Graduate Programs in the Divisions
Announcements 2017-2018
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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

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

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

The content of these Announcements is accurate as of April 1, 2017. 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: bsdadmissions@uchicago.edu
http://biosciences.uchicago.edu

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

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

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

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

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

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

Institute for Molecular Engineering
Eckhardt Research Center 299
5640 South Ellis Avenue
Chicago, IL 60637
(773) 834-5549
Email: ime@uchicago.edu (/ime@uchicago.edu)
http://ime.uchicago.edu/
Law School
1111 East 60th Street
Chicago, IL 60637
(773) 702-9484
Email: admissions@law.uchicago.edu
http://www.law.uchicago.edu
School of Social Service Administration
969 East 60th Street
Chicago, IL 60637
(773) 702-1250
Email: admissions@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
The University of Chicago central switchboard: (773) 702-1234
# Academic Calendar

## 2017 Summer Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter begins</td>
<td>Monday, June 19</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>Tuesday, July 4</td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>Friday, August 25</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, August 26</td>
</tr>
<tr>
<td>Medicine Ends</td>
<td>Friday, September 1</td>
</tr>
</tbody>
</table>

## 2017 Autumn Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for the Divisions Begins</td>
<td>Monday, September 18</td>
</tr>
<tr>
<td>Quarter Begins</td>
<td>Monday, September 25</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thursday-Friday, November 23-24</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Thursday-Friday, Nov. 30-Dec. 1</td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>Friday, December 8</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, December 9</td>
</tr>
</tbody>
</table>

## 2018 Winter Quarter

<table>
<thead>
<tr>
<th>Description</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Begins</td>
<td>Wednesday, January 3</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 15</td>
</tr>
<tr>
<td>College Break</td>
<td>Friday, February 9</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Thursday-Friday, March 8-9</td>
</tr>
<tr>
<td>Degrees Conferred</td>
<td>Friday, March 16</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, March 17</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 26</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 28</td>
</tr>
<tr>
<td>College Reading Period</td>
<td>Thursday-Friday, May 31-June 1</td>
</tr>
<tr>
<td>Convocation</td>
<td>Saturday, June 9</td>
</tr>
<tr>
<td>Quarter Ends</td>
<td>Saturday, June 9</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/](http://academic-calendar.uchicago.edu/).
**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, the Institute for Molecular Engineering, and the William B. and Catherine V. Graham School of Continuing Liberal and Professional Studies. 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, program, or degree granting committee in the divisions of the University conducts its own admissions and aid competition, and sets its own degree requirements within a framework that is set by the University and by each division. However, divisions, departments, and programs engage in a substantial number of cooperative efforts, as evidenced by the large number of interdepartmental and interdivisional programs, committees, centers, and research groups in the University. Therefore, this volume contains a section for each division, and a separate section for interdivisional programs, centers, committees, and other organizations in which students may participate and, in some cases, earn a degree. The introductory section, which you are now reading, contains information about the University that is relevant to all students and applicants. A final section contains information for those interested in one of the professional schools.

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

**History and Purpose**

The University of Chicago is a private, nonsectarian, 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 encompasses 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 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
- Public Health Sciences

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
bsdadmissions@uchicago.edu
http://biosciences.uchicago.edu

DIVISION OF THE HUMANITIES
Dean of Students
Division of the Humanities
Walker Museum 111
1115 East 58th Street
Chicago, IL 60637
(773) 702-1552
humanitiesadmissions@uchicago.edu
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 107
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/. Additional information is also available from the Office of Campus and Student Life (https://csl.uchicago.edu), 5801 S. Ellis Ave., Chicago, IL 60637.

Chicago is a vibrant and exciting city that you will want to explore. As a world class city, Chicago also presents all of the typical challenges of a complex modern urban society. While the University takes measures to ensure a safe campus environment, there are also many things you can do to ensure your own safety. The University’s campus safety report is designed to help equip you to navigate the city successfully and offers information about the University offices that provide services related to security and safety. The report is available online at securityreport.uchicago.edu. Hard copies of the report are available upon request from the Office of Campus and Student Life (https://csl.uchicago.edu), 5801 S. Ellis Ave., Chicago, IL 60637, (or via phone to (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 Registration for Students in Ph.D. programs defines the status of doctoral students as they progress through their studies. A complete statement of policies and regulations can be found at http://studentmanual.uchicago.edu/
The University of Chicago has a distinctive and distinguished tradition of interdisciplinary research and teaching. Faculty and students with interests that span departmental lines are readily able to find colleagues throughout the University. The many interdivisional programs that flourish at the University vary widely in purpose and organization. Some are formal, degree granting committees, some are area studies centers, some are comparatively informal groupings of faculty and advanced students who share an interest in some method, approach, or subject area. The major interdivisional programs are shown below.

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

Elaine Hadley, Chair

Members

- Daniel Casasanto
- Kyeong-Hee Choi
- Anton Ford
- Susan Gal
- Michele Lowrie
- David Martinez
- Richard Neer
- Jennifer Pitts
- Eugene Rachel
- Amy Dru Stanley
- Linda Waite
- Jennifer Wild
- Amanda Woodward

Ex Officio Members

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

THE COUNCIL ON ADVANCED STUDIES

cas@uchicago.edu

http://cas.uchicago.edu

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

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

Staff

Cathy Cohen, Interim Director (2017-18)
Email: cjcohen@uchicago.edu
Phone: 773.702.8932

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
- 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
- Darby English– Art History
- 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
The Center for the Study of Race, Politics, and Culture

- 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 Tuohey, 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 33110. Anthropology of Indigeneity. 100 Units.
Around the world, appeals to indigeneity undergird contentious struggles over land, territory, and resources. While indigeneity is often treated as an instrument of political representation and legal appeal, this course explores the historical and relational underpinnings from which so-called ethnic movements draw. Building from ethnographic and historical texts, the course begins with a careful examination of how embodied orientations to place have given way to distinct articulations of political belonging, particularly in the Andean region of South America. We then consider how these place-based modes of collectivity have been shaped by various events including colonial land dispossession, republican projects of national integration and citizenship, labor movements and new extractive economies, multicultural reforms, and anti-imperialist projects of ethnic revivalism. In the final part of the course, we track the unexpected ways that these older orientations to place and collectivity are creatively redeployed within newer struggles for indigenous and environmental justice. By exploring the ways that specific histories of attachment shape contemporary demands for rights and political belonging, the course aims to foster new ways of approaching indigeneity in anthropology and beyond.
Instructor(s): M. Winchell Terms Offered: TBD
Prerequisite(s): Presumes working knowledge of postcolonial theory. Open to 3rd & 4th year undergrads with consent of instructor.
Equivalent Course(s): ANTH 33110,CRES 22610,LACS 22610,LACS 33610,ANTH 22610

CRES 34501-34502. Anthropology of Museums I-II.
This sequence examines museums from a variety of perspectives. We consider the World’s Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

CRES 34501. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn,Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): ANTH 34502,MAPS 34500,SOSC 34500,CHDV 34501,ANTH 24511

CRES 34502. Anthropology of Museums II. 100 Units.
No description available.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): SOSC 34600,ANTH 24512
CRES 37002. Colloquium: Interracial America. 100 Units.
This course will examine the interaction between different racialized and ethnic groups in America (and beyond) from the eighteenth-century to our present moment. Conventional studies rely on a simplistic black-white paradigm of US race relations. This seminar aims to move beyond that dichotomy and searches for broader historical models, which include yellow, brown, red, and ethnic white. For example, how do we interpret recently excavated histories of Afro-Cherokee relations in antebellum America? What are hectarps, pachucos, and yogores? What is a “model minority,” and why did Asians inherit the mantle from Jews? What is a “protest minority,” and why were Blacks and Jews labeled as such during the civil rights movement? How does race operate differently in an ostensible racial paradise like Hawai’i? How do we understand race, nation, and decolonization in a global context, as evidenced by radical activism in California in the 1960s and 70s? We will critically interrogate the history of contact that exists between and among these diverse “groups.” If conflicted, what factors have prevented meaningful alliances? If confluent, what goals have elicited cooperation?
Instructor(s): D. Roper Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): AMER 47002, HIST 47002

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: Spring
Equivalent Course(s): CRES 28703, HIST 38703, HIST 28703

CRES 38906. Nineteenth-Century American Mass Entertainment. 100 Units.
Popular culture filters, reflects, and occasionally refracts many of the central values, prejudices, and preoccupations of a given society. From the Industrial Revolution to the advent of feature films in the early twentieth century, American audiences sought both entertainment and reassurance from performers, daredevils, amusement parks, lecturers, magicians, panoramas, athletes, and photographers. Amidst the Civil War, they paid for portraits that purportedly revealed the ghosts of lost loved ones; in an age of imperialism, they forked over hard-earned cash to relive the glories of western settlement, adventure, and conquest in Buffalo Bill's Wild West. Mass entertainment not only echoed the central events of the age it helped shape them: from phrenology as the channel for antebellum convictions about outward appearance (and racial identity), to the race riots following Jack Johnson's boxing victory over Jim Jeffries. Many of these entertainment forms became economic juggernauts in their own right, and in the process of achieving unprecedented popularity, they also shaped collective memory, gender roles, race relations, and the public's sense of acceptable beliefs and behaviors. This lecture course will examine the history of modern American entertainment over the course of the long nineteenth century. Requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 38906, CRES 28906, GNSE 28906, GNSE 38906, HIST 28906

CRES 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: Spring
Note(s): Taught in English.
Equivalent Course(s): TAPS 28479, SPAN 39117, LACS 29117, LACS 39117, TAPS 34879, GNSE 29117, GNSE 39117, CRES 29117, SPAN 29117
CRES 39519. Histories of Racial Capitalism. 100 Units.
This course takes as its starting point the insistence that the movement, settlement, and hierarchical arrangements of people of African descent is inseparable from regimes of capital accumulation. It builds on the concept of "racial capitalism," which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. With a focus on the African diaspora, this course will cover topics such as racial slavery, labor in Jamaica, banking in the Caribbean, black capitalism in Miami, the under development of Africa, mass incarceration, and the contemporary demand for racial reparations.
Instructor(s): D. Jenkins Terms Offered: Autumn
Equivalent Course(s): HIST 39519,CRES 29519,HIST 29519

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
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
• 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 - History
• 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
• Hung Wu - Art History
• Ming Xiang - Linguistics
• Kazuo Yamaguchi - Sociology
• Dali Yang - Political Science
• 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
• Won Kyung Na - East Asian Languages & Civilization
• Hiroyoshi Noto - East Asian Languages & Civilizations
• Laura A Skosey - East Asian Languages & Civilizations
• Katherine Tsiang - Art History; Center for the Art of East Asia
• Youqin Wang - East Asian Languages & Civilizations
• Shan Xiang - East Asian Languages & Civilizations
• Jun Yang - East Asian Languages & Civilizations

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

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

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

Student fellowships, faculty research, and a wide range of events form the core of the Center’s activities. For more information about graduate fellowships—including conference travel grants, pre-dissertation research grants, and other offerings—visit our website http://ceas.uchicago.edu and click on the ‘Grants and Fellowships’ tab.

In addition, the East Asian Film Library at CEAS is one of the largest such collections in North America, containing over 7,000 titles from China, Japan, and Korea. It is particularly strong in independent film,
Center for East Asian Studies

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

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

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

Director
- Scott P. Wakely, Physics

Professors
- Edward Blucher, Physics
- John Eric Carlstrom, Astronomy & Astrophysics
- Cheng Chin, Physics
- Fred Ciesla, Geophysical Sciences
- Juan Collar, Physics
- Nicolas Dauphas, Geophysical Sciences
- Andrew Davis, Geophysical Sciences
- Henry J. Frisch, Physics
- Lawrence Grossman, Geophysical Sciences
- Jeffrey A. Harvey, Physics
- Craig Hogan, Astronomy & Astrophysics
- 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 Privitera, Astronomy & Astrophysics
- Robert Rosner, Astronomy & Astrophysics
- Savdeep Sethi, Physics
- Melvyn Shochet, Physics
- Dam Thanh Son, Physics
- Michael S. Turner, Astronomy & Astrophysics
- Carlos Wagner, Physics
- Yau W. Wah, Physics
- Scott P. Wakely, Physics
- Robert M. Wald, Physics
- Paul B. Wiegmann, Physics

Associate Professors
- Daniel Holz, 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  
• 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 cosmo-chemistry, geochemistry, scanning electron and proton microscopy, and solar energy concentration. Theoretical studies include physics of elementary particles, quantum field theory, theoretical astrophysics and solar physics, plasma physics, cosmology, and general relativity.

The Enrico Fermi Institute provides engineering, technical and administrative support for the academic members and students. It includes a state-of-the-art electronics development group and facilities for mechanical design and construction, as well as computational equipment. Special resources include environmental test equipment, large-scale assembly facilities, computer aided design facilities, etc. This makes possible the design of complex instruments, and the in-house construction of detectors needed for experiments in the laboratory, with high-energy particle accelerators, on high-altitude balloons, and in space 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 Accelerator Building, and the Eckhardt Research Center. The Eckhardt Center, which replaces the Research Institutes building that stood at the corner of Ellis and 57th Street for more than 50 years, opened in autumn 2015, and is the new home of the Astronomy and Astrophysics Center. The Kavli Institute for Cosmological Research now also occupies space in the ERC. LASR, after a complete renovation now underway, will 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 University is planning a 75th-anniversary commemoration in autumn of this year (https://www.lib.uchicago.edu/scrc/exhibits/upcoming-exhibits/).
The Morris Fishbein Center for the History of Science and Medicine

Director
- Robert J. Richards

Faculty
- Lorraine Daston, Visiting Professor in Social Thought
- Arnold Ira Davidson, Philosophy
- James A. Evans, Sociology
- Jan Ellen Goldstein, History
- Adrian Johns, History
- Karin Knorr Cetina, Sociology
- Joseph Masco, Anthropology
- Karl Matlin, Department of Surgery
- Michael Rossi, History
- Stephen M. Stigler, Statistics

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, postdoctoral scholars, and faculty with interest in this field. It lends particular support to Ph.D. students pursuing the history of science. It maintains close cooperative relations with the Department of History and the Committee on the Conceptual and Historical Studies of Science.

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

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

COURSES

A listing of courses representative of those offered by members of the center is 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
• Margaret Gardel, Physics
• 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. Mazzotti, Chemistry
• Sidney R. Nagel, Physics
• Jiwoong Park, Chemistry
• Norbert F. Scherer, Chemistry
• Steven J. Sibener, Chemistry
• Dam Thanh Son, Physics
• Dmitri Talapin, Chemistry
• Andrei Tokmakoff, Chemistry
• Gregory A. Voth, Chemistry
• Paul Wiegmann, Physics
• Luping Yu, Chemistry

Associate Professors
• Erez Berg, Physics
• Dion L. Heinz, Geophysical Sciences
• William T. M. Irvine, Physics
• Michael Levin, Physics
• Shinsei Ryu, Physics
• Wendy W. Zhang, Physics

Assistant Professors
• Timothy Berkelbach, Chemistry
• 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
• 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
• Kristen Schilt

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

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

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

**Pozen Research Grants for PhD Students** ([https://pozen.herokuapp.com/awards/researchgrants](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](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
The Center for International Social Science Research (CISSR) is an eclectic intellectual community devoted to nourishing empirical international research across the social sciences. We seek to spark and sustain critical discussions that traverse disciplinary, methodological, and geographic boundaries. CISSR supports work that informs and transforms debates on global issues within the academy and beyond.

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

- The CISSR Research Fellows Program is designed to bring social scientists who study different parts of the world using different methods and theoretical approaches together in a common space. Rooted in the belief that the best research is produced through critical and constructive conversations in an inclusive community of global scholars, CISSR activities allow fellows to share their findings, while also exposing them to new perspectives and localities. Through sustained interactions with their peers, and with CISSR financial and administrative support, fellows can refine their research and amplify its impact. Fellowships are available for both faculty and advanced graduate students.

- CISSR book workshops provide University of Chicago faculty with an opportunity to receive input from visiting and local scholars in a day-long book workshop. Workshops help authors refine their research and arguments before manuscripts go to academic presses. A call for proposals to fund faculty book workshops will be issued annually.

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

Director

• Jeffrey Stackert, Divinity

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

• Simeon Chavel, Divinity
• Sarah Hammerschlag, Divinity
• William Nickell, Slavic Languages and Literatures
• Richard Payne, Near Eastern Languages & Civilizations and History
• Na’ama Rokem, Near Eastern Languages & Civilizations
• David Schloen, Near Eastern Languages & Civilizations
• Jeffrey Stackert, Divinity
• Sofia Torallas-Tovar, Classics and Near Eastern Languages & Civilizations

Assistant Professors

• Faith Hillis, History
• Maria Anna Mariani, Romance Languages and Literatures
• Raoul Moati, Philosophy
• Sonali Thakkar, English Language and Literature

Senior Lecturers

• Ari Almog, Near Eastern Languages & Civilizations

University Associate Members

• Stuart Creason, Near Eastern Languages & Civilizations
• Anne Knafi, Bibliographer for Religion and Philosophy
• Albert Madowsky, Booth School of Business
• Lucy Pick, Divinity
• Gil Stein, Near Eastern Languages & Civilizations

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

JEWISH STUDIES & HEbrew BIBLE WORKSHOPS

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

RESEARCH AND LIBRARY RESOURCES

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

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

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

STUDENT FUNDING AND OPPORTUNITIES

DISSERTATION 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
Center for Jewish Studies

will be given to proposals in the order listed. Awards are also available for conference travel and fees when a paper has been accepted for presentation. Students may combine their awards with funding from other sources.

For additional information about the Jewish Studies program, please see ccjs.uchicago.edu
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
- Jessica Swanston Baker - Department of Music
- Christopher Blattman - Harris School of Public Policy
- 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)
- Leonardo Bursztyn - Department of Economics
- Shannon Dawdy - Department of Anthropology
- Daniel Desormeaux, Department of Romance Languages & Literatures
- Frederick A. de Armas - Department of Romance Languages & Literatures
- Oeindrila Dube, Harris School of Public Policy
- 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
- Yanilda Maria González - 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
• Luis Martinez - Harris School of Public Policy
• Miguel Martinez - 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
• Mareike Winchell - Department of Anthropology
• Austin L. Wright - Harris School of Public Policy
• Alan Zarychta - School of Social Service Administration
The Center for Middle Eastern Studies offers interdisciplinary Master of Arts programs 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 a non-partisan, objective research institution that delivers reliable data and rigorous analysis to guide critical programmatic, business, and policy decisions. Since 1941, NORC has conducted groundbreaking studies, created and applied innovative methods and tools, and advanced principles of scientific integrity and collaboration. Today, government, corporate, and nonprofit clients around the world partner with NORC to transform increasingly complex information into useful knowledge. NORC conducts research in five main areas: Economics, Markets, and the Workforce; Education, Training, and Learning; Global Development; Health and Well-Being; and Society, Media, and Public Affairs. Headquartered in downtown Chicago, NORC works in over 40 countries around the world, with additional offices on the University of Chicago campus, the DC metro area, Atlanta, Boston, San Francisco, Silicon Valley, Albuquerque, and Wichita. NORC’s long tradition of rigorous, transparent, and objective research has been fostered and reinforced by its long-standing relationship with the University of Chicago. As a result of this 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 also maintains the Academic Research Centers (ARC) which occupy office space in the Harris School building on the University of Chicago campus. The ARC provides a collegial, interdisciplinary environment in which University of Chicago faculty can conduct empirical social science research in collaboration with a team of NORC researchers committed to developing collaborations across departments and divisions at the University. While there are currently four research centers within the ARC, faculty and researchers in this department have developed a wide range of funded research projects that have evolved well beyond the purview of these specific content area centers and now constitute the larger portion of the department’s work. The four centers are:

- **The Aging Action Research Center** functions as a substantive hub for research on aging within and outside of NORC, acting as a knowledge broker for the development of design-based research, dissemination to stakeholders, innovation in survey research methods, and management of grant programs.
- **The Center for the Study of Politics and Society** focuses on the investigation of societal change. The National Data Program for the Social Sciences is the CSPS’s largest component and its major activity is the regular collection and distribution of the General Social Survey and its allied surveys in the International Social Survey Program.
- **The Early Childhood Research and Practice Collaborative** fosters research-practice partnerships that apply rigorous research/evaluation methods and the latest development science to address pressing needs and challenges faced by early childhood educators in formal and informal learning environments, policymakers, and investigators.
- **The Ogburn-Stouffer Center for the Study of Social Organizations** promotes innovative, theoretically-informed, empirical research on population, political attitudes and decision making, community, health, social inequality, and social structure. A core mission is to promote the training of graduate students in the social sciences through involvement in all phases of large-scale survey research from development to execution and analysis.

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

Chair, Committee on Southern Asian Studies
- Daniel A. Arnold, Divinity

Associate Director, Committee on Southern Asian Studies
- Irving Birkner

Members: Faculty and Emeritus Faculty
- Anjali Adukia, 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
- 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
- Ronald B. Inden, History
- Matthew Kapstein, Divinity: History of Religions
- John D. Kelly, Anthropology
- Alan Kolata, Anthropology
- Rochona Majumdar, South Asia Languages & Civilizations
- Colin Masica, Linguistics
- William Mazzarella, Anthropology
- C. M. Naim, South Asian Languages & Civilizations
- Constantine V. Nakassis, Anthropology
- Karma Ngodup, South Asian Languages & Civilizations
- Ralph Nicholas, Anthropology
- Martha Nussbaum, Law
- James H. Nye, Library
- Trevor Price, Ecology and Evolution
- Tahera Qutbuddin, Near East Languages & Civilizations
- Frank Reynolds, Divinity: History of Religions
- Laura Ring, Library
- John Schneider, Medicine
- Anna Lise Seastrand, Humanities
- Clinton Seely, South Asian Languages & Civilizations
- Richard A. Shweder, Comparative Human Development
- Dan Slater, Political Science
- Paul Staniland, Political Science
- Ulrike Stark, South Asian Language & Civilizations
- Kaushik Sundar Rajan, Anthropology
Richard P. Taub, Comparative Human Development
Gary Tubb, South Asian Languages & Civilizations
Christian K. Wedemeyer, Divinity: History of Religions
Tyler Williams, South Asian Languages & Civilizations
Norman Zide, Linguistics

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

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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, Associate Professor of Art History
- Karin Knorr Cetina, Otto Borchert Distinguished Service Professor of Anthropology and Sociology and Chair of the Department of Sociology
- Simeon Chavel, Assistant Professor of the 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, Near Eastern Languages and Civilizations
- Jas’ Elsner, Visiting Professor of Art History, and Humfrey Payne Senior Research Fellow in Classical Archaeology and Art, Oxford University
- 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 Institute of Argonne National Laboratory and the University of Chicago Committee on Computational Neuroscience
- Lars Peter Hansen, David Rockefeller Distinguished Service Professor in Economics, Statistics & the College
- William Howell, Sydney Stein Professor in American Politics, Harris School of Public Policy
- Dario Maestripieri, Professor of Comparative Human Development, Evolutionary Biology, and Neurobiology.
- David Nirenberg, Deborah R. and Edgar D. Jannotta Professor of Medieval History and Social Thought
- Ada Palmer, Assistant Professor of History and the College, Associate Faculty of Classics
- Jennifer Pitts, Associate Professor of Political Science
- Kenneth Pomeranz, University Professor of Modern Chinese History
- Robert J. Richards, Morris Fishbein Distinguished Service Professor of the History of Science and Medicine
- James Robinson, University Professor, Harris School of Public Policy
- Michael Rossi, Assistant Professor of the History of Medicine
- Benoit Roux, Amgen Professor, Departments of Biochemistry & Molecular Biology and Chemistry, Institute for Biophysical Dynamics and the College
- Haun Saussy, University Professor, Department of Comparative Literature
- Gary Tubb, Anupama and Guru Ramakrishnan Professor of South Asian Languages and Civilizations and Faculty Director, University of Chicago Center in Delhi
The Stevanovich Institute on the Formation of Knowledge opened in the Fall of 2015 at the University of Chicago. It was founded with the mission of uniting scholars from a variety of 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 the modern world.

