaucracies). We also consider the impact of information, power, resources, organizational structure, and the environment, as well as alternative models of choice.
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): SOCI 30301, PLSC 27500

PLSC 37815. Politics and Public Policy in China. 100 Units.
As the world’s most populous country and second largest economy, China wields considerable weight globally but also stands out for its non-democratic political system. This course has two goals. First, it examines political institutions and political behavior in China in historical perspective, especially since the Communist takeover of power in 1949. It emphasizes how institutions have been shaped and reshaped and the importance of leadership, with special attention on the tensions and challenges of development. Second, it considers various issues of public policy and governance, including the role of the Communist Party, state-society relations, the relationship between Beijing and the provinces, development and corruption, population and environment, and the role of the armed forces in society. The course looks at many of these issues from a comparative perspective and introduces a variety of analytical concepts and approaches.
Instructor(s): D. Yang Terms Offered: Winter
Equivalent Course(s): PLSC 27815
PLSC 39120. Big Wars: Ancient, Medieval, and Early Modern. 100 Units.
This course examines the onset, unfolding, and aftermath of several major wars. Focusing mainly on the largest European wars, it covers the Ancient Wars: Peloponnesian War (Athens and Sparta), Punic Wars (Rome and Carthage); the Medieval Wars: The Hundred Years’ War (England and France); and the Early Modern Wars: Wars of Louis XIV, Seven Years War, and probably the US Revolution. The course concentrates on the origins of each war, but also includes some material on how the wars were fought and how they were concluded. The course focuses mainly on historical analysis but also includes major questions of international relations theory.
Instructor(s): C. Lipson Terms Offered: Winter
Prerequisite(s): This course has no prerequisites, but prior coursework in international politics or European history (ancient, medieval, or early modern) would be useful.
Equivalent Course(s): PLSC 29120

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. (D)
Instructor(s): R. Gulotty Terms Offered: Spring

PLSC 39701. Building World Order after Major Wars. 100 Units.
This course focuses on the recurrent problem (both practical and theoretical) of rebuilding world order after major wars. It covers the aftermath of the three wars in 1800: the Wars of the French Revolution and Napoleon, World War I, and World War II, plus the analogous situation after the collapse of the Soviet Union and its empire. All those can be compared to the very different problems of rebuilding after wars in the early modern era, such as the wars of Louis XIV. The course is built around major premises. First, following Gilpin and Ikenberry, it assumes major wars disrupt the existing international order, that the immediate aftermath is in flux, and that the arrangements developed then set the contours of international politics for years to come. Second, it argues that the ideology and purposes of Great Powers, as well as their material resources, affect key features of post-war order. Third, it supplements the existing literature, which focuses on international institutions, to argue that a crucial part of building international order is establishing and stabilizing domestic regimes in the defeated states. The key features of those regimes track the preferences of the victors. (D)
Instructor(s): C. Lipson Terms Offered: Winter
Prerequisite(s): Familiarity with IR theory; 2 prior graduate courses in IR.
PLSC 39800. Introduction to International Relations. 100 Units.
This course introduces the main themes in international relations, including the problems of war and peace, conflict and cooperation, national security, and the politics of international economic relations. The course begins by considering some basic theoretical tools used to study international politics. It then focuses on several prominent security issues in modern international relations, such as the Cold War and post–Cold War world, nuclear weapons, terrorism, and global order (and disorder). The last part of the course deals with economic aspects of international relations. It concentrates on issues where politics and economics are closely intertwined: world trade, international investment, environmental pollution, and European unification.
Instructor(s): C. Lipson Terms Offered: Autumn
Equivalent Course(s): PLSC 29000

PLSC 39900. Strategy. 100 Units.
This course covers American national security policy in the post–cold war world, especially the principal issues of military strategy that are likely to face the United States in the next decade. This course is structured in five parts: (1) examining the key changes in strategic environment since 1990, (2) looking at the effects of multipolarity on American grand strategy and basic national goals, (3) focusing on nuclear strategy, (4) examining conventional strategy, and (5) discussing the future of war and peace in the Pacific Rim.
Instructor(s): R. Pape Terms Offered: Autumn
Equivalent Course(s): PLSC 28900

PLSC 40604. Militant Power Politics. 100 Units.
In what way does ISIS calculate its options differently than great powers or states in general? Over the past twenty years, the study of militant power politics has exploded both empirically, but especially theoretically. Today, there are a variety of theories of the causes, conduct and consequences of violence by militant non-state actors that rest on fundamentally different assumptions about the coherence of militant groups, the degree of rationality in their decision-making, and the nature of their dynamics in competition with rival states. The most important are ideological, religious, ethnic, and strategic theories which also drive the principle policy choices about how to respond to militant power politics. This seminar will cover the main theories of militant power politics, encouraging students to carry out policy relevant research in this area. (D)
Instructor(s): R. Pape Terms Offered: Autumn
PLSC 40605. Recent Debates in International Relations. 100 Units.
This course builds on the canonical works in International Relations (IR) theory covered in PLSC 40600 (Seminar on International Relations Theory), leading students through ten weeks of recent debates in IR research organized along substantive and methodological lines. There is an intentional absence of thematic unity among the topics. Some units look more closely at recent debates within the classic paradigms (e.g. “the practice turn in constructivist research”) while others are not easily categorized along these lines (e.g. “emotions in IR”). Some focus on work across empirical domains that shares a recently popular methodological innovation (e.g. “the experimental turn in IR”); other topics are located closer towards the fringe of mainstream IR but showcase interesting and creative ways of doing our work (e.g. “spatial thinking in IR”). Specific topics will change with each offering and are chosen based on a combination of importance to the field, value as exemplars of creative and rigorous research, and my own personal interests. Participants will demonstrate fluency in these debates and develop opinions about their significance and staying power. A secondary goal is for students to expand their own research interests and draw lessons about how debates and fads evolve in IR to maximize the impact of their own work. (D)
Instructor(s): A. Carson Terms Offered: Spring

PLSC 41101. The Politics of Wealth Redistribution. 100 Units.
How do political institutions affect the structure and scope of wealth redistribution initiatives? This graduate seminar will introduce students to the scholarly literature on redistribution, focusing primarily on recent work. We will study the causes and consequences of 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. (C)
Instructor(s): M. Albertus Terms Offered: Spring

PLSC 41203. 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. (C)
Instructor(s): M. Albertus Terms Offered: Spring
PLSC 41401. Contemporary Debates on Global Justice. 100 Units.
This course involves a critical examination of different conceptions of international and global justice, including both statist and cosmopolitan perspectives. It provides an avenue for exploring questions about the nature of international morality; the scope of principles of justice beyond the nation-state; the moral and political significance of global inequality; the limits of state sovereignty and the value of nationality; the ethics of immigration; as well as the very boundaries of political philosophy itself. We will read texts by Thomas Hobbes, Immanuel Kant, John Rawls, Hans Morgenthau, Charles Beitz, Thomas Pogge, Iris Marion Young, Thomas Nagel, and David Miller among others. (A)
Instructor(s): C. Cordelli Terms Offered: Winter

PLSC 41402. Arguments and Deliberation in Politics. 100 Units.
In this course, we will explore the role of arguments in political decision-making. Arguments consisting of explanations (or justifications) differentiate deliberative decision-making processes from simple aggregative methods such as voting. We will consider several theories of how deliberative decision-making processes should and do work. We will cover normative, descriptive, and formal models of such processes. Possible applications include the structure of legislative debates, public participation in bureaucratic decision-making, and both criminal and civil judicial processes. (B)
Instructor(s): J. Patty Terms Offered: Winter

PLSC 42101. John Rawls' Theory of Justice. 100 Units.
This course involves a sustained critical examination of John Rawls' theory of "justice as fairness," as an avenue for wider exploration of questions about the nature and role of the concept of justice; the value of liberty and equality, and their relationship; distributive justice; the justification of democracy; and the enterprise of political philosophy itself. We will focus on Rawls' <em>A Theory of Justice</em>, and read many critics of Rawls, including Robert Nozick, G.A. Cohen, Susan Moller Okin, Charles Mills, and others. (A)
Instructor(s): C. Cordelli Terms Offered: Autumn

PLSC 42420. 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.G.A. 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
PLSC 42701. 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. (C)
Instructor(s): D. Yang Terms Offered: Winter
Note(s): Undergraduates by consent of instructor.

PLSC 43401. Mathematical Foundations of Political Methodology. 100 Units.
This is a first course on the theory and practice of mathematical methods in social science research. These mathematical and computer skills are needed for the quantitative and formal modeling courses offered in the political science department and are increasingly necessary for courses in American, Comparative, and International Relations. We will cover mathematical techniques (linear algebra, calculus, probability) and methods of logical and statistical inference (proofs and statistics). A weekly computing lab will apply these methods, as well as introduce the R statistical computing environment. Students are expected to have completed SOCS 30100: Mathematics for Social Sciences. (E)
Instructor(s): R. Gulotty, E. Penn Terms Offered: Winter

PLSC 43501. Strategies and Techniques of Empirical Research. 100 Units.
This course aims to help advanced political science graduate students improve how they communicate their empirical research findings. We will focus on techniques of effective writing, how to present quantitative information, and how to identify compelling narratives that link research findings together. (E)
Instructor(s): E. Oliver Terms Offered: Winter

PLSC 43801. Plato’s Legacies. 100 Units.
Some of the most significant efforts to question political theory’s core concepts, unsettle its approaches, and expose its dangerous ideals have depended on major reinterpretations of Plato’s thought. This course investigates the broad critical impulse to treat Plato as the originator of political positions and interpretive assumptions that late modernity frequently seeks to critique and less often to celebrate. We consider the charges of essentialism, authoritarianism, and foundationalism, among others, and ask to what (if any) extent considerations of the texts’ historical contexts and dramaturgical conditions have factored into these assessments. Readings will include works by Popper, Strauss, Arendt, Derrida, Castoriadis, Wolin, Irigaray, Cavarero, Butler, and Rancière alongside Plato’s dialogues. Students are expected to be familiar with Plato’s thought upon enrolling. (A)
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): CLAS 33815
PLSC 43902. U.S. Congress. 100 Units.
The purpose of this seminar is to introduce graduate students to the literature on the U.S. Congress. Although we will read a range of studies with different methodological approaches and theoretical perspectives, including some comparative research, we will focus in particular on the development of the U.S. Congress over time. We will be concerned with analyzing, explaining, and understanding key transformative sequences in American legislative politics—tracing the implications of these transformations through to contemporary times. To discuss these questions in appropriate depth, we will limit our inquiry to Congress as an institution (e.g., internal processes and behavior), discussing congressional campaigns and elections only as they relate to these subjects. (B)
Instructor(s): R. Bloch Rubin Terms Offered: Winter

PLSC 44410. Authoritarian Regimes. 100 Units.
The persistence of many authoritarian regimes since the end of the Cold War has inspired a major new literature in comparative politics on how non-democracy works. This graduate seminar for PhD students considers some conceptual and theoretical issues and debates in this new wave of research, such as: How should authoritarian regimes, including so-called “hybrid regimes,” best be classified? What kind of institutions makes authoritarianism more or less stable and durable? How do these regimes try to generate compliance and support? Why do so many of them hold elections and convene parliaments? What economic factors tend to bolster or undermine dictatorship? And how do they both extract support and deflect threats from their international environment? (C)
Instructor(s): D. Slater Terms Offered: Winter
Note(s): PhD students only.

PLSC 45501. Black Political Thought: The Problem of Freedom. 100 Units.
This advanced seminar will survey 19th and early 20th century texts in the history of black political thought with particular attention to the question of freedom. The course takes as its premise the constitutive role of transatlantic slave trade and new world slavery in the making of black modernity and black political thought. Drawing on a variety of figures including, Frederick Douglass, Harriet Jacobs, Ida B. Wells Barnett, W.E.B Du Bois and C.L.R James, students will consider the meanings and contradictions of freedom when viewed from the underside of modernity. (A)
Instructor(s): A. Getachew Terms Offered: Winter

PLSC 45601. Theories of Capitalism since Veblen. 100 Units.
This course serves as an introduction to the literature on political economy in the twentieth century. Emphasis will be placed on the way in which various authors normatively understand the relationship between politics and economic process. Works by Veblen, Weber, Keynes, Hayek, Schumpeter, Polanyi, Kalecki, Bell, Aglietta, Rajan & Zingales, Streeck, and Blyth, among others, will be considered. (C)
Instructor(s): G. Herrigel Terms Offered: Winter
PLSC 45705. Theories of Global Capitalism since Hobson. 100 Units.
This course examines theories of capitalist globalization and its relationship to/role in economic and political development in the non Western world since the beginning of the 20th century. Emphasis will be placed on the way in which various authors normatively understand the relationship between politics and economic process. Works by Hobson, Lenin, Luxemburg, Schumpeter, Lewis, Hirschman, Frank, Evans, Arrighi, Vernon, Stiglitz, Rodrik and others will be considered. (C)
Instructor(s): G. Herrigel Terms Offered: Spring

PLSC 45801. The Ethics of War. 100 Units.
The course examines moral problems surrounding war. We will focus on traditional questions of <em>jus ad bellum</em>—the conditions under which war is justified—and of <em>jus in bello</em>—the moral principles that regulate the conduct of war. We will also consider pacifist claims that war is never justified. While considering normative philosophical approaches to war in general, we will give special attention where possible to problems arising in recent conflicts, such as the use of drone strikes, asymmetric warfare between states and non-state groups, and humanitarian intervention. (A)
Instructor(s): J. Wilson Terms Offered: Autumn

PLSC 46013. Two Faces of Security. 100 Units.
This course develops a new IR theory, one that departs significantly from standard approaches by reframing the central actor as “states controlled by domestic regimes.” It challenges the assumption that states are best theorized as “black boxes” pursuing similar agendas, albeit with different material resources. Instead, I assume each state is controlled by a domestic regime and that these regimes vary significantly. They have a different ideologies, social bases, policy preferences, and international strategies. Most importantly, they are not all equally stable and may face serious domestic threats. That means regimes face two security problems, not one. Besides ever-present external threats, they often face internal rivals who seek to overthrow the regime and capture state power. These two faces of security – external and internal – are often intertwined, which means it is important to analyze them jointly, rather than in isolation. (D)
Instructor(s): C. Lipson Terms Offered: Autumn
Prerequisite(s): This course is limited to graduate who already have strong familiarity with IR theory.
Note(s): The course assumes students have read Waltz, Mearsheimer, Wendt, Keohane, and others, and know the field’s main theoretical perspectives. We will assume that knowledge and build on it, rather than covering that ground again. One prior graduate course in IR theory should be sufficient. Students who are unsure if they have the appropriate background should consult Prof. Lipson before enrolling.
PLSC 46407. Colloquium: Marx VII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx’s mature social theory. A prerequisite for the course is familiarity with the first volume of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.
Instructor(s): M. Postone Terms Offered: Winter
Equivalent Course(s): GRMN 45306, HIST 64607

PLSC 46408. Colloquium: Marx VIII. 100 Units.
This course will continue an intensive examination of central aspects of Karl Marx’s mature social theory. A prerequisite for the course is familiarity with the first volume of Capital in this sequence. Following a brief review of central aspects of the first two volumes, we will focus on a close reading of the third volume of Capital. Those texts will be approached as an attempt to formulate a critical and reflexive theory that would be adequate to the character and dynamic of modern social life.
Instructor(s): M. Postone Terms Offered: Spring
Equivalent Course(s): GRMN 45307, HIST 64608

PLSC 46411. The Emergence of Organizations 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. (C)
Instructor(s): J. Padgett Terms Offered: Autumn
Equivalent Course(s): SOCI 40194

PLSC 47701. Political Economy of International Security. 100 Units.
How do money and markets influence states’ security policies? This course uses classic and current work in the field to directly explore the role of economics in creating state military power. Topics include the instruments of war finance, the economic incentives to intervene in conflict, the ability of economic interdependence to prevent conflict, how alliance policies influence the arming and trading policies of states, and labor mobility as a cause of border instability. A central goal of the course is to generate ideas for your own research, including papers and dissertation topics. (D)
Instructor(s): P. Poast Terms Offered: Winter
PLSC 47703. Exemplary Leaders: Livy, Plutarch, and Machiavelli. 100 Units.
Cicero famously called history the “schoolmistress of life.” This course explores how ancient and early modern authors—in particular, Livy, Plutarch, and Machiavelli—used the lives and actions of great individuals from the Greek and Roman past to establish models of political behavior for their own day and for posterity. Such figures include Solon, Lycurgus, Alexander, Romulus, Brutus, Camillus, Fabius Maximus, Scipio Africanus, Julius Caesar, and Augustus. We will consider how their actions are submitted to praise or blame, presented as examples for imitation or avoidance, and examine how the comparisons and contrasts established among the different historical individuals allow new models and norms to emerge. No one figure can provide a definitive model. Illustrious individuals help define values even when we mere mortals cannot aspire to reach their level of virtue or depravity. Course open to undergraduates and graduate students. Readings will be in English. Students wishing to read Latin, Greek, or Italian will receive support from the professors.
Instructor(s): J. McCormick, M. Lowrie Terms Offered: Winter
Equivalent Course(s): CLCV 27716, CLAS 37716, PLSC 27703