The Institute’s Faculty and External Faculty Board are committed to investigating all aspects of the processes by which cultures claim to know what they know. Where are the boundaries between knowledge and belief? What techniques do cultures deploy to encode and verify information, and how do technological developments—in forensics and measurement, for example—impinge on these areas? What awareness do societies show regarding what is contingent about their deepest commitments? These questions may be put historically and cross-culturally. They also need urgently to be posed about those who work in notionally rational modern institutions, such as the university and the lab.

The Stevanovich Institute joins these faculty with visiting Fellows at every stage of the career, in the context of the extraordinary resources of the University of Chicago, to question and enrich each other, in conversation about the past, present and future of human knowledge.

Website
sifk.uchicago.edu

STEVANOVICH INSTITUTE ON THE FORMATION OF KNOWLEDGE COURSES

KNOW 23003 01. Politics and the Sacred: Divinities, Essences, Order. 100 Units.
Politics is replete with references to phenomena that are themselves imagined to lie beyond political inference. Four such phenomena that are imagined as absolutes stand out in the making of the Europeanoid world: 1. the idea of a single all-knowing, all-powerful creator god; 2. the idea that the world as it appears to us is grounded in unchanging essences; 3. the idea that there can be a sovereign power that has the final and undisputable say in all matters political; and 4. the idea that like the material world human affairs are governed by unchanging laws which can be systematically exploited for creating a better social order. This course looks at the historical context in which these ideas have both emerged (or re-emerged) and found lastingly impactful formulations in the Hebrew Bible, Plato’s Philosophy, the works of Bodin and Hobbes, as well as in the works of Comte and Marx. It also explores the reasons and theorizes why references to absolutes appear to be so appealing to politicians.
Instructor(s): A. Glaeser Terms Offered: Spring
Equivalent Course(s): SOCI 20267

KNOW 31403. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417,CLAS 35417,HIST 35421,HIPS 25421,CHSS 35421,KNOW 21403,RLST 22121,HREL 34309,SIGN 26010,HIST 25421

KNOW 31404. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIST 35309,HIPS 25309,CHSS 35309,KNOW 21404,ANTH 24308,ANTH 34308,HIST 25309
KNOW 31406. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516, CLCV 28517, CLAS 38517, HIPS 29516, CHSS 39516, KNOW 21406, RLST 22123, HREL 39516, SIGN 26011, HIST 29516

KNOW 31415. Knowledge on a Platter: Comparative Perspectives on Knowledge Texts in the Ancient World. 100 Units.
In various ancient cultures, sages created the new ways of systematizing what was known in fields as diverse as medicine, politics, sex, dreams, and mathematics. These texts did more than present what was known; they exemplified what it means to know - and also why reflective, systematic knowledge should be valued more highly than the knowledge gained from common sense or experience. Drawing on texts from Ancient India, Greece, Rome, and the Near East, this course will explore these early templates for the highest form of knowledge and compare their ways of creating fields of inquiry: the first disciplines. Texts include the Arthashastra, the Hippocratic corpus, Deuteronomy, the Kama Sutra, and Aristotle’s Parva naturalia.
Instructor(s): Lorraine Daston and Wendy Doniger Terms Offered: Spring. course taught spring 2018
Prerequisite(s): Graduate seminar - consent is required. Course is taught the first five weeks of the quarter (3/26/18-4/30/18) twice a week.
Equivalent Course(s): HREL 30927, SALC 30927, CHSS 30927, SCTH 30927

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, HIST 66606, PHIL 43011

KNOW 40302. Islam and Modern Science. 100 Units.
Since the nineteenth century, the rise of the modern empirical sciences has provided both challenges and opportunities for Muslim-majority societies. In this seminar, we examine the epistemological, institutional, and biopolitical transformations that have come about in these societies through encounters with a range of natural and social scientific disciplines (astronomy, medicine, psychology, psychical research, psychoanalysis, eugenics, economics, sociology, anthropology, and others). Readings are from anthropology, history, and science studies.
Instructor(s): Alireza Doostdar Terms Offered: Spring
Equivalent Course(s): AASR 40302, ISLM 40302
KNOW 47002. Philosophy of Judaism: Soloveitchik Reads the Classics. 100 Units.
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 12/15/2017. 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 of Graduate Affairs 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 Public Health Sciences for Clinical Professionals; the S.M. in Translational Research for PhD students in select BSD graduate programs; or as below:

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

Doctor of Philosophy

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

- Bachelors degree from an accredited undergraduate institution.
- A minimum of three years of graduate work beyond the level of the bachelors degree. 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.
Programs of Graduate Study in the Basic Biological Sciences

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

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

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

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

Biomedical Sciences: Cancer, Immunology, Microbiology and Molecular Metabolism and Nutrition

- The Committee on Cancer Biology
- The Committee on Immunology
- The Committee on Molecular Metabolism and Nutrition
- The Committee on Microbiology

Darwinian Sciences: Ecological, Integrative, and Evolutionary Biology

- The Department of Ecology and Evolution
- The Committee on Evolutionary Biology
- Graduate Program in Integrative Biology

Molecular Biosciences: Biochemistry, Genetics, and Cell and Developmental Biology

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

Neuroscience: Computational Neuroscience, Neurobiology and Integrative Neuroscience

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

These degree granting units have not entered into a cluster arrangement and provide separate admission. They are:

- The Department of Public Health Sciences (M.S. and Ph.D.)
- The Committee on Medical Physics
- Graduate Program in Biophysical Sciences (Joint with the Division of Physical Sciences)

Admission Procedures

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

DEADLINES

Applications are due December 1st. Late applications will be reviewed only at the discretion of the Dean for Graduate Affairs. Incomplete applications will be evaluated on the basis of materials received at the time of the regular review process. Interviews are often required and students will be invited to attend formal recruitment weekends. 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.
QUANTITATIVE AND COMPUTATIONAL TRAINING OPPORTUNITIES

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

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

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

### Classes in General Quantitative Background

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PBHS 32100</td>
<td>Introduction to Biostatistics</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 47400</td>
<td>Introduction to Probability and Statistics for Geneticists</td>
<td>100</td>
</tr>
<tr>
<td>STAT 24400</td>
<td>Statistical Theory and Methods I</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 32400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 32700</td>
<td>Biostatistical Methods</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 33200</td>
<td>Statistical Analysis with Missing Data</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 33500</td>
<td>Statistical Applications</td>
<td>100</td>
</tr>
<tr>
<td>MPHY 34900</td>
<td>Mathematics for Medical Physics</td>
<td>100</td>
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</table>

### Classes in Computation/Programming

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>STAT 37810 &amp; STAT 37820</td>
<td>Statistical Computing A and Statistical Computing B</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 32000</td>
<td>Introduction to Scientific Computing Skills for Biologists</td>
<td>100</td>
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</table>

### Classes in Linear Algebra

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 30750</td>
<td>Numerical Linear Algebra</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 35100</td>
<td>Health Services Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 32600</td>
<td>Analysis of Categorical Data</td>
<td>100</td>
</tr>
</tbody>
</table>

### Classes in Dynamical and Stochastic Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CPNS 31000</td>
<td>Mathematical Methods for Biological Sciences I</td>
<td>100</td>
</tr>
<tr>
<td>CPNS 31100</td>
<td>Mathematical Methods for Biological Sciences II</td>
<td>100</td>
</tr>
<tr>
<td>MGCB 32000</td>
<td>Quantitative Analysis of Biological Dynamics</td>
<td>100</td>
</tr>
<tr>
<td>MPHY 39600</td>
<td>Image Processing and Computer Vision</td>
<td>100</td>
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</table>

### Classes in Inference (Models and Data)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HGEN 48600</td>
<td>Fundamentals of Computational Biology: Models and Inference</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 36000</td>
<td>Morphometrics</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 35100</td>
<td>Data Analysis for the Geophysical Sciences</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 26100</td>
<td>Phylogenetics and the Fossil Record</td>
<td>100</td>
</tr>
<tr>
<td>GEOS 36100</td>
<td>Phylogenetics and the Fossil Record</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 33300</td>
<td>Applied Longitudinal Data Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 43201</td>
<td>Introduction to Causal Inference</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 43010</td>
<td>Applied Bayesian Modeling and Inference</td>
<td>100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>PBHS 33400</td>
<td>Multilevel Modeling</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 47300</td>
<td>Genomics and Systems Biology</td>
<td>100</td>
</tr>
<tr>
<td>PHYS 25100</td>
<td>Chaos, Complexity, and Computers</td>
<td>100</td>
</tr>
<tr>
<td>STAT 38620</td>
<td>Social Networks, Probability, Learning, and Game Theory</td>
<td>100</td>
</tr>
<tr>
<td>STAT 37601</td>
<td>Machine Learning and Large-Scale Data Analysis</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 53003</td>
<td>Advanced Databases</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 32000</td>
<td>Introduction to Scientific Computing Skills for Biologists</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 35600</td>
<td>Principles of Population Genetics-1</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 42800</td>
<td>Population Ecology</td>
<td>100</td>
</tr>
<tr>
<td>ECEV 42900</td>
<td>Theoretical Ecology</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 46900</td>
<td>Human Variation and Disease</td>
<td>100</td>
</tr>
<tr>
<td>HGEN 47100</td>
<td>Intro Statistical Genetics</td>
<td>100</td>
</tr>
<tr>
<td>CPNS 35510</td>
<td>Theoretical Neuroscience: Single Neuron Dynamics and Computation</td>
<td>100</td>
</tr>
<tr>
<td>CPNS 35520</td>
<td>Theoretical Neuroscience: Network Dynamics and Computation</td>
<td>100</td>
</tr>
<tr>
<td>CPNS 35600</td>
<td>Theoretical Neuroscience: Statistics and Information Theory</td>
<td>100</td>
</tr>
<tr>
<td>STAT 35800</td>
<td>Statistical Applications</td>
<td>100</td>
</tr>
<tr>
<td>STAT 35400</td>
<td>Gene Regulation</td>
<td>100</td>
</tr>
<tr>
<td>STAT 35500</td>
<td>Statistical Genetics</td>
<td>100</td>
</tr>
<tr>
<td>STAT 35600</td>
<td>Applied Survival Analysis</td>
<td>100</td>
</tr>
<tr>
<td>STAT 35700</td>
<td>Epidemiologic Methods</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 38201</td>
<td>Intro to Geographic Information Systems</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 38400</td>
<td>Intermediate GIS</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 32901</td>
<td>Introduction to Clinical Trials</td>
<td>100</td>
</tr>
<tr>
<td>PBHS 33100</td>
<td>Applied Survival Analysis</td>
<td>100</td>
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</table>
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>Units</th>
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<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>
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</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 ISTP students interested in joining BMB) will be permitted to take the preliminary examination only after all course and grade requirements have been met. The exam consists of a concise written research proposal and an oral defense of the proposal. Students are expected to demonstrate their ability to 1) identify a scientific problem, 2) propose experiments to address the problem, 3) interpret potential outcomes from the experiments, and 4) frame the question and results in a broader scientific context. In addition, students are evaluated on their ability to convey their ideas clearly in the written proposal and to defend the proposal orally. The chairperson of each exam committee will then contact the student regarding the outcome of their exam and provide written feedback. Two outcomes are possible: Pass or Revisions Needed. If revisions are required, the student will have the opportunity to respond to the committee's concerns and either revise portions of the proposal or re-write the entire proposal as indicated by the committee. In these cases, students will need to write a cover letter addressing the concerns of the committee and the changes that have been made. In addition, students may be required to re-defend the revisions orally with part or all of the exam committee. If a student is asked to re-write and re-defend the entire proposal, an additional faculty member will be added to the exam committee. Inadequate performance on a second exam is grounds for dismissal from the program. For continuation in the program, students must successfully pass the Preliminary Examination by the end of the fifth quarter of full-time residence as a graduate student in biochemistry and molecular biology.

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

**BIOCHEMISTRY AND MOLECULAR BIOLOGY COURSES**

**BCMB 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 Bioloi. 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 Matlab would be valuable.
Instructor(s): B. Roux Terms Offered: Winter
Prerequisite(s): BIOS 20200 and Bios 26210-26211, or consent from instructor
Equivalent Course(s): 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 2017-18
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
• John Cunningham, Pediatrics
• Glyn Dawson, Pediatrics
• 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
• Kevin White, Human Genetics
• 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
• Michael Thirman, Medicine

Assistant Professors
• Lev Becker, Ben May Department for Cancer Research
The Committee on Cancer Biology (CCB) provides multidisciplinary and integrated training in cancer biology with an emphasis on innovation and critical thinking in cancer research. The program provides doctoral students with the most up-to-date knowledge and research training with the goal of preparing students for leadership and research careers in academia, industry, clinical research, science journalism, advocacy and policy and other relevant areas of the biomedical workforce. The program prepares students to conduct research by offering a core curriculum that focuses on multiple aspects of cancer biology, including molecular mechanisms of cancer, tumor progression and metastasis, autophagy and tumor metabolism, cancer genomics, computational approaches and big data analysis, mechanisms of drug resistance and tumor heterogeneity, in addition to translational research approaches. With 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 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 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, Spring, Winter

CABI 47510. 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): Ugrads (3 & 4 yrs only) must have taken BIOS 20187 & are required to email instructors for approval (bstranger@medicine.bsd.uchicago.edu & rhuang@medicine.bsd.uchicago.edu) prior to registering.
Equivalent Course(s): BIOS 25310, CCTS 40006
Chair
• David Kovar

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

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

Assistant Professors
• Robert Carrillo
• Ellie Heckscher
• Heng-Chi Lee

Faculty not accepting students into their lab
Professors
• Robert Josephs
• Bernard Roizman, Microbiology

Associate Professors
• Gayle K. Lamppa
• Laurens J. Mets

Emeritus Faculty
• Kwen Sheng Chiang
• Wolfgang Epstein
• Rochelle Easton Esposito
• Robert Haselkorn
• Anthony Mahowald
• Terence E. Martin
• Theodore L. Steck, Biochemistry & Molecular Biology
• Ursula B. Storb
• Bernard S. Strauss
Edwin W. Taylor

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://molbiobsd.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. Ruthenburg Terms Offered: Spring 
Equivalent Course(s): BCMB 31300, DVB 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): BCMB 31400, DVBI 31400, HGEN 31400

MGCB 31600. Cell Biology I. 100 Units. 
Eukaryotic protein traffic and related topics, including molecular motors and cytoskeletal dynamics, organelle 
arbitrage 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, DVB 31600

MGCB 31700. Cell Biology II. 100 Units. 
This course covers the mechanisms with which cells execute fundamental behaviors. Topics include signal 
transduction, cell cycle progression, cell growth, cell death, cancer biology, cytoskeletal polymers and motors, cell 
motility, cytoskeletal diseases, and cell polarity. Each lecture will conclude with a dissection of primary literature 
with input from the students. Students will write and present a short research proposal, providing excellent 
preparation for preliminary exams. 
Instructor(s): M. Glotzer, D. Kovar Terms Offered: Winter 
Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals sequence. 
Equivalent Course(s): 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, DVB 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): DVB 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: Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): DVBI 35600, ORGB 33600, BIOS 21356

MGCB 36100. Plant Development and Molecular Genetics. 100 Units.
Genetic approaches to central problems in plant development will be discussed. Emphasis will be placed on embryonic pattern formation, meristem structure and function, reproduction, and the role of hormones and environmental signals in development. Lectures will be drawn from the current literature; experimental approaches (genetic, cell biological, biochemical) used to discern developmental mechanisms will be emphasized. Graduate students will present a research proposal in oral and written form; undergraduate students will present and analyze data from the primary literature, and will be responsible for a final paper.
Instructor(s): J. Greenberg Terms Offered: Spring
Prerequisite(s): For undergraduates only: Three quarters of a Biological Sciences Fundamentals sequence.
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: Three quarters of a Biological Sciences Fundamentals sequence including BIOS 20189, BIOS 20190, or BIOS 20235.
Equivalent Course(s): DVBI 36400, BIOS 21237
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 38300. Health Economics and Public Policy. 100 Units.
This course analyzes the economics of health and medical care in the United States with particular attention to the role of government. The first part of the course examines the demand for health and medical care and the structure and the consequences of public and private insurance. The second part of the course examines the supply of medical care, including professional training, specialization and compensation, hospital competition, and finance and the determinants and consequences of technological change in medicine. The course concludes with an examination of recent proposals and initiatives for health care reform.
Instructor(s): D. Meltzer Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods (Statistics or Econometrics) or the equivalent or consent of the instructor
Equivalent Course(s): ECON 27700, PHHA 38300, PBHS 38300, PBPL 28300
CCTS 40004. Advanced Clinical Pharmacology I. 0.50 Units.
This course provides an interactive introduction to fundamental principles of the practice of clinical pharmacology relevant to drug development and personalized therapeutics. Topics include: pharmacokinetics, drug metabolism, protein binding, absorption and renal and hepatic elimination, pharmacodynamics, introduction to modeling methods, evaluation of adverse events, and preclinical 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. 1.00 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): Ugrads (3 & 4 yrs only) must have taken BIOS 20187 & are required to email instructors for approval (bstranger@medicine.bsd.uchicago.edu & rhuang@medicine.bsd.uchicago.edu) prior to registering.
Equivalent Course(s): CABI 47510, BIOS 25310

CCTS 40300. Signal Transduction and Disease. 1.00 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. 1.00 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): Biology majors: Three quarters of a Biological Sciences Fundamentals sequence and third or fourth year standing
Equivalent Course(s): CCTS 20400, BIOS 25327

CCTS 45000. Introduction to Biostatistics. 1.00 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): J. Cursio 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. Not offered every year.
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 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. Students must register for two-course sequence in order to receive course credit; CCTS 47001 and CCTS 47002 in Winter Quarter. Students must also register online. Contact CCTS administrator Kelsey Bogue at kbogue@bsd.uchicago.edu for more details.
CCTS 47002. Advanced Community Based Participatory Research (CBPR) Training Program 2. 025 Units.
The goal of health-related research is to improve the lives of people in the community studied. In traditional research, the community is not actively involved in designing the projects. Community-based participatory research is a partnership approach to research that equitably involves community members, organizational representatives, and academic researchers in all aspects of the research process. The Advanced CBPR Training Program is designed to help meet the growing need and demand for educational resources that help build the knowledge and skills needed to develop and sustain effective CBPR partnerships. The Program consists of six sessions that are offered on various Fridays throughout the year.

Instructor(s): D. Miller, D. Burnet Terms Offered: Winter. Students must register for two-course sequence in order to receive course credit; CCTS 47001 and CCTS 47002 in Winter Quarter. Students must also register online. Contact CCTS administrator Kelsey Bogue at kbogue@bsd.uchicago.edu for more details.

CCTS 47005. Methods in Health and Biomedical Informatics. 100 Units.
Most Health and Biomedical Informatics (HBMI) Graduate Programs around the country have independently come to the conclusion that the computational methods that informatics graduate students need to be familiar with is too broad and numerous to be addressed by a series of independent courses. Therefore, most programs have created a set of integrated courses that expose the students to a wide variety of informatics methods in short modules. Typically, these required methods series are organized as a series of required courses taken during the first year of graduate study. This course is the result of discussions by Health and Biomedical Informatics researchers and educators from the Chicago Biomedical Informatics Training (CBIT) initiative. This course is designed as the first course of a year-long sequence and is worth 100 units. Registration for the full year is expected.

Instructor(s): S. Volchenboum, D. McClintock, UIC & NU faculty Terms Offered: Autumn. Course location rotates between Northwestern's downtown campus, UChicago, and UIC
Prerequisite(s): Basic understanding of Python programming language; prior or simultaneous enrollment in Health & Biomedical Informatics (HBMI) intro course.

CCTS 47006. Methods in Health and Biomedical Informatics II. 100 Units.
Most Health and Biomedical Informatics (HBMI) Graduate Programs around the country have independently come to the conclusion that the computational methods that informatics graduate students need to be familiar with is too broad and numerous to be addressed by a series of independent courses. Therefore, most programs have created a set of integrated courses that expose the students to a wide variety of informatics methods in short modules. Typically, these required methods series are organized as a series of required courses taken during the first year of graduate study. This course is the result of discussions by Health and Biomedical Informatics researchers and educators from the Chicago Biomedical Informatics Training (CBIT) initiative. This course is designed as the second course of a year-long sequence and is worth 100 units. Registration for the full year is expected.

Instructor(s): David McClintock and Samuel Volchenboum; Northwestern and UIC faculty Terms Offered: Winter. Course location rotates between Northwestern’s downtown campus, UChicago, and UIC
Prerequisite(s): CCTS 47005 in Autumn Quarter.

CCTS 47007. Methods in Health and Biomedical Informatics III. 100 Units.
Most Health and Biomedical Informatics (HBMI) Graduate Programs around the country have independently come to the conclusion that the computational methods that informatics graduate students need to be familiar with is too broad and numerous to be addressed by a series of independent courses. Therefore, most programs have created a set of integrated courses that expose the students to a wide variety of informatics methods in short modules. Typically, these required methods series are organized as a series of required courses taken during the first year of graduate study. This course is the result of discussions by Health and Biomedical Informatics researchers and educators from the Chicago Biomedical Informatics Training (CBIT) initiative. This course is designed as the third course of a year-long sequence and is worth 100 units. Registration for the full year is expected.