PLSC 47705. Machiavelli’s The Prince. 100 Units.
This course is devoted to a close examination of the most infamous book in the history of political thought, Niccolò Machiavelli’s *The Prince* (1513). Among the themes we will explore are: the role of fortune in political affairs; the place of love, fear and hatred in princely rule; the distinction between principalities and republics; the relationship of principality and tyranny; the status of “founders” and ”new modes and orders”; the inter-relationships among individual leaders, the elite and the common people; the (in)compatibility of moral and political ”virtue”; the utility of class conflict; and the question of military conquest.
Instructor(s): J. McCormick Terms Offered: Spring
Equivalent Course(s): PLSC 27705

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. (C)
Instructor(s): B. Lessing Terms Offered: Autumn
PLSC 48800. Introduction to Constitutional Law. 100 Units.
This course is an introduction to the constitutional doctrines and political role of the U.S. Supreme Court, focusing on its evolving constitutional priorities and its response to basic governmental and political problems, including maintenance of the federal system, promotion of economic welfare, and protection of individual and minority rights.
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): LLSO 23900, PLSC 28800

PLSC 49200. American Political Development. 100 Units.
In this course we will explore long-term changes in the American political system. Covering key works in the field, course readings will be organized around several core questions. How did we get the political institutions we have today? How has American political culture shaped these institutions? What is the relationship between changes in the economy and changes in state and party organization? We will also attend to issues of method, especially the links between history and social science. (B)
Instructor(s): R. Bloch Rubin Terms Offered: Autumn

PLSC 50000. Dissertation Proposal Seminar. 100 Units.
No description available.
Instructor(s): D. Slater Terms Offered: Winter

PLSC 50901. Qualitative Methods. 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. (E)
Instructor(s): P. Staniland Terms Offered: Winter
Prerequisite(s): Prior methods coursework (PLSC 30500 or an equivalent) is strongly recommended.
PLSC 51204. John Stuart Mill. 100 Units.
A careful study of Mill’s Utilitarianism in relation to his ideas of self-realization and of liberty. We will study closely at least Utilitarianism, On Liberty, the essays on Bentham and Coleridge, The Subjection of Women, and the Autobiography, trying to figure out whether Mill is a Utilitarian or an Aristotelian eudaimonist, and what view of “permanent human interests” and of the malleability of desire and preference underlies his political thought. If time permits we will also study his writings about India.
Instructor(s): M. Nussbaum Terms Offered: Autumn
Prerequisite(s): An undergraduate major in philosophy or some equivalent solid philosophy preparation. This is a 500 level course. Ph.D. students in Philosophy and Political Theory may enroll without permission. I am eager to have some Economics graduate students in the class, and will discuss the philosophy prerequisite in a flexible way with such students.
Note(s): Admission by permission of the instructor. Permission must be sought in writing by September 15.
Equivalent Course(s): LAWS 51207, RETH 51604, PHIL 51204

PLSC 51404. Global Inequality. 100 Units.
Global income and wealth are highly concentrated. The richest 2% of the population own about half of the global assets. Per capita income in the United States is around $47,000 and in Europe it is around $30,500, while in India it is $3,400 and in Congo, it is $329. There are equally unsettling inequalities in longevity, health, and education.

In this interdisciplinary seminar, we ask what duties nations and individuals have to address these inequalities and what are the best strategies for doing so. What role must each country play in helping itself? What is the role of international agreements and agencies, of NGOs, of political institutions, and of corporations in addressing global poverty? How do we weigh policies that emphasize growth against policies that emphasize within-country equality, health, or education?

In seeking answers to these questions, the class will combine readings on the law and economics of global development with readings on the philosophy of global justice. A particular focus will be on the role that legal institutions, both domestic and international, play in discharging these duties. For example, we might focus on how a nation with natural resources can design legal institutions to ensure they are exploited for the benefit of the citizens of the country. Students will be expected to write a paper, which may qualify for substantial writing credit.

Instructor(s): M. Nussbaum, D. Weisbach Terms Offered: Winter
Note(s): Non-law students are welcome but need permission of the instructors, since space is limited.
Equivalent Course(s): RETH 51404, LAWS 92403, PHIL 51404
PLSC 51512. Law-Philosophy Workshop. 100 Units.
Topic: Current Issues in General Jurisprudence. The Workshop will expose students to cutting-edge work in “general jurisprudence,” that part of philosophy of law concerned with the central questions about the nature of law, the relationship between law and morality, and the nature of legal reasoning. We will be particularly interested in the way in which work in philosophy of language, metaethics, metaphysics, and other cognate fields of philosophy has influenced recent scholarly debates that have arisen in the wake of H.L.A. Hart’s seminal *The Concept of Law* (1961).

Students who have taken Leiter’s “Jurisprudence I” course at the law school are welcome to enroll. Students who have not taken Jurisprudence I need to understand that the several two-hour sessions of the Workshop in the early fall will be required; they will involve reading through and discussing Chapters 1-6 of Hart’s *The Concept of Law* and some criticisms by Ronald Dworkin. This will give all students an adequate background for the remainder of the year. Students who have taken jurisprudence courses elsewhere may contact Prof. Leiter to see if they can be exempted from these sessions based on their prior study. After the preparatory sessions, we will generally meet for one hour the week prior to our outside speakers to go over their essay and to refine questions for the speaker. Confirmed speakers so far include Leslie Green, St.

Instructor(s): M. Nussbaum, B. Leiter, M. Etchemendy Terms Offered: Autumn,Winter,Spring
Prerequisite(s): Students are admitted by permission of the two instructors. They should submit a C.V. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, divinity and law.
Note(s): Students must enroll for all three quarters.
Equivalent Course(s): LAWS 61512,RETH 51301,GNSE 50101,HMRT 51301,PHIL 51200
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). 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.

Instructor(s): M. Nussbaum
Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): HMRT 31900, LAWS 47701, RETH 41000, PHIL 21901, GNSE 29600, PHIL 31900

PLSC 52402. Florentine Political Thought. 100 Units.
This course is devoted to the political writings of the giants of medieval and Renaissance Italian and specifically Florentine political thought: Petrarch, Salutati, Bruni, Bracciolini, Savonarola, Guicciardini, and, of course, Machiavelli.

Instructor(s): J. McCormick
Terms Offered: Winter
Prerequisite(s): Consent of instructor required.
Equivalent Course(s): LLSO 22402, PLSC 22402

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. (E)

Instructor(s): J. Padgett
Terms Offered: Winter
Equivalent Course(s): SOCI 50096
Department of Psychology

Chair

- Susan Cohen Levine

Professors

- Edward Awh
- Sian Beilock
- John T. Cacioppo
- Jean Decety
- Susan Goldin-Meadow
- Leslie M. Kay
- Boaz Keysar
- Susan Cohen Levine
- John A. Lucy, Comparative Human Development
- Daniel Margoliash, Organismal Biology and Anatomy
- Martha K. McClintock
- Howard C. Nusbaum
- Brian Prendergast
- Steven K. Shevell
- Richard Shweder, Human Development
- Michael Silverstein, Anthropology
- Edward Vogel
- Amanda Woodward

Associate Professors

- David Gallo
- William Goldstein

Assistant Professors

- Marc Berman
- Daniel Casasanto
- Jasmin Cloutier
- Jennifer Kubota
- Sarah London
The primary focus of the study of psychology is on the individual. Thus, its scope includes the biological processes of brain growth, development and functioning; the perceptual and cognitive processes by which information is acquired, stored, used and communicated; the comprehension, production, and use of language from a psychological viewpoint; the social, cultural, and emotional processes by which experience is interpreted and organized; and the developmental processes that underlie change from infancy through adulthood. Training emphasizes the conceptual theories that describe and explain these processes, and the variety of methods that are used to study them.

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. Allee 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.

Moreover, consistent with the interdisciplinary traditions of the University of Chicago, the Department of Psychology maintains close connections with other departments in the University. The department’s faculty and students actively participate in courses, colloquia, workshops and joint research ventures with scholars in related departments, including, but not confined to, anthropology, biology, computer science, computational neuroscience, linguistics, neurobiology, and philosophy, and in the University’s professional schools of business, public policy, law, medicine, and social service administration.

The Department of Psychology is organized into specialized training and research programs that reflect the contemporary state of the discipline as well as wide ranging interests of its own faculty. They are currently the Cognition Program, the Developmental Psychology Program, the Integrative Neuroscience Program, the Perception Program, and the Social Psychology Program. The interdisciplinary character of the University and the Department of Psychology is reflected in the fact that many faculty members serve on more than one of the department’s programs.

**DEGREES**

The course of study offered by the Department of Psychology is designed primarily to prepare students for careers in research and teaching and for whatever professional work is necessary as an adjunct to these career objectives. Programs of graduate study offered by the department lead to the PhD degree in the Division of the Social Sciences. In order to qualify for the PhD degree, students must satisfy:

1. The University’s residency requirements
2. The requirements of the Division of the Social Sciences
3. The requirements of the particular program of the Department of Psychology

The Department of Psychology does not offer courses of study leading to the degree of Master of Arts. However, students admitted to doctoral study may take the Master of Arts 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 Masters of Arts degree, providing the student has met the University’s residency requirements, the requirements of the Division of the Social Sciences,
and the program requirements of the particular program of the Department of Psychology.

**PSYCHOLOGY LINGUISTICS JOINT PHD PROGRAM**

A joint PhD degree program in psychology and linguistics exists for those students who are interested in completing degree requirements in both fields. Psychology students in the Language area of the Cognition Program may apply to the joint degree program in the second year and beyond, but are not required to do so.

**PSYCHOLOGY-BUSINESS JOINT PHD PROGRAM**

A joint PhD degree program in psychology and business exists for those students who are interested in completing degree requirements in both fields. This program is overseen jointly by the Department of Psychology and by the Managerial and Organizational Behavior Area in the Booth School of Business. Admission to this program requires admission to both the PhD program in psychology and at Booth School of Business. Faculty in both programs will determine, based in a student’s primary research interests and/or explicit preferences for a primary research advisor, which program will be the student’s primary affiliation.

**ADMISSION**

Students are admitted by application to the Department of Psychology to pursue courses of study in doctoral programs that are formulated by the individual programs. Applicants must specify the program to which they are applying. Applicants will be considered for admission only if they have earned a bachelor’s degree or its equivalent. Admission depends upon the strength of the general undergraduate record, scores on the Graduate Record Examination, letters of recommendation, personal statement and interests, and relevant laboratory or field research experience. Please refer to the Office of International Affairs website: https://internationalaffairs.uchicago.edu/students/prospective/toefl.shtml. Foreign language 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 Testing System (IELTS). Candidates for admission are expected to have some background in psychology as well as mathematics and statistics. Candidates with backgrounds in anthropology, history or sociology are encouraged to apply to Psychology, (the Social Psychology Program); those with strong biological training and interests are encouraged to apply to Psychology, (the Integrative Neuroscience Program or the Social Program).

Students are admitted through the Division of the Social Sciences. Students already enrolled in the Department of Linguistics of the Division of the Humanities who wish to work toward the joint Ph.D. In Psychology, (the Language area of the
Cognition Program) and in Linguistics must be admitted as well to the Department of Psychology through the Division of the Social Sciences.

**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: http://apply-ssd.uchicago.edu/apply/. Most of the required supplemental material can be uploaded into the application.

Questions pertaining to admissions and aid should be directed to admissions@ssd.uchicago.edu or (773) 702-8415. All correspondence and materials that cannot be uploaded should be mailed to:

The University of Chicago  
Division of the Social Sciences  
Admissions Office, Foster 107  
1130 East 59th Street  
Chicago, IL 60637

For additional information about the Psychology program, please see: http://psychology.uchicago.edu/ or call 773-702-8861.

**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.

**COMMON GRADUATE CURRICULUM**

The common curriculum consists of a maximum of 8 courses. Other requirements for graduate students will be set by the areas 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, passed with a grade of B or better:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>PSYC 37300</td>
<td>Experimental Design I</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 37900</td>
<td>Experimental Design II</td>
<td>100</td>
</tr>
</tbody>
</table>

**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**

1. Each student will complete a trial research project under the guidance of a faculty advisor or advisors by the end of the 7th week of the spring quarter of the second year.

2. 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.

3. The student must submit a proposal for the trial research project to his or her committee for approval by the second week of autumn quarter of the second year. Essential to this approval is the committee’s decision that the project can feasibly be completed by the end of the second year.
4. On Friday of the seventh week of the spring quarter of the student's second year a written report of the trial research project is due.

5. The student will submit the trial research paper prior to the end of the spring quarter of the second year and defend the trial research paper at a hearing with his or her committee prior to the end of the Spring Quarter of the second year. At the hearing, the committee will also assess the student's breadth and depth of knowledge of his or her research problem.

6. The student's committee will have evaluated the report, and will have submitted a written evaluation to the Student Affairs Committee by the end of the spring quarter.

7. Successful completion of the trial research project is a prerequisite for PhD candidacy.

Dissertation

1. 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.

2. 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.

3. 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.

4. 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.
Cognition Program

Research on cognition lies at the core of the study of many basic psychological mechanisms (e.g., recognition, attention, categorization, memory, inference) and in recent years, neuroimaging methods have been used to make enormous strides grounding these mechanisms in the brain. Work on cognitive mechanisms has been important in a number of other areas of psychology (e.g., Social Psychology and Developmental Psychology) and provides an important theoretical foundation for understanding higher order cognition including language use, reasoning, and problem solving.

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 32414: Cognitive Neuroscience

PSYC 35700: Psychology of Spoken Language

PSYC 37400 Human Memory

PSYC 38655: Environmental Neuroscience

PSYC 40107 Behavioral Neuroscience

PSYC 41000: Advanced Topics in Color Vision

PSYC 41400: Evolutionary Cognitive Psychology

PSYC 38300 Attention
PSYC 43200 Seminar in Language Development

PSYC 43600 Processes of Judgement and Decision Making

PSYC 43650: The Development of Social Cognition

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

There is a strong history of work in developmental psychology at the University of Chicago. The goal of this program is to foster the continuing development of this area by providing a program of study for graduate students and a community of researchers who share an interest in how development occurs. The Developmental Psychology program offers graduate study which investigates child psychology from a variety of perspectives. Four major research areas make up the program: cognitive development, social and emotional development, language and communicative development, and biological development. Specific topics of research specialization include: vocabulary acquisition, the development of gesture and other forms of nonverbal communication, the development of discourse abilities, mathematical and number knowledge in infants and children, the effects of early brain damage on development, social cognitive development in infancy and early childhood, early emotional understanding, the development of autobiographical memory, parent child interaction, language socialization, cultural influences on development, and environmental effects on language development and school achievement. The emphasis is on the use of experimental and observational methods for the study of development.

Curriculum

In their third and fourth year students write a theoretical review relevant to their dissertation. Ideally, this review could be a publishable article, suitable for a journal such as a Psychological Bulletin or Developmental Review and will help in formulating the dissertation.

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. This course will also fulfill a core course requirement for the common graduate curriculum.
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
   b. Biological Development:
      PSYC 31700 Developmental Biopsychology; Psyc 34900: Biopsychology of Attachment (D. Maestripieri); PSYC 36100 Developmental Cognitive Neuroscience; PSYC 36660 Genes and Behavior; PSYC 44450 Developmental Social Neuroscience.

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.

**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:

1. Psychology Department Breadth Courses (2* courses)
   *IN students will take two advanced courses within the Department of Psychology

2. Two of Four Core Neuroscience Courses (Cellular, Behavioral, Systems, Molecular) 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 33960 Biological Rhythms and Behavior
- PSYC 38300 Attention
- Advanced Cognitive Neuroscience (Psyc 38760)
- Neural Oscillations (Psyc 37150)
- PSYC 36100 Developmental Cognitive Neuroscience
- Neuropsychopharmacology (Psyc 36901)
- PSYC 32000 Color Vision
- PSYC 37400 Human Memory or LM&C
- PSYC 33700 Perception and Action
- PSYC 33750 Seminar: Skill Acquisition and Sensorimotor Learning
- PSYC 35750 Spoken Language Processing
- PSYC 33300 The Social Brain and Empathy
• Attitudes & Persuasion (Psyc 46100)
• PSYC 35950 Stereotyping and Prejudice
• PSYC 34700 Social Cognition
• PSYC 35000 Physiology of Vision
• PSYC 39000 Vision
• PSYC 32600 Speech Perception

Trial Research Project
Each student completes a Trial Research Project under the guidance of a faculty advisor. This is a significant piece of research carried out over a 12-month period. Both written and oral presentations of the research are required. The student will submit the trial research paper prior to the end of the Spring Quarter of the second year and defend the trial research paper at a hearing with his or her committee prior to the end of Spring Quarter of the second year. The oral examination will also probe the students’ breadth and depth of knowledge associated with the completed coursework.

Doctoral Dissertation
The Doctoral Dissertation is an independent research project carried out under the guidance of a faculty Dissertation Committee with at least four members. At least two members of the committee, including the chair, must be in the Integrative Neuroscience program; a third member must be in the Department of Psychology. The chair of the committee typically is the primary research advisor. A written dissertation proposal is presented to the committee in advance of an oral Proposal Hearing.

A student is admitted to PhD Candidacy after successfully completing (i) all course requirements, (ii) written and oral presentations of the Trial Research Project, and (iii) an approved dissertation proposal (including oral defense).

The doctoral dissertation is submitted to the dissertation committee prior to a final oral defense (the “final oral examination”). The dissertation committee plus an outside reader, who may be a faculty member at the University of Chicago or a scientist at another institution, administer the final oral exam. The committee members and reader evaluate the dissertation in private after the oral exam. At most one abstention or vote to disapprove is allowed among the committee members and reader; all others must approve the dissertation to satisfy the requirements for the PhD degree.