Instructor(s): David McClintock and Samuel Volchenboum; Northwestern and UIC faculty Terms Offered: Spring. Course location rotates between Northwestern’s downtown campus, UChicago, and UIC
Prerequisite(s): CCTS 47005 in Autumn Quarter and CCTS 47006 in Winter Quarter.

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

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

Assistant Professors
- Stephanie Cacioppo, Psychiatry and Behavioral Neuroscience
- Narayanan (Bobby) Kasthuri, Neurobiology
- Stephanie Palmer, Organismal Biology and Anatomy
- Wei Wei, Neurobiology

The University of Chicago has a long tradition of innovative research in the neurosciences. K. C. Cole developed the voltage clamp here, Stephen Polyak and C. J. Herrick did pioneering work on the anatomy of the retina and brain, and Jack Cowan and Hugh Wilson were among the first to develop mathematical analyses of the dynamics of cortical neurons using 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 on-line application, can be viewed at https://biosciences.uchicago.edu/admissions. Students preparing an application must submit transcripts of their undergraduate and prior graduate work, recent test scores from the general Graduate Record Exam, and three letters of recommendation under separate cover. Foreign applicants from non-English speaking nations must also submit TOEFL scores with their application materials. Applications are due by December 1st for students beginning their studies in the following autumn quarter.

FINANCIAL AID

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

RESEARCH OPPORTUNITIES

Unparalleled research opportunities and facilities are available through the facilities and faculty on the University of Chicago campus, at the Argonne National Laboratory, the Illinois Institute of Technology campus and corporate partners. Research interests of faculty in the Committee on Computational Neuroscience can be accessed through the Neuroscience web page at http://neuroscience.uchicago.edu/faculty/. Ongoing research
topics range from work at the molecular level to studies in cognitive neuroscience. These projects involve modern methods of recording and imaging the activities of individual neurons, populations of neurons and human brain regions. Quantitative approaches currently utilized by faculty and students include those derived from nonlinear 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

**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 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 and three quarters of a Biological Sciences Fundamentals sequence or consent of the instructor
Equivalent Course(s): PSYC 36210, BIOS 26210

**CPNS 31100. Mathematical Methods for Biological Sciences II. 100 Units.**
This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.
Instructor(s): D. Kondrashov Terms Offered: Winter. L.
Prerequisite(s): BIOS 26210 or equivalent.
Equivalent Course(s): PSYC 36211, BIOS 26211

**CPNS 31358. Simulation, Modeling, and Computation in Biophysics. 100 Units.**
This course develops skills for modeling biomolecular systems. Fundamental knowledge covers basic statistical mechanics, free energy, and kinetic concepts. Tools include molecular dynamics and Monte Carlo simulations, random walk and diffusion equations, and methods to generate random Gaussian and Poisson distributions. 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 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): Staff Terms Offered: Autumn
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 to Cognitive Neuroscience. 100 Units.
This course is concerned with the relationship of the nervous system to higher order behaviors (e.g., perception, object recognition, action, attention, learning, memory, and decision making). Psychophysical, functional imaging, and electrophysiological methods are introduced. Mathematical and statistical methods (e.g. neural networks and algorithms for studying neural encoding in individual neurons and decoding in populations of neurons) are discussed. Weekly lab sections allow students to program cognitive neuroscientific experiments and simulations.
Instructor(s): N. Hatsopoulos Terms Offered: Spring. L.
Prerequisite(s): BIOS 26210, a course in systems neuroscience, and knowlege using Matlab, or consent of instructor.
Equivalent Course(s): ORGB 34650, PSYC 34410, BIOS 24232

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): NSCI 20130 or consent of instructor. For Biology majors: Three quarters of a Biological Sciences Fundamentals sequence.
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. L.
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
Equivalent Course(s): ORGB 42600, STAT 42600

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

CPNS 42901. Mathematical Modeling of Large-Scale Brain Activity 2. 100 Units.
Independent study in Mathematical Modeling of Large-Scale Brain Activity 2.
Instructor(s): Jack Cowan Terms Offered: Spring
Equivalent Course(s): MATH 42901
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 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
- Robert Haselkorn, Molecular Genetics & Cell Biology
- Anthony Mahowald, Molecular Genetics & Cell Biology
- Manfred Ruddat, Ecology & Evolution

Program of Study

First Year
The first year of graduate study is spent in coursework, independent reading, and exploratory research. Three courses constitute a full schedule for each quarter of the first year; the schedule typically includes three lecture courses or two lecture courses and a research rotation. Students are required to undertake laboratory rotations in at least three different laboratories before beginning their dissertation research. These rotations are performed during the first academic year, one each quarter. Rotations can also be performed during Summer Quarter.

Seminars given by invited speakers are regularly offered and students are strongly urged to attend. A separate series of meetings is presented in the Autumn and Winter quarters by faculty to introduce students to their research.

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

Second year

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

Advanced years

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

Evaluation

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

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

Admissions

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

Requirements for the Ph.D. Degree

A Ph.D. candidate must fulfill certain formal 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: Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): MGCB 35600,ORGB 33600,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: Three quarters of a Biological Sciences Fundamentals sequence.
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 fundamental sequence.
Equivalent Course(s): BIOS 21416

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

**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
Prerequisite(s): For undergraduates: Three quarters of a Biological Sciences Fundamentals sequence.
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
- Marcus Kronforst
- Stephen Pruett-Jones

Assistant Professors
- Sarah Cobey

Emeritus Faculty
- Wen-Hsiung Li
- Thomas Nagylaki
- Manfred D.E. Ruddat
- Janice B. Spofford

Research Associate (Associate Professor)
- Michael Z. Ludwig

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

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

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

Entrance Requirements

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

General Knowledge Examination

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

Dissertation Proposal Defense

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

Doctor of Philosophy

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

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

Application

We strongly advise students considering application to the department to begin preparation of their application early in the autumn quarter, so that all materials will arrive by the December 1 deadline. 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: Three quarters of a Biological Sciences Fundamentals sequence.
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 multicellular organisms relevant to human medicine. In EGM I, the emphasis will be on the evolution of pathogens, the evolution of cells of the immune system in response to pathogen invasion, the basis of autoimmune disorders, and the population genetics of cancerous cells in light of recent cancer genomic studies. EGM II will cover more general topics including Darwinian medicine, aging, and systems biology/medicine.
Instructor(s): S. Cobey, C-I. Wu Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. 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 evolve? 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): Three quarters of a Biological Sciences Fundamentals sequence and two quarters of calculus, or consent of instructor.
Equivalent Course(s): EVOL 44001, BIOS 23258
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
Committee on Evolutionary Biology

• 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

• 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 1st 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.
EVOLUTIONARY BIOLOGY COURSES

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: Winter. L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Recommended for Advanced Biology students.
Equivalent Course(s): ORGB 30250, BIOS 22250

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

EVOL 31700. Macroevolution. 100 Units.
Patterns and processes of evolution above the species level, in both recent and fossil organisms. 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
Prerequisite(s): GEOS 13100 and 13200, or equivalent. For BIOS students: 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): Three quarters of a Biological Sciences Fundamentals sequence or consent of instructor
Note(s): This course is offered in alternate (odd) years.
Equivalent Course(s): BIOS 23404

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

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

EVOL 36905. Topics in Conservation Paleobiology. 100 Units.
Paleobiological data from very young sedimentary records, including 'death assemblages' of shells and bones that are accumulating on modern-day seabeds and land surfaces, provide unique information on the status of present-day populations, communities, and ecosystems and their responses to natural and anthropogenic stress. This course on the emerging discipline of 'conservation paleobiology' uses a mix of lectures, seminars, and individual research projects to introduce how basic geologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including the identification of shifted baselines and disentangling human and natural drivers of ecological change. The course is designed to accommodate biologists with little background in paleontology and geology, focusing on methods of age-dating, paleo-environmental reconstruction, and geohistorical inference relevant to analysis of the last few thousands of years of human expansion and cultural/industrial development. The 2017 version will include hands-on experience with already-collected marine benthic samples. 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

EVOL 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, CHDV 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): Three quarters of a Biological Sciences Fundamentals sequence and two quarters of calculus, or consent of instructor.
Equivalent Course(s): ECEV 44001, BIOS 23258

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): 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 48412. Publications, Grants, and the Academic Job Market. 100 Units.
In this graduate seminar we will discuss how to write and publish scientific articles, prepare grant applications, write CVs and job applications, and give job talks and interviews. In other words, everything students always wanted to know about being successful in academia but were afraid to ask.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Equivalent Course(s): PSYC 48412, CHDV 48412

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 Time Schedules 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 Time Schedules and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of instructor

EVOL 49700. Graduate Readings in Evolutionary Biology. 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 Time Schedules 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 Time Schedules and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of Instructor
EVOL 49900. Graduate Research - On Campus. 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 Time Schedules and register using that instructor’s assigned section number.
Instructor(s): Staff
Prerequisite(s): Consent of Instructor
Committee on Genetics, Genomics, and Systems Biology

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

- Yoav Gilad

Professors

- Graeme Bell, Medicine
- 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
- Jack Gilbert, Ecology & Evolution
- 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
- Laurens Mets, Molecular Genetics & Cell Biology
- Marcelo Nobrega, Human Genetics
- 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
- Marsha Rosner, Ben May Department for Cancer Research
- Lucia Rothman-Denes, Molecular Genetics & Cell Biology
- Andrey Rzhetsky, Medicine
- Jonathan P. Staley, Molecular Genetics & Cell Biology
- Matthew Stephens, Human Genetics
- Joseph W. Thornton, Ecology & Evolution
- Aaron Turkewitz, Molecular Genetics & Cell Biology
- Kevin White, Human Genetics
- Chung-I Wu, Ecology & Evolution
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 supportive environment for students to progress smoothly from research training to research independence.

CURRICULUM AND TIMELINE - FIRST YEAR

Formal Coursework: Choice of Two GGSB Tracks: Empirical Track or Computational Track (http://compbio.uchicago.edu)
To obtain a Ph.D. in the Division of Biological Sciences, nine graded courses are required as detailed below.

GGSB has two tracks, one “Empirical Track”, and the other “Computational Biology”. While the two tracks are united by the common goals of using genetic, genomic and systems biology approach to address important biological questions, the training focus is different. Training of the first track is more focused on experimental techniques, especially those quantitative in nature, while the second track builds computational skills of students. The curriculum of the two tracks, as a result, will be different, as outlined below.

**CHOICE #1: GGSB EMPIRICAL TRACK (4 REQUIRED COURSES AND 4 ELECTIVES)**

Suggested “tracks” for students interested in concentrating in the Empirical track have been developed by the CSAC. (Model Systems, Population Genetics, Human Genetics, Developmental Genetics, and Genomics & Systems Biology) have been developed by the CSAC. A summary of the five suggested tracks is given in Appendix A. Students are required to consult with their assigned mentor prior to registration each quarter.

A total of four graded electives must be taken, one of which may be a reading course. The electives can be selected according to the student’s interests and the availability of courses.

**Four Required Courses:**

- Genetic Analysis of Model Organisms **AND** Genomics and Systems Biology
- Molecular Biology I **OR** Molecular Biology II
- One of the following four courses:
  - Fundamentals of Molecular Evolution
  - Principles of Population Genetics I
  - Evolutionary Genomics
  - Human Variation & Disease

**Empirical Track Course Electives [4 courses]:**

- Must take 4 courses (see list of approved electives).
- Students may petition the CSAC for approval of courses not listed in this handbook as “approved”.
- At least 3 of the 4 electives are to be taken before the Preliminary Exam.
- All 4 electives should be taken before the Qualifying Exam.
- One of the 4 elective courses may be taken pass/fail subject to CSAC approval.
- One of the electives may be a graded reading course (see guidelines for reading courses).

**CHOICE #2: GGSB COMPUTATIONAL TRACK – 3 REQUIRED COURSES AND 3 CORE ELECTIVES AND 2 ADDITIONAL ELECTIVES**

Suggested “tracks” for students interested in concentrating in the Computational Biology Track have been developed by the CSAC. (Population Genetics & Evolution, Statistical Genetics, Computational Genomics, and Computational Cell Biology) A summary of the four suggested tracks is given in Appendix B. Students are required to consult with their assigned mentor prior to registration each quarter.

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

**Three Required Courses in Computational Biology and Statistics:**

- Statistical Theory and Methods I **AND** Fundamentals of Computational Biology: Models and Inference
- Human Genetics I **OR** Genetic Analysis of Model Organisms **OR** Introductory Statistical Genetics **OR** Principles of Population Genetics I **OR** Evolution of Biological Molecules **OR** Biophysics of Biomolecules **OR** Human Variation and Disease **OR** Genomics and Systems Biology **OR** Quantitative Analysis of Biological Dynamics

**Plus Three Core Elective Courses Chosen from the Following List:**

- Applied Linear Statistical Methods **OR** Topics in Statistical Machine Learning **OR** Computational Systems Biology **OR** Mathematical Computation I – Matrix Computation
- Introduction to Scientific Computing for Biologists **OR** Fundamentals of Genetics **OR** Statistical Theory and Methods II **OR** Multivariate Statistical Analysis: Applications and Techniques **OR** Theoretical Ecology **OR** Pattern Recognition **OR** Bayesian Analysis and Principles of Statistics **OR** Statistical Genetics **OR** Machine Learning

**Computational Track Course Electives [5 courses]:**
• Students may petition the CSAC for approval of courses not listed in this handbook as “approved”.
• At least 4 of the 5 electives are to be taken before the Preliminary Exam.
• All 5 electives should be taken before the Qualifying Exam.
• One of the 5 elective courses may be taken pass/fail subject to CSAC approval.

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

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

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
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
- Lucy Godley, Medicine
- 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

Assistant Professors

- D. Allan Drummond, Biochemistry and Molecular Biology
- Daniela Del Gaudio
- Xin He
- Zejuan Li, Medicine
- Vincent J. Lynch
- Brandon Pierce, Public Health Sciences

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:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<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>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<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): MCGB 31900, BCMB 31900, DVBI 31900, GENE 31900

HGEN 39500. Historical and Conceptual Foundations of Evolutionary Devpt. 100 Units.
The goal of this course is to explore the historical and conceptual foundations of Developmental Evolution (DevoEvo) through readings and group discussions of historical and philosophical literature on evolutionary and developmental biology.
Instructor(s): V. Lynch Terms Offered: Spring
Equivalent Course(s): ORGB 39500

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.
Instructor(s): C. Ober, M. Nobrega, D. Waggoner

HGEN 47000. Human Genetics-I. 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.
Instructor(s): X. He Terms Offered: Winter
Prerequisite(s): For Biology Majors: Three quarters of a Biological Sciences Fundamentals sequence
Equivalent Course(s): IMMU 47300, BIOS 28407

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): Y. Gilad Terms Offered: Winter
Prerequisite(s): For Biology Majors: Three quarters of a Biological Sciences Fundamentals sequence and STAT 23400 or BIOS 26210 and BIOS 26211
Equivalent Course(s): IMMU 47300, BIOS 28407

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): Three quarters of a Biological Sciences Fundamentals sequence and STAT 23400 or BIOS 26210 and BIOS 26211
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

HGEN 48600. Fundamentals of Computational Biology: Models and Inference. 100 Units.
Covers key principles in probability and statistics that are used to model and understand biological data. There will be a strong emphasis on stochastic processes and inference in complex hierarchical statistical models. Topics will vary but the typical content would include: Likelihood-based and Bayesian inference, Poisson processes, Markov models, Hidden Markov models, Gaussian Processes, Brownian motion, Birth-death processes, the Coalescent, Graphical models, Markov processes on trees and graphs, Markov Chain Monte Carlo.
Instructor(s): J. Novembre, M. Stephens Terms Offered: Winter
Prerequisite(s): STAT 244
HGEN 48800. Fundamentals of Computational Biology: Algorithms/Applications. 100 Units.
This course will cover principles of data structure and algorithms, with emphasis on algorithms that have broad applications in computational biology. The specific topics may include dynamic programming, algorithms for graphs, numerical optimization, finite-difference schemes, matrix operations/factor analysis, and data management (e.g. SQL, HDF5). We will also discuss some applications of these algorithms (as well as commonly used statistical techniques) in genomics and systems biology, including genome assembly, variant calling, transcriptome inference, and so on.
Instructor(s): Xin He Terms Offered: Spring
The Committee on Immunology offers a graduate program of study leading to the Doctor of Philosophy degree in Immunology. The committee is dedicated to the open exchange of ideas among scholars of all fields, a commitment enhanced by an organizational structure that completely integrates the basic biological sciences.
with the clinical sciences. This multidisciplinary and integrated approach corresponds well with the reality of the new biology, where molecular and structural techniques are applied widely and with great success to clinical problems.

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

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

ADMISSION

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

THE DEGREE OF DOCTOR OF PHILOSOPHY

Ph.D. requirements include:

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

IMMUNOLOGY COURSES

IMMU 30010. Immunopathology. 100 Units.
This course will expand on general immunological concepts that have implications for our understanding of immune-related disorders such autoimmune diseases, inflammatory bowel diseases, infection immunity, immunodeficiencies and transplant rejection. Students will read and discuss primary immunological papers and become familiarized with typical experiment designs in immunology. At the end of course, students will have learned how to design experiments in order to address specific hypotheses related to immune-mediated disorders.
Instructor(s): B. Jabri Terms Offered: Winter
Prerequisite(s): BIOS 25256 with a grade of B or higher.
Equivalent Course(s): PATH 30010,BIOS 25258

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 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): Three quarters of a Biological Sciences Fundamentals sequence and STAT 23400 or BIOS 26210 and BIOS 26211
Equivalent Course(s): HGEN 47300, BIOS 28407
GRADUATE PROGRAM IN INTEGRATIVE BIOLOGY

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

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

Associate Professors
- Sliman Bensmaia
- Urs Schmidt-Ott

Assistant Professors
- Vincent Lynch, Human Genetics
- Stephanie Palmer

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

The graduate program in integrative biology is housed in the Department of Organismal Biology and Anatomy (OBA), which has a long history of training students in integrative organismal biology. During the 1970s, the focus of the (then) Department of Anatomy shifted from the classic purview of anatomy departments in the middle of the 20th century — histology, neurobiology, and cell biology — to more comparative and functionally oriented topics and an explicit focus on evolutionary biology and functional morphology. The neurobiology section of the department expanded first into explicitly comparative areas and later into neuroethology. Over the next twenty years the department evolved into its present configuration with research and teaching foci which include biomechanics/functional morphology, organismal neurobiology, developmental biology, and evolutionary biology, all unified by a shared reference point in the biological hierarchy — the organism — an entity we see as the natural reference for all of the biological sciences since it is the natural unit of selection. We see the intellectual areas presently housed in OBA as inextricably and naturally connected. To understand the organismal level in biology requires an understanding of both how organisms have been shaped over evolutionary time scales and how they are generated on developmental time scales, the various interacting tissue and organ systems that generate organismal functions, and the mutual feedback among these functional, evolutionary, and developmental processes. The high degree of connectivity among our core disciplines is exemplified by the integrative nature of student dissertation projects in OBA and by the high level of interaction and collaboration among our faculty; both faculty and graduate student research in OBA frequently span several of these areas. In recent years there has been a resurgence of interest in and appreciation for organismal-level biology on the national level, putting molecular, genetic, and computational tools and information to use 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: Winter. L.
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence. Recommended for Advanced Biology students.
Equivalent Course(s): EVOL 30250, BIOS 22250

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. L.
Prerequisite(s): Second-year standing and three quarters 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 32233. Comparative Vertebrate Anatomy. 100 Units.
This course covers the structure and function of major anatomical systems of vertebrates. Lectures focus on vertebrate diversity, biomechanics, and behavior (from swimming and feeding to running, flying, seeing, and hearing). Labs involve detailed dissection of animals (muscles, organs, brains) and a focus on skull bones in a broad comparative context from fishes to frogs, turtles, alligators, mammals, birds, and humans. Field trip to Field Museum and visit to medical school lab for human dissection required.
Instructor(s): M. Westneat. L. Terms Offered: Spring
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): BIOS 22233

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): Staff Terms Offered: Autumn
Prerequisite(s): undergraduates with consent of instructor
Equivalent Course(s): NURB 31600
**ORGB 33600. Vertebrate Development. 100 Units.**
This advanced-level course combines lectures, student presentations, and discussion sessions. It covers major topics on the developmental biology of embryos (e.g., formation of the germ line, gastrulation, segmentation, nervous system development, limb patterning, organogenesis). We make extensive use of the primary literature and emphasize experimental approaches including embryology, genetics, and molecular genetics.
Instructor(s): V. Prince, C. Ragsdale. Terms Offered: Spring
Prerequisite(s): For College students: Three quarters of a Biological Sciences Fundamentals sequence.
Equivalent Course(s): DVBI 35600, MGCB 35600, BIOS 21356

**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 39500. Historical and Conceptual Foundations of Evolutionary Development. 100 Units.**
The goal of this course is to explore the historical and conceptual foundations of Developmental Evolution (DevoEvo) through readings and group discussions of historical and philosophical literature on evolutionary and developmental biology.
Instructor(s): V. Lynch Terms Offered: Spring
Equivalent Course(s): HGEN 39500

**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.
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
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 Division of the Biological Sciences (http://biosciences.uchicago.edu), the Division of the Physical Sciences (http://physical-sciences.uchicago.edu), and the Division of the Social Sciences (http://socialsciences.uchicago.edu). The ISTP allows students to pursue training in one field or to craft a unique course of study that integrates two classical disciplines. Examples of the latter include computational biology and human genetics, structural biology and immunology, or developmental biology and microbiology. Such integrations reflect the evolution of biomedical research in which several disciplines are brought to bear on important questions in human disease.