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 31115. Social Cognitive Development. 100 Units.
Human beings inhabit a very complex social world and our mind has structures that enable us to navigate this complexity. Where do these concerns come from? Are we blank slates that passively absorb cues from our environment? If not, what early competencies enable us to learn? How do these competencies interact with our culture? To answer these questions, this class will cover literature from infants, toddlers, children, and adults to give a rich picture of what changes and remains constant across development. We will cover topics such as children’s understanding of intentions, theory of mind, communication, ownership, morality, and inter-group attitudes.
Instructor(s): A. Shaw Terms Offered: Winter

PSYC 31200. Systems Neuroscience. 100 Units.
This course meets one of the requirements of the neuroscience specialization. This course introduces vertebrate and invertebrate systems neuroscience with a focus on the anatomy, physiology, and development of sensory and motor control systems. The neural bases of form and motion perception, locomotion, memory, and other forms of neural plasticity are examined in detail. We also discuss clinical aspects of neurological disorders.
Instructor(s): M. Hale, D. Freedman Terms Offered: Spring
Prerequisite(s): BIOS 24204 or consent of instructor
Equivalent Course(s): BIOS 24205, PSYC 24000

PSYC 32750. Advanced Topics in Chronobiology. 100 Units.
The course considers biological rhythms evident in animals and humans, with an emphasis on daily and annual cycles. There is an emphasis on the role of the nervous and endocrine systems of mammals and birds in relation to behavioral rhythms of eating, drinking, sleeping, sex activity, hibernation, migration, seasonal affective disorders, menstrual and estrous cycles.
Instructor(s): B. Prendergast Terms Offered: Spring
PSYC 33000. Cultural Psychology: Philosophical and Theoretical Foundations. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder
terms offered: Autumn
Prerequisite(s): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B*, C*; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 23000, CHDV 21000

PSYC 33200. 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
Note(s): CHDV Distribution, B*; 2*, 5*
Equivalent Course(s): CHDV 31600

PSYC 34400. Computational Neuroscience III: Cognitive Neuroscience. 100 Units.
This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, action, attention, learning, memory). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g., neural networks, information theory, pattern recognition for studying neural encoding in individual neurons and populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.
Instructor(s): N. Hatsopoulos
terms offered: Spring
Prerequisite(s): BIOS 24222 or CPNS 33100
Equivalent Course(s): ORGB 34650, CPNS 33200

PSYC 34410. Computational Approaches for Cognitive Neuroscience. 100 Units.
This course is concerned with the relationship of the nervous system to higher order behaviors such as perception and encoding, action, attention, and learning and memory. Modern methods of imaging neural activity are introduced, and information theoretic methods for studying neural coding in individual neurons and populations of neurons are discussed.
Instructor(s): N. Hatsopoulos
terms offered: Spring
Prerequisite(s): BIOS 24222 or CPNS 33100
Equivalent Course(s): ORGB 34650, CPNS 33200
**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 computations methods to implement the models in MATLAB.
Instructor(s): D. Kondrashov Terms Offered: Autumn. L
Prerequisite(s): BIOS 20151 or BIOS 20152 or consent of the instructor Equivalent Course(s): 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 Equivalent Course(s): BIOS 26211, CPNS 31100

**PSYC 37300-37900. Experimental Design I-II.**

**PSYC 37300. Experimental Design I. 100 Units.**
This course covers topics in research design and analysis. They include multifacto r, completely randomized procedures and techniques for analyzing data sets with unequal cell frequencies. Emphasis is on principles, not algorithms, for experimental design and analysis.
Instructor(s): S. Shevell Terms Offered: Winter. Not offered in 2016-17.
PSYC 37900. Experimental Design II. 100 Units.
Experimental Design II covers more complex ANOVA models than in the previous course, including split-plot (repeated-measures) designs and unbalanced designs. It also covers analysis of qualitative data, including logistic regression, multinomial logit models, and log linear models. An introduction to certain advanced techniques useful in the analysis of longitudinal data, such as hierarchical linear models (HLM), also is provided. For course description contact Psychology.
Instructor(s): S. Shevell Terms Offered: Spring. Not offered in 2016-17.

PSYC 37560. Advances in Memory Manipulation. 100 Units.
As the baby boom generation ages, the rising prevalence of aging-related cognitive decline has become a major challenge for individuals, families and society. How does aging affect our brains and our minds, and are these changes inevitable? This seminar provides an introduction to the scientific literature of the aging mind, focusing on both normal and pathological (e.g., Alzheimer’s disease) cognitive changes in late adulthood. We will cover contemporary research with strong emphasis on cognitive theory and neural systems. Topics include different cognitive domains (e.g., attention, memory, metacognition, affective control) and applied issues (e.g., physical exercise, mental training, stereotype threat).
Instructor(s): D. Gallo Terms Offered: Spring

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: Autumn
Note(s): CHDV Distribution, A*; 1*
Equivalent Course(s): CHDV 37950, PSYC 27950, BIOS 29265, ECON 14810, CHDV 27950

PSYC 40107. Behavioral Neuroscience. 100 Units.
This course is concerned with the structure and function of systems of neurons, and how these are related to behavior. Common patterns of organization are described from the anatomical, physiological, and behavioral perspectives of analysis. The comparative approach is emphasized throughout. Laboratories include exposure to instrumentation and electronics, and involve work with live animals. A central goal of the laboratory is to expose students to in vivo extracellular electrophysiology in vertebrate preparations. Laboratories will be attended only on one day a week but may run well beyond the canonical period.
Instructor(s): D. Margoliash Terms Offered: Winter
Equivalent Course(s): NURB 30107, CPNS 30107
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.

Instructor(s): M. Berman

PSYC 40450. Topics in Cognition I. 100 Units.
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.
Instructor(s): M. Berman

PSYC 40451. Topics in Cognition II. 100 Units.
No description available.
Instructor(s): M. Berman

PSYC 40452. Topics in Cognition III. 100 Units.
No description available.
Instructor(s): M. Berman

PSYC 40600. Advanced Seminar in Social Psychology. 100 Units.
This seminar course examines social psychological theory and research based on both classic and contemporary contributions. Among the major topics examined are conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.
Instructor(s): J. Cloutier
Terms Offered: Spring

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): Staff Terms Offered: Autumn
Note(s): CHDV Distribution, 2*
Equivalent Course(s): CHDV 40851

PSYC 40852. Topics in Developmental Psychology II. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): A. Shaw Terms Offered: Winter

PSYC 40853. Topics in Developmental Psychology III. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): S. Levine

PSYC 41150. Quantitative Methods in Cognition and Perception. 100 Units.
Theoretical advances in cognition and perception often use quantitative models
to develop and test theories. This course covers a broad range of these methods
and models. Topics include signal detection theory, multidimensional scaling,
multidimensional classification analysis, Fourier analysis and wavelet based
analysis, fMRI signal processing, graph theory and Bayesian modeling.
Instructor(s): M. Berman, S. Shevell Terms Offered: Autumn
Prerequisite(s): 1 Year of Calculus or Permission of Instructor.

PSYC 41920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory
or gradual? Did it start late or early and then proceed in a protracted way? Was the
emergence monogenetic or polygenetic? What were the ecological prerequisites for
the evolution, with the direct ecology situated in the hominine species itself, and
when did the prerequisites obtain? Did there ever emerge a language organ or is
this a post-facto construct that can be interpreted as a consequence of the emergence
of language itself? What function did language evolve to serve, to enhance thought
processes or to facilitate rich communication? Are there modern “fossils” in the
animal kingdom that can inform our scholarship on the subject matter? What does
paleontology suggest? We will review some of the recent and older literature on
these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920,ANTH 47305,CHDV 41920,EVOL 41920,LING 21920,LING 41920

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): D. Casasanto Terms Offered: Spring

PSYC 42250. Event-Related and Oscillatory Analysis Techn w/Human EEG Data.
100 Units.
This course will cover analytic approaches for understanding oscillatory neural
activity using human EEG.
Instructor(s): E. Awh Terms Offered: Spring
**PSYC 42400. Teaching Psychology. 100 Units.**
No description available.
Instructor(s): J. Cacioppo Terms Offered: Autumn
Prerequisite(s): Psychology graduate students who TA for PSYC 20000.

**PSYC 42510. Attention Seminar. 100 Units.**
We will read original journal articles on the topic of attention and we will discuss the definition of this construct, the methods used to study it, and the neural basis of this cognitive function.
Instructor(s): E. Vogel Terms Offered: Autumn

**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): A. Woodward, D. Yurovsky Terms Offered: Spring

**PSYC 42650. Working Memory. 100 Units.**
This course will cover basic working memory theory, broadly defined, with a focus on neural models.
Instructor(s): E. Awh, E. Vogel Terms Offered: Winter

**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
Note(s): CHDV Distribution, B*; 2*, 5*
Equivalent Course(s): CHDV 41601

**PSYC 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): CHDV 43600
PSYC 43760. Sensitive Periods: How the Timing of Exper Alters Its Effect. 100 Units.
Sensitive periods are defined as phases in life when experience has the most effect on a particular brain system. Typically occurring during development, experience during sensitive periods has long-term implications for sensory processing, affective development, cognitive processes, and production of complex learned behavior such as language. We will combine an investigation of biological underpinnings with behavioral consequences of sensitive periods and ask questions such as: How are sensitive periods defined during development? Are sensitive periods for a variety of behaviors different or the same? How does experience intersect with the brain to encode and modify a sensitive period? Can we re-open sensitive periods after their normal end - and do we want to?
Instructor(s): S. London Terms Offered: Spring
Note(s): CHDV Distribution: 1*
Equivalent Course(s): CHDV 43760, NURB 33370

PSYC 43770. Behavioral Epigenetics: Sml Change w/Big Effect on Brain/Behav. 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): CHDV Distribution: 1*
Equivalent Course(s): CHDV 44770

PSYC 43980. Psychoneuroimmunology. 100 Units.
The aim of this course is to present some of the basic information necessary to interpret literature in the field of psychoneuroimmunology (PNI). Given the breadth of this line of research, the course is structured to provide students with an overview of several areas central to the field including basic immunology and neurobiology, psychological stress, coping and PNI, immune-mediated alterations in affective and cognitive processes, and PNI processes associated with health and disease. Course requirements include in-depth weekly discussion of assigned readings and a final paper.
Instructor(s): G.Norman Terms Offered: Autumn
PSYC 44700. Seminar: Topics in 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: Spring
Equivalent Course(s): CHDV 44700

PSYC 45300. When Cultures Collide: The Multicultural Challenge. 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: Autumn
Note(s): CHDV Distribution: C; 3*
Equivalent Course(s): ANTH 45600, HMRT 35600, GNDR 45600, CHDV 45600

PSYC 45602. Preparing Research Proposals for Psychologists. 100 Units.
The course objectives include identifying grant outlets, understanding NSF/NIH
grant proposal components, understanding the review process, and learning how
to present your research ideas in the context of a grant proposal. We will discuss
the components of successful grant proposals, including specific aims, background
and significance, research design, and societal impact. The components discussed
will be tailored to the F31 and NSF SBE format. Students will spend the initial weeks
studying the NIH/NSF review process and then prepare formal written proposals.
Instructor(s): J. Kubota Terms Offered: Winter

PSYC 45650. Language and the Senses. 100 Units.
Language and sound have obvious interactions, as do language and sight. But there
are also surprisingly strong interactions between language and the perception of
odors. In this seminar, we will read current and historical literature on the sensory
systems and language, including seminal texts in neuroanatomy, neuroimaging,
perception, naming of sensory stimuli, sensory attention, and temporal and
other properties of sensory systems. Students should have a background in basic
neuroscience and be in a graduate program in psychology, neurobiology or a related
discipline.
Instructor(s): D. Casasanto, L. Kay Terms Offered: Winter
Prerequisite(s): Background in basic neuroscience and be in a graduate program in
psychology, neurobiology, or a related discipline
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.
Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of “functional” semiotic structure and history.
Instructor(s): M. Silverstein Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): CHDV 37201, LING 31100, ANTH 37201

PSYC 47002. Language in Culture II. 100 Units.
The second half of the sequence takes up basic concepts in sociolinguistics and their critique.
Instructor(s): Susan Gal Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): LING 31200, ANTH 37202

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): S. Levine 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.
The goal of this proseminar is to give graduate students the opportunity to be exposed to and discuss the research in biopsychology currently conducted at the Institute for Mind and Biology. The Mind and Biology Proseminar meets four times a quarter (plus an orientation meeting in Autumn quarter, each time for two hours. A meeting consists of a 45 – 60 minute research presentation by an IMB faculty member (or a guest speaker) and 60 minutes of discussion. Students will earn 100 units in Spring quarter after completing the three-quarter sequence.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Consent only
Equivalent Course(s): CHDV 48001

PSYC 48002. Mind and Biology Proseminar II. 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): TBD Terms Offered: Winter
PSYC 48003. Mind and Biology Proseminar III. 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): TBD Terms Offered: Spring

PSYC 48150. Graduate Seminar. 100 Units.
No description available.
Instructor(s): B. Keysar Terms Offered: Winter

PSYC 48155. The Quest for Interesting Research. 100 Units.
Time is short so we often do what we have to do. This seminar is an opportunity to read the articles we wish we had the time to read not those we have to. We will read an eclectic series of articles. They need not necessarily have a common theme, they will be mostly from psychology, perhaps with relevance to law, perhaps to public policy. We will discuss what makes each article interesting, what makes findings important, how to decide what questions to ask and how to determine in what direction to take a research program. But mainly we will just be reading, discussing and enjoying the quest.
Instructor(s): Keysar, B. Terms Offered: Winter
THE JOHN U. NEF COMMITTEE ON SOCIAL THOUGHT

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

Chair

- Robert Pippin

Professors

- Lorraine Daston
- Wendy Doniger
- Hans Joas
- Irad Kimhi
- Gabriel Lear
- Jonathan Lear
- Jean Luc Marion
- Heinrich Meier
- Glenn W. Most
- David Nirenberg
- Thomas Pavel
- Mark Payne
- Robert B. Pippin
- Andrei Pop
- Haun Saussy
- Laura Slatkin
- Nathan Tarcov
- Rosanna Warren
- David Wellbery

Emeriti

- Paul Friedrich
- Leon Kass
- Joel Kraemer
- Ralph Lerner
- James M. Redfield
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 inter-disciplinary 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.

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, a public lecture on an aspect of their research of general interest to the scholarly community is to be given.

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:

- Heidegger’s Polemos: From Being to Politics
- Nature’s Artistry: Goethe’s Science and *Die Wahlverwandtschaften*
- 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 Theory 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
• Hegel on Mind, Action, and Social Life: The Theory of Geist as a Theory of Explanation. Liberalism in the Shadow of Totalitarianism: The Problem of Authority and Values Since World War Two
• 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 Religionsgesprach: 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
• Hamlet’s Arab Journey: Adventures in Political Culture and Drama 1952-2002
• 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
• Connecting Agency and Morality in Kant’s Moral Theory
• Tocqueville and the Question of the Nation
• Pierre Bayle’s “Machiavellianism”
• The Burial of Hektor: The Emergence of the Spiritual World of the Polis in the Iliad
• Hegel’s Defense of Moral Responsibility
• Dostoevsky, Madness, and Religious Fervor: Reason and its Adversaries
• 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

**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.
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? (If you can, include your intentions for the Fundamentals requirement, further language study, and dissertation research.) How has your education to date prepared you? In addition, you should include a sample of your best written work, preferably relevant to the kind of work you propose to do at the Committee, though you may also include a short sample of fiction or poetry in addition. Should we consider the evidence submitted to be insufficient, we may ask you to add to it. Applicants are also required to take the Graduate Record Examination.

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 admissions@ssd.uchicago.edu (admissions@ssd.uchicago.edu) or (773) 702-8415. Most material for the application can be uploaded into the application system. Additional correspondence and materials sent in support of applications should be mailed to:

The University of Chicago
Division of the Social Sciences
Admissions Office, Foster 107
1130 East 59th Street
Chicago, IL 60637

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).
For additional information about the Social Thought program, please call 773-702-8410.

COURSES

The department website offers descriptions of graduate courses scheduled for the current academic year: http://socialthought.uchicago.edu/page/social-thought-courses-descriptions. Or you may email the Committee directly com-soc-tht@uchicago.edu and request a copy of the current course schedule.

SOCIAL THOUGHT COURSES

SCTH 30002. Performance as Subversion under Totalitarian Censorship. 100 Units.
This course explores theater, music, and film as forms of subversion during periods of militaristic and totalitarian dictatorships where strict censorship was applied to public performance. Students choose topics and submit a final paper after a class presentation.
Instructor(s): D. Buch Terms Offered: Winter
Equivalent Course(s): TAPS 29104

SCTH 30104. Heidegger's The Basic Problem of Phenomenology. 100 Units.
No description available.
Instructor(s): Irad Kimhi Terms Offered: Autumn

SCTH 32202. Ethical and Theological Issues in Hinduism. 100 Units.
An exploration of Hindu attitudes to, and mythologies of, women, animals, people of low caste, members of various religious groups, homosexuals, foreigners, criminals, and in general violators of the codes of dharma. The course is designed around the new Norton Anthology of Hinduism, supplemented by a history of the Hindus. The readings will focus closely on a few texts, some Sanskrit and some from vernacular literatures, from several different historical periods. It will situate each major idea in the context of the historical events to which it responded: the Rig Veda in the Indo-European migrations, the Upanishads in the social crisis of the first great cities on the Ganges, and so forth, up to the present day BJP revisionist tactics. And it will emphasize the alternative traditions of women and the lower classes.
Instructor(s): Wendy Doniger Terms Offered: Spring 2017
Prerequisite(s): Permission of instructor. 15-20 page paper at the end of the course.
Note(s): A seminar suitable for BA, MA and PhD students
Equivalent Course(s): HREL 33702,SALC 38304,RLST 23904
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: Winter. Winter 2017

SCTH 35001. theatricality in Modern Art from 1700 to 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 Terms Offered: Autumn

SCTH 35002. Rethinking the Social History of Art. 100 Units.