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

PROGRAM OF STUDY

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

CURRICULUM

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

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

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

SPECIALIZATIONS

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

SELF-DESIGNED SPECIALIZATIONS

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

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

ADMISSION

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

MORE INFORMATION

Further information can be found at the MSTP program’s web site: https://pritzker.uchicago.edu/mstp

INTERDISCIPLINARY SCIENTIST TRAINING PROGRAM COURSES

ISTP 30420. Variable Topic Journal Club: Cell & Developmental Biology. 0.25 Units.
This course provides an in-depth primary-literature based examination of basic science courses taken as part of the Pritzker Initiative and allows students to develop an appreciation for the primary literature, learn to critically evaluate articles, learn more about experimental design, learn how to evaluate and present an overview of a field, and become proficient in overall presentation skills. The topic for this 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: Physiology. 0.25 Units.
This course provides an in-depth primary-literature based examination of basic science courses taken as part of the Pritzker Initiative and allows students to develop an appreciation for the primary literature, learn to critically evaluate articles, learn more about experimental design, learn how to evaluate and present an overview of a field, and become proficient in overall presentation skills. The topic for this course during the 16-17 academic year is physiology.
Instructor(s): C. Weber, M. Hofmann-Bowman Terms Offered: Winter

ISTP 30441. Variable Topic Journal Club: Grant Writing. 0.50 Units.
The purpose of this class will to be to provide participants with skills necessary for writing successful grant proposals. The class will emphasize how to craft hypotheses that are based on current published research and to develop rigorous experimental approaches to test these hypotheses. Special emphasis will be placed on developing an outstanding specific aims page that frames a hypothesis within the current literature, justifies the importance of the question and then proposes an integrated experimental plan that tests the central hypothesis.
Instructor(s): M. Clark Terms Offered: Spring

ISTP 30460. Variable Topic Journal Club: Statistics. 0.25 Units.
A thorough understanding of statistics is essential for both experimental design and data analysis. Too often, time and resources are wasted due to a poor understanding of sample size and power calculations, and the reliability of scientific reports has repeatedly been scrutinized in recent years due to questionable, if not fraudulent, application of statistical tests. As a requirement for entry into Pritzker, all MSTP students must have taken a statistics or biomathematics course in college. Building off of a basic, college-level understanding of statistics, this new journal-club style course aims to incorporate in-depth, field-specific workshops that will allow students to tailor their statistical toolbox to their particular research interests and goals.
Instructor(s): A. Anastasio Terms Offered: Summer
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
Kenneth B. Bader, Radiology
Naim Ozturk, Radiation & Cellular Oncology
Ingrid Reiser, Radiology
Rodney D. Wiersma, Radiation & Cellular Oncology

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

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

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

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

In addition to the Graduate Program in Medical Physics, the Committee on Medical Physics has combined with the University of Chicago’s Graham School to offer a postgraduate certificate in medical physics. This certificate program provides the necessary training for physicists who are interested in moving to medical physics with the knowledge that they will need in their future profession. Applicants must hold a Ph.D. in physics.

Inquiries concerning the Certificate Program should be addressed to Hania Al-Hallaq, Ph.D., Director of the Medical Physics Certificate Program, at:
hal-hallaq@radonc.bsd.uchicago.edu
Medical physics researchers at the university have available to them a variety of state-of-the-art equipment:

- 1.5T MR scanners
- 3T MR scanner
- 9.4T MRI/MRS system
- Electron paramagnetic resonance imaging spectrometers
- 16-, 32-, and 64-slice helical CT scanners
- Advanced 256-slice helical cone-beam CT scanner
- Advanced 256-slice dual-energy helical cone-beam CT scanner
- Dual-energy chest radiography system
- Full-field digital mammography systems
- PET/CT scanner
- 30% sensitivity dual-head small animal PET scanner
- Computer controlled dual-energy linear accelerators with multileaf collimators, dynamic treatment capability, and solid-state megavoltage imagers and kilovoltage 2D and cone-beam imaging capabilities
- Computer controlled high-dose-rate remote after loading brachytherapy system
- Virtual reality display system
- Computed radiography systems
- 7 dual-head SPECT systems
- Real-time quantitative PCR machine
- Zeiss surgical microscope
- Harvard small animal ventilator
- Micro-interventricular pressure and volume catheters
- MRI-compatible fiber optic pressure transducer
- Physiologic data acquisition and analysis system
- Class II cell culture hood
- Zeiss fluorescence microscope with associated CCD camera and image acquisition and analysis computer system
- Microplate reader
- Sorvall RC-6 high-speed ultracentrifuge
- Bio-rad gel documentation and analysis workstation
- Harshaw automated thermoluminescent reader
- Philips 250 kVp orthovoltage machine
- Diagnostic and mammography x-ray systems
- Dual-head SPECT systems
- Xenogen IVIS 200 for bioluminescence and fluorescence animal imaging
- VisEn FMT for fluorescence molecular tomography in animal imaging
- Olympus OV-100 for fluorescence animal imaging
- GM/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 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 Rivièrè, 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): 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 Rivièrè 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 modern radiation physics necessary for understanding modern radiation therapy. Rigorous theoretical foundations of physical dose calculation for megavoltage-energy photons and electrons, biological predictions of therapy outcomes, and brachytherapy are presented. Methods of modeling and implementing radiation therapy treatment planning, evaluation, and delivery are described. Emphasis is placed on current developments in the field including intensity modulated radiation therapy. The course is intended to provide comprehensive knowledge of radiation therapy physics, enabling the student to grasp current research in the field.
Instructor(s): K. Yenice, N. Ozturk, R. Wiersma Terms Offered: Winter

MPHY 35601. Anatomical Structure and Physiological Function of the Human Body. 100 Units.
Study and primer of the basic anatomy of the human body, as demonstrated from diagnostic radiographic imaging. Physiological processes of body systems will be examined with an emphasis on its relationship with imaging. Emphasis is placed on critical landmark structures involved in body, limb and nervous system imaging, allowing for effective clinically oriented research.
Instructor(s): C. Straus, B. Roman Terms Offered: Autumn
MPHY 35900. Cancer and Radiation Biology. 100 Units.
This course provides students with an overview of the biology of cancer and of the current methods used to
diagnose and treat the disease. Lectures from faculty throughout the Biological Sciences Division will include
presentations on cancer incidence and mortality, cancer prevention, a molecular biology perspective, the role of
genetic markers, methods of treatment (radiation, chemotherapy) and prognosis. The course will be primarily for
medical physics graduate students.
Instructor(s): D. Grdina Terms Offered: Winter

MPHY 37400. Charles E. Metz Special Topics. 100 Units.
The 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.
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
compartamental analysis; physics, reconstruction, performance 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,
nervral 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, and staff Terms Offered: All Quarters
MPHY 41700. Dissertation Research in Medical Physics. 100-300 Units.
Research topics span various areas of medical physics and can include those from diagnostic imaging to radiation therapy treatment methods, as well as cross-disciplinary projects. Students in the Graduate Program in Medical Physics will enroll in this course every quarter after the successful passage of the thesis proposal.
Instructor(s): S. Armato, and Staff Terms Offered: All Quarters

MPHY 41800. Research in Advanced Tomographic Imaging. 100 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 (EPR); 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 and Staff 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
Committee on Microbiology

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
• Jack Gilbert, Surgery
• 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
• Michaela Gack, Microbiology
• Glenn Randall, Microbiology

Assistant Professors
• Sarah Cobey, Ecology & Evolution
• 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): Three quarters of a Biological Sciences Fundamentals sequence, 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): Three quarters of a Biological Sciences Fundamentals sequence.
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): Three quarters of a Biological Sciences Fundamentals sequence and third- or fourth-year standing
Equivalent Course(s): BIOS 25287

MICR 35000. Advanced Virology. 100 Units.
Advanced Virology reviews various questions related to virus-host interactions. We cover how viruses are detected and controlled by the innate and adaptive immune systems and what mechanisms have they evolved to counteract the host protective responses. We will exemplify these mechanisms using viruses from such families as Orthomyxoviruses, Paramyxoviruses, Retroviruses and Herpesviruses.
Instructor(s): M. Gack, T. Golovkina, B. Roizman Terms Offered: Spring
Prerequisite(s): Undergraduates require permission

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, Spring, Winter

MICR 39200. Tutorial: Microbiology. 100 Units.
Additional readings in an area of Microbiology. Must be prearranged with a faculty member and preapproved by the chair of the Curriculum Committee.
Instructor(s): Sean Crosson Terms Offered: Autumn, Spring, Summer, Winter

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

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

MICR 47000. Thesis Research: Microbiology. VAR Units.
Laboratory research for senior graduate students
Instructor(s): Sean Crosson Terms Offered: Autumn, Spring, Summer, Winter
Committee on Molecular Metabolism and Nutrition

Chair
• Matthew Brady

Professors
• Maria-Luisa Alegre, Medicine
• George Bakris, 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
• J. Michael Millis, Transplantation
• 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
• Xiaozi 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
• Jeremy Marks, Pediatrics
• Vivek Prachand, Surgery
• Carol Semrad, Medicine

Assistant Professors
• Lev Becker, Ben May Department for Cancer Research
• Eunice Chen, Psychiatry & Behavioral Neuroscience
• Dianne Deplewski, Pediatrics
• Helen Kim, Obstetrics and Gynecology
• Brian Roman, Radiology
• Esra Tasali, Medicine

Research Associate (Professor)
• Catherine Reardon Alulis, Pathology

Research Associate (Assistant Professor)
• Mark Musch, Medicine
The Committee on Molecular Metabolism and Nutrition is a dynamic and interactive research unit of the University of Chicago offering interdisciplinary doctoral training in the molecular basis of biological processes as they relate to nutrition and human disease. The graduate program in molecular metabolism and nutrition offers a program of study leading to the Doctor of Philosophy in Molecular Metabolism and Nutrition. Faculty expertise includes the areas of insulin secretion, diabetes genetics, nutritional regulation of epithelial cell biology, intestinal absorption, adaptation, and malabsorption, water/nutrient/electrolyte transport, nutriceuticals, atherogenesis, abnormalities in lipid and lipoprotein metabolism, vitamin D research, insulin metabolic signaling, transcription factors and adipogenesis, impact of nutrition on reproductive biology, glucocorticoid action and sleep research. A mixture of nationally recognized senior faculty and dynamic junior faculty provide a stimulating and supportive environment designed to guide graduate students through course work and research training. Major resources include transgenic mouse facilities, flow cytometry, microscope imaging suites, microarray and gene chip facilities, computational labs and facilities for human research. The committee works closely with the government sponsored Diabetes Research and Training Center, Digestive Disease Research Core Center, Training Program in Digestive Diseases and Nutrition, and the Clinical Research Center to offer a broad array of choices for research topics.

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

ADMISSION

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

THE DEGREE OF DOCTOR OF PHILOSOPHY

Ph.D. requirements include:

- Completion of 9.5 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, Spring, Winter
Chair

- Daniel McGehee, Anesthesia and Critical Care

Professors

- 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
- 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
- Andrea King, Psychiatry and Behavioral Neuroscience
- Richard P. Kraig, Neurology
- Yamuna Krishnan, Chemistry
- Dario Maestripieri, Comparative Human Development
- Daniel Margoliash, Organismal Biology and Anatomy
- Peggy Mason, Neurobiology
- James A. Mastrionni, Neurology
- John Maunsell, Neurobiology
- 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
- S. Murray Sherman, Neurobiology
- Sangram Sisodia, Neurobiology
- Betty Soliven, Neurology
- Wei-Jen Tang, Ben May Department of Cancer Research
- Gopal Thinakaran, Neurobiology
- V. Leo Towle, Neurology
- Edward Vogel, Psychology
- Ming Xu, Anesthesia and Critical Care
- Xiaoxi Zhuang, Neurobiology

Associate Professors

- Sliman Bensmaia, Organismal Biology and Anatomy
- Jason MacLean, Neurobiology
- Jeremy Marks, 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 Student Advising Committee 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 three 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, 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. 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. 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): Three quarters 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): Staff 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

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 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. che 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, Spring, Winter. Once-a-month class, 10 meetings over three quarters
NURB 36661. Advanced Topics in Behavioral Genomics. 100 Units.
One of the great opportunities in this post-genome age is to use DNA to better understand behavior. It is increasingly obvious that the interactions between genes and behavior are complex. Thus, identifying meaningful connections between them requires careful consideration of both. This seminar course will use primary literature as a platform to consider how behavior is influenced by, and itself alters, the genome, including the epigenome. The course will cover examples from a variety of animals including humans, various methods for measuring the epigenome, genome and behavior, and the relevant neurobiology for each system.
Instructor(s): S. London Terms Offered: Winter
Equivalent Course(s): CHDV 46661, PSYC 46661
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
• Kavi Bhalla
• Lin Chen
• Rena Conti, Pediatrics
• Brandon Pierce
• Prachi Sanghavi
• John Schneider, Medicine
• Fabrice Smieliauskas
• Fan Yang

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**

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<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PBHS 30910</td>
<td>Epidemiology and Population Health</td>
<td>100</td>
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<tr>
<td>PBHS 32400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
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<tr>
<td>PBHS 31001</td>
<td>Epidemiologic Methods</td>
<td>100</td>
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<tr>
<td>PBHS 32700</td>
<td>Biostatistical Methods</td>
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<td>Health Services Research Methods</td>
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<tr>
<td>PBHS 35411</td>
<td>The U. S. Health Care System</td>
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**APPLICATION FOR ADMISSION**

Applications should be received by December 1st for entrance into the program in Autumn Quarter and should consist of a BSD application (including three letters of recommendation), uploaded official transcript(s) from all degree institutions, GRE scores, 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

One of the following courses:

PBHS 30700 Clinical Epidemiology
PBHS 30910 Epidemiology and Population Health

And the following three courses:

PBHS 31001 Epidemiologic Methods
PBHS 32100 Introduction to Biostatistics *
PBHS 32400 Applied Regression Analysis

And one of the following courses:

PBHS 35100 Health Services Research Methods
PBHS 35411 The U. S. Health Care System

And one of the following courses:

PBHS 32600 Analysis of Categorical Data
PBHS 32700 Biostatistical Methods
PBHS 33300 Applied Longitudinal Data Analysis

And three electives

Total Units

900

* 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 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 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): B. Chiu 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. Not offered 2017-18
Prerequisite(s): PBHS 30700 or PBHS 30900 or PBHS 30910

PBHS 31300. Infectious Disease Epidemiology, Networks and Modeling. 100 Units.
This intermediate-level epidemiology course directed by two infectious disease epidemiologist-physicians will provide an up to date perspective on forgotten, contemporary and emerging infections. The course lectures and readings will provide a rigorous examination of the interactions among pathogens, hosts and the environment that produce disease in diverse populations. In addition to the demographic characteristics and the behaviors of individuals that are associated with a high risk of infection, we will examine complex aspects of the environment as they pertain to disease transmission. These include poverty, globalization, social networks, public health, and racial and ethnic disparities. Methodologic approaches to infectious disease epidemiology that will be covered include traditional study designs, molecular epidemiology, social network analysis, modeling, and network science. Local and global approaches will be applied to case studies from the United States, Asia and Africa.
Instructor(s): M. David Terms Offered: Spring. Not offered 2017-18
Prerequisite(s): PBHS 30700 or PBHS 30900 or introductory epidemiology or consent of instructor.
Equivalent Course(s): BIOS 25419

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. Not offered in 2017-18
Prerequisite(s): PBHS 30700 or PBHS 30900 or introductory epidemiology or consent of instructor.
Equivalent Course(s): BIOS 25419

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.
PBHS 32100. Introduction to Biostatistics. 100 Units.
This course will provide an introduction to the basic concepts of statistics as applied to the bio-medical and public health sciences. Emphasis is on the use and interpretation of statistical tools for data analysis. Topics include (i) descriptive statistics; (ii) probability and sampling; (iii) the methods of statistical inference; and (iv) an introduction to linear and logistics regression.
Instructor(s): J. Cursio Terms Offered: 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 24510 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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 22000 or 23400 or 24500 or 24510 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 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 2017-18
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: Spring, Winter. Quarter TBD
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: Autumn
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. Smeliauskas Terms Offered: Spring
Note(s): GPHAP student requirement.
Equivalent Course(s): PPHA 37510, SSAD 47512
PBHS 38010. Introduction to Health Economics. 100 Units.
This course covers the foundations of the economics of health care. Content includes demand for health, medical
care, and insurance; supply of medical care and behavior of health care practitioners; and economic perspectives
on measurement in health care research. Using a combination of lectures, readings, and problem sets, the goal is
for students to acquire a basic understanding of economic knowledge and thinking that can be applied to current
challenges in health care policy and practice. The course is open to undergraduate and graduate students with at
least one prior course in microeconomics.
Instructor(s): R. Conti & T. Konetzka Terms Offered: Winter. Not offered in 2017-18
Prerequisite(s): A course in microeconomics.

PBHS 38300. Health Economics and Public Policy. 100 Units.
This course analyzes the economics of health and medical care in the United States with particular attention to
the role of government. The first part of the course examines the demand for health and medical care and the
structure and the consequences of public and private insurance. The second part of the course examines the
supply of medical care, including professional training, specialization and compensation, hospital competition,
and finance and the determinants and consequences of technological change in medicine. The course concludes
with an examination of recent proposals and initiatives for health care reform.
Instructor(s): D. Meltzer Terms Offered: Spring
Prerequisite(s): PBPL 20000 or ECON 20000 and one undergraduate course in quantitative research methods
(Statistics or Econometrics) or the equivalent or consent of the instructor
Equivalent Course(s): ECON 27700,PPHA 38300,CCTS 38300,PBPL 28300

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: Winter
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
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. Not offered in 2017-18
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 pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): K. Yamaguchi 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
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 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 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
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 MEDICINE

The Department of 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 NEUROLOGY

The Department of Neurology offers clinical training and research opportunities in the study of the nervous system and in neurological disorders. The department has a number of educational programs directed towards medical students, graduate students, residents and post residency fellows. These programs offer instruction in basic and translational research and in clinical neurology as well as the subspecialties of neurology that include pediatric neurology, neuroimmunology, neurovirology, clinical neurophysiology and sleep disorders, stroke, movement disorders and cognitive disorders. The department does not admit students nor offer a degree program. Nevertheless, opportunities are available for students who have been admitted to a Ph.D. program to pursue research under the direction of several of the department’s faculty who direct laboratory research programs in basic neuroscience and/or neurological disease research. Post doctoral and post residency positions
are also available. Candidates for graduate and post graduate study are invited to visit the faculty and explore opportunities for research. Please contact the department at (773) 702-7860

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

The Department of Obstetrics and Gynecology is located in the Chicago Lying-in Hospital in Hyde Park, which is an integral part of the University of Chicago Medical Center complex. The department is dedicated to the health care of women and has an outpatient clinic adjacent to the hospital. The faculty care for women with high risk pregnancies, gynecologic malignancies, those requiring complex gynecologic and pelvic reconstructive surgery as well as minimal invasive surgery, reproductive health and complex contraception, and problems of reproductive endocrinology & infertility, including assisted reproductive technologies.

The educational activities of the department are multi-faceted and include medical students, residents and fellows under the supervision of the faculty. We have recently established an affiliation with an excellent community-based academic institution in Evanston, NorthShore University Health System. This led to a major expansion of our clinical and research activities which are carried out within the department at both sites and encompass basic translational laboratory investigation, clinical trials and population-based epidemiology. We encourage students, interns, and residents to participate in these scientific endeavors and a large number pursue careers in academic medicine.

Our Departmental activities take place in the outpatient setting, the labor and delivery suite, the operating rooms, the inpatient wards, and in our laboratories. Research opportunities are available in all the subspecialty areas as well as genetics. Subspecialty fellowships are also available in Family Planning, Maternal-Fetal Medicine and Urogynecology and Pelvic Reconstructive Surgery. For more information, please call (773) 702-6726.

DEPARTMENT OF PATHOLOGY

Please see the listing under http://pathology.uchicago.edu/

DEPARTMENT OF PEDIATRICS

The Department of Pediatrics offers instruction and research in normal and abnormal growth and development of infants and children and in the prevention, diagnosis and treatment of illness in children. All educational activities are integrated with research and scholarly endeavors to advance knowledge in the field of child healthcare. The Department of Pediatrics has clinical and research facilities at the University of Chicago Medicine Comer Children's Hospital; at La Rabida Children's Hospital and Research Center (children's chronic diseases); at the University of Chicago Friend Family Health Center at 55th and Cottage Grove Avenue; and at ambulatory clinical facilities at pediatric offices located in the southern suburbs and northwest Indiana.

Comprising over 100 faculty and research associates, the department conducts extensive research programs in a wide range of disciplines related to child health, growth, development and public policy. Research is conducted at all of the sites mentioned above. Postdoctoral fellows, both M.D.s and Ph.D.s, as well as undergraduate medical students conduct research and receive research education guided by departmental faculty.

Candidates for graduate and post graduate study are invited to visit with the various faculty to explore a wide range of opportunities. Contact the office of the department chair at the University of Chicago Medicine Comer Children's Hospital, 5721 South Maryland Avenue, MC8000, Suite K160, Chicago, IL 60637, or call (773) 702-6205.

DEPARTMENT OF PSYCHIATRY AND BEHAVIORAL NEUROSCIENCE

Full time faculty in the Department of Psychiatry and Behavioral Neuroscience teach and deliver inpatient, outpatient, and consultation services in mood disorders, anxiety disorders, personality disorders, eating disorders, addictive disorders, and schizophrenia. Primary and affiliated teaching and clinical institutions besides the University of Chicago Medical Center include Evanston Hospital and Chicago Lakeshore Hospital. Assessments include psychiatric diagnostic evaluation, psychological testing, neuropsychological testing, and other structured evaluations. Interventions may include a broad range of individual, family, and group therapies, including cognitive behavioral, psychodynamic, and psychopharmacologic treatments. Electroconvulsive therapy is available. Specialties in the Child and Adolescent Section include attention deficit hyperactivity disorder, disruptive behavior disorders, developmental disorders, and behavioral and learning difficulties. Major research efforts across the Department are in molecular pharmacology, behavioral psychopharmacology, behavioral and molecular genetics, affective neuroscience and neuroimaging, and psychopharmacology.

The department does not offer any degrees, but elective opportunities are available for degree candidates from other programs. Major educational opportunities for medical students, graduate students, interns, residents, fellows, other physicians and clinical psychologists are linked to through http://psychiatry.uchicago.edu/.

For more information, please contact the Psychiatry Office of Education at (773) 702-0529 or the Chair of Psychiatry at (773) 834-7008, further contact information available at http://psychiatry.uchicago.edu/.
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. The great traditions which underlie the school's history include the presence of a full-time teaching faculty devoted to working with students, a strong emphasis on research and discovery, and a commitment to translating the most recent advances in biomedical science to the bedside.