Prior to the Second World War, and again in the wake of the 1968 unrests, a politically committed art history carried out innovative research in the social and political stakes of art with the ambition to offer a comprehensive critique of society. What kind of social history of art does our troubled epoch need (or deserve)? Is the social history of art primarily activism by other means or does it aspire to be a value-free social science? If the latter, what economic, sociological, anthropological, or other foundation should it have? With readings in the Hegelian, Marxist, Feminist, and other art historical traditions.

Instructor(s): Andrei Pop Terms Offered: Winter. Winter 2017

Equivalent Course(s): ARTH 25002, ARTH 35002

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: Spring. Spring 2017

Equivalent Course(s): ARTH 25003, ARTH 35003
SCTH 35901. Sophocles, Oedipus at Colonus. 100 Units.
A close literary and philological analysis of one of the most extraordinary of all Greek tragedies. While this play, in its many dimensions, will offer more than adequate material for classroom analysis and discussion, some attention will also be directed to its reception.<br />
Instructor(s): G. Most Terms Offered: Winter 2013
Prerequisite(s): Greek or consent of instructor
Equivalent Course(s): GREK 40112,CMLT 35903

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 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.
Instructor(s): J. Lear Terms Offered: Autumn
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Equivalent Course(s): PHIL 38209,HIPS 28101,PHIL 28210
SCTH 38250. Don Quixote. 100 Units.
The course will provide a close reading of Cervantes’ Don Quixote and discuss its links with Renaissance art and Early Modern narrative genres. On the one hand, Don Quixote 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 Quixote exhibits a desire for Italy through the utilization of Renaissance art. Beneath the dusty roads of La Mancha and within Don Quixote’s chivalric fantasies, the careful reader will come to appreciate glimpses of images with Italian designs. Taught in English. Spanish majors will read the text in the original and use Spanish for the course assignments. The course format would be alternating lectures by the two faculty members on Mondays and Wednesdays. Fridays are devoted to discussion of the materials presented on Mondays and Wednesdays.
Instructor(s): F. de Armas, T. Pavel Terms Offered: Spring
Prerequisite(s): SPAN 21703 for students seeking Spanish credit

SCTH 39126. Empire and Enlightenment. 100 Units.
The European Enlightenment was a formative period in the development of modern historiography. It was also an age in which the expansionist impulse of European monarchies came under intense philosophical scrutiny on moral, religious, cultural, and economic grounds. We chart a course through these debates by focusing in the first instance on histories of Rome by William Robertson and Edward Gibbon, as well as writing on law and historical method by Giambattista Vico.
Instructor(s): Ralph Lerner and Clifford Ando Terms Offered: Winter 2013
Equivalent Course(s): CLCV 25107, CLAS 35107, HIST 30502, HIST 20502

SCTH 39127. The Political Thought of James Madison. 100 Units.
A close examination of the philosophic underpinnings of Madison’s political thought.
Instructor(s): Ralph Lerner Terms Offered: Autumn

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.
Instructor(s): Ralph Lerner Terms Offered: Autumn. Autumn 2016
Equivalent Course(s): FNDL 29218

SCTH 39129. Burke’s Politics. 100 Units.
An examination of Edmund Burke’s speeches and writings on politics, empire, and revolution.
Instructor(s): Ralph Lerner Terms Offered: Winter. Winter 2017
SCTH 50058. Sem: Pragmatism and Religion. 100 Units.
The American philosopher William James is not only one of the founders of pragmatism, but also the inaugurator of a methodological revolution in the empirical study of religion, namely of an approach that deals with religion not so much as a set of doctrines or institutions, but as articulations of intense experiences of self-transcendence. Starting with James's classical work "The Varieties of Religious Experience" of 1902, this class will also deal with the contributions of other pragmatist thinkers to the study of religion - ranging from classical authors (Peirce, Royce, Dewey) to contemporary thinkers (Putnam, Rorty, John Smith) and my own writings in this area.
Instructor(s): H. Joas Terms Offered: Autumn
Prerequisite(s): This is a 10 week course taught in 5 weeks
Equivalent Course(s): AASR 50081, SOCI 50081

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.
Instructor(s): Andrei Pop Terms Offered: Autumn

SCTH 50605. On Aesthetic Form. 100 Units.
This seminar is part of a joint research project (The Idealist Project: Self-Determining Form and the Foundation of the Humanities) sponsored by the Neubauer Collegium. The focus of the year's activities is the topic of aesthetic form. There will be two conferences on this topic with the participation of leading international scholars in Fall 2016 and Spring 2017, with the conference participants returning for seminar sessions devoted to readings of their work. Particular (but not exclusive) attention will be paid to the theory of tragedy. Important points of reference are works by Goethe, Schelling, Hegel, Kierkegaard, Nietzsche, Benjamin, and Cavell.
Instructor(s): D. Wellbery; R. Pippin Terms Offered: Winter
Equivalent Course(s): PHIL 51903, GRMN 51917
SCTH 51302. The Formation of the Modern Concept of History. 100 Units.
This seminar aims to investigate the formation of the modern concept of History (from the end of the 18th and to the end of the 19th century), mainly in German and in France. Dealing with intellectual history, it will concentrate first on the great topos of the *historia magistra vitae* (History mistress of life), its questioning and finally its dissolution with the emergence of a modern concepts of time and a new understanding of what is History. Time becomes an actor and history is understood in the singular as History and progress (*die Geschichte* in German). The period of the French Revolution will, then, play a capital role, both at a real and symbolic level, in France and beyond. The seminar will also follow the emergence and the progressive advent of the modern regime of historicity, even if expressions of resistance and even denial of it (through Restauration, Reaction, longing for an idealized past, etc.) were active and many.
Instructor(s): Francois Hartog
Terms Offered: Autumn. Autumn 2016

SCTH 51414. Monotheism and Its Discontents. 100 Units.
This course will study in the same framework some of the most radical heretics among Jews, Christians, and Muslims across the centuries, from antiquity to the twentieth century: dualists, deniers of prophecy, philosophical deists and atheists. The main purpose of this exercise is to detect similar patterns of rejection of the Abrahamic God, and to search for similarities and differences between such patterns and atheistic trends in other cultures, such as ancient Greece. The study of the different ways in which monotheism was rejected in history might help us identify more precisely core elements of the Abrahamic religions.
Instructor(s): Guy G. Stroumsa
Terms Offered: Autumn. Autumn 2016

SCTH 55507. Kierkegaard’s *The Sickness unto Death*. 100 Units.
This seminar will be a close reading of Kierkegaard’s classic text, written under the pseudonym of “Anti-Climacus”. among the topics to be discussed are the nature and forms of despair, hopelessness and hopefulness, faith, sickness, guilt and sin.
Instructor(s): Jonathan Lear
Terms Offered: Autumn
Department of Sociology

Chair

- Karin Knorr Cetina

Professors

- Andrew Abbott
- Luc Anselin
- Terry N. Clark
- Elisabeth S. Clemens
- Andreas Glaeser
- Karin Knorr Cetina, Anthropology
- Edward O. Laumann
- John Levi Martin
- Stephen W. Raudenbush
- Ross M. Stolzenberg
- Linda Waite
- Kazuo Yamaguchi
- Dingxin Zhao

Associate Professors

- Kathleen A. Cagney, Health Studies
- James A. Evans
- Cheol-Sung Lee
- Omar M. McRoberts
- Kristen Schilt
- Jenny Trinitapoli

Assistant Professors

- Marco Garrido
- Kimberly Hoang
- Xi Song
- Forrest Stuart
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 admissions@ssd.uchicago.edu or (773) 702-8415. Most materials in support of the application can be uploaded through the application. Other correspondence and materials sent in support of applications should be mailed to:

The University of Chicago
Division of the Social Sciences
Admission Office, Foster 107
1130 East 59th Street
Chicago IL 60637

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 beginning in 2014-15 is SOCI 30006 Second/Third Year Writing Seminar-1 and SOCI 30007 Second/Third Year Writing Seminar-2 in Winter and Spring.

**METHODOLOGY AND STATISTICS REQUIREMENT**

For the Ph.D. degree, also during the first year, students are required to complete for credit SOCI 30004 Statistical Methods of Research and SOCI 30005 Statistical Methods of Research-2. For students entering with a strong quantitative background, the department may approve alternative sequences.

**PRELIMINARY EXAMINATION**

This is an M.A. final/Ph.D. qualifying written examination designed to demonstrate competence in several major subdisciplines of sociology. The examination is based on the first-year common core courses, Sociological Inquiry I and History of Social Theory, and a special supplementary bibliography. The preliminary examination is normally taken at the beginning of the second year of residence. On the basis of the student’s performance on this examination and in course work during the first year, the department determines whether the student is allowed to continue for the Ph.D.

**THE QUALIFYING PAPER**

This 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." The paper is to be 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 submit an appropriate revision to meet the qualifying paper requirement. Students should formulate a proposal for the paper early in their second year. The qualifying paper should be completed by the first quarter of the third year of study.

**SPECIAL FIELD EXAMINATIONS**

Ph.D. students are required to demonstrate competence in two special fields. The Special Field Requirement is generally met during the second, third, and fourth years of graduate study. Students must pass the Preliminary Examination at the Ph.D. level before meeting the Special Field Requirement. An examination or review essay is prepared on an individual basis in a field of sociology in which the student wishes to develop research competence. One special field is ordinarily closely related to the subject matter of the subsequent dissertation. The examination will cover both theoretical and substantive materials and the methods required for effective research in those fields. Preparation takes the form of specialized courses and seminars, supplemented by independent study and reading. The fields most commonly taken are community structure; demography; economics and work
institutions; culture; educational institutions; family and socialization; formal organizations; mathematical sociology; methodology; modernization; political organization; race and ethnic relations; social change and social movements; social stratification; and urban sociology. One of the two Special Field requirements may be met with an approved sequence of methodology courses.

**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. The Ph.D. dissertation is judged by its contribution to sociological knowledge and the evidence it shows of ability to carry out independent research.

**Teaching Opportunities**

The Department of Sociology offers opportunities for campus teaching which give graduate students increasing responsibility for classroom instruction. After completing the second year of study, students may apply to the department to become course assistants with the opportunity to discuss course design, teach under supervision of a faculty member, and review student work. There are also many opportunities to teach in the social science courses included in the College Core Curriculum. Typically, students apply for positions as teaching interns in their 3rd or 4th year. Upon successful completion of an internship, graduate students are eligible for consideration as independent instructors of College level courses. Please note that many offers of admission and fellowship include a teaching requirement and that completion of a specified number of teaching appointments is a divisional requirement for the doctorate.

**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.

SOCIODEY 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): K. Cagney Terms Offered: Winter
Prerequisite(s): Open only to 1st- and 2nd-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): A. Abbott Terms Offered: Autumn
Note(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): S. Raudenbush Terms Offered: Winter
Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 20004

SOCI 30005. Statistical Methods of Research-2. 100 Units.
This second quarter course covers contingency tables, OLS regression methods, missing data, scale construction and logistic models.
Instructor(s): Song, Xi Terms Offered: Spring
Prerequisite(s): SOCI 30004

SOCI 30006. Second/Third Year Writing Seminar-1. 050 Units.
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal.
Instructor(s): S. Forrest, J. Trinitapoli Terms Offered: Winter
Prerequisite(s): Sociology PhD students only
SOCI 30007. Second/Third Year Writing Seminar-2. 050 Units.
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal.
Instructor(s): S. Forrest, J. Trinitapoli Terms Offered: Spring
Prerequisite(s): Sociology PhD students only

SOCI 30101. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.
Instructor(s): E. Laumann Terms Offered: Autumn
Equivalent Course(s): PBPL 23000, SOCI 20101

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 (e.g., earnings, income, authority, political power, status, prestige). This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20103
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): F. Stuart Terms Offered: Autumn
Equivalent Course(s): CRES 20104,GEOG 22700,GEOG 32700,SOSC 25100,SOCI 20104

SOCI 30105. Bidwell’s Educational Organization and Social Inequality. 100 Units.
Education systems and schools play a critical role in reinforcing or reducing social
inequality. This course explores the organizational structures and processes that
influence and define educational and life trajectories for students. Drawing upon
sociological theory, we will consider mechanisms at multiple levels within the
educational system: at the individual student, classroom, school and school system
levels. In doing so, we will explore sorting mechanisms within the system, such
as tracking, ability grouping, course taking patterns and school sectors. At the
same time, we will consider school district and policy efforts that aim to change
distribution of student outcomes or life chances and evaluate those efforts.
Instructor(s): S. Stoelinga Terms Offered: Winter
Equivalent Course(s): PPHA 39300,SOCI 20105

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: Autumn
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): ENST 23500,PBPL 23600,SOCI 20106

SOCI 30107. Sociology of Human Sexuality. 100 Units.
After briefly reviewing several biological and psychological approaches to human
sexuality as points of comparison, this course explores the sociological perspective
on sexual conduct and its associated beliefs and consequences for individuals
and society. Substantive topics include gender relations; life-course perspectives
on sexual conduct in youth, adolescence, and adulthood; social epidemiology of
sexually transmitted infections (e.g., AIDS); sexual partner choice and turnover; and
the incidence/prevalence of selected sexual practices.
Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): GNSE 27100,SOCI 20107
SOCI 30112. Applications of Hierarchical Linear Models. 100 Units.
A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.
Instructor(s): S. Raudenbush Terms Offered: Spring
Prerequisite(s): Applied statistics at a level of multiple regression
Equivalent Course(s): SOCI 20112

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: Autumn
Equivalent Course(s): HMRT 20116, HMRT 30116, PBPL 27900, LLSO 20116, SOCI 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: Winter
Equivalent Course(s): PBPL 24800, SOCI 20120

SOCI 30122. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.
Instructor(s): K. Cagney Terms Offered: Spring
Equivalent Course(s): ENST 20500, GNDR 20120, GNDR 30120, SOCI 20122
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: Spring
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: Winter
Equivalent Course(s): SOCI 20179

SOCI 30184. Political Culture, Social Capital, and the Arts. 100 Units.
New work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts (e.g., political culture, social capital, legitimacy) and how they change with these new developments. Scenes, nightlife, design, the Internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. After a focus on the discussion of readings, the second part of the course is conducted as a seminar.
Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): SOCI 20184

SOCI 30191. Social Change in the United States. 100 Units.
This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, "live" statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS).
Instructor(s): R. Stolzenberg Terms Offered: Spring
Prerequisite(s): Two prior sociology courses or consent of instructor
Equivalent Course(s): SOCI 20191
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
Equivalent Course(s): SOCI 20192

SOCI 30232. Sociology of Religion. 100 Units.
What is religion? How can religion be studied sociologically? How did religion’s significance change as the world enters the modern age? What affects the different importance and position of religions in different societies? How do we account for the growth and decline of religious groups? What social factors and processes influence individuals’ religious beliefs, commitments, practices, conversions, and switching? In what ways can religion impact economy, politics, gender, and race relations in modern times? These are the core questions that this course intends to deal with. The course is designed to cultivate in students an understanding of the distinctively sociological approach to studying religion and familiarize students with the important theoretical approaches as well as major findings, problems, and issues in the field.
Instructor(s): Y. Sun Terms Offered: Winter
Equivalent Course(s): AASR 30232, SOCI 20232

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: Spring
Equivalent Course(s): SOCI 20233
SOCI 30236. Political Modernization. 100 Units.
Modernization refers to the transformation of society from one kind ("traditional") to another ("modern"). The foundational thinkers of the social sciences have characterized this process in terms of economic differentiation (Adam Smith), social differentiation (Emile Durkheim), the organization of production around the accumulation of profit (Karl Marx), and rationalization/disenchantment (Max Weber). Indeed, the social sciences emerged as the study of modernization. This course builds upon these foundations. We will begin by discussing modernization theory alongside its neo-Marxist and postcolonial critics. Then we will focus on political modernization specifically, discussing theories on the formation and "proper" function of the state, democracy, civil society, and citizenship. We will consider these theories in light of the experience of societies in the "developing" world. Course readings will draw upon scholarship across the social sciences, especially sociology, political science, and economics.
Instructor(s): M. Garrido Terms Offered: Spring
Equivalent Course(s): SOCI 20236

SOCI 30245. Global Health and Inequality. 100 Units.
This course introduces the principal health problems of the world’s populations, focusing on the health situation in the developing world. This course draws upon literature from sociology, demography, economics, public health, epidemiology, and medical anthropology. At the end of the course students will have developed a working knowledge of the key health patterns, their causes, and the main obstacles to improving health indicators in the developing world. We focus on the social conditions associated with health, disease, and mortality, and on their distribution on a global scale. Beyond engaging the major theoretical debates and the empirical approaches used to address them, students are expected to identify and evaluate scientific evidence on global health issues and advance their own research in this area.
Instructor(s): J. Trinitapoli Terms Offered: Winter
Equivalent Course(s): SOCI 20245