The Pritzker School of Medicine is unique among medical schools in that it is on the campus of a major research university, allowing our medical students ample opportunity to find and participate in extracurricular activities and to take in cultural attractions and events. In 2009, the Pritzker School of Medicine began rolling out a reorganized curriculum, known as the Pritzker Initiative. This curriculum emphasizes active learning, integration among the clinical and basic sciences, and scholarship and discovery. Building on Pritzker's legacy of producing research scholars, the curriculum also includes a Scholarship and Discovery thread which requires the completion of a mentored scholarly project.

THE UNIVERSITY OF CHICAGO MEDICAL CENTER
The University of Chicago Medical Center, which includes the new 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 currently has more than 800 physicians and 1,600 nurses, as well as more than 900 residents and fellows (physicians working in advanced specialty training in medical science, leading to specialty board certification). It is a major provider of health care for the immediate neighborhood of more than 700,000 people, and has engaged in a long-term effort to construct a more rational collaborative system of doctors' offices, clinics, community hospitals and academic centers to provide care for all the people who live on the South Side of Chicago. Community-based training opportunities include relationships with nearby physicians and hospitals, and an academic affiliation with the NorthShore University Health System, which includes three suburban hospitals. It has regional burn and perinatal units.

Please visit http://pritzker.uchicago.edu for complete information on our curriculum, our initiatives, and application instructions.

NORTHSHORE UNIVERSITY HEALTH SYSTEM
Headquartered in Evanston, Ill., NorthShore University HealthSystem (NorthShore) is a comprehensive, fully integrated, healthcare delivery system that serves the greater North Shore and northern Illinois communities. The system includes four Hospitals – Evanston Hospital, Glenbrook Hospital, Highland Park Hospital and Skokie Hospital. In addition, the health system has more than 2,400 affiliated physicians, including a 600-physician, multispecialty physician group practice with over 70 office locations - NorthShore University HealthSystem Medical Group. Further, NorthShore is committed to excellence in its academic mission and supports teaching and research as the principal teaching affiliate for the University of Chicago Pritzker School of Medicine.

The NorthShore University HealthSystem Research Institute focuses on clinical and translational research, including leadership in outcomes research and clinical trials.

The HealthSystem has significant capabilities in a wide spectrum of clinical programs, including neurosciences, cancer, heart, orthopaedics, high-risk maternity and pediatrics. NorthShore is a national leader in the implementation of innovative technologies, including electronic medical records, (EMR). In 2003, the HealthSystem was among the first in the country to successfully launch a system wide EMR with demonstrable benefits in quality, safety and service to patients. NorthShore has been recognized by multiple national organizations for this notable achievement.
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.

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 bachelor’s degree or equivalent, with excellent academic records, are admitted. Faculty recommendations and the applicant’s statement of purpose are carefully weighed. Research papers, publications, and other works may also be considered by the admissions committees during their evaluations. The admissions selection committee for each department reviews all the applications submitted by the deadline for admission for autumn quarter of the following year. During this selection, all available places and financial aid are allocated for the following academic year. An offer of admission is made only for the next academic year and cannot be deferred.
The Master of Arts Program in the Humanities (MAPH) is an intensive one-year interdisciplinary program leading to the A.M. degree. MAPH is designed to address the diverse needs and interests of intellectual generalists and specialists who may benefit from a year of intensive work in the humanities. Many MAPH students are recent college graduates. Others are professionals at mid-career, freelance writers, or performers. They hold undergraduate degrees from public and private institutions throughout the world in disciplines ranging from biology to English to marketing. Others come with extensive experience in non-academic fields, including independent film-making, politics, science, non-profit work, and business.

Many students in MAPH plan to continue their studies at the doctoral level in preparation for a career in teaching and research. For these students, MAPH provides an ideal setting for clarifying their academic and professional goals and offers a year of intensive preparation for competitive Ph.D. programs.

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.

Requirements for the degree include:

- The fall quarter MAPH Core Course, Foundations of Interpretive Theory (known to MAPH students as “Core”). Core begins two weeks before regular University classes and covers seminal works by thinkers such as Freud, Lacan, and Marx. It is taught by the MAPH Director and 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

MA PH 30100. Foundations of Interpretive Theory. 100 Units.
The MAPH Core Course, Foundations of Interpretive Theory, begins two weeks before regular University classes and covers seminal works by thinkers such as Freud, Lacan, and Marx. It is taught by the MAPH Director and 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.
Terms Offered: Autumn
Prerequisite(s): Required by MAPH students. Others by consent only. Register by Preceptor Section.

MA PH 30200. Thesis Writing Workshop A. 000 Units.
MA PH students begin work on their MA thesis.
Terms Offered: Autumn, Spring, Summer, Winter

MA PH 30400. Thesis Writing Workshop B. 100 Units.
MA PH students complete their MA thesis.
Terms Offered: Autumn, Spring, Summer, Winter

MA PH 31414. Contemporary Analytic Philosophy. 100 Units.
The goal of this course is to explore the historical origins of analytic philosophy. Beginning with Bolzano and Frege, we will look at the development of analytic philosophy through the work of figures such as Russell, Wittgenstein and Carnap, looking also at the rise and fall of positivism. At the end of the course, students should have a more solid understanding of the central issues that have shaped modern American-European analytic philosophy, and some of the important ways in which this tradition diverges from contemporary continental philosophy. We will use Coffa’s ‘The Semantic Tradition from Kant to Carnap: To the Vienna Station’ as our main textbook, supplementing it with other materials when necessary.
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

MA PH 31515. Ethics of the Enlightenment. 100 Units.
This course provides an introduction to the major ethical positions from the Enlightenment era, with primary focus give to Hume, Smith, Rousseau, and Kant. These positions have shaped our popular thinking about ethics, moral psychology, and moral education. They also continue to directly inform dominant views in contemporary philosophy. As we read through selections from major works, we will be guided by questions about the foundations of morality and the nature of moral motivation. For example, what is the source of our distinction between good and bad? Is our moral judgment grounded in reason or the senses? How can we make sense of motivation to do the right thing, sometimes even at great personal cost? As we will see, the answers to these questions are directly tied to the larger question of how to understand human nature and the relationship between our capacity to reason and our capacity to feel.
Instructor(s): J. Tizzard Terms Offered: Spring
Equivalent Course(s): PHIL 31515

MA PH 32209. Philosophies of Environmentalism and Sustainability. 100 Units.
Many of the toughest ethical and political challenges confronting the world today are related to environmental issues: for example, climate change, loss of biodiversity, the unsustainable use of natural resources, pollution, and other threats to the well-being of both present and future generations. Using both classic and contemporary works, this course will highlight some of the fundamental and unavoidable philosophical questions presented by such environmental issues. Can a plausible philosophical account of justice for future generations be developed? What counts as the ethical treatment of non-human animals? What do the terms “nature” and “wilderness” mean, and can natural environments as such have moral and/or legal standing? What fundamental ethical and political perspectives inform such positions as ecofeminism, the “Land Ethic,” political ecology, ecoculture, and deep ecology? And does the environmental crisis confronting the world today demand new forms of ethical and political philosophizing and practice? Are we in the Anthropocene? Is “adaptation” the best strategy at this historical juncture? Field trips, guest speakers, and special projects will help us philosophize about the fate of the earth by connecting the local and the global. (A) (B)
Instructor(s): B. Schultz Terms Offered: Autumn
Note(s): Course is open to Undergraduates and MAPH students.
Equivalent Course(s): HMRT 22201, ENST 22209, GNSE 22204, PLSC 22202, PHIL 22209
MAPH 32819. Philosophy of Education. 100 Units.
What are the aims of education? Are they what they should be, for purposes of cultivating flourishing citizens of a liberal democracy? What are the biggest challenges—philosophical, political, cultural, and ethical—confronting educators today, in the U.S. and across the globe? How can philosophy help address these? In dealing with such questions, this course will provide an introductory overview of both the philosophy of education and various educational programs in philosophy, critically surveying a few of the leading ways in which philosophers past and present have framed the aims of education and the educational significance of philosophy. From Plato to the present, philosophers have contributed to articulating the aims of education and developing curricula to be used in various educational contexts, for diverse groups and educational levels. This course will draw on both classic and contemporary works, but considerable attention will be devoted to the work and legacy of philosopher/educator John Dewey, a founding figure at the University of Chicago and a crucial resource for educators concerned with cultivating critical thinking, creativity, character, and ethical reflection. The course will also feature field trips, distinguished guest speakers, and opportunities for experiential learning. (A) (B)
Instructor(s): B. Schultz Terms Offered: Spring
Note(s): Course is open to Undergraduates and MAPH students. Equivalent Course(s): PLSC 22819, CHDV 22819, PHIL 22819

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): D. Morgan 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): Y. Tsivian 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, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, ARTV 20003, CMST 28600

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): S. Reddy 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): J. Lastra 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, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, ARTV 20002, CMST 28500
MAPH 37503. Kant’s Critique of Practical Reason. 100 Units.
In this course we will read through the *Critique of Practical Reason*, a short but dense work which contains the most complete expression of Kant’s mature practical philosophy. We will go beyond the famous formulations of the categorical imperative found in the more widely read *Groundwork of the Metaphysics of Morals*, and try to understand the problems Kant aims to address in his moral investigations. We will be guided by questions like the following: what distinguishes good from bad willing? What role does sensible desire play in the life of the virtuous person? How does our capacity to reason shape the way we desire and experience the world? What is the nature of moral motivation? How do the ideas of freedom, God, and immortality of the soul figure in Kant’s philosophical system? And finally, how does Kant’s view relate to those of his early modern predecessors? In addition to the *Critique of Practical Reason*, we will look at excerpts from Kant’s other practical works, as well as contemporary secondary source material.
Instructor(s): J. Tizzard Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the humanities. One prior philosophy course is strongly recommended.
Equivalent Course(s): PHIL 27503

MAPH 42002. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002, PHIL 31002, HIST 29319, HIST 39319, LLSO 21002, LAWS 97119, HMRT 31002, INRE 31602, HMRT 21002
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 ADVISER)

Jamie Gentry

email: jagentry@uchicago.edu

phone: 773.702.8420

Please see the entry for Center for Latin American Studies for the list of the Latin American Studies faculty, also available at http://clas.uchicago.edu/page/people on 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 entry in the Graduate Announcements 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 http://clas.uchicago.edu/page/degree-programs) on 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 adviser 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.

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 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)

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Current minimum scores, etc., are provided with the application. For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu/, or call them at (773) 702-7752.

Students 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. International students are advised that 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 Lecturer to develop a specific program of study, cultivate their research interests, and identify a faculty adviser for their master’s paper. The basic components of the master’s program are described below.

Language

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 adviser. 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.

MA students are eligible to participate in the Chicago Language Center's Summer Language Institute (https://summerlanguages.uchicago.edu/page/about-sli) in the summer prior to or following matriculation at the University. Students in the 2016–17 and 2017-18 cohort who are interested in the program may apply for the CLC Summer Language Scholarship here. (https://summerlanguages.uchicago.edu/page/summer-language-scholarship)

Unfortunately, due to the course requirements of a one year program, MA students in one year programs at the University are not eligible for FLAS funding.

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 Post-doctoral Lecturer in Latin American Studies, the Proseminar meets weekly during the Autumn Quarter. Supplemental workshops will take place throughout Winter and Spring 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 adviser 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 adviser. Students choose their elective courses in consultation with the Program Adviser 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 adviser. All course requirements can be met in three academic quarters.

Courses

Courses pertinent to the Latin America 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 course 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 m (https://classes.uchicago.edu).y.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 adviser 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 adviser 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 CONTACT CLAS STUDENT AFFAIRS COORDINATOR JAMIE GENTRY AT JAGENTRY@UCHICAGO.EDU
MASTER OF ARTS IN MIDDLE EASTERN STUDIES - HUMANITIES

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 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

Postdoctoral Scholars
- Danielle Roper, Romance Languages and Literatures, Center for the Study of Race, Politics, and Culture

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

**Staff**

• Laura Ashlock, Production Manager of University Theater
• Corrie Besse, Managing Director of University Theater, Undergraduate Academic Coordinator TAPS
• Ben Caracello, Technical Director
• Jenny Pinson, Props Manager
• Samantha Rausch, TAPS North Theater Manager
• Nathan R. Rohrer, Costume Shop Manager
• Vicki Walden, Graduate Program Coordinator for the Center for Theater & Performance Studies
• 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 department, but every student is 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
Committee on Theater and Performance Studies

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.courttheatre.org)
- Doc Films (http://docfilms.uchicago.edu/dev)
- Every House Has a Door (http://www.everyhousehasadoor.org)
- First Floor Theater (http://www.firstfloortheater.com)
- Goodman Theater (https://www.goodmantheatre.org)
- The House Theatre (http://www.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.theateroobleck.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 the Ph.D. exam materials.

How to Apply
The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered by the Divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at http://humanities.uchicago.edu/students/admissions. Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

Theater and Performance Studies Courses

TAPS 31715. Physical Approaches to Acting. 100 Units.
This course offers students a multi-faceted approach to making acting choices and tactics concrete, legible and dramatic — through physical training, adventurous scene work and developing a critical framework for understanding acting as a corporeal practice. The first half of each class will be dedicated to physical training: building strength, extending range of motion, and developing skills, which may include head and handstands, juggling, balance, and basic tumbling. In the second half of each class, students will work on scenes with a focus on strong physical choices. Over the course of the quarter, students will research theater-makers and forms that approach physical theater in a variety of ways, and will attend one to two professional productions in Chicago.
Instructor(s): A. Danzig Terms Offered: Autumn
Note(s): Course is open to undergraduate and graduate students. Instructor consent required. To apply, submit writing through online form at tapscourses.uchicago.edu; see course description. Once given consent, attendance on the first day is mandatory. Questions: cbesse@uchicago.edu
Equivalent Course(s): TAPS 21715

TAPS 32110. Kafka and Performance. 100 Units.
This laboratory seminar is devoted to exploring the texts of Franz Kafka through the lens of performance. In addition to weekly scenic experiments and extensive critical readings (on Kafka as well as performance theory) we will explore the rich history of adapting Kafka in film, theater, puppetry, opera, and performance.
Instructor(s): D. Levin, S. Bockley Terms Offered: Spring
Equivalent Course(s): TAPS 22110,FNDL 22115,GRMN 23110,CMST 28310,CMST 38310,GRMN 32110

TAPS 32310. Performance Art Installations: Performing Diaspora. 100 Units.
We are living in an age of unprecedented movements and migrations of populations, some voluntary, many under extreme duress. The course will focus on the lives of those who have in one form or another lived through this great displacement. On the basis of material developed through our examinations and experimental work, we will create a performance installation piece. The “archive” for the piece will be drawn from a variety of sources: plays, essays, popular and social media, student-conducted interviews. Further material will be generated through acting exercises and our own work with video and visual arts.
Instructor(s): P. Pascoe Terms Offered: Winter
Note(s): This course is available only by Instructor Consent. Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 22310
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: twitter theater, digital theater, algorithmic theater, and transmedia games.
Instructor(s): J. Muse Terms Offered: Winter
Equivalent Course(s): ENGL 32312

TAPS 32318. Music and Disability Studies. 100 Units.
This course studies the ways that attitudes toward disability are constructed within a cultural sphere. From the perspective of disability studies, bodies and minds have many kinds of differences, but what is considered “disability” is determined by culture, not given by nature. Music, as well as film, literature, visual art, theatre, and so on, participate in the complex process of constructing and modulating attitudes toward disability. In this course, we will examine the interaction of disability and music in several ways: composers and performers whose creative production is shaped by bodily difference and disability; opera and film characters who embody and stage disability for our consumption; and more abstractly, music whose formal, sonic unfolding seems to engage issues of disability, even in purely instrumental art-pour-l’art works. We will read from the disability studies literature that critiques and theorizes disability themes in literature, film, and visual art, as well as musicology, music theory, and ethnomusicology literature that shows how disability themes are crucial in music. In this interdisciplinary class, students will gain a much more intimate understanding of the ways that attitudes toward abilities and bodies are constructed in art works, as well as be able to think, analyze, critique, write, and create with this understanding in mind. It is not necessary to read music notation for this course.
Instructor(s): Jennifer Iverson Terms Offered: Spring,TBD
Equivalent Course(s): MUSI 32318,ENGL 25969,ENGL 45969,TAPS 22318,MUSI 22318

TAPS 32600. Chance in Performance. 100 Units.
The course will cover the historical, theoretical, and practical issues surrounding the use of chance in artistic production, with an emphasis on how these techniques have been used in live performance. We begin with the historical avant-garde, particularly Dada and Duchamp, continue with mid-century experiments by Cage/ Cunningham and Fluxus artists, and finish with contemporary work like “No Dice” of Nature Theatre of Oklahoma and “Algorithmic Noir” by Eve Sussman. By creating performance projects using, or responding to, the techniques studied, students will have an opportunity to develop their own critical and practice-based point of view.
Instructor(s): A. Dorsen Terms Offered: Autumn
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): TAPS 22600

TAPS 33110. Directing Study. 100 Units.
This seminar results from the production work of the quarter, with text analysis, dramaturgical reading, and discussions based on the participating MainStage directors. Typically initiating in weekly sessions the quarter prior to production, academic credit is given the quarter of production following a final written exam.
Instructor(s): H. Coleman Terms Offered: Autumn, Spring, Winter
Note(s): Attendance at first class session is mandatory. Consent Only.
Equivalent Course(s): TAPS 23110

TAPS 34415. Games & Performance. 100 Units.
This experimental course explores the emerging genre of “immersive performance,” “alternate reality,” and “transmedia” gaming. For all of their novelty, these games build on the narrative strategies of novels, the performative role-playing of theater, the branching techniques of electronic literature, the procedural qualities of videogames, and the team dynamics of sports. Throughout the quarter, we will approach new media theory through the history, aesthetics, and design of immersive games, while working in labs with three Chicago-area companies including The House Theater, Mystery League, and Humans vs. Zombies.
Instructor(s): H. Coleman Terms Offered: Winter
Note(s): Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 24415

TAPS 34610. Research and Performance: Mapping the Effect of Love. 100 Units.
This course will function as a lab for a new performance currently titled: Country Line Dance Grandma. We will build a container for the world of this piece through a series of experiments involving country line dance and the two step waltz. The primary goal of this development phase is to investigate the ritual of moving together in these forms and explore what it means to build a geometry of love and desire.
Instructor(s): Will Davis Terms Offered: Spring
Note(s): Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 24610
TAPS 34879. 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 Gambaro, 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: Spring
Note(s): Taught in English.
Equivalent Course(s): TAPS 28479, SPAN 39117, LACS 29117, LACS 39117, GNSE 29117, GNSE 39117, CRES 29117, CRES 39117, SPAN 29117

TAPS 35515. Contemporary Political Strategies in Performance. 100 Units.
The emphasis of the course is on strategies—in the words of curator Florian Malzacher, “artistic strategies in politics, and political strategies in art.” In moments of political struggle, what can art DO, and what can it not? We will be combining case studies with theoretical background, examining strategies like occupation, participation, parafiction, ‘technologies of care,’ détournement and the art strike. Students will have the opportunity to put some of these approaches to the test by designing one or more local interventions according to the interests of the group.
Instructor(s): A. Dorsen Terms Offered: Autumn
Equivalent Course(s): TAPS 25515

TAPS 36217. Histoire du théâtre français de la Renaissance aux Lumières. 100 Units.
Entre le XVIe et le XVIIIe siècle, le théâtre français connaît une période de remarquable effervescence. La tragédie renaît avec la Cléopâtre captive d’Étienne Jodelle (1553), la pastorale et la tragique commencent à connaître une popularité sans précédent, la comédie est à jamais transformée par la représentation de L’école des femmes (1663), le théâtre lyrique et l’opéra-comique acquièrent leurs spécificités respectives et le drame bourgeois rencontre ses premiers succès. Ce cours d’Histoire du théâtre français de la Renaissance aux Lumières se propose d’examiner la poétique de chacun de ces genres dans le contexte des grands courants esthétiques de l’époque (humanisme, baroque et classicisme). Tout en soulignant que les pièces produites durant les trois siècles étudiés sont encore tributaires des sources antiques et médiévales, ce panorama montrera de quelle façon le génie de certains auteurs – ainsi que les querelles que suscite l’opposition morale et intellectuelle à l’art dramatique – contribue au développement d’un des spectacles les plus brillants et les plus acclamés d’Europe.
Instructor(s): J. Perrier-Chartrand Terms Offered: Spring
Note(s): Taught in French.
Equivalent Course(s): FREN 36217, TAPS 26217, FREN 26217

TAPS 36310. Dramaturgical Investigations. 100 Units.
Dramaturgy is interdisciplinary, combining discursive practices and traditional academic disciplines as well as theory, history and practice. Dramaturgy primarily refers to the initial, preparatory stages of an artistic process on the basis of which ideas, texts and images will eventually be transposed into a new play/performance script, a stage performance, a film or a work of video art and even to curating, focusing on the conceptual and material prerequisites for a new work or exhibition. At the same time as the dramaturgical process, as a form of investigation, precedes the more concrete and more goal oriented stages of pre-production and rehearsals, it continues in a self-reflexive mode to accompany all the stages of the creative process, including the performances themselves, as well as deepening our understanding of their significance and impact after they have been performed.
In the seminar we will discuss the basic theoretical, historical and creative dimensions of dramaturgy as well as examine case-studies based on Antigone, Hamlet and Brecht’s Learning Plays.
Instructor(s): F. Rokem Terms Offered: Spring
Note(s): Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 26310
TAPS 36400. Post-Dramatic Theater. 100 Units.
This class sets out to explore the gamut of contemporary experimental theater, encompassing its varied theories and practices. Using Hans-Thies Lehmann’s path-breaking study Postdramatic Theatre as an ongoing point of reference, we consider a diverse array of practices from an eclectic group of artists spanning a broad range of eras and theatrical cultures (e.g., Elevator Repair Service, Forced Entertainment, Richard Foreman, Heiner Müller, Theater Oobleck, SheShePop, Robert Wilson) in a format that encompasses seminar-style discussion and laboratory-style practical experimentation. Team-taught by Seth Bockley (Chicago-based director) and David Levin (Chair of TAPS). Attendance at first class meeting is mandatory.
Instructor(s): David J. Levin, Seth Bockley
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): GRMN 36401

TAPS 36500. The Contemporary Sublime. 100 Units.
This course uses Annie Dorsen’s upcoming performance project “The Great Outdoors” as a frame within which to explore contemporary notions of the sublime as both an aesthetic and a political imaginary. Our readings include a survey of the classic texts (Longinus, Burke, Kant) as well as modern and contemporary writers (Lyotard, Nye, Costa) as a way into formulating hypotheses about the position of the sublime in our hyper-linked and environmentally fragile era. Practice-based experiments and exercises will respond to the readings, offering an opportunity to test ideas against their applications.
Instructor(s): A. Dorsen
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): TAPS 26500

TAPS 36515. Literature of the Fantastic and Operatic Adaptation. 100 Units.
This co-taught interdisciplinary course, offered through the Gray Center for Arts and Inquiry, explores literature of the fantastic (here including ghost stories and fairy tales) and the adaptation of such materials into opera, primary “Western-style” opera but also including some examples from Chinese opera. We will read some theoretical essays on adaptation, trans- or re-mediality, and the uncanny, but our focus will be on concrete examples and the historical arc of their transformation (which often entailed at least one intermediary step from story to play on the way to opera). This history, as in the famous case of Turandot, often involves an interesting chain of East-West crossings, misappropriations, and reappropriations; Chinoiserie has been a potent force in the history of Western opera and, in a new form, is currently in vogue again (at least judging from the recent proliferation of Chinese-themed Western-style or fusion operas being created and staged). We will select several specific operas or excerpts from opera as cases, reading their libretti, studying their music, and watching select productions on recorded media.
Instructor(s): J. Zeitlin
Terms Offered: Spring
Equivalent Course(s): EALC 36515, TAPS 26515, MUSI 24618, MUSI 34618, EALC 26515

TAPS 36520. Staging History. 100 Units.
At a time when historical facts are contested, for example by holocaust deniers and even by politicians, it is urgent to examine the conditions of authenticity in works of art that are based on historical facts. In this course we will examine theatre performances and films that are based on past events discussing their role in the public sphere as historical/documentary works of art.
Instructor(s): F. Rokem
Terms Offered: Spring
Note(s): Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 26520

TAPS 36800. Imagining the Audience in Early Modern English Performance. 100 Units.
This course will explore the idea of the audience in early modern England by looking hard at the range and subtlety of its expressions, both from a distance and up close. At the outset, our remit will be digital/philological. We will track the concept of the collectivity across the EEBO corpus, looking for patterns of use and lexical innovation. We will also search the six (non-digitized) volumes of the Catalogue of British Drama. To prepare ourselves to make arguments on the basis of this work, we will consult methodological criticism on literary data mining and gain some hands-on experience with topic modeling, and possibly network visualization.
The second leg of the course will involve reading works and criticism that not only address and represent, but in some measure also theorize, the audience as collective entity, zone of conduct, mode of encounter, etc. Primary texts will likely include Hamlet, Antony and Cleopatra, Timon of Athens, The Roaring Girl (Middleton and Dekker), Bussy D’Ambois (Chapman) and some court masques, royal entries and mayoral pageants. Non-dramatic works will likely include The Art of the Courtier (Castiglione), The Gull’s Horn-book (Dekker), The Art of English Poesie (Puttenham) and possibly some political tracts and treatises of the interregnum. A few of our dramatic and critical choices will be decided by vote at the start of the quarter.
Instructor(s): E. MacKay
Terms Offered: Autumn
Equivalent Course(s): ENGL 36800
TAPS 38320. The Mind as Stage: Podcasting. 100 Units.
Audio storytelling insinuates itself into the day-to-day unlike other narrative forms. People listen to podcasts while they do the dishes, drive to work, or walk the dog. This hands-on course will explore the unique opportunities that this intimate relationship with an audience affords the storyteller. Documentary techniques and practices will form the basis of the course, with assignments from audio fiction and non-fiction, oral history, documentary theater, and comedy. Students will complete several short audio exercises and one larger podcast project. Attendance at first class session is mandatory.
Instructor(s): S. Geis Terms Offered: Spring
Note(s): Attendance at first class session is mandatory.
Equivalent Course(s): TAPS 28320

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

TAPS 38702. Italian Comic Theater. 100 Units.
A survey of the history of Italian theater from the Erudite Renaissance Comedy to Goldoni’s reform. We will pay particular attention to the tradition of commedia dell’arte (scenarios, stock characters, and plot formation), ancient and medieval influences, evolution and emancipation of female characters, and the question of language. Readings include works by Plautus, Aristote, Machiavelli, Angelo Beolco (Ruzante), Flaminio Scala, and Goldoni. Toward the end of the course we will consider the legacy of Italian Comedy in relation to the birth of grotesque and realist drama in Pirandello.
Instructor(s): R. Rubini
Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): ITAL 38702, TAPS 28702, ITAL 28702

TAPS 40305. Oedipus and Hamlet: On the Philosophy of Tragedy. 100 Units.
In this class we will consider closely attempts to understand tragedy philosophically. Sophocles’ Oedipus the King and Shakespeare’s Hamlet, two texts that have particularly attracted philosophical attention will serve as constant reference points, but other paradigmatic tragedies (Euripides Bacchae, Goethe’s Faust, Beckett’s Endgame) will also be considered. Among the philosophical contributions to be considered are works by Aristotle, Schiller, Schelling, Hegel, Schopenhauer, Nietzsche, Scheler, Schmitt, Benjamin, Murdoch, and Menke. Major issues to be dealt with: the structure of tragic plot; the tragic affects; catharsis; ancient and modern tragedy; tragedy and the tragic; the aesthetics of tragedy; tragedy and society; tragedy and the sacred.
Instructor(s): David Wellbery; Robert Pippin
Terms Offered: Spring
Equivalent Course(s): SCTH 40305, PHIL 50305, GRMN 40305

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, and The Dream of the Red Chamber, 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 44500. Brechtian Representations: Theatre, Theory, Cinema. 100 Units.
Brecht is indisputably the most influential playwright in the 20th century, but his influence on film theory and practice and on cultural theory generally is also considerable. In this course we will explore the range and variety of Brecht’s own theatre, from the anarchic plays of the 1920’s to the agitprop Lehrstück and film esp Kühle Wampe) to the classical parable plays, as well as the work of his heirs in German theatre (Heiner Müller, Peter Weiss) and film (RW Fassbinder, Alexander Kluge), in French film (Jean-Luc Godard, Chris Marker), and in theatre and film in Africa, from South Africa to Senegal and US (TBA). We will also give due attention to the often unacknowledged impact of Brecht’s theorizing on a range of genres and media on his better known contemporaries Adorno, Benjamin, Lukács as well as on cultural theory elsewhere from the Situationists to digital labor. Requirements: oral presentations; short midterm and final research paper.
Instructor(s): L. Kruger
Terms Offered: Spring
Note(s): Designed for MAPH or PhD.
Equivalent Course(s): ENGL 44500, CMLT 40800, CMST 36200
TAPS 48017. Phaedras Compared: Adaptation, Gender, Tragic Form. 100 Units.
This seminar places Racine’s French neoclassical tragedy Phaedra within a wide-ranging series of adaptations of the ancient myth, from its Greek and Latin sources (Euripides, Seneca, Ovid) to twentieth-century and contemporary translations and stage adaptations (Ted Hughes, Sarah Kane), read along with a series of theoretical and critical texts. Particular attention will be paid to critical paradigms and approaches in the evolving fields of classical reception studies, theater and performance studies, and gender studies. Reading knowledge of French strongly preferred.
Instructor(s): D. Wray & L. Norman Terms Offered: Winter
Equivalent Course(s): CDIN 48017,FREN 48017,CLAS 48017,CMLT 48017,GNSE 48017
Department of Art History

Chair
- Christine Mehring

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

Associate Professors
- Niall Atkinson
- Persis Berlekamp, Director of Graduate Studies
- Claudia Brittenham
- Chelsea Foxwell
- Cécile Fromont
- Matthew Jesse Jackson
- Aden Kumler
- Wei-cheng Lin
- Andrei Pop
- Katherine Taylor
- Martha Ward

Assistant Professors
- Patrick Crowley
- Megan Sullivan

Harper Schmidt Collegiate Assistant Professor
- Tatsiana Zhurauliova

Emeritus Faculty
- Neil Harris
- Reinhold Heller
- Robert S. Nelson
- Linda Seidel
- Barbara Stafford

Visiting Professors
- Ina Blom, Department of Philosophy, Classics, History of Art, and Ideas, University of Oslo
- Jas' Elsner, Corpus Christi College, University of Oxford

The department offers a program for the study of the history 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 the divisional office of the Dean of Students. The application and instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/prospective/#admissions|the-application

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. The handbook is available on the Art History website (https://arthistory.uchicago.edu).

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 (https://arthistory.uchicago.edu).
ART HISTORY COURSES

ARTH 30506. Pompeii: Life, Death, and Afterlife of a Roman City. 100 Units.
This course takes an in-depth look at the exceptional and exceptionally preserved city of Pompeii (along with others in the Bay of Naples region, including Herculaneum, Stabiae, and Oplontis) as a microcosm of the forms of Roman life in the first century. In the late summer or early autumn of AD 79, Pompeii suffered a cataclysmic event when Mount Vesuvius exploded in a terrible and spectacular fashion, spewing forth a tremendous cloud of ash over the city. While the disaster claimed the lives of tens of thousands of inhabitants in the area, the peculiar conditions of the eruption preserved the material traces of their daily lives. Students will explore the civic, commercial, and domestic spaces of Pompeii including its forum, temples and sanctuaries, cemeteries, theaters, brothels, bakeries, and especially its townhouses, the latter of which were decorated with brilliant wall paintings, floor mosaics, furniture, and lush portico gardens designed to offer rest and relaxation from the bustle of city life. Significant attention will also be paid not only to the discovery of Pompeii and its neighboring towns in the 18th century, but also its reception in the archaeological and popular imagination up to the present.
Instructor(s): P. Crowley Terms Offered: Spring,Winter
Equivalent Course(s): CLCV 20516,CLAS 30516,ARTH 20506

ARTH 30510. Minoan Art, Modern Myths, and Problems of Prehistory. 100 Units.
This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Period (ca. 1900–1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the course is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.
Instructor(s): S. Estrin Terms Offered: Autumn
Equivalent Course(s): CLCV 21517,CLAS 31517,ARTH 20510

ARTH 30609. Early Christian Art. 100 Units.
This course will focus on the visual arts as ubiquitous, understanding them as an essential part of early Christian culture and identity. Close attention will be paid throughout to interdisciplinary scholarly methods that have been developed in order to approach early Christian art within the larger framework of late antique culture and to decode the symbolism that characterizes it. Some sample questions we are going to discuss include: What do the earliest Christian images in the catacombs and on sarcophagi convey about the hopes and fears of those who commissioned them? In which ways did the design and furnishing of religious architecture respond directly to needs associated with the celebration of the liturgy or other cultic activities? What were the functions and messages of the splendid mosaic programs that survive, for instance, in various churches in Rome and Ravenna? To what extent may they be understood (possibly until today) as an aid to religious imagination and worship? How were visual means employed to provide complex theological exegesis, and what is the relation of the imagery to religious writings? What is the place of early Christian manuscript illumination within the larger context of late antique book culture? What do we know about viewer response to Christian art both in the private and the public spheres?
Instructor(s): Karin Krause Terms Offered: Winter
Equivalent Course(s): RLVC 43107,ARTH 20609,HCHR 43107

ARTH 31315. Introduction to Art, Technology, and Media. 100 Units.
The course gives an introduction to the relationship between art, media, and technology, as articulated in art practice, media theory, and art theory/history. The key focus is the relationship between 20th-century art and so-called "new media" (from photography, film, radio, TV to computers and digital technologies), but older instances of art- and media-historical perspectives will also be discussed. The objective of the course is to give insight into the historical exchanges between art and technological development, as well as critical tools for discussing the concept of the medium and the relationship between art, sensation/perception, visualization, and mediation. The course will also function as an introduction to the fields of media aesthetics and media archaeology.
Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): CMST 27815,CMST 37815,ARTH 21315

ARTH 3202. Byzantium: Art, Religion, Culture I. 100 Units.
In this introductory seminar we will explore works of art and architecture as primary sources for Byzantine civilization. Through the close investigation of artifacts of different media and techniques, students will gain insight into the artistic production of the Byzantine Empire from its foundation in the 4th century A.D. to the Ottoman conquest in 1453. We will employ different methodological approaches and resources that are relevant for the fruitful investigation of artifacts in their respective cultural setting. In order to fully assess the pivotal importance of the visual arts in Byzantine culture, we will address a wide array of topics, including art and ritual, patronage, the interrelation of art and text, classical heritage, art and theology, Iconoclasm, etc.
Instructor(s): K. Krause Terms Offered: Winter
Equivalent Course(s): RLST 28310,RLVC 32302,ARTH 23202,HCHR 32302
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, DuSable Museum of African American History, Smart Museum of Art, Oriental Institute Museum, and 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 34170. Research the Chicago Cityscape. 100 Units.
This course has three goals: (1) To support artist Theaster Gates’s renovations of South Side Chicago buildings for civic uses with student research on the architectural and social history of prospective buildings and their environs. The Stony Island Arts Bank and the Arts Incubator at the University are examples of Gates’s work: https://rebuild-foundation.org. (2) To develop research skills, which can be adapted to other built environments. (3) To develop an understanding of Chicago’s built environment and its social history. We meet twice a week, once to discuss common readings and once for a longer session to enable field trips (a tour of Gates’s area; visits to research archives) and collaborative research work among students. Students will work together to produce historical reports. Permission of instructor required. Please send an email explaining your interest in the course and any relevant background experience (e.g., previous course work in architectural or urban history, urban problems, or experience with any aspect of the built environment or Chicago history). Although the course does not require significant background, ideally it will include students with diverse pockets of expertise.
Instructor(s): K. Taylor Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Equivalent Course(s): AMER 24170, AMER 34170, ARTH 24170

ARTH 34180. Into the City: Art in Chicago from the Fire to Now. 100 Units.
“An abundance of life everywhere, and yet no culture.” That is how painter Mitchell Siporin described Chicago in the 1930s. In this course, we will interrogate Siporin’s claim by investigating the city’s history of art, from 19th century forays into social practice via settlement houses like Hull House to 21st century street art that tests the boundaries between radical politics and consumer culture. What, if anything, distinguishes the history of art in Chicago? To answer this question, students will be expected to visit museums around the city; do original, archival research in local collections; and conduct an interview with a contemporary artist (facilitated independently or by the instructor). Topics will include: South Side artist colonies, innovations in and resistance to abstraction, exchanges between WPA-era artists and Mexican printmakers, the pioneering photography department founded by Moholy-Nagy at the Institute of Design, the Chicago Imagists, the Black Arts Movement, and alternative spaces and apartment galleries. This course coincides with the Terra Foundation’s Art Design Chicago initiative and will make use of related exhibitions and programs like “Arte Diseño Xicágo” at the National Museum of Mexican Art, the MCA’s Ken Josephson exhibition, and the Chicago Parks Foundation’s “Art in the Park Tour Series”.
Instructor(s): M. Taft Terms Offered: Spring
Equivalent Course(s): ARTH 24180

ARTH 34602. Mediums and Contexts of Chinese Pictorial Art. 100 Units.
In this course, pictorial representations are approached and interpreted, first and foremost, as concrete, image-bearing objects and architectural structures—as portable scrolls, screens, albums, and fans, as well as murals in Buddhist cave-temples and tombs, and relief carvings on offering shrines and sarcophagi. The lectures and discussion investigate the inherent features of these forms, as well as their histories, viewing conventions, audiences, ritual/social functions, and the roles these forms played in the construction and development of pictorial images.
Instructor(s): Wu Hung Terms Offered: Autumn
Equivalent Course(s): ÉALC 24622, ÉALC 34622, ARTH 24602
ARTH 34650. Chinese Pagoda. 100 Units.
More often than not, the Chinese pagoda is considered the most representative of Buddhist architecture in pre-modern China. It is so ubiquitous that many have forgotten the fact that the pagoda actually has a non-Chinese origin; and its vertical building form – rather than the more usual, horizontal sprawl of traditional Chinese architecture – betrays a history that is everything but typical or representative of Chinese Buddhist architecture. Instead of seeing it merely as a building, accordingly, the course will investigate the ways in which the Chinese pagoda was uniquely conceived and constructed as a symbol, artifact, site, structure, space, etc., created to serve specific religious purposes, thereby exerting or evoking specific meanings that engaged both religious and nonreligious ideas and issues in pre-modern China.
Instructor(s): W. Lin Terms Offered: Winter
Equivalent Course(s): EALC 24650, EALC 34650, ARTH 24650

ARTH 34711. Raphael and the High Renaissance. 100 Units.
This course concentrates on Raphael, perhaps historically the most influential figure of the outsized trio (including Leonardo and Michelangelo), who embody the “culminating moment” of the Renaissance. Some attention will be given to the history of the idea and to the style concept “High Renaissance” and its usefulness as a vehicle for understanding three such diverse personalities. While we will try to do justice to the enormously diverse, if short, career of Raphael, the investigation of the High Renaissance will lead us to examine the mature works of Leonardo and Michelangelo’s painting and sculpture through 1520 (including the Sistine Ceiling and the Julius Tomb), which is part of their careers that overlap with Raphael. Special attention will be given to the writings and drawings of the major artists as a means of interpreting their works.
Instructor(s): C. Cohen Terms Offered: Spring
Equivalent Course(s): ARTH 24711

ARTH 34720. Goya and Manet. 100 Units.
Edouard Manet (1832–1883) is often regarded as the first modernist artist, but his practice was deeply rooted in the copying and emulation of Renaissance and Baroque painters, particularly Spaniards. Indeed, many of his subjects, and some of his techniques, from the use of firm outline to muted opaque tones with minimal modeling, are conspicuous in Francisco Goya (1746–1828), a Spanish court painter and moralist whose paintings and prints were received in the late nineteenth century, and in the twentieth, as prefiguring both modernist form and various crises of artistic meaning. This seminar proposes a binocular focus on the two artists, in their individual historical contexts and in dialogue, in order to understand the tension between tradition and innovation in modern art.
Instructor(s): A. Pop Terms Offered: Spring
Equivalent Course(s): SCTH 35004, ARTH 24720

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 35005. Nineteenth-Century Prints. 100 Units.
Using a wide range of examples from the Smart Museum collection, this course will examine the various techniques, meanings, aspirations, and publics of nineteenth-century European printmaking, from the invention of lithography in 1798 to the color innovations of the 1890s. Among the topics to be investigated are prints as multiples; reproduction and originality; caricature; color in prints; the etching revival of the 1860s; and the practice of collecting. Students will not be expected to have any prior knowledge of prints or printmaking techniques but may benefit from a general acquaintance with nineteenth-century art. Major artists to be considered include Delacroix, Daumier, Whistler, Meryon, Buhot, Fantin-Latour, Tissot, Bonnard, and Toulouse-Lautrec. In part a history of nineteenth-century art told through prints, this course will give students the tools to recognize and identify traditional print media and to explore broader themes such as the illustrative and narrative function of prints; their relationship to other art forms; and their participation in discourses of scarcity and value. In concert with other course requirements, the class will make a visit to a local print dealer, propose an acquisition, and help prepare a small exhibition drawn from the Smart Museum’s holdings.
Instructor(s): A. Leonard Terms Offered: Winter
Equivalent Course(s): ARTH 25005
ARTH 35106. Art & Urbanism at Teotihuacan. 100 Units.
This course will take stock of our understanding of Mesoamerica's first great city. How did Teotihuacan's unprecedented urban form, and the art created within it, structure a sense of collective identity for the city's multiethnic population? How did the city change over time, and how did it engage with its Mesoamerican neighbors? Recent discoveries from the Pyramid of the Feathered Serpent and the Temple of the Sun will play an important role in our investigations.
Instructor(s): C. Brittenham Terms Offered: Spring
Equivalent Course(s): LACS 24106, LACS 34106, ARTH 25106

ARTH 35300. Pilgrimage in Antiquity and the Early Christendom. 100 Units.
This course will present an interdisciplinary interrogation into the nature of pilgrimage in pre-Christian antiquity and the rise of Christian pilgrimage in the years after Constantine. It will simultaneously be a reflection on the disciplinary problems of examining the phenomena of pilgrimage from various standpoints including art history, archaeology, anthropology, the history of religions, the literary study of travel writing, as well as on the difficulties of reading broad and general theories against the bitty minutiae of ancient evidence and source material. The core material, beyond the theoretical overview, will be largely limited to antiquity and early Christianity; but if students wish to write their papers on areas beyond this relatively narrow remit (in other religions, in the middle ages, modern or early modern periods), this will be positively encouraged!
Instructor(s): J. Elsner Terms Offered: Spring
Note(s): This course will be taught in an intensive format twice per week, plus some individual discussion sessions to set up term papers, for the first five weeks of the quarter.
Equivalent Course(s): RLVC 38802, ARTH 25300

ARTH 35880. Fashion and Twentieth Century Art. 100 Units.
This seminar will investigate topics central to the relationship between fashion and modern, avant-garde, postwar, and contemporary European and American art from the standpoint of production, display, and reception. To what extent might theories of fashion and fashionability allow us to understand dynamics of stylistic change in art? What can we learn about art movements from the way they have been appropriated by fashion designers? What issues are at stake when we ask whether fashion is “art” as such, and when we put fashion on display in the art museum? Through close-readings and local collection visits, we will explore the role of fashion in histories of twentieth century art including the role of design in early abstraction, concepts from subculture to merchandising in dada and Surrealism, and the importance of clothing in performance and installation.
Instructor(s): J. Cohen Terms Offered: Winter
Equivalent Course(s): ARTH 25880

ARTH 35940. The Artist as Ethnographer. 100 Units.
This interdisciplinary seminar considers the idea of the artist as ethnographer in contemporary art and curatorial practice. Through lecture, screening, and group discussions, we will trace the historical relationship between visual culture and the social sciences, uncovering how this has impacted ways of viewing objects, people, and cultures within the Western tradition. Armed with this knowledge, we will consider how the ethnographer’s commitment to the study of Others has been challenged by an increasingly globalized and post-colonial world. We will explore questions of authority and subjectivity in ethnographic fieldwork. Finally, we will look to contemporary artworks and exhibitions that have reinvested in the image and practice of the ethnographer to uncover the politics and poetics of their work. You will be introduced to the practices of Brad Butler and Karen Mirza, Paulo Nazareth, Marine Hugonnier, Camille Henrot, Kapwani Kiwanga, et al. Sessions will include close reading and discussion of texts by Hal Foster, James Clifford, Clementine Deliss, Okwui Enwezor, and Kaelen Wilson-Goldie, among others.
Instructor(s): Y. Umolu Terms Offered: Spring
Prerequisite(s): This course is open to advanced undergraduates and graduate students.
Equivalent Course(s): ARTV 20940, ARTV 30954, ARTH 25940

ARTH 36410. Rhoades Seminar: 19th Cent. Photography – Image, Object, Idea. 100 Units.
This seminar will explore the social, technological, and artistic histories of photography from 1839 through the beginnings of the twentieth century. Photographs will be discussed in terms of different categories of function—art, document, science, and market—and the ways in which they overlapped throughout the first century of the medium. The course will examine photographs as both images and objects, and will explore the circumstances of their production, circulation, and reception. The course will focus on close examination of works in the Art Institute of Chicago's collection, with readings drawn from both primary sources and recent scholarship.
Instructor(s): L. Siegel Terms Offered: Spring
Prerequisite(s): This class will meet at the Art Institute of Chicago. Registered students should account for travel time in their schedules.
Equivalent Course(s): ARTH 26410
ARTH 36510. Architecture and the Zionist Imagination. 100 Units.
This course explores the intersection of form and ideology through the example of the built environments (both speculative and realized) that were part of the formation of the Jewish state and its history. We will follow the evolution of Israeli architecture, starting with the interwar period, in which Zionist institutions were built in Palestine under British colonial rule. In this context, debates centered on the question of how different modernist styles developed in Europe and imported to the Middle East can respond to different streams within Zionism. We then move on to the period of nation-building, in which attempts were made to develop an Israeli architectural style that would respond to the waves of immigration and the formation of state institutions. Now, a debate emerged between the modernist style that came to represent an emergent tradition, and a new generation of architects who sought to develop a more local idiom. The current phase of Israeli architecture is influenced by the political turn to the right, the institution of liberal economic policies, the arrival of a large wave of post-Soviet Russian immigrants, and an opening to global commerce, all of which have weakened the nation state. In addition to studying this architectural history, we will engage with cultural texts (literary, filmic, artistic) that imagine and describe Zionist spaces and places, starting with Theodor Herzl’s Zionist Utopia, Altneuland, and all the way through contemporary TV sitcoms.
Instructor(s): A. Nitzan-Shiftan and N. Rokem Terms Offered: Autumn
Equivalent Course(s): NEHC 25149, NEHC 35149, ARTH 26510

ARTH 36615. Before the Global: the Emergence of an International Art World. 100 Units.
This course will consider the growing and intensifying artistic relations between Europe and the United States in the postwar era through the lens of transatlantic art movements like Fluxus and Conceptual Art, internationally ambitious exhibitions like documenta 4 and 5, multi-national curators and “exhibition makers” like Harald Szeemann, cross-continent dealers like Heiner Friedrich, and art made for international events like the Munich Olympics. The seminar will focus on archival and collections research. As a Gorvy-Gold traveling seminar, students will travel to visit documenta in Kassel and Athens as well as Skulptur Projekte Münster; as a Getty Research Institute seminar, it is one of three international seminars given unlimited digital access to the GRI’s Szeemann archives and exploring possibilities for collaborations among students across continents.
Instructor(s): C. Mehring Terms Offered: Autumn
Prerequisite(s): NOTE: Students may only register with instructor consent.