SOCI 30248. Inequality, Health, and The Life Course. 100 Units.
By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual’s physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual’s health and well-being.
Instructor(s): A. Mueller Terms Offered: Spring
Note(s): CHDV Distribution: B*, C*; 2*, 4*
Equivalent Course(s): CHDV 30440, SOCI 20248, CHDV 20440
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

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): A multivariate statistics course: familiarity with GIS is helpful, but not necessary
Equivalent Course(s): GEOG 20500, MACS 54000, SOCI 20253

SOCI 30301. Organizational Decision Making. 100 Units.
This course examines the process of decision making in modern, complex organizations (e.g., universities, schools, hospitals, business firms, public bureaucracies). We also consider the impact of information, power, resources, organizational structure, and the environment, as well as alternative models of choice.
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 37500, PLSC 27500
SOCI 30303. Urban Landscapes as Social Text. 100 Units.
This seminar explores the meanings found in varieties of urban landscapes, both in the context of individual elements and composite structures. These meanings are examined in relation to three fundamental approaches that can be identified in the analytical literature on landscapes: normative, historical, and communicative modes of conceptualization. Emphasis is placed on analyzing the explicitly visual features of the urban landscape. Students pursue research topics of their own choosing within the general framework.
Instructor(s): M. Conzen Terms Offered: Autumn
Prerequisite(s): Advanced standing and consent of instructor.
Equivalent Course(s): GEOG 42400

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 is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): G. Hong Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite.
Note(s): Graduate course, open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): STAT 31900, PBHS 43201, PLSC 30102, CHDV 30102

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. Content Analysis. 100 Units.
Introduction to the analysis of textual content for social insight. Students in course will: 1) survey recent advances in natural language processing, information extraction and computational linguistics that can be leveraged to analyze textual content; 2) develop a computational toolkit that implements some of these advances; and 3) design and execute projects that analyze textual data for social inference. Specific topics include text clustering, classification, relevance ranking, and latent semantic indexing.
Instructor(s): J. Evans Terms Offered: Winter
Note(s): Advanced UGs by consent

SOCI 40142. Library Methods for Social Sciences. 100 Units.
This course is a graduate introduction to the methods involved with "research with records"—that is, material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such material has been typically printed but may now be stored electronically as well as physically.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation and provenance, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum and will involve both small-scale exercises and a larger project. Major texts include Thomas Mann’s Oxford Guide to Library Research and Andrew Abbott’s Digital paper.
Instructor(s): A. Abbott Terms Offered: Autumn
Note(s): Advanced undergrads by consent

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 the interviewer.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn, Winter
Prerequisite(s): Graduate students only
**SOCI 40172. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.**

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape ‘real’ markets and market activities? ‘If you are so smart, why aren’t you rich?’ is a question economists have been asked in the past. Why isn’t it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course addresses these differences and core dimensions of economic sociology. This course provides an overview over social and cultural variables and patterns that play a role in economic behaviour and specifically in financial markets. We draw on the ‘New Economic Sociology’ which emerged in the late 70’s and early 80’s from the work of Harrison White, Marc Granovetter, Viviana Zelizer, Wayne Baker and others. We also draw on recent analysis of the relationship between knowledge, technology and economic and financial institutions and behaviour, and include an emerging body of literature on the financial crisis of 2008-09. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.

Instructor(s): K. Knorr Cetina
Terms Offered: Spring
Note(s): Open to advanced undergraduates
Equivalent Course(s): ANTH 45405

**SOCI 40176. Computing for the Social Sciences. 100 Units.**

This is an applied course for social scientists with little programming experience who wish to use computational analysis in their research. After completion of this course, students will be able to write basic programs that fulfill their own research needs. Major topics to be covered include data wrangling, data exploration, functional programming, statistical modeling, and reproducible research. Students will also learn how to parse text files, scrape data from other sources, create and query relational databases, implement parallel processes, and manage digital projects. Class meetings will be a combination of lecture and laboratory sessions, and students will complete weekly programming assignments as well as a final research project. Assignments will be completed primarily using the open-source R and Python programming languages and the version control software Git.

Instructor(s): Benjamin Soltoff
Terms Offered: Autumn
Note(s): MACS students have priority. Others admitted with instructor consent.
Equivalent Course(s): MACS 30500
SOCI 40177. Coding and Analyzing Qualitative Data: Using Open-Source Computer. 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: Autumn, Spring
Prerequisite(s): Graduate students only

SOCI 40187. Contemporary Social Theory. 100 Units.
This course is about how contemporary theorists and those interested in a theoretical sociology, anthropology or related fields think about societies, how they rearranges themselves, and how social and cultural forms and relations can be analyzed. It addresses connections that transcend national borders and connections that require us to dig deeper than the person and look at the brain. We address different theoretical traditions, including those attempting a diagnosis of our times, and mechanism theories. The overall focus is on defining and agenda setting paradigms in the second half of the 20th century and some new 21st century theorizing.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn. Not offered in 2016-2017

SOCI 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. Not offered in 2016-2017
Prerequisite(s): Advanced Undergrads Consent of Instructor

SOCI 40194. The Emergence of Organizations 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. (C)
Instructor(s): J. Padgett Terms Offered: Autumn
Equivalent Course(s): PLSC 46411
SOCI 40212. Demographic Technique. 100 Units.
Introduction to methods of demographic analysis. Topics include demographic rates, standardization, decomposition of differences, life tables, survival analysis, cohort analysis, birth interval analysis, models of population growth, stable populations, population projection, and demographic data sources.
Instructor(s): X. Song Terms Offered: Spring
Prerequisite(s): One introductory statistics course. No Auditing

SOCI 40213. Urban Ethnography. 100 Units.
The everyday experiences and cultural contours of urban life have long been a focal point for sociological study. Through weekly readings and discussion of influential texts, this course surveys the development of urban ethnography through current-day research. We will explore the substantive issues that have historically shaped urban life – from community dynamics to poverty to social control – as well as the epistemological and methodological concerns faced by those who study urban populations. The aim is to ground students in the foundational literature. The discussions are designed to prepare students to conduct their own urban ethnographies in the future, after completing the course.
Instructor(s): F. Stuart Terms Offered: Winter

SOCI 40217. Spatial Regression Analysis. 100 Units.
This course covers statistical and econometric methods specifically geared to the problems of spatial dependence and spatial heterogeneity in cross-sectional data. The main objective of the course is to gain insight into the scope of spatial regression methods, to be able to apply them in an empirical setting, and to properly interpret the results of spatial regression analysis. While the focus is on spatial aspects, the types of methods covered have general validity in statistical practice. The course covers the specification of spatial regression models in order to incorporate spatial dependence and spatial heterogeneity, as well as different estimation methods and specification tests to detect the presence of spatial autocorrelation and spatial heterogeneity. Special attention is paid to the application to spatial models of generic statistical paradigms, such as Maximum Likelihood, Generalized Methods of Moments and the Bayesian perspective. An important aspect of the course is the application of open source software tools such as R, GeoDa and PySal to solve empirical problems.
Instructor(s): L. Anselin Terms Offered: Spring
Equivalent Course(s): GEOG 40217
SOCI 40412. 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 “introduction to causal inference” course or its equivalent and want to extend their knowledge in causal inference. The course is particularly suitable for students who plan to conduct scientific research that involve investigations of causal relationships as well as for those with strong methodological interests. Topics will 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) multilevel experimental designs and observational data for treatment evaluation; (9) nonignorable missingness and informative censoring issues.
Instructor(s): G. Hong, K. Yamaguchi, F. Yang Terms Offered: Spring
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): CHDV 40102

SOCI 50047. Seminar: Institutional Analysis. 100 Units.
Institutional theories address the relatively durable configurations and conventions that shape political and social processes. Within societies, over time, and across nations, institutional analysis has sought to explain convergence across cases and persistence over time as well as those episodes of institutional change when organizational fields and political orders are significantly transformed. The course will include readings by sociologists, political scientists and institutional economists.
Instructor(s): E. Clemens Terms Offered: Spring

SOCI 50076. Logic of Social Science Inquiry. 100 Units.
Largely drawing on the literature of social movement, revolution, and historical sociology, this seminar surveys the methodologies that social scientists use to construct stories for the cases that interest them, including deductive reasoning, simulation, correlative thinking, mechanism-based analysis, case-based comparison, historical method, dialectics, conceptualization, hermeneutics, and more. The course discusses the pros and cons of each of these methods and ways to combine these methods to achieve better strategies for telling stories about ourselves and about the past and present.
Instructor(s): D. Zhao Terms Offered: Winter
SOCI 50081. Sem: Pragmatism and Religion. 100 Units.
The American philosopher William James is not only one of the founders of pragmatism, but also the inaugurator of a methodological revolution in the empirical study of religion, namely of an approach that deals with religion not so much as a set of doctrines or institutions, but as articulations of intense experiences of self-transcendence. Starting with James’s classical work “The Varieties of Religious Experience” of 1902, this class will also deal with the contributions of other pragmatist thinkers to the study of religion - ranging from classical authors (Peirce, Royce, Dewey) to contemporary thinkers (Putnam, Rorty, John Smith) and my own writings in this area.
Instructor(s): H. Joas Terms Offered: Autumn
Prerequisite(s): This is a 10 week course taught in 5 weeks
Equivalent Course(s): SCTH 50058, AASR 50081

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 50096. 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. (E)
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 57200
SOCI 60016. Computational Social Science Workshop. 100 Units.
High performance and cloud computing, massive digital traces of human behavior from ubiquitous sensors, and a growing suite of efficient model estimation, machine learning and simulation tools are not just extending classical social science inquiry, but transforming it to pose novel questions at larger and smaller scales. The Computational Social Science (CSS) Workshop is a weekly event that features this work, highlights associated skills and data, and explores the use of CSS in the world. The CSS Workshop alternates weekly between research workshops and professional workshops. The research workshops feature new CSS work from top faculty and advanced graduate students from UChicago and around the world, while professional workshops highlight useful skills and data (e.g., machine learning with Python’s scikit-learn; the Twitter firehose API) and showcase practitioners using CSS in the government, industry and nonprofit sectors. Each quarter, the CSS Workshop also hosts a distinguished lecture, debate and dinner, and a student conference. Instructor(s): James Evans Terms Offered: Autumn, Winter, Spring
Note(s): MACSS students must register for a R. Other faculty and graduate students welcome.
Equivalent Course(s): MACS 50000

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): Staff Terms Offered: Autumn
Prerequisite(s): 1st-year Sociology PhD students only
The William B. and Catherine V. Graham School of Continuing Liberal and Professional Studies

The Graham School of Continuing Liberal and Professional Studies extends the University's academic values to a broad local, national, and international (https://grahamschool.uchicago.edu/international) community of adult learners. Throughout our history we have provided innovative, strategic learning solutions to individuals as well as to private, not-for-profit, and public sector organizations in the liberal arts, business, and professions.

We offer numerous credit and noncredit learning opportunities—from traditional disciplines such as literature and philosophy, to business-oriented courses, to four master's degrees. To fit the schedule of working adults, most courses are located at the University of Chicago Gleacher Center (https://grahamschool.uchicago.edu/maps) in downtown Chicago and in the evenings and on weekends. We do offer courses at other times, in Hyde Park (https://grahamschool.uchicago.edu/maps), and online (https://grahamschool.uchicago.edu/online).

For the most up-to-date information on our programs, please visit our website: grahamschool.uchicago.edu.

CONTACT US (HTTPS://GRAHAMSCHOOL.UCHICAGO.EDU/CONTACT)

The University of Chicago Graham School
1427 E. 60th St., Second Floor
Chicago, IL 60637
(773) 702-1722

The University of Chicago Gleacher Center
450 N. Cityfront Plaza Dr.
Chicago, IL 60611
(312) 464-8655

grahamschool@uchicago.edu (grahamschool@uchicago.edu)
CREDIT PROGRAMS

THE GRADUATE STUDENT-AT-LARGE AND RETURNING SCHOLAR PROGRAM

The Graduate Student-at-Large and Returning Scholar programs enable eligible students to take graduate and undergraduate courses throughout the University of Chicago without being enrolled in a degree program.

Graduate Students-at-Large take regular University of Chicago courses for grades and credit, allowing students to preview graduate school, define academic focus, and build a transferable record of study. Returning Scholars audit courses, earning neither grades nor credit. The Returning Scholar program is ideal for continued personal and professional development, and skill-based study, e.g. languages.

- program type: graduate-level non-degree program
- courses (https://grahamschool.uchicago.edu/credit/graduate-student-at-large/registration)
- program structure, requirements, and application (https://grahamschool.uchicago.edu/credit/graduate-student-at-large/index)
- location: Hyde Park Campus (http://visit.uchicago.edu/transportation.shtml/#maps)
- courses taken: part-time, full-time / weekdays

GRADUATE STUDENT-AT-LARGE/RETURNING SCHOLAR BUSINESS

Graduate Business 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.

- 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 (http://visit.uchicago.edu/transportation.shtml/#maps) and Gleacher Center (https://grahamschool.uchicago.edu/maps)
**MASTER OF LIBERAL ARTS**

The Master of Liberal Arts (MLA) program is a program emphasizing integration of various fields of learning. MLA students are required to take courses in each of the four graduate divisions of the University: one course in the humanities, social sciences, physical sciences, and biological sciences. In addition to these distribution requirements, students take four electives and write a thesis under the guidance of a faculty mentor. All courses are taught by regular professors or emeriti from the University of Chicago. Because the deep reading, intense inquiry, and critical thinking skills acquired in program are applicable across a range of disciplines, the MLA program is designed for adults seeking self-enrichment, career advancement, or further graduate study.

- program type: masters degree program
- courses ([https://grahamschool.uchicago.edu/credit/master-liberal-arts/current-courses](https://grahamschool.uchicago.edu/credit/master-liberal-arts/current-courses))
- program structure, requirements, and application ([https://grahamschool.uchicago.edu/credit/master-liberal-arts/index](https://grahamschool.uchicago.edu/credit/master-liberal-arts/index))
- location: Gleacher Center ([https://grahamschool.uchicago.edu/maps](https://grahamschool.uchicago.edu/maps))
- part-time, full-time / weekday evenings and Saturday mornings
- time to completion: 1-5 years

**MASTER OF SCIENCE IN ANALYTICS**

The Master of Science in Analytics will give students thorough knowledge of techniques in the field of analytics, 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: data collection, preparation and integration; statistical methods and modeling; 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 applied projects and data sets 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](https://grahamschool.uchicago.edu/credit/master-science-analytics/index))
- location: Gleacher Center ([https://grahamschool.uchicago.edu/maps](https://grahamschool.uchicago.edu/maps))
- part-time / weekday evenings and Saturday mornings
• time to completion: 1.5-4 years

MASTER OF SCIENCE IN BIOMEDICAL INFORMATICS

The Master of Science in Biomedical Informatics (https://grahamschool.uchicago.edu/mscbmi) 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; and leadership and project management techniques specific to biomedical informatics. Students can choose among a selection of electives in bioinformatics (life science and laboratory-relevant skills), big data management and analytics, and topics specific to clinical applications such as decision support systems, data integration, and application of meaningful use policies. In addition, the Capstone experience provides student with the opportunity to complete a project with an industry or University partner or in their workplace. The MSc BMI is a part-time program for working adults offered at night and on Saturdays and taught by University of Chicago faculty and industry professionals.

• program type: Masters degree program
• courses
• program structure (collegecatalog.uchicago.edu/graduate/thegrahamschoolofgeneralstudies/%20https://grahamschool.uchicago.edu/credit/biomedical-informatics/curriculumn-timeline), requirements, and application
• location: Gleacher center/occasional courses in Hyde Park
• part-time / weekday evenings and Saturday mornings
• time to completion: 12 months to 4 years

The MSc BMI requires five core courses, four electives and a Capstone Project for degree completion.

Core courses
• Introduction to Clinical and Research Informatics
• Concepts in Computer Programming
• Applied Research/Clinical Informatics
• Ethics and Policy Questions: Genomics, Health Care and Big Data
• Leadership and Management for Informaticians
Electives
• Health Information Technology Integration and Interoperability Standards
• Big Data and Health Care
• Decision Support Systems and Health Care
• Introduction to Bioinformatics
• Advanced Bioinformatics: Genome Analysis

Capstone Project
As a cumulating 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.

MASTER OF SCIENCE IN THREAT AND RESPONSE MANAGEMENT
The Master of Science in Threat and Response Management is a multidisciplinary program of study designed to prepare public health professionals, law enforcement officials, fire and emergency personnel, medical and nursing professionals, policy makers, and those in related fields to respond to and recover from complex incidents regardless of their size or cause. These incidents can include: terrorist attacks; biological, chemical, radiological and nuclear threats; natural disasters; disease outbreaks, and more. As a student in the program, you will gain knowledge about these areas from instructors who have tactical experience in incident command, network and share lessons with colleagues, policy makers, and other officials.