ARTH 37220. Dimensions of Late Sculpture. 100 Units.
For centuries, the discrete annex it established within three-dimensional space characterized the medium of sculpture. Think of a monument, an architectural relief carving, or a Brillo box. In and after high modernism, artists—not all of them self-identified sculptors—made a range of propositions that put huge pressure on sculptural convention. Today, a work construed as sculpture may disappear entirely into the space that ostensibly contains it, or may be impossible to distinguish from a decidedly nonart thing nearby. What is the character of this attempt? Not to be a thing, or art, at all? If so, then why not entirely abandon art’s traditional physical and institutional frameworks? This discussion-based course will explore the complex of challenges the sculptural medium faced as it approached the end of its putative discreteness. How and why has sculpture managed to endure beyond this terminal point? Course readings are drawn from a range of modes including the history, theory, and criticism of art; artists’ writing; as well as cultural studies, continental philosophy, political theory, psychoanalysis, and queer theory. Several visits to Chicago venues will be required in order to pass the course.
Instructor(s): D. English Terms Offered: Winter
Equivalent Course(s): ARTH 27220

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: Autumn
Equivalent Course(s): ARTV 20704, ARTV 30704, ARTH 27304

ARTH 37800. The Material Science of Art (Suzanne Deal Booth Conservation Seminar) 100 Units.
This course will introduce students to the methods, theories, and strategies of scientific approaches to studying art objects and consider the meaning of different materials and surfaces across artistic media. It will showcase new scholarship generated in the field of conservation science and object-based art history that draws its strength from the collaborative work among scientists, conservators, art historians, and theorists. Conservation science draws on the applied sciences and engineering to understand how to preserve the world’s cultural heritage and forge connections between making and meaning. The course will explore scientific examinations to investigate the production and use of art objects. Focusing on material studies of paintings and sculptures, pigments as well as their binding media, students will learn about the material make-up of art objects by employing visual analysis alongside practical studies using scientific analysis and imaging on campus and at the Art Institute of Chicago. Readings will be drawn from a variety of disciplines, including material science and chemistry, art history, visual and material culture, anthropology, and philosophy.
Instructor(s): M. Kokkori Terms Offered: Winter
Equivalent Course(s): ARTH 27800
ARTH 38405. The Films of Alfred Hitchcock. 100 Units.
No single filmmaker has equaled Alfred Hitchcock's combination of popular success, critical commentary, and widespread influence on other filmmakers. Currently, his work is so familiar it threatens to be taken for granted. This course will reveal Hitchcock as the filmmaker who systematically used the stylistics of late silent film to forge a dialectical approach to the so-called Classical Style. Hitchcock devised a relation among narrative, spectator, and character point of view, yielding a configuration of suspense, sensation, and perception. Tracing Hitchcock's career chronologically, we will follow his intertwining of sexual desire and gender politics, and his reshaping of melodrama according to Freudian concepts of repression, memory, interpretation, and abreaction, as he navigates from silent film to sound and from Great Britain to Hollywood.
Instructor(s): T. Gunning Terms Offered: Spring
Prerequisite(s): PQ: CMST 10100 - Introduction to Film Analysis, and preferably CMST 28500 - History of International Cinema, Part I.
Equivalent Course(s): ARTH 28405, CMST 36500

ARTH 38406. The Cinema of Charlie Chaplin. 100 Units.
The course looks at Chaplin and his long film career from a number of perspectives. One of these is Chaplin's acting technique inherited from commedia dell'arte and enriched by cinematic devices; another is Chaplin as a person involved in a series of political and sexual scandals; yet another one is Chaplin as a myth fashioned within twentieth-century art movements like German Expressionist poetry, French avant-garde painting, or Soviet Constructivist art.
Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.
Equivalent Course(s): FNDL 26402, ARTH 28406, CMST 36400

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): J. Lastra 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, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000, ARTV 20002, 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): Y. Tsivian 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, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700, ARTV 20003, CMST 28600

ARTH 38606. Early Twentieth-Century Urban Visions. 100 Units.
It is hard to understand contemporary architectural debate about how cities should develop without knowing its origins in the influential city planning proposals developed by architects and planners in pre-World War II Europe and North America. This course studies those foundations, looking at the period when modernist architects and intellectuals proclaimed the obsolescence of the metropolis just as it came to dominate the modern landscape. We will examine a variety of strategies devised to order or replace the metropolis during the late nineteenth and early twentieth centuries, ranging from the City Beautiful movement in Chicago and Hugh Ferriss's later skyscraper version, Camillo Sitte's influential critique of Vienna's Ringstrasse, and the English garden city alternative Lewis Mumford championed for the New York region, to Le Corbusier's Voisin Plan for Paris and Frank Lloyd Wright's Broadacre City model displayed in New York's Rockefeller Center. We conclude with a glimpse of urban renewal in New York and Chicago, and Jane Jacobs's celebrated reaction. Course readings are in primary sources. Focusing on particular projects and their promulgation in original texts and illustrations, as well as in exhibitions and film, we will be especially concerned with their polemical purposes and contexts (historical, socio-cultural, professional, biographical) and with the relationship between urbanism and architecture.
Instructor(s): K. Taylor Terms Offered: Winter
Equivalent Course(s): ARTH 28606
ARTH 39800. Approaches to Art History. 100 Units.
This seminar will examine a range of methodological approaches to doing the work of art history. Through close reading of key texts, we will interrogate how various authors have constructed novel ways of seeing and understanding visual and material objects. Crucially, this course doesn’t assume “theory” or “methodology” to be a set of texts we use to explicate or read works of art in specific ways. Rather, we investigate how each of our authors forges new concepts in response to an object’s specific exigencies. Students need not self-identify as art historians to enroll in this seminar—it will be helpful for all students who want to think deeply and in self-reflexive ways about their own approaches to visual and material objects (still or moving images, sculpture, performance, architecture, etc.), particularly if those objects feel genre-bending, difficult to theorize, or recalcitrant in any way. Readings will include foundational texts by Erwin Panofsky, Alois Riegl, and Meyer Schapiro and more recent texts by Yves Alain Bois, Rosalind Krauss, T.J. Clark, Douglas Crimp, Anne Wagner, Darby English, and others (as determined by students’ interests).
Instructor(s): I. Blom Terms Offered: Autumn
Prerequisite(s): Open to MAPH students concentrating in Art History. Others by consent only.

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): C. Brittenham Terms Offered: Autumn
Note(s): Required of all first year Art History PhD students.

ARTH 40600. What is Style? 100 Units.
Archaeologists and art historians characteristically rely upon “the evidence of the eye” or “perceptual proof” to identify their objects of research: they identify, attribute and date artifacts (from potsherds to paintings) just by looking at them. The operative concept is “style”: the generation and deployment of stylistic evidence is “connoisseurship.” Both are widely disparaged, yet remain integral to the disciplines at every level. This seminar examines the theory and practice of attribution by style, from eighteenth century origins to present day debates about computer-aided stylometry. Each week will focus on a few key texts, juxtaposing philosophical theorizing and scholarly practice. We will look at the notions of “period” and “personal” style, at the methods by which different art historians have arrived at attributions, and at the ideas of community, personhood and embodiment that such methods express. Key points of reference will be Kant, Wittgenstein, Merleau-Ponty, Sibley, Wollheim, Goodman and Cavell. Key historiographic figures will be Richardson, Winckelmann, Morelli, Berenson, Pater, Beazley, Panofsky. Throughout, the focus will be on finding alternatives to the traditional conception of style as an immanent property of objects.
Instructor(s): R. Neer Terms Offered: Winter

ARTH 41305. 20th Century Theories of Art: Historiography, Religion, Crisis. 100 Units.
This course will serve as a historically situated, philosophically inflected, introduction to the methods developed in the twentieth century for the study of images. It will address the discipline of Art History in Germany and Austria in the years up to 1933, the conflict of Protestant and Catholic models for the historiography of images before the first World War, the effects of the Nazi regime on the writing of the history of art, and the impact of the Second World War on scholarship in both Germany and among refugees, many of them Jews. It is intended to serve both as an introduction to the critical historiography of art and to some of the prime methods developed in the last century for the study of images.
Instructor(s): J. Elsner Terms Offered: Spring
Note(s): This course will be taught in an intensive format twice per week for the first five weeks of the quarter.
Equivalent Course(s): RLVC 41205

ARTH 41313. Media Archeology vs. Media Aesthetics. 100 Units.
The course stages an encounter between media archeology and media aesthetics, two distinct but related research perspectives that are at times seen as incommensurable approaches to the media technological environment. Media archeology focuses on the non-human agencies and complex machinic arrangements that are at work in technologies whose microtemporal operations cannot be grasped by human perception: media archeology typically refuses phenomenological approaches. In contrast, media aesthetics focuses on the phenomenological interface between machine systems and human perception and sensation, and various forms of cultural and political negotiations of a lifeworld that is increasingly dominated by technologies that both store and produce time. We will read key texts from both fields and discuss how we may understand their differences as well as their points of intersection.
Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): CMST 47801
ARTH 42106. Art of the Book in the Islamic World. 100 Units.
This seminar offers an opportunity for in-depth consideration of methodological and theoretical issues as they pertain to the study of arts of the book in Islamic cultures. These include relationships between calligraphy, illumination, and painting; visual paradigms of authority from scribal culture to lithography; problems of copying and originality; challenges posed by manuscripts that have been altered by successive generations of users; multiple levels of text-image relationships; verbal and visual translation; and the history of arts of the book as a reference point for contemporary artists. Each student will write a research paper on a topic to be developed in consultation with the instructor.
Instructor(s): P. Berlekamp Terms Offered: Spring
Equivalent Course(s): NEHC 30685

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 4402. The Aesthetics of Socialist Realism. 100 Units.
Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Course meetings will be divided evenly between the campuses of Northwestern University and the University of Chicago.
Instructor(s): Robert Bird and Christina Kiaer Terms Offered: Autumn
Equivalent Course(s): REES 30685

ARTH 44590. Medieval ‘Indexicality’: Practices and their Theorizations. 100 Units.
This seminar will focus on the theoretical and historical significance of images and forms generated by acts and techniques of impression in medieval Europe. Our aim will be to explore the historical foundations of modern theorizations of the “index,” a material and intellectual tradition that has too often been occluded in recent accounts of indexicality in relation to the arts of the twentieth and twenty-first centuries. Rather than assuming the priority of “theory” over practice, we will instead attend closely to the theoretical stakes and discursive afterlives of a range of material practices, including stamping, molding, and casting in order to examine how material culture shaped intellectual horizons of possibility, the play of metaphor, and the formation of concepts of the trace, authenticity, and presence. In addition to foundational medieval sources, readings will include postmedieval critical contributions (including Pierce and more recent work in semiotic anthropology) as well as art historical and archaeological scholarship.
Instructor(s): M. Ward Terms Offered: Winter

ARTH 45010. The Animated Image in Recent Histories of Art. 100 Units.
This course focuses on the animated image—a concept familiar from many centers of artistic production globally and historically. Such an image can possess qualities normally only found in human beings or other living creatures: movement, speech, social agency, and even emotion and cognition. In some more traditional art historical discourses, animation depends on practices of representation and artistic styles that bring an image’s depictive content to life. In others, animation occurs as a product of specific kinds of social engagement or religious practice. Yet others hold that images or images objects are capable of becoming animate of their own accord—that they are not ontologically distinct from living beings. At the same time, the affective turn in the humanities has suggested the importance of emotional and sensorial intimacy in animating images. We will investigate these and other accounts of image animation, covering literature from a variety of theoretical discourses as well as more focused studies from a number of different subfields. What, we will ask, is the place of the animated image in art history, and how can our understanding of this concept expand or challenge more traditional categories and methods of art historical inquiry?
Instructor(s): S. Estrin Terms Offered: Spring
ARTH 465.00. Henri Focillon’s “Formalism” 100 Units.
Henri Focillon (1881-1943) advanced an account of form that influenced work in many fields and provoked vehement critique. This seminar takes up Focillon’s thought with a critical eye: immersing ourselves in his writings, we will seek to understand their intellectual debts and contributions and we will also take up the question: what might Focillon still teach us about perennially vexed historical questions of form, style, influence, perception and creativity? Historiographically framed, the seminar will nonetheless seek to attend closely to the works of art and architecture that interested Focillon from his early writings while director of the Musée des Beaux-Arts in Lyon, through his attainment of the Chair of Archeology at the Sorbonne, his election to the Collège de France, and during his time in the United States, before and during World War II.
Instructor(s): A. Kumler Terms Offered: Spring
Prerequisite(s): Many readings will be in French (much of Focillon’s writing has not yet been translated); students who cannot read French should contact Prof. Kumler in advance to discuss how appropriate accommodations might be made.
Equivalent Course(s): FREN 46551

ARTH 46905. Contemporary Photography / Contemporary Art. 100 Units.
The course begins with a review of American Modernist photographic practice from the 1930s through the early 1970s and an examination of the rupture of that practice in the late 1970s and ‘80s, via a critical turn against the notion of medium specificity. The class will then turn its attention to the role played by photographic materials in the constitution of Contemporary Art in the 1990s and later. Some attention will be paid to recent critical arguments emphasizing the differences between analog and digital technology in contemporary art criticism.
Instructor(s): J. Snyder Terms Offered: Winter

ARTH 47211. What Was Mise-en-scène? 100 Units.
Mise-en-scène is often understood as a synonym for the act of directing, especially in theater. In film style it is associated with the importance accorded to the placement of props and characters within the film frame, usually in combination with camera movement. This concept was especially important in film criticism of the fifties and sixties and often connected with key post-WWII filmmakers such as Nicholas Ray, Douglas Sirk and Otto Preminger. This seminar will explore the concept both as historical critical concept, and as an ongoing way to discuss the nature of film style.
Instructor(s): T. Gunning Terms Offered: Winter
Equivalent Course(s): CMST 67211

ARTH 47400. Chinese Art and Agency. 100 Units.
Borrowing Gell’s well-known title, Chinese “Art and Agency” asks if the Gellian framework, or related terms of analysis, is useful and productive for understanding Chinese art. Broadly speaking, this inquiry is to shift of our focus of research from what art looks like to what art does, and to find out what it means in the study of Chinese art history by refocusing ourselves on art’s agency and its agentic power in negotiating between art and people or the world. Students will read theoretic works from anthropology, history of material culture, and literary theory, in addition to studying art historical sources and materials.
Instructor(s): W. Lin Terms Offered: Spring
Equivalent Course(s): EALC 47400

ARTH 48209. Unique and Trend-setting Caves at Dunhuang. 100 Units.
This course explores a new way to think about the interrelationship between the 492 Buddhist cave-chapels at Dunhuang. Instead of classifying them into rigid types and arranging them into a given dynastic framework, students are guided to define the moments of invention or borrowing of pictorial and architectural programs, and to reinterpret Buddhist art at the Mogao Grottoes as a complex, continuous process of experimentation, absorption, and popularization. It is hoped that this investigation will lay a methodological basis to envision a new history of Dunhuang caves.
Instructor(s): H. Wu Terms Offered: Winter
Prerequisite(s): Chinese reading proficiency. Consent only.
Equivalent Course(s): EALC 48209

ARTH 48900. Space, Place, and Landscape. 100 Units.
This seminar will analyze the concepts of space, place, and landscape across the media (painting, photography, cinema, sculpture, architecture, and garden design, as well as poetic and literary renderings of setting, and “virtual” media-scapes). Key theoretical readings from a variety of disciplines, including geography, art history, literature, and philosophy will be included: Foucault’s “Of Other Spaces,” Michel de Certeau’s concept of heterotopia; Heidegger’s “Art and Space”; Gaston Bachelard’s The Poetics of Space; Henri Leleebvre’s Production of Space; David Harvey’s Geography of Difference; Raymond Williams’s The Country and the City; Mitchell, Landscape and Power. Topics for discussion will include the concept of the picturesque and the rise of landscape painting in Europe; the landscape garden; place, memory, and identity; sacred sites and holy lands; regional, global, and national landscapes; embodiment and the gendering of space; the genius of place; literary and textual space. Course requirements: 2 oral presentations: one on a place (or representation of a place); the other on a critical or theoretical text. Final paper. Preference to PhD students in ENGL / ARTH / CMST / CMLT.
Instructor(s): W.J.T. Mitchell Terms Offered: Winter
Equivalent Course(s): CMST 69200, CMLT 50900, ENGL 60301
ARTH 48905. Style and Performance from Stage to Screen. 100 Units.
Actor is the oldest profession among arts. Cinema is the youngest art there is. What happens with faces, gestures, monologues, and voices; ancient skills like dance or mime; grand histrionics etc. when arts of performance hit the medium of screen? This course will focus on the history of acting styles in silent films, mapping "national" styles of acting that emerged during the 1910s (American, Danish, Italian, Russian) and various "acting schools" that proliferated during the 1920s ("Expressionist acting," "Kuleshov's Workshop," et al.). We will discuss film acting in the context of various systems of stage acting (Delsarte, Stanislavsky, Meyerhold) and the visual arts.
Instructor(s): Y. Tsivian Terms Offered: Spring
Equivalent Course(s): CMST 68400

ARTH 49500. Art Law. 100 Units.
This seminar examines legal issues in the visual arts including artist's rights and copyright, government regulation of the art market, valuation problems related to authentication and artist estates, disputes over the ownership of art, illicit international trade of art, government funding of museums and artists, and First Amendment issues as they relate to museums and artists.
Instructor(s): Anthony Hirschel and William Landes Terms Offered: Autumn
Equivalent Course(s): LAWS 53263

ARTH 49800. Independent Research: Art. 100 Units.
Individualized study focused on PhD research in Art History. This course can also be used as the preliminary exam reading course.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter

ARTH 49808. Qualifying Paper Course I. 100 Units.
Individualized study for Art History students working on their Qualifying Paper; first of two quarters.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter

ARTH 49809. Qualifying Paper Course II. 100 Units.
Individualized study for Art History students working on their Qualifying Paper; second of two quarters.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter

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
ARTH 50204. Destruction of Images, Books and Artifacts in Europe and South. 100 Units.
The course offers a comparative perspective on European and South Asian iconoclasm. In the European tradition, iconoclasm was predominantly aimed at images, whereas in South Asian traditions it was also enacted upon books and buildings. The combination of these traditions will allow us to extend the usual understanding of iconoclasm as the destruction of images to a broader phenomenon of destruction of cultural artifacts and help question the theories of image as they have been independently developed in Europe and South Asia, and occasionally in conversation with one another. We will ask how and why, in the context of particular political imaginaries and material cultures, were certain objects singled out for iconoclasm? Also, who was considered to be entitled or authorized to commit their destruction? Through a choice of concrete examples of iconoclasm, we will query how religious and political motivations are defined, redefined, and intertwined in each particular case. We will approach the iconoclastic events in Europe and South Asia through the lenses of philology, history, and material culture. Class discussions will incorporate not only textual materials, but also the close collaborative study of images, objects, and film. Case studies will make use of objects in the Art Institute of Chicago and Special Collections at the University Library.
Instructor(s): Tyler Williams and Olga Solovieva Terms Offered: Spring
Equivalent Course(s): SALC 50204, CMLT 50204, SCTH 50204, RLVC 50204, HREL 50204, CDIN 50204
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 I. 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. Director of Graduate Studies
- 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, Glen A. Lloyd Distinguished Service Professor in 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
- Allyson Nadia Field, 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 Romance Languages and Literature, and the College. Affiliated faculty in the Center for the Study of Gender and Sexuality. Director of Undergraduate Studies.