• program type: masters degree program
• courses
• program structure, requirements, and application (https://grahamschool.uchicago.edu/credit/master-science-threat-response-management/index)
• location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
• part-time / executive format-classes meet for three extended weekends each quarter: Autumn, Winter, Spring
• time to completion: 2 years

MASTER OF ARTS IN TEACHING
The University of Chicago’s Urban Teacher Education program (UChicago UTEP) offers a Master of Arts in Teaching degree and an Illinois Teaching Certificate in grades 1-6 (Elementary) and 5-8 (Middle Grades), with endorsements available in middle school subjects. UChicago UTEP has many features that distinguish it from traditional teacher education programs. Its rigorous curriculum and in-depth clinical experiences not only equips students with the knowledge, skills and ability to teach,
but also prepares them to become successful and reflective teachers who are attuned to the social, cultural and economic circumstances of their students. Over seven quarters, students receive instruction which includes exploring aspects of the teaching profession that contribute to social injustice. Through guided field visits to Chicago Public Schools, UChicago UTEP students learn how to observe students, collect data about schools, and reflect and document their experiences. Students continue to develop their teaching practice through one-on-one paid tutoring sessions at the University’s charter schools. The clinical experience of the program affords students two 18-week classroom rotations where they are paired with experienced teachers to further develop a teaching practice. Alumni receive support with job placement, in-classroom coaching, planning and professional development for two years, free of charge.

- program type: masters degree program
- program structure, requirements, and application (http://utep.uchicago.edu)
- location: Hyde Park Campus (http://utep.uchicago.edu/page/visit) and Chicago Public Schools
- full-time during the first and second years
- time to completion: 2 years

NONCREDIT

ARABIC LANGUAGE AND CULTURES

Students in the Arabic Language and Cultures program will learn how to communicate practical, everyday information in Arabic. Students will not only develop Arabic language skills in listening, speaking, reading, and writing, but also gain an understanding of the culture and history of the Arabic world. The certificate program is divided into three levels: beginning, continuing, and spoken colloquial Arabic. A certificate is awarded upon completion of each level.

- program type: certificate
- courses (https://grahamschool.uchicago.edu/courses?sku=&field_quarter_value=All&field_course_description_value=&field_last_name_inst_value=&field_course_tags_tid=All&field_program_tags_tid=21&field_professional_development_t_tid=All&field_personal_enrichment_tags_tid_1=All=Search)
- program structure, requirements, and application (https://grahamschool.uchicago.edu/noncredit/certificates/arabic/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time / Saturdays (summer courses take place on weekday evenings)
- time to completion: 1-5 years

BASIC PROGRAM OF LIBERAL EDUCATION FOR ADULTS

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, 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]=&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, and application (https://grahamschool.uchicago.edu/noncredit/certificates/basic-program/index)
- location: Hyde Park Campus (http://visit.uchicago.edu/transportation.shtml/#maps) and Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time / weekday mornings and evenings at Gleacher; Saturday mornings in Hyde Park
- time to completion: 4 years

**Clinical Trials Management and Regulatory Compliance**

This certificate program provides comprehensive 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 program’s curriculum covers good clinical practices, regulatory requirements and compliance, detecting fraud and misconduct, and statistics for clinical research. Certificate recipients will have the skills and knowledge to initiate clinical research studies, apply monitoring methods, and write documents and reports, while understanding and abiding by regulations.

- program type: certificate
- courses and course schedules (https://grahamschool.uchicago.edu/courses?sku=&field_quarter_value=All&field_program_tags_tid=10&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, and application (https://grahamschool.uchicago.edu/noncredit/certificates/clinical-trials-management/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps). Program also offered online.
- part-time
- time to completion: 2.5 years
EDITING

The Editing Certificate is a focused sequence of courses designed to prepare individuals for employment in today’s publishing industry. In addition to core courses focused on manuscript editing, students can take electives and learn about the emerging technologies and marketing tools that dramatically affect publishing professionals today.

- 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=11&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, and application (https://grahamschool.uchicago.edu/noncredit/certificates/editing/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps). Portions of the program are also offered online.
- part-time
- time to completion: up to 2 years

FINANCIAL DECISION MAKING

Accounting and business finance courses in the Financial Decision Making Certificate Program will start or refresh your career in finance or prepare you for top-ranked MBA programs. Classes meet in downtown Chicago. Two rigorous required courses in financial accounting and corporate finance will lay a foundation for any successful career involving business finance. You will get to choose two elective courses (or more, if you wish) from a varying list of offerings in economics, managerial analysis (also called managerial accounting), corporate budgeting, securities and investments, and other topics.

- 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=12&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, and application (https://grahamschool.uchicago.edu/noncredit/certificates/financial-decision-making/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time
- time to completion: up to 1.5 years

INTEGRATED MARKETING

Marketing, advertising, media, and public relations courses in the Integrated Marketing Certificate Program will start your marketing career or refresh it with
new thinking. Classes meet in downtown Chicago. Students take six courses. Three required courses build a solid, up-to-date foundation: Successful Marketing: Basics to New Directions, Branding for Competitive Advantage, and Managing Integrated Marketing Communications. Choose three elective courses from offerings in marketing research, advertising, digital and traditional media, public relations, and more.

- program type: certificate
- courses and course schedules (https://grahamschool.uchicago.edu/courses?sku=&field_quarter_value=All&field_year_value[year]=&field_program_tags_tid=13&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, and application (https://grahamschool.uchicago.edu/noncredit/certificates/integrated-marketing/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time / weekday evenings and, for each course, a Saturday is required
- time to completion: 1.5 years

**Medical Writing and Editing**

The Graham School’s Certificate in Medical Writing and Editing is designed to teach students the fundamentals and best practices of crisp, clear, and sophisticated medical writing and editing. The certificate offers a mix of courses focused on writing and editing taught by experienced, expert instructors working in the medical publishing field.

- program type: certificate
- courses and course schedules (https://grahamschool.uchicago.edu/courses?sku=&field_quarter_value=All&field_program_tags_tid=15&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, and application (https://grahamschool.uchicago.edu/noncredit/certificates/medical-writing-editing/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time
- time to completion: up to 2 years

**Non-Profit Board Leadership (Unavailable 2016-17)**

Develop the knowledge you need to become a successful board member of a small southside arts organization. The training you receive will enable you to make a positive impact while building your professional skills and civic responsibility. The Civic Knowledge Project’s (https://grahamschool.uchicago.edu/noncredit/personal-enrichment/civic-knowledge/index) Southside Arts & Humanities Network (The Network) offers a Non-Profit Board Leadership program designed to leverage the University resources to provide participating South Side cultural organizations with talent for their boards. The Board Leadership program is unique in two ways: First,
it aims to serve small and emerging arts and humanities organizations with annual budgets of less than $500,000. These organizations often have “working boards” that require dedication. Second, this program is “by the Southside, for the Southside”—with an emphasis on connecting the intellectual resources of the University of Chicago community with the cultural resources of local non-profits. The program will train participants and match their skills and interests with one of 10 selected small South Side cultural institutions.

- program type: certificate
- program structure, courses, requirements, and application (https://grahamschool.uchicago.edu/noncredit/certificates/board-leadership/index)
- location: Hyde Park Campus and Gleacher Center (https://grahamschool.uchicago.edu/contact)
- part-time
- time to completion: .25 years

**PROJECT MANAGEMENT PROGRAMS**

Our Project Management programs provide the tools necessary to respond to the challenges associated with increasing project complexity, tight budgets, and tighter deadlines. Students have the opportunity to learn from their peers in this highly interactive environment as well as address topics most critical to their success.

- program type: certificate
- program structure, courses, schedules, requirements, and application (https://grahamschool.uchicago.edu/noncredit/certificates/project-management/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps) and online
- part-time
- time to completion: 6 months - 2 years

**PROJECT MANAGEMENT STRATEGY**

This is a well-rounded intermediate program for individuals with at least two years of professional experience. Benefits include:

- All participants earn PDUs from the Project Management Institute.
- Broad menu of elective choices introduces you to terms and concepts as well as the strategic, leadership, human resources and operational requirements to be a successful project manager.
- Anyone with at least 2 years of business experience is invited to register for just one course before applying to the program.
ADVANCED PROJECT MANAGEMENT

This is an advanced program for professionals with three to five years of project leadership experience.

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 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][year]=&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, and application (https://grahamschool.uchicago.edu/noncredit/certificates/visual-arts/index)
• part-time
• time to completion: up to 3 years

THE WRITER’S STUDIO

Whether you are just starting out or looking to push your writing to the next level, join our students who have had work published, won honors and awards, and become the writers they wanted to be. The Writer’s Studio offers these benefits for our students: personalized instruction from high-quality instructors, inspiring
interaction with other serious writers, learning opportunities uniquely designed for adult students, and convenient downtown location.

- program type: open enrollment
- program structure, requirements, and application (https://grahamschool.uchicago.edu/noncredit/certificates/writers-studio/index)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time
- time to completion: 2 years

**ADDITIONAL GRAHAM SCHOOL NONCREDIT PROGRAMS**

**Personal Enrichment**
Civic Knowledge (https://grahamschool.uchicago.edu/noncredit/personal-enrichment/civic-knowledge/index)

Know Your Chicago (http://civicengagement.uchicago.edu/programs-partnerships-volunteering/detail/know-your-chicago)

Lecture Series (https://grahamschool.uchicago.edu/noncredit/personal-enrichment/lecture-series/index)

Open Enrollment Courses (https://grahamschool.uchicago.edu/courses?sku=&field_quarter_value=All&field_program_tags_tid=All&field_course_tags_tid=81&field_professional_development_t_tid=All&field_personal_enrichment_tags_tid_1=All&field_last_name_inst_value=)

Travel Study (https://grahamschool.uchicago.edu/noncredit/personal-enrichment/travel-study/index)

**Professional Development**
Corporate and Custom Training (https://grahamschool.uchicago.edu/noncredit/professional-development/corporate-custom-training/index)


**SUMMER**

The University of Chicago offers numerous summer learning opportunities for students of all ages through the Graham School.

High school students can live and work as undergraduates at the University, studying subjects such as law, writing, economics, and cutting-edge biological research, or even study abroad in Greece or participate in a paleontological dig. Visiting students from other colleges and universities can also study on-campus during the summer, taking advantage of the University’s intensive language courses and other regular undergraduate course offerings. For adult students, the School offers noncredit courses, lectures, and events downtown. No matter what your
interests are or where you wish your goals to take you, we are certain you can find myriad possibilities to enrich your summer at the Graham School.

**THE UNIVERSITY OF CHICAGO SUMMER SESSION PROGRAMS**
(https://summer.uchicago.edu)

**BASIC PROGRAM SUMMER COURSES**

**LIBERAL ARTS SUMMER COURSES**

**PROFESSIONAL DEVELOPMENT SUMMER COURSES**

**WRITER’S STUDIO SUMMER COURSES**

**ONLINE**

The Graham School currently offers two of its programs in full in an online format: the Clinical Trials and Regulatory Compliance Certificate Program, and the Medical Writing and Editing Certificate Program.

We are continually working to expand our online learning opportunities. If you would like to speak with a staff member about specialized group online training, please contact us at grahamschool@uchicago.edu.
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
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, Illinois 60637, phone: 773.702.7369, email: admissions@ChicagoBooth.edu. Admissions information is also available online (http://www.chicagobooth.edu/programs/full-time/admissions).
THE INTERNATIONAL MBA PROGRAM

The University of Chicago Booth School of Business also offers an international MBA (IMBA) degree. This program provides students with in-depth training in business fundamentals as well as the skills and training required to be competitive at the global level.

The core of the IMBA program draws on the traditional strengths of the school’s MBA program. Students enjoy flexibility in course selection, few absolute course requirements, and access to the best business faculty in the world. They grasp the fundamentals of business and develop the skills necessary to apply those fundamentals in real world situations.

In addition, IMBA students develop a broad set of intercultural skills necessary for successful careers in international business. They master a foreign language, spend at least one term of study abroad, participate in specialized multicultural programming, and potentially work on real company projects as part of specially tailored project courses while studying overseas. International education is delivered by Booth faculty, world-renowned scholars from other units of the university (such as East Asian Studies or International Relations), and by faculty from partner universities around the globe.

Though the IMBA contains additional requirements, the IMBA program is completed in the same time frame as the traditional MBA program. As a result, most students should expect to complete the program in the twenty-one months usually required for the MBA program. Since expertise in international business is implicit in the IMBA degree, recognition of an international business concentration would be redundant; therefore, no IMBA student may declare an international business concentration.

Acceptance into the IMBA program is based first on gaining admission to the Full-Time MBA Program. During the first quarter of enrollment students may declare their intention to follow the IMBA curriculum. To obtain an MBA application, contact the Office of Admissions and Financial Aid, The University of Chicago Booth School of Business, 5807 South Woodlawn Avenue, Chicago, Illinois 60637, or phone 773.702.7369. Admissions information is also available online (http://www.chicagobooth.edu/programs/full-time/admissions).

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 (Woolgate Exchange); or Hong Kong (the Cyberport); 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
Woolgate Exchange
25 Basinghall Street
London EC2V 5HA United Kingdom
phone: 44.(0)20.7643.2200
email: europe.inquiries@ChicagoBooth.edu

Admissions Office of the Executive MBA Program Asia
The University of Chicago
Booth School of Business
100 Cyberport Road
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 five 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. Students without strong academic backgrounds in their area of study may have to take prerequisite courses in economics, mathematics, or statistics.

Information about the program and application materials may be requested from the PhD Program Office, The University of Chicago Booth School of Business, 5807 South Woodlawn Avenue, Chicago, Illinois 60637, and are available online (http://www.chicagobooth.edu/programs/phd).

**BOOTH BOOK FEE**

Effective Autumn 2013, cases, articles, and simulations will be delivered electronically through Chalk, 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, as this fee replaces only the custom course pack.
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. (http://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, although highly qualified students with only three years of undergraduate studies may be admitted. All applicants must take the Law School Admission Test. 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.

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.).

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 Gendered Violence and the Law Clinic, the Housing Initiative Clinic, the Criminal and Juvenile Justice Project Clinic,
the Civil Rights Clinic: Police Accountability, the Institute for Justice Clinic on Entrepreneurship, the Exoneration Project Clinic, the International Human Rights Clinic, the Jenner and Block Supreme Court and Appellate 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, and the Legal History Program.

Detailed information on admission, programs, faculty, and facilities is contained in the Announcements of the Law School, available online.
The Institute for Molecular Engineering (IME) 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 IME’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 IME 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.

IME researchers conduct 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).

How to Apply

The Institute for 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 Ph.D. program should have a bachelor’s degree in a STEM field and should provide scores for the GRE general test and the TOEFL (if not a native English speaker). The relevant GRE subject test scores will be considered if submitted, and could strengthen an application, but are not strictly required. Please submit a personal statement of research interests, three recommendation letters, and transcript(s) from all undergraduate and graduate institutions, along with payment of the $90 application fee. Applications are due January 5, 2017. https://apply-ime.uchicago.edu/apply

Degree Requirements

Graduate students entering the IME Ph.D. program are expected to fulfill a set of course requirements including 3 core courses, 4 in-depth courses in the area relevant to their research field of choice, and 2 broad elective courses. The core and in-depth courses are selected from a portfolio of graduate-level courses, in conjunction with the faculty advisor. These courses are offered by the IME, sister departments (Physics, Chemistry, Biophysics, Computer Science and Biological Sciences) or developed specifically for IME students. The broad electives are to provide students
with the opportunity to acquire skills in leadership, communication, technology development and product design. The hallmark of IME’s Ph.D. program is a highly customized curriculum tailored to each individual student’s needs and inspirations.

The vibrant and diverse research activities pursued by IME faculty members offer students a broad range of research opportunities. First-year students explore these opportunities through a required first-year colloquium, a series of faculty research talks during autumn quarter, and by establishing relationships with individual faculty members. As the Institute works in a highly interdisciplinary environment, there are many opportunities to work with multiple faculty members within the Institute and/or with faculty in other partner institutes at the University of Chicago and Argonne National Laboratory (see our website (http://ime.uchicago.edu/partners) for a full list). Every effort will be made to facilitate the matching of each student with one of their preferred advisors by the end of the first term.

Some students may be recommended for a terminal M.S. degree. Such students must have registered full time in the division for a minimum of three quarters, have completed nine 30000-level courses in STEM departments with grades of C or better, and have completed at least 200 units of research with an approved faculty member. In addition, these students may, at the discretion of the Director of Graduate Studies, be required to submit a paper on their research.

To establish candidacy, students are required to develop a research proposal describing the objectives, approaches and expected outcomes of their Ph.D. thesis work. Students will give an oral presentation of their written proposal in front of a faculty review committee for approval. This process should be completed no later than the end of the Winter quarter of the second year.

All graduate students are expected to have two quarters of teaching experience, or equivalent activity, in order to graduate.

All students will receive scholarship support from the Institute for the first quarter. Subsequently, IME provides full financial support to all graduate students throughout their graduate study at the IME as long as they remain in good standing.

The IME adopts the residency requirement of the University of Chicago as a part of the degree requirements.
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

MENG 31000. Material Sciences and Engineering. 100 Units.
This course will discuss the structure and properties of organic and inorganic materials, ranging from polymeric systems, to metallic alloys; the focus will be on the interrelations between chemical bonding, molecular structure, and the resulting behaviour of materials. The course will address physical, chemical, and processing considerations in materials selections for specific applications.
Instructor(s): Paul Nealey Terms Offered: Autumn

MENG 32000. Mathematical Foundations of Molecular Engineering. 100 Units.
This course will provide an overview of the general mathematical framework required to describe mass, momentum, energy and electronic transport in gases, liquids and solids. That framework will be illustrated in the context of common problems in diffusion, heat conduction, viscous flow and charge transfer. The course will also provide an introduction to elementary numerical and statistical methods for solution of such problems in representative engineering applications.
Instructor(s): Andrew Spakowitz Terms Offered: Autumn
Prerequisite(s): Required Math Courses in the Core, Algebra, Calculus, Physics

MENG 32500. Polymer Science and Engineering. 100 Units.
This course is an advanced introduction to polymer physics and engineering 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, thermodynamics and dynamics of polymers, polymer blends and polymer solutions, phase equilibria, networks, gels, and rubber elasticity, linear viscoelasticity, thermal and mechanical properties. A laboratory component will supplement the lectures.
Instructor(s): Paul Nealey Terms Offered: Autumn
Prerequisite(s): Background in thermodynamics and transport.
MENG 33000. 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 Terms Offered: Autumn
Prerequisite(s): Chemistry 26100-26200 or equivalent or the consent of the instructor

MENG 33100. Applied Numerical Methods in Molecular Engineering. 100 Units.
The course is intended to provide the fundamental tools of numerical methods for problems in molecular engineering. It includes interpolation, integration, minimization techniques and weighted residuals. Application of the methods towards multi-scale solutions from atomistic to continuum approximations are covered. Finite differences, finite elements, boundary elements and collocation methods are explained and used in molecular engineering problems. Fundamental concepts of statistical thermodynamics, transport phenomena, electromagnetism and Rheology are revisited.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): MATH 20000-20100 or MATH 22000 or PHYS 22100; and CHEM 11300/12300 or PHYS 13300/14300. Grads should have work in Thermodynamics and Transport.
Equivalent Course(s): MENG 23100

MENG 33310. Experimental Techniques and Advanced Instrumentation. 100 Units.
This course aims to provide students with a knowledge of state-of-the-art experimental measurement techniques and laboratory instrumentation for applications in broad scientific research environments, as well as industrial and general engineering practice. Topics include atomic-scale structural and imaging methods, electronic transport in low dimensional matter, magnetic and optical characterization of materials. Basic concepts in electronic measurement such as lock-in amplifiers, spectrum and network analysis, noise reduction techniques, cryogenics, thermometry, vacuum technology, as well as statistical analysis and fitting of data will also be discussed.

Instructor(s): David Awschalon Terms Offered: Spring
Prerequisite(s): Completion of PHYS 23400 & PHYS 23500 for undergraduates.
Equivalent Course(s): MENG 23310
MENG 33320. Optics for Engineers. 100 Units.
The course will introduce the use of optics in engineering. We will cover the basics of wave optics, ray optics and topics such as interference, polarization and diffraction. We will apply them to lens systems, estimates of resolution and aberrations; the interaction of light with solids including non-linear optical behavior, dispersion, and the propagation of light through multilayers. Applications of optics in areas such as optical communications, photonics and imaging will be introduced.

Instructor(s): Supratik Guha Terms Offered: Autumn
Equivalent Course(s): MENG 23320

MENG 33700. Quantum Computation. 100 Units.
This course provides an introduction to the fundamentals of quantum information to students who have not had training in quantum computing or quantum information theory. Some knowledge of quantum mechanics is expected, including bra-ket notation and the time-dependent form of Schrodinger’s equation. Students will learn how to carry out calculations and gain a fundamental grasp of topics that will include some or all of: Entanglement, teleportation, quantum algorithms, cryptography, and error correction.

Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): MENG 23700

MENG 34100-34200. Selected Topics in Molecular Engineering: Molecular/Materials Modelling I-II.
Molecular modeling seeks to develop models and computational techniques for prediction of the structure, thermodynamic properties, and non-equilibrium behaviour of gases, liquids, and solids from knowledge of intermolecular interactions.

MENG 34100. Selected Topics in Molecular Engineering: Molecular/Materials Modelling I. 100 Units.
This course will introduce students to the methods of molecular modeling. The topics covered will include an introduction to the origin of molecular forces, a brief introduction to statistical mechanics and ensemble methods, and an introduction to molecular dynamics, Brownian dynamics, and Monte Carlo simulations. The course will also cover elements of advanced sampling techniques, including parallel tempering, umbrella sampling, and other common biased sampling approaches. Course work or research experience is strongly recommended in: (1) elementary programming (e.g., C or C++), and (2) physical chemistry or thermodynamics.
Instructor(s): Juan de Pablo, Giulia Galli Terms Offered: Winter
Prerequisite(s): MATH 20000 and MATH 20100 or MATH 22000 or PHYS 22100
Equivalent Course(s): MENG 24100
MENG 34200. Selected Topics in Molecular Engineering: Molecular/Materials Modelling II. 100 Units.
This course provides a continuation of the topics covered in Molecular Modelling I. It seeks to introduce students to electronic structure methods for modelling molecular and condensed systems. The topics covered will include an introduction to quantum mechanical descriptions of ground and excited state properties of molecules and solids. The course will focus on simulations based on the numerical solution of the Schrödinger equation using different approximations, including wavefunctions methods (e.g., Hartree Fock), and density functional theory, and various integration techniques and basis sets. Instructor(s): Giulia Galli, Juan de Pablo Terms Offered: Spring
Prerequisite(s): MENG 24100
Equivalent Course(s): MENG 24200

MENG 34300. The Engineering and Biology of Tissue Repair. 100 Units.
This course will examine the biomolecular and cellular bases for tissue engineering, including biological processes and biomolecular actors underlying morphogenesis and tissue repair in a number of tissue systems. Biomaterials and drug release principles being developed for tissue engineering will be examined, and the means by which molecular engineering is interfaced with the biomolecules and cells involved in tissue morphogenesis for tissue engineering will be elaborated. Selected case studies in different tissue engineering applications will be considered both through didactic presentations and projects undertaken by the students. Instructor(s): Joel Collier, Jeffrey Hubbell Terms Offered: Spring
Prerequisite(s): Coursework or research experience in cell biology and biochemistry strongly recommended.

MENG 34310. 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 is intended to be a bridge between engineers and biologists, to quantitatively study cells and molecules and develop future clinical applications. Topics include “Fundamental Cell & Molecular Biology”, “Immunology and Biochemistry, Receptors, ligands and their interactions”, “Nanotechnology/biomechanics”, “Enzyme kinetics”, “Molecular probes”, “Cellular and molecular imaging”, “Single-cell genomics and proteomics”, “Genetic and protein engineering”, and “Drug delivery & gene delivery”.

Instructor(s): Jun Huang Terms Offered: Winter
Equivalent Course(s): MENG 24310

MENG 36300. Transport Phenomena. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
MENG 37100. Biological Materials. 100 Units.
The science and engineering of biological materials will be explored from both fundamental and translational perspectives. The materials science of naturally-occurring biological materials will be presented, including for natural inorganic materials such as hydroxyapatite in bone and calcium carbonate in marine shells, for natural polysaccharides, for natural structural proteins, and for lipid membranes. The materials science of synthetic materials used in biological and biomedical applications will be presented, with a focus on polymeric and bio polymeric systems, but touching also on metals and ceramics.

Instructor(s): Jeffrey Hubbell Terms Offered: Autumn

MENG 40000. First-Year Graduate Research Colloquium. 000 Units.
Aimed both at nurturing the highly interdisciplinary environment of the IME and at supporting first-year students in their selection of research advisors, this weekly seminar surveys the research interests and projects of IME faculty and fellows. Required for all first-year Molecular Engineering graduate students.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Required for all first-year Molecular Engineering graduate students.

MENG 49900. Research: Molecular Engineering. VAR Units.
No description available.
Instructor(s): Staff Terms Offered: Summer, Autumn, Winter, Spring

MENG 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 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.
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, Chicago 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, Chicago 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, Chicago 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. Chicago 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. Chicago 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, and practica, Chicago 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 (http://capp.sites.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 Science in Environmental Science and Policy (http://harris.uchicago.edu/degrees/masters-degree/ms-env-sci-policy) (MSESP), A two-year program offered with the Argonne National Laboratory for students interested in assessing the scientific repercussions of policy on the environment.

• 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), 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.

• Doctor of Philosophy (PhD) (http://harris.uchicago.edu/degrees/phd), a doctoral degree for students seeking research-related careers in academia or elsewhere.

• 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.

• Cooperative Program with Tel Aviv University (http://harris.uchicago.edu/degrees/masters-degree/coop-tel-aviv) (MPP), A two-year master’s program of study with course offerings at both campuses and the opportunity to earn two degrees.

• Cooperative Program with the University of Chile (http://harris.uchicago.edu/degrees/masters-degree/coop-chile) (MPP), A two-year master’s program of study with course offerings at both campuses and the opportunity to earn two degrees.

• Cooperative Program with Yonsei University Graduate School of International Studies (http://harris.uchicago.edu/degrees/masters-degree/coop-yonsei), A two-to three-year program of study with course offerings at both campuses and the opportunity to earn two degrees.

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/JD), 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.

Programs for University of Chicago College Students

- The BA/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 BA/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.
- The Professional Option Program with the College (http://harris.uchicago.edu/degrees/joint-degree/professional-option-program) (AB/MPP), a five year program. Earn a bachelor’s degree from the College and a master’s degree from the Harris School at the same time.
- 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 SCHOOL OF SOCIAL SERVICE ADMINISTRATION

MISSION

The School of Social Service Administration 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, we prepare 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

Our educational program is grounded in the profession’s history, purposes, and philosophy. Founded in 1908, the School of Social Service Administration (SSA) is one of a handful of institutions that has helped define the profession of social work and the field of social welfare. SSA’s first leaders were activists in the Chicago settlement house movement, one of the main strands in what eventually became social work. Since its inception, while most early schools of social work concentrated on practical training for caseworkers, SSA’s leaders insisted on the need for a solid foundation in social science and social research as well. In the decades since, the emphases on social research and on applying the insights of social science to solving human problems have continued. The School continues to establish the connections between the social and behavioral sciences, research, and the real world of policy and practice. SSA’s interdisciplinary faculty is drawn from social work as well as from such related fields as economics, psychology, sociology, anthropology, political science, public policy, and public health. Research at the School reflects this diversity and contributes to the development of social work knowledge.

The Master of Arts program, a two-year program that has been continuously accredited by the Council on Social Work Education and its predecessor organizations since 1919. SSA was recently reaccredited through June 2020. The School prepares students for advanced professional practice. Based on a body of knowledge, values, and skills of the profession, SSA’s diverse course offerings provide students with a solid foundation in the profession and substantive exploration of two concentrations, clinical practice and social administration, the latter of which includes focused attention to non-profit management, community organization and development, and social policy. Quality instruction promotes the development of competent and effective professionals in these areas. Classes are intended to challenge and engage students in the dynamic interplay of theory, research, and practice. Students gain an understanding that whatever the focus of
their practice, from the clinical micro-level to the policy macro-level, their activities are guided by an appreciation of service in society and informed by a rigorous evidence and conceptual base.

Since 1920, our Doctoral Program has provided training for those interested in pursuing an academic career in social work and social welfare. SSA’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 they 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 SSA’s faculty make it uniquely positioned to support an interdisciplinary course of study.

VALUES

SSA’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, SSA strives to be an exemplar of social work education, committed to creating an inclusive curriculum and environment, 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

THE 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 SSA is clear. As social problems become more complex, interconnected, and sprawling, SSA 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.

SSA’s first dean, Edith Abbott, said in 1920 when SSA 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.” Our current President, Robert Zimmer, 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.”

In his speech at the City Club of Chicago in April 2012, President Zimmer again emphasized the role of the University and SSA in generating knowledge for social benefit:

...since its earliest days, the University has strived to serve this city well. In fact, the University’s first president, William Rainey Harper, saw service to the broader community as essential to the University’s mission. To fulfill this mission, he established the Extension Division, which consisted of public lectures and correspondence courses, and the University Press, which dispersed University research to a wide audience. Both were revolutionary developments in American higher education. As Richard Storr wrote in his history of Harper’s tenure as president, “The outward thrust of the University was both deliberate and continuous.”

Zimmer continued,

I could offer a great many examples of academic and research programs that illustrate Storr’s link.... But I would like to turn briefly to the School of Social Service Administration, whose service to the community epitomizes that outward thrust at the same time as it underscores the university’s singular focus on inquiry and belief in data-driven arguments and ideas.... One of the earliest schools
of social work, SSA has its roots in the Chicago settlement house movement and is firmly tied to the history and institutions of this city. At its inception, its mission was to provide professional academic training to those serving the most vulnerable residents in the city’s poorest neighborhoods.

Over the years, faculty members, administrators, and alumni have helped draft parts of the Social Security Act, have enforced child labor laws, and have fought for low-income working mothers. They have fostered the century-long partnership with Children’s Memorial Hospital (now the Ann & Robert H. Lurie Children’s Hospital of Chicago) and forged partnerships with over 700 agencies and programs throughout the city as part of their field placement program. They have moved from their professional training to leadership positions within social services agencies throughout the city and across the country, helping to shape the policies that transform lives. All the while, they have been focused on helping to find solutions for some of the most intractable problems of the city.

SSA is held to the highest of intellectual standards, and faculty recruitment and promotions are guided by rigorous expectations. Students take advantage of the opportunities available in the University and are able to make use of the rich course offerings of its other departments. In addition to taking courses at SSA from faculty trained across multiple disciplines, students take courses in the schools of law, business, medicine, divinity, public policy, and in departments of anthropology, sociology, psychology, psychiatry, and others. This is a university in which such a crosswalk between disciplines and departments is fluid, actively encouraged, and easily accomplished.

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. There are both people with great progressive vision and forces that threaten to defeat them. 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 (https://urbanlabs.uchicago.edu), including its Crime Lab (http://crimelab.uchicago.edu), Urban Education Lab (https://uel.uchicago.edu), the Network for College Success (http://ncs.uchicago.edu), the Employment Instability, Family Well-being, and Social Policy Network (EINet), (http://ssascholars.uchicago.edu/einet) the STI and HIV Intervention Network (SHINE), (http://ssascholars.uchicago.edu/shine) the
Woodlawn Children’s Promise Community, the Smart Decarceration Initiative (http://ssascholars.uchicago.edu/smart-decarceration-initiative), and the Chicago Center for Youth Violence Prevention (one of 7 national Academic Centers of Excellence funded by the Centers for Disease Control and Prevention)—all led or co-led by SSA faculty—yield both knowledge for the field at-large and tangible benefit to the citizens of Chicago while offering 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, the city of Chicago more broadly, and beyond to national and international levels. With this, SSA plays a very visible role in materially advancing the University’s larger purpose to “enrich human lives.”

Most recently, SSA has been a chief architect in developing new University urban efforts, including the Mansueto Institute for Urban Innovation (https://urban.uchicago.edu/page/mansueto-institute-urban-innovation), which draws on the strengths of the University of Chicago, as well as SSA’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—areas where SSA plays a major role. And as home to urban scholars trained in a dozen different disciplines, SSA also is vital to UChicago Urban (https://urban.uchicago.edu), a newly launched University commitment that strives to understand urban issues and create positive impact on urban life. SSA has long pioneered the use of scientific research to identify the causes of and solutions to complex social problems.

THE GLOBAL CONTEXT

As social problems become ever more globally interconnected, SSA has adopted a strategic commitment to and begun the deliberate implementation of a robust international social welfare program agenda. Our program presently includes a significant focus on international social welfare by integrating cross-national and comparative content into our curriculum, developing study-abroad and internship placement opportunities for students, organizing lectures by international scholars visiting Chicago, and promoting scholarly and student exchanges in partnership with peer institutions abroad.

With support provided by the University’s Provost’s Office, SSA has undertaken a permanent expansion of its faculty ranks, with a strategic focus placed on 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, SSA has hired additional faculty members, taking SSA’s expertise on global questions to an unprecedented level, and allowing the School to forge a defining role in the globalization of social welfare concerns and problems. We now have a full cadre in place that takes up social welfare policy and practice across Asia, Central/Latin American, the former Soviet Union, and Africa, which also
complements work in Europe. SSA 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 third year of a concentration in international social work, which builds out field experiences in India, China, Hong Kong, and through the University’s Human Rights program. In addition, we are beginning to develop a global social policy and practice certificate for a more substantive cluster of courses and fieldwork.

One outgrowth of our growing visibility on the global stage is a new acceleration of our international student enrollment, which reached an all-time high this year.

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 SSA 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, SSA 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, SSA hosted, in fall 2014, a delegation of faculty from some of China’s leading social work programs, introducing them to a weeklong immersion in SSA’s robust educational fieldwork-classroom integration.

We established, in 2013, an intensive Institute in China in partnership with Hong Kong Polytechnic University (PolyU) which focuses on responses to social exclusion in Hong Kong, mainland China, and the United States. The annual program allows students from SSA and PolyU to learn from and gain perspectives 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.

SSA, with our counterparts at Peking University, co-sponsored and hosted a scholarly seminar and strategic planning workshop in June 2012 with support from the University of Chicago’s recently established Beijing Center. The seminar explored international perspectives on social policy and urban problems. It brought together scholars from China, the United States, India, and South Korea to also 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. Following the seminar, a strategic planning workshop was held to discuss the possibilities for both dyadic and multilateral exchanges and institutional relationships among participating institutions. The seminar and workshop were grounded in our developing relationship with PKU and were expanded to include key relationships and potential partnerships with two other peer social work schools in other parts of Asia, TISS in India and Seoul National University in South Korea. A follow-up workshop was held in 2014, and another in June 2015 in Mumbai, India.

Further galvanizing our efforts is the Collaborative Exchange Program, launched in 2016, which establishes an endowed joint social work educational exchange program in partnership with PKU and PolyU. 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. Initially, the Collaborative Exchange Program will establish a Visiting Fellows Exchange program that will provide a platform for distinguished scholars to hold lectures and seminars, and to carry out intensive study to engage in meaningful cross-national and cross-university exchanges. The program also will host an International Study Exchange Program for master’s and Ph.D. students that develop professional and academic leaders who further professionalize the social work field within China, and establish enduring institutional cross-national partnerships.

In addition to these developing relationships, the presence of the University of Chicago’s Beijing Center and the recent opening of the University’s Center in Delhi open exciting opportunities to provide continued support for ongoing 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.

THE VISION

The forces shaping social welfare are varied and shifting and require the most
intense scrutiny, cross-cutting and creative scholarship, and science that can
anticipate and guide the future. Further, the field requires the most rigorously
trained practitioners, policy makers, and future scholars to develop and apply
complex and emerging knowledge for the profession so that social welfare strategies
and interventions maximally benefit those most vulnerable and the wider society.

The School and its culture exhibit several hallmarks that distinguish us as one of
the schools of social work leading the field into the future:

1. Interdisciplinary focus

Historically, SSA has been home to the most interdisciplinary cadre of social
welfare scholars in the world. Building on this long-established tradition, SSA has
recently established a formalized vehicle to encourage more integrated and robust
evidence-based solutions to the most complex of social problems that overcome the
strong centrifugal forces in the academic world that pull apart scholars who share
similar substantive concerns, but whose work ends up funneled into disciplinary
silos. SSA has recently established several formalized interdisciplinary scholar
networks, organizing researchers from across disciplinary lines to collaborate in
generating innovative and more comprehensive knowledge to tackle society’s social
problems. The scholar networks connect theory to practice in the highest intellectual
tradition of the University, linking some of our most influential social welfare
researchers with leading scholars and practitioners from around the nation. Initiated
in 2011 and currently supported at SSA are the Employment Instability, Family
Well-being, and Social Policy Network (EINet) and the STI and HIV Intervention
Network (SHINE). The scholar network vehicle anchors such interdisciplinary
research activities at SSA and helps SSA to catalyze the development and translation
of new high-impact scholarship so that it can more readily be put into practice—in
the field and in the classroom.

2. Scholarship and research

Our faculty members are actively involved in cutting-edge scholarship and
research that inform and shape the field. The opportunities SSA faces require
disciplined intellectual intensity to pursue ideas and develop knowledge that
challenge conventional ways of understanding social problems. We anticipate
elevating further our intellectual leadership by recruiting additional eminent
scholars who represent a rich mix of expertise and disciplinary diversity and whose
ideas and intense inquiry generate new understandings and effective responses
to the most intractable social problems of our times, including poverty, violence, social displacement, or other conditions that place individuals at risk for multiple adversities.

In the classroom, SSA seeks students who are serious about learning, intensely curious, analytical, and imaginative, with a clear moral compass. As social work is a rewarding field that offers real-world opportunities for promoting social justice, alleviating and preventing human suffering, we challenge students to understand root causes and human costs of social problems and think deeply to illuminate and implement effective, evidenced-based solutions. With a thorough grounding in practice and policy, coupled with analytical training to think at a complex level and solve problems, students carry out field placements in Chicago area not-for-profit organizations serving vulnerable populations, integrating the theories and techniques learned in the classroom with serving and working in the field. The SSA faculty continuously work to achieve a deeper integration between these two centers of learning: knowledge generated by faculty scholarship and research presented to students in class, and field education where this knowledge is applied to real-life situations. These efforts provide a distinctive advantage to our students and a hallmark of SSA’s intensive educational approach linking conceptual knowledge to learning, while students play a role in the delivery of social services and evaluating their impact.

3. Person-in-environment

The foundation of our curriculum is built on the assumption that all clinical social workers need to understand and appreciate the complexities of communities and organizational theory and practice, the policies that govern human services, and how to advocate for change in those systems. Similarly, students who are preparing for work at larger system levels need to know and understand the needs of those who seek our services; they also need to know how to assess, intervene, and evaluate those services. Our core curriculum gives equal weight to micro and macro practice, and the concentrations continue to be informed by issues at multi-system levels.

4. Developing skills in critical thinking

Effective and ethical practitioners must be skilled in raising questions about assertions made by theoreticians, researchers, supervisors, and colleagues. They must be able to analyze the purported rationale behind those assertions and assess the nature of evidence supporting them. We strive to produce professionals who engage in empirically-based practice and who understand the importance of garnering rigorous evidence that informs practice.
5. Chicago as the context for field work and other learning opportunities

Solving social problems requires not only conceptual clarity but also a deep real-world engagement in understanding and responding to such problems. Historically, SSA has played a lead role in tangibly advancing policies and practices serving vulnerable children and families, immigrants, the homeless, and those imprisoned or struggling with substance abuses. We have ongoing institutional partnerships with over 700 human service agencies, philanthropies, and government bodies in and around Chicago addressing those facing such deep problems. Indeed, many of our graduates serve as executives for the lead agencies in the community. Through our fieldwork partnerships in the community, each year our students provide more than a quarter million hours of direct service to the citizens of Chicago.

GOALS OF THE SCHOOL

Carrying out SSA’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 knowledge and rigorously trained professionals and 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;
• produce scholarship which 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
• 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 School of Social Service Administration should be able to:

• understand that the foundation of effective service lies in a grasp of the person-in-environment. Individual distress occurs in a social context involving the interaction of biological, psychological, familial, economic, community, and cultural factors;
• 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;

• think critically and challenge the underlying assumptions, core values, conceptual frameworks, and evidence on which our professional knowledge is based;

• engage in competent, ethical, and effective social work clinical practice or social administration; and

• become effective leaders in the fields of social work and social welfare.
SSA Research Centers

Center for Health Administration Studies

The Center for Health Administration Studies (CHAS) (http://www.ssa.uchicago.edu/chas) at The University of Chicago School of Social Service Administration has been a leader for over 75 years in research and education in health policy and services. CHAS engages an interdisciplinary and international group of health policy and services researchers on topics of health policy innovation and reform, health and social service integration, health access, cost and quality, behavioral health, global health, and preventive intervention. We are the experts in health policy and service effectiveness for the disadvantaged.

An intentionally interdisciplinary center located in a graduate school of social work is a unique institutional form that both exploits and enriches the values and orientation of the University of Chicago. CHAS has explored new questions, identified knowledge gaps, sought to enhance the translation of research-to-practice, and identified opportunities for collaborations within and outside the University of Chicago. Our programs support faculty research, research dissemination and translation, student learning, and engage researchers, scholars, policy makers, and practitioners.

The Center also supports an innovative health policy and research training program for graduate professional students at the University of Chicago, the Graduate Program in Health Administration and Policy (GPHAP) (http://www.ssa.uchicago.edu/gphap). GPHAP is unique among health administration programs in the United States. GPHAP allows students to earn either a Certificate in Health Administration and Policy (http://www.ssa.uchicago.edu/gphap-program-requirements) or a Certificate in Health Administration and Policy with a Concentration in Global Health (http://www.ssa.uchicago.edu/global-health-certificate-program), while earning a degree in one of the participating graduate schools on campus: the Booth School of Business (http://www.chicagobooth.edu), the Harris School of Public Policy (http://harrisschool.uchicago.edu), the Law School (http://www.law.uchicago.edu), the Pritzker School of Medicine (http://pritzker.uchicago.edu), and the School of Social Service Administration (http://www.ssa.uchicago.edu).

The Center is located within the University of Chicago School of Social Service Administration (SSA). CHAS was established at the University of Chicago in 1962 and celebrated its 50th anniversary in 2013.

Chapin Hall at the University of Chicago

SSA partners with Chapin Hall at the University of Chicago, an independent entity. Chapin Hall has, since its inception in 1985 as a research and policy center,
focused on a mission of improving the well-being of children and youth, families, and their communities. This mission is achieved through policy research—by developing and testing new ideas, generating and analyzing information, and examining policies, programs, and practices across a wide range of service systems and organizations. Chapin Hall’s researchers meet regularly with policy makers, agency directors, philanthropic organizations, and community groups to assure that important findings are placed directly in the hands of those who can best use them.

A number of faculty members from the School of Social Service Administration are partners with Chapin Hall and direct research under its auspices. SSA doctoral and master’s-level students form an integral part of many Chapin Hall research teams and are active participants in seminars and discussions. Please refer to the Chapin Hall website for more information about the organization’s research, publications, and conferences: http://www.chapinhall.org/.

**CHICAGO CENTER FOR YOUTH VIOLENCE PREVENTION**

The Chicago Center for Youth Violence Prevention (CCYVP) brings together researchers, community representatives, practitioners, and policy makers committed to understanding and reducing youth violence in poor, inner-city communities in Chicago—communities with some of the highest rates of youth violence in the country. The core work of the center is guided by the perspective that the most effective way to combat youth violence is to coordinate empirical "pre-intervention" work designed to understand the risk and development of such violence and to rigorously evaluate preventive interventions conducted both under tightly controlled conditions (i.e., randomized control efficacy trials) and in real-world settings (i.e., effectiveness trials). Central to the work of CCYVP is gaining an understanding of the characteristics of communities and neighborhoods that serve as risk and protective factors for youth development. This knowledge helps to identify ways to reduce the risk of youth violence and develop effective interventions.

CCYVP’s primary aims are to build an integrative approach to address youth violence within specific communities in Chicago. The center will address these issues across developmental periods and with children and families with different levels of risk and involvement in youth violence; promote the use of evidence-based practice to reduce youth violence; develop a comprehensive surveillance system to guide intervention activities and to evaluate changes in youth violence in communities and neighborhoods; provide training and technical assistance to support schools and community agencies in selecting, implementing, and evaluating youth violence prevention programs; train new investigators in context-based prevention science; and disseminate empirical findings regionally and nationally.
Crime Lab

The University of Chicago Crime Lab (http://crimelab.uchicago.edu) seeks to improve our understanding of how to reduce crime and violence by helping government agencies and non-profit organizations develop innovative new approaches to reducing violence, and work with them to test new innovations using randomized controlled trials (RCTs). In 2011, Crime Lab launched the Urban Education Lab (http://uel.uchicago.edu) to support RCTs specifically in the area of improving education outcomes, which, particularly in disadvantaged urban areas, are deeply connected to risk of violence involvement. In 2014, Crime Lab announced the launch of the University of Chicago Crime Lab New York (http://news.uchicago.edu/article/2014/12/17/crime-lab-new-york-will-help-promote-evidence-based-policies-prevent-crime-violen). Leading researchers will provide New York policy makers with rigorous, objective, scientific evidence to help reduce crime, violence and the costs of criminal justice in a new partnership with the City of New York. The Crime Lab began in April 2008 in partnership with the City of Chicago, and its work has been made possible by generous seed funding from the Joyce Foundation, the University of Chicago Office of the Provost, and the School of Social Service Administration through the Center for Health Administration Studies (CHAS).

Interdisciplinary Scholar Networks

SSA launched the Interdisciplinary Scholar Network initiative to bring together scholars across disciplinary and professional lines and to generate innovative and more comprehensive knowledge aimed at addressing some of society’s most intractable social problems. Two networks have been established:

- The Employment Instability, Family Well-being and Social Policy Network (http://ssascholars.uchicago.edu/einet) (EINet): This research network will enhance the capacity of the field to study employment instability at the lower end of the labor market and to develop and evaluate interventions aimed at reducing employment instability and its effects on children and families.

- The STI and HIV Intervention Network (http://ssascholars.uchicago.edu/shine) (SHINE): This network conducts research on the biological, behavioral, and structural factors that heighten vulnerability to sexually transmitted infections and HIV among ethnic minority communities in the United States. SHINE will develop and evaluate interventions to alleviate existing STI/HIV disparities.

Information and Application

For further information and application materials, contact the Office of Admissions, The School of Social Service Administration, 969 East 60th Street,
Chicago, IL 60637; telephone: (773) 702-1250 or by visiting the SSA website at http://www.ssa.uchicago.edu.
INDEX

A
Academic Calendar ..............................................................................................................................8

C
Center for East Asian Studies ..........................................................................................................31
Center for East European and Russian/Eurasian Studies ............................................................35
Center for International Studies ...................................................................................................... 55
Center for Jewish Studies ................................................................................................................. 57
Center for Latin American Studies ................................................................................................. 63
Center for Middle Eastern Studies ..................................................................................................67
Center for the Study of Gender and Sexuality ..............................................................................48
Clinical Departments in the Biological Sciences ........................................................................226
Committee on Cancer Biology ........................................................................................................98
Committee on Clinical and Translational Science .......................................................................112
Committee on Computational Neuroscience ............................................................................ 121
Committee on Conceptual and Historical Studies of Science ...................................................854
Committee on Development, Regeneration, and Stem Cell Biology ........................................130
Committee on Evolutionary Biology ............................................................................................. 145
Committee on Genetics, Genomics & Systems Biology ............................................................... 160
Committee on Geographical Studies .......................................................................................... 879
Committee on Immunology ......................................................................................................... 184
Committee on International Relations ....................................................................................... 923
Committee on Medical Physics ................................................................................................... 192
Committee on Microbiology .........................................................................................................201
Committee on Molecular Metabolism and Nutrition ................................................................. 205
Committee on Neurobiology ......................................................................................................... 208
Committee on Southern Asian Studies/South Asia Language & Area Center ......................... 73
Committee on Theater and Performance Studies ....................................................................... 257

D
Department of Anthropology ........................................................................................................771
Department of Art History .......................................................................................................... 267
Department of Astronomy and Astrophysics .............................................................................. 613
Department of Chemistry ................................................................. 627
Department of Cinema and Media Studies ........................................... 286
Department of Classics .................................................................... 303
Department of Comparative Human Development ............................. 828
Department of Comparative Literature ............................................... 330
Department of Computer Science ...................................................... 639
Department of East Asian Languages and Civilizations .................. 342
Department of Ecology and Evolution ............................................. 137
Department of Economics ............................................................... 862
Department of English Language and Literature .............................. 367
Department of Germanic Studies ..................................................... 393
Department of History ..................................................................... 886
Department of Human Genetics ....................................................... 179
Department of Linguistics ................................................................. 409
Department of Mathematics ............................................................ 676
Department of Music .................................................................... 424
Department of Near Eastern Languages and Civilizations ............... 436
Department of Organismal Biology and Anatomy ......................... 216
Department of Philosophy .............................................................. 474
Department of Physics .................................................................. 688
Department of Political Science ...................................................... 929
Department of Psychology .............................................................. 955
Department of Public Health Sciences ........................................... 166
Department of Romance Languages and Literatures ..................... 504
Department of Slavic Languages and Literatures .............................. 522
Department of Sociology ............................................................... 992
Department of South Asian Languages and Civilizations ............... 538
Department of Statistics ................................................................. 698
Department of the Geophysical Sciences ....................................... 655
Department of the Visual Arts ....................................................... 560

G
General Information ................................................................. 10
Graduate Divisions 2016-2017 ......................................................... 4
Graduate Program in Biophysical Sciences ................................................................. 623

I
Institute for Biophysical Dynamics ................................................................. 19
Institute for Molecular Engineering ............................................................... 1037
Interdivisional Programs .................................................................................. 17

M
MA in Computational Social Science ................................................................. 732
Master of Arts in Latin American Studies - Humanities ................................. 249
Master of Arts in Latin American Studies - Social Sciences ............................ 749
Master of Arts in Middle Eastern Studies - Humanities ................................. 254
Master of Arts in Middle Eastern Studies - Social Sciences ............................ 766
Master of Arts Program in the Humanities ....................................................... 241
Master of Arts Program in the Social Sciences ............................................... 738
Master of Science Program in Computer Science ............................................. 581
Master of Science Program in Financial Mathematics ..................................... 601
Master of Science Program in the Physical Sciences ....................................... 611

N
NORC .................................................................................................................. 71

P
Pozen Family Center for Human Rights .......................................................... 53
Program in Biochemistry and Molecular Biophysics ....................................... 91
Program in Cell and Molecular Biology ......................................................... 105
Programs of Graduate Study in the Basic Biological Sciences ...................... 87

S
SSA Research Centers ....................................................................................... 1060
Stevanovich Institute on the Formation of Knowledge .................................. 77

T
The Center for the Study of Race, Politics, and Culture ..................................... 21
The Divinity School ......................................................................................... 1034
The Division of the Biological Sciences and the Pritzker School of Medicine ...... 83
The Division of the Humanities ....................................................................... 239
The Division of the Physical Sciences ............................................................. 577
The Division of the Social Sciences ................................................................. 729
The Enrico Fermi Institute .................................................................................. 39
The Interdisciplinary Scientist Training Program ................................................................. 189
The Irving B. Harris Graduate School of Public Policy Studies ............................................. 1045
The James Franck Institute ..................................................................................................... 45
The John U. Nef Committee on Social Thought ..................................................................... 979
The Law School ....................................................................................................................... 1035
The Morris Fishbein Center for the History of Science and Medicine .................................... 43
The Pritzker School of Medicine .............................................................................................. 232
The School of Social Service Administration ......................................................................... 1049
The University of Chicago ......................................................................................................... 5
The University of Chicago Booth School of Business ............................................................. 1027
The William B. and Catherine V. Graham School of Continuing Liberal and Professional Studies .......................................................................................................................... 1014
Translational Research ............................................................................................................ 223