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, Department of Cinema and Media Studies and the College. Affiliated faculty in Romance Languages and Literature, Department of Visual Arts
- Takuya Tsunoda, Department of Cinema and Media Studies, East Asian Languages and Civilizations

Visiting Faculty & Associated Fellows
- Nadine Chan, Society of Fellows and Collegiate Assistant Professor
- Joao Pedro Chaopo, Post-Doctoral Fellow - Maria Sklodowska-Curie Fellowship

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
- Malynne Sternstein, Associate Professor, Department of Slavic Languages and Literatures
- Catherine Sullivan, Assistant Professor, Department of Visual Arts and the College
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 can 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 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.
Documentary Video Production focuses on the making of independent documentary video. Examples of Direct Cinema, Cinéma Vérité, the Essay, Ethnographic film, the Diary, Historical and Biographical film, Agitprop/Activist forms, and Guerilla Television, will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between documentary fact and fiction will be explored. Pre-production strategies and production techniques will be taught, including the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will be expected to purchase a portable firewire. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are encouraged to take Doc. Production II to complete their work.
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 34923. Contemporary Media in Japan. 100 Units.
This course will investigate contemporary films, audiovisual media works, and electronic media creations that explore and/or reflect such issues as ambient aesthetics, self-mediation, and new techniques of everyday life.
Instructor(s): T. Tsunoda Terms Offered: Spring
CMST 36200. Brechtian Representations: Theatre, Theory, Cinema. 100 Units.
Brecht is indisputably the most influential playwright in the 20th century, but his influence on film theory and practice and on cultural theory generally is also considerable. In this course we will explore the range and variety of Brecht’s own theatre, from the anarchic plays of the 1920’s to the agitprop Lehrstück and film esp Kühle Wampe) to the classical parable plays, as well as the work of his heirs in German theatre (Heiner Müller, Peter Weiss) and film (RW Fassbinder, Alexander Kluge), in French film (Jean-Luc Godard, Chris Marker), and theatre and film in Africa, from South Africa to Senegal and US (TBA). We will also give due attention to the often unacknowledged impact of Brecht’s theorizing on a range of genres and media on his better known contemporaries Adorno, Benjamin, Lukács as well as on cultural theory elsewhere from the Situationists to digital labor. Requirements: oral presentations; short midterm and final research paper.
Instructor(s): L. Kruger Terms Offered: Spring
Note(s): Designed for MAPH or PhD.
Equivalent Course(s): ENGL 44500,CMLT 40800,TAPS 44500

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 36400. The Cinema of Charlie Chaplin. 100 Units.
The course looks at Chaplin and his long film career from a number of perspectives. One of these is Chaplin’s acting technique inherited from commedia dell’arte and enriched by cinematic devices; another is Chaplin as a person involved in a series of political and sexual scandals; yet another one is Chaplin as a myth fashioned within twentieth-century art movements like German Expressionist poetry, French avant-garde painting, or Soviet Constructivist art.
Instructor(s): Y. Tsivian Terms Offered: Autumn
Prerequisite(s): PQ: CMST 10100 Introduction to Film or consent of instructor.
Equivalent Course(s): FNDL 26402,ARTH 28406,ARTH 38406

CMST 36500. The Films of Alfred Hitchcock. 100 Units.
No single filmmaker has equaled Alfred Hitchcock’s combination of popular success, critical commentary, and widespread influence on other filmmakers. Currently, his work is so familiar it threatens to be taken for granted. This course will reveal Hitchcock as the filmmaker who systematically used the stylistics of late silent film to forge a dialectical approach to the so-called Classical Style. Hitchcock devised a relation among narrative, spectator, and character point of view, yielding a configuration of suspense, sensation, and perception. Tracing Hitchcock’s career chronologically, we will follow his intertwining of sexual desire and gender politics, and his reshaping of melodrama according to Freudian concepts of repression, memory, interpretation, and abreaction, as he navigates from silent film to sound and from Great Britain to Hollywood.
Instructor(s): T. Gunning Terms Offered: Spring
Prerequisite(s): PQ: CMST 10100 - Introduction to Film Analysis, and preferably CMST 28500 - History of International Cinema, Part I.
Equivalent Course(s): ARTH 38405,ARTH 28405

CMST 37815. Introduction to Art, Technology, and Media. 100 Units.
The course gives an introduction to the relationship between art, media, and technology, as articulated in art practice, media theory, and art theory/history. The key focus is the relationship between 20th-century art and so-called “new media” (from photography, film, radio, TV to computers and digital technologies), but older instances of art- and media-historical perspectives will also be discussed. The objective of the course is to give insight into the historical exchanges between art and technological development, as well as critical tools for discussing the concept of the medium and the relationship between art, sensation/perception, visibility, and mediation. The course will also function as an introduction to the fields of media aesthetics and media archaeology.
Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): ARTH 31315,CMST 27815,ARTH 21315
CMST 38003. Issues in Film Sound. 100 Units.
Taking advantage of recent developments in the field of sound studies, this course examines issues in film sound (technology, sense experience, histories of listening, sonic space, soundscape construction, the materiality of sound formats, etc.) that speak to broader concerns in the humanities, especially sound-related arts. While we will focus on a film or films every week, from blockbusters like Gravity to avant-garde and experimental films, the readings and issues will touch on everything from noise pollution, architecture, musical performance and recording, and mp3 files. Students interested in installation and environmental arts, sound in literary studies, music, and other sound-focused fields are welcome.
Instructor(s): J. Lastra Terms Offered: Winter

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 20202,CMST 28201

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

CMST 38310. Kafka and Performance. 100 Units.
This laboratory seminar is devoted to exploring the texts of Franz Kafka through the lens of performance. In addition to weekly scenic experiments and extensive critical readings (on Kafka as well as performance theory) we will explore the rich history of adapting Kafka in film, theater, puppetry, opera, and performance.
Instructor(s): D. Levin, S. Bockley Terms Offered: Spring
Equivalent Course(s): TAPS 22110,TAPS 32110,FNDL 22115,GRMN 23110,CMST 28310,GRMN 32110

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

CMST 47801. Media Archeology vs. Media Aesthetics. 100 Units.
The course stages an encounter between media archeology and media aesthetics, two distinct but related research perspectives that are at times seen as incommensurable approaches to the media technological environment. Media archeology focuses on the non-human agencies and complex machinic arrangements that are at work in technologies whose microtemporal operations cannot be grasped by human perception: media archeology typically resists phenomenological approaches. In contrast, media aesthetics focuses on the phenomenological interface between machine systems and human perception and sensation, and various forms of cultural and political negotiations of a lifeworld that is increasingly dominated by technologies that both store and produce time. We will read key texts from both fields and discuss how we may understand their differences as well as their points of intersection.
Instructor(s): I. Blom Terms Offered: Autumn
Equivalent Course(s): ARTH 41313
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): J. Lastra
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, CMLT 22400, CMLT 32400, ENGL 29300, ENGL 48700, MAPH 36000, ARTV 20002, 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): Y. Tsivian
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, CMLT 22500, CMLT 32500, ENGL 29600, ENGL 48900, MAPH 33700, ARTV 20003, CMST 28600

CMST 48700. History of International Cinema, Part III: 1960 to Present. 100 Units.
This course will continue the study of cinema around the world from the late 1950s through the 1990s. We will focus on New Cinemas in France, Czechoslovakia, Germany, the United States, the United Kingdom, and other countries. We will pay special attention to experimental stylistic developments, women directors, and well-known auteurs. After the New Cinema era we will examine various developments in world cinema, including the rise of Bollywood, East Asian film cultures, and other movements.
Instructor(s): Staff
Terms Offered: Spring
Note(s): This course follows the subject matter taught in CMST 28500/48500 and CMST 28600/48600, but these are not prerequisites.

CMST 53500. Guillotine / Barricade: Figures of History Across Media. 100 Units.
Taking up the French historical technologies of the guillotine and the barricade, this doctoral seminar explores the history of political spectacle, violence, death, and resistance as also part of a history of *figuration*—conceptualized by Julia Kristeva as the establishment of a relation between two historical realities—*across media*. We will examine the actual materials and practices of the guillotine and the barricade alongside literary, artistic, and filmic works that deploy the figural logic of both technologies as part of their formal, representational, and/or political articulation. This seminar thus seeks to examine the methodological stakes of inter-medial and interdisciplinary history and historiography that draws equally from French history, literature, visual art (including sculpture), architecture, and film. This class will be taught in English; French reading and research skills are not necessary, but would be beneficial.
Instructor(s): J. Wild
Terms Offered: Spring
Equivalent Course(s): FREN 43501, CDIN 53500

CMST 66901. The Films of Ozu Yasujiro. 100 Units.
This course explores Ozu Yasujiro’s works from both national and transnational perspectives. Through an intense examination of Ozu’s robust filmmaking career, from the student comedies of the late 1920s to the family drama (in Agfacolor) of the early 1960s, we will locate Ozu’s works at a dialogic focal point of Japanese, East Asian, American, and European cinema.
Instructor(s): T. Tsunoda
Terms Offered: Autumn
Equivalent Course(s): EALC 56901
CMST 67207. Aesthetics. 100 Units.
This seminar explores the intersection of film and philosophical aesthetics. Aesthetics has become a curiously central topic not only within cinema and media studies but also in the disciplines that surround it. From speculative realists to critical theorists to political theorists of various stripes; aesthetics have been taken to have methodological and conceptual primacy. This course takes several paths to explore and evaluate these accounts. First, it looks at the question of why aesthetics has emerged in the present situation: what unresolved questions or problems does it respond to? What is its appeal for the current state of politics and media? Second, it places the recent debates within a longer history of philosophical aesthetics. Which resources from this tradition are being drawn on—and, of equal importance, which are not? Last, the course examines the usefulness of aesthetics within cinema and media studies by testing it against the details of film form. To this end, we will look at several key moments in the history and theory of montage to see whether aesthetics can provide new insights.
Instructor(s): D. Morgan Terms Offered: Autumn

CMST 67211. What Was Mise-en-scène? 100 Units.
Mise-en-scène is often understood as a synonym for the act of directing, especially in theater. In film style it is associated with the importance accorded to the placement of props and characters within the film frame, usually in combination with camera movement. This concept was especially important in film criticism of the fifties and sixties and often connected with key post-WWII filmmakers such as Nicholas Ray, Douglas Sirk and Otto Preminger. This seminar will explore the concept both as historical critical concept, and as an ongoing way to discuss the nature of film style.
Instructor(s): T. Gunning Terms Offered: Winter
Equivalent Course(s): ARTH 47211

CMST 67812. The Archive of Absence: Theories and Methodologies of Evidence. 100 Units.
In this graduate seminar we will investigate theories and historiographic methodologies of approaching problems of evidence in film history, with a particular focus on approaches to nonextant film, film fragments, unidentified film, and other “mysteries” of film history. Some of these problems are about gaps: how has film history grappled with the absence and instability of the film artifact? Others, especially in a newly digital world, involve abundance: how can film history and historiography navigate the polyvalences of meaning brought about by an ever-expanding archive? This course will combine theoretical readings, analyses of case studies, and students’ own research. Topics to be covered include the use of extrafilmic evidence and primary paracinematic evidence, fiction and speculative approaches to history, theories of evidence, and archival theories and practices. We’ll also focus on the possibilities and limits of various historiographic methodologies, touching on the use of oral history, biographic research, and official and unofficial discourses. Cases will be drawn from the silent era to contemporary cinema, and from a range of film practices including avant-garde, Classical Hollywood, African American, European art cinema, and others.
Instructor(s): A. Field Terms Offered: Spring

CMST 68008. Senses and Technology. 100 Units.
This seminar examines the fraught relationship between the human sensorium, and its mediations through what we might call “sense technologies,” such as photography, phonography, moving images, radio, computers, telephones and virtual reality. Understanding aesthetic practices as concretizations of sense experience or as formal realizations of experience has a long and storied history as does modeling devices on suppositions about how we see, hear, touch, etc. The contradictions that inevitably arise between practice and theory are one of the motors or both formal and technological change, and the dialectic between how we understand sensory experience in general and how it manifests itself in various institutional settings (the laboratory, the courts, the film industry, video gaming, etc.) will be a touchstone for the class. We will examine both theoretical and historical approaches to understanding various sense/technology relationships since the eighteenth century.
Instructor(s): J. Lastra Terms Offered: Winter

CMST 68400. Style and Performance from Stage to Screen. 100 Units.
Actor is the oldest profession among arts. Cinema is the youngest art there is. What happens with faces, gestures, monologues, and voices; ancient skills like dance or mime; grand histrionics etc. when arts of performance hit the medium of screen? This course will focus on the history of acting styles in silent films, mapping “national” styles of acting that emerged during the 1910s (American, Danish, Italian, Russian) and various “acting schools” that proliferated during the 1920s (“Expressionist acting,” “Kuleshov’s Workshop,” et al.). We will discuss film acting in the context of various systems of stage acting (Delsarte, Stanislavsky, Meyerhold) and the visual arts.
Instructor(s): Y. Tsivian Terms Offered: Winter
Equivalent Course(s): ARTH 48905
CMST 69200. Space, Place, and Landscape. 100 Units.
This seminar will analyze the concepts of space, place, and landscape across the media (painting, photography, cinema, sculpture, architecture, and garden design, as well as poetic and literary renderings of setting, and "virtual" media-scenes). Key theoretical readings from a variety of disciplines, including geography, art history, literature, and philosophy will be included: Foucault’s “Of Other Spaces,” Michel de Certeau’s concept of heterotopia; Heidegger’s “Art and Space”; Gaston Bachelard’s The Poetics of Space; Henri Lefebvre’s Production of Space; David Harvey’s Geography of Difference; Raymond Williams’s The Country and the City; Mitchell, Landscape and Power. Topics for discussion will include the concept of the picturesque and the rise of landscape painting in Europe; the landscape garden; place, memory, and identity; sacred sites and holy lands; regional, global, and national landscapes; embodiment and the gendering of space; the genius of place; literary and textual space.
Course requirements: 2 oral presentations: one on a place (or representation of a place); the other on a critical or theoretical text. Final paper. Preference to PhD students in ENGL / ARTH / CMST / CMLT.
Instructor(s): W.J.T. Mitchell Terms Offered: Winter
Equivalent Course(s): CMLT 50900, ARTH 48900, ENGL 60301

CMST 69900. Pedagogy: The Way We Teach Film. 100 Units.
This course, spread across the year, is an introduction to pedagogical methods in the field of Cinema and Media Studies. It is intended for, and open only to, CMS PhD Students.
Instructor(s): J. Wild Terms Offered: Autumn. A full year course, with enrollment only occurring in Autumn.
Prerequisite(s): CMST 69900 is open only to CMS PhD students; requires department consent.
Note(s): This course meets through the full academic year.
Chair
• Mark Payne

Professors
• Clifford Ando
• Elizabeth Asmis
• Shadi Bartsch-Zimmer
• Alain Bresson
• Christopher A. Faraone
• 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
The Department of Classics offers advanced study in the civilizations of the ancient Mediterranean, including literature and literary theory, history, philosophy, religion, science, art, and archaeology. The programs of the department lead to the Ph.D. degree and seek to prepare students for careers in teaching and research. They allow students to explore areas with which they are unfamiliar, as well as to strengthen their knowledge in those in which they have already developed a special interest.

The Classics faculty consists of active scholars, expert in one or more areas of classical studies. Apart from their influence through books and articles, the faculty has long been identified with the publication of Classical Philology, one of the leading journals devoted to classical antiquity. The diverse graduate student body at the University includes students in a number of programs outside the Department of Classics who are also engaged in the study of the ancient world. The Oriental Institute, the Divinity School, the Committee on Social Thought, and the Departments of Art History, History, Linguistics, and Near Eastern Languages & Civilizations all have programs that focus on aspects of the classical period. The workshops supported by the Council for Advanced Studies, where graduate students, faculty, and visiting scholars present work in progress, are a further means of scholarly collaboration and training. The department currently sponsors workshops entitled Ancient Societies, Rhetoric and Poetics, and Ancient Philosophy, which involve participants from other areas as well.

RESEARCH AND LIBRARY RESOURCES

The University of Chicago Library owns over 11 million volumes in print and electronic form. Classics has been one of the Library’s strongest collections since its founding in 1891, when the University purchased the entire stock of an antiquarian bookstore in Berlin that specialized in classical philology, archaeology, and religion. Apart from current monographs, the library receives more than seven hundred serials devoted to ancient Greece and Rome and subscribes to the full range of electronic databases useful to ancient studies. Major editions of classical texts printed from the Renaissance through the eighteenth century are available in the Special Collections Research Center, which also houses collections of Greek and Latin manuscripts.

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 Chicago Center for Teaching 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 Early Rome, Tragedy and the Tragic, A History of Rhetoric, Greek Tragedy in Africa, Juvenal, The Ancient Economy, Oral Poetries, The Poetry of Death, Security in Latin Literature, Stoics and Epicureans, and Holderlin and the Greeks.

GREEK

- 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 30516. Pompeii: Life, Death, and Afterlife of a Roman City. 100 Units.
This course takes an in-depth look at the exceptional and exceptionally preserved city of Pompeii (along with others in the Bay of Naples region, including Herculaneum, Stabiae, and Oplontis) as a microcosm of the forms of Roman life in the first century. In the late summer or early autumn of AD 79, Pompeii suffered a cataclysmic event when Mount Vesuvius exploded in a terrible and spectacular fashion, spewing forth a tremendous cloud of ash over the city. While the disaster claimed the lives of tens of thousands of inhabitants in the area, the peculiar conditions of the eruption preserved the material traces of their daily lives. Students will explore the civic, commercial, and domestic spaces of Pompeii including its forum, temples and sanctuaries, cemeteries, theaters, brothels, bakeries, and especially its townhouses, the latter of which were decorated with brilliant wall paintings, floor mosaics, furniture, and lush portico gardens designed to offer rest and relaxation from the bustle of city life. Significant attention will also be paid not only to the discovery of Pompeii and its neighboring towns in the 18th century, but also its reception in the archaeological and popular imagination up to the present.
Instructor(s): P. Crowley Terms Offered: Spring,Winter
Equivalent Course(s): ARTH 30506,CLCV 20516,ARTH 20506

CLAS 31313. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.
This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): CMLT 32303,CLCV 21313,SLAV 22303,SLAV 32303,ENGL 22310,ENGL 32303,GRMN 22314,GRMN 32314,CMLT 22303

CLAS 31517. Minoan Art, Modern Myths, and Problems of Prehistory. 100 Units.
This course will provide an introduction to the art of the Bronze Age culture of Minoan Crete, with an emphasis on the Palatial Period (ca. 1900–1450 BCE). We will cover both well-known works and recent archaeological finds, including those from outside of Crete that have altered our view of Minoan art in recent years. At the same time, we will investigate how our knowledge of this civilization and its art has been shaped by the mentalities of those who have excavated its remains and collected and displayed its art. We will look closely at archaeological reports, restorations, forgeries, and concepts of style and iconography to reveal how archaeological remains are transformed into historical narratives. While focused on the Minoans, the course is designed to build the analytical skills necessary for engaging with the art of prehistoric cultures and other ancient cultures heavily shaped by modern imaginaries.
Instructor(s): S. Estrin Terms Offered: Autumn
Equivalent Course(s): ARTH 30510,CLCV 21517,ARTH 20510
CLAS 31617. The Return of Homer: The Iliad and Odyssey in Contemporary English Language Fiction and Poetry. 100 Units.
The course will examine the extraordinary flowering of English language novels and poems based on the Homeric epics in the past quarter century. We will ask how different contemporary poets and prose writers have interpreted Homer’s works and try to understand the appeal of this ancient poetry for modern authors, readers, and publishers. The reading will include such works as Margaret Atwood, *The Penelopiad*; Byrne Fone, *War Stories: A Novel of the Trojan War*; Christopher Logue, *An Account of Homer’s Iliad*; David Malouf, *Ransom*; Zachary Mason, *The Lost Books of the Odyssey*; Madeline Miller, *The Song of Achilles*; Alice Oswald, *Memorial: A Version of Homer’s Iliad*; Kate Quinn, et al., *A Song of War*; and Derek Walcott, *Omeros*. English translations of such foreign-language works as Alessandro Baricco’s *An Iliad* and Ismail Kadare’s *The Fijile on H.* may also be considered if students wish.
Instructor(s): Glenn Most Terms Offered: Winter. course taught winter 2018
Prerequisite(s): There is no language requirement, but students are expected to have refreshed their familiarity with the Iliad and Odyssey in translation before the course begins.
Equivalent Course(s): SCTH 31614

CLAS 31717. Sophocles, Ajax. 100 Units.
A close literary and philological analysis of one of the most remarkable and perplexing of all Greek tragedies. We will consider the play’s portrayal of the nature and limits of one form of male heroism against the background of earlier poetry and contemporary history; and we will attempt constantly for elate philological and literary approaches to one another in order to understand better not only Sophocles’ play but also the strengths and limitations of the ways in which scholars try to come closer to it.
Instructor(s): Glenn Most Terms Offered: Winter. course taught winter 2018
Prerequisite(s): Either an adequate knowledge of ancient Greek or the consent of the instructor is required; students should have refreshed their familiarity with the Iliad and Odyssey. Open to undergrads.
Equivalent Course(s): CLCV 21717, SCTH 31613

CLAS 32117. Fate and Duty: European Tragedy from Aeschylus to Brecht. 100 Units.
This class will explore the development of European drama from Attic tragedy and comedy and their reception in Ancient Rome and French Neoclassicism to the transformation of dramatic form in 18-20th c. European literatures. The focus will be on the evolution of plot, characterization, time-and-space of dramatic action, ethical notions (free will, guilt, conscience), as well as on representations of affect. All readings in English. No prerequisites.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): CMLT 32402, GRMN 22402, CLCV 22117, REES 22402, CMLT 22402

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 33616. Homer’s Odyssey: Estrangement and Homecoming. 100 Units.

One of the two foundational epics of so-called Western Culture, the Odyssey features a wily hero whose journeys are extraordinary and whose longing for home is unbounded. The Odyssey offers a complex meditation on brotherhood, bestiality, sexuality, kinship, and power; it is the great epic of cross-cultural encounter, in all its seductive and violent aspects, as well as the great poem of marriage. An adventure in advenues (homecoming), the Odyssey shows us the pleasures and dangers of voyaging among strangers. Constantly exploring the boundaries between the civilized and the savage, the poem offers as well as a political critique of many ancient institutions, not least the family patriarchy, hospitality customs, and the band-of-brothers so central to epic ideology. And as a masterwork of narrative art, the Odyssey asks us to consider the relation of fiction to “truth.” We will explore these and other matters in the Odyssey, and may make a concluding foray into contemporary re-workings of Odyssean themes and characters.

Instructor(s): Laura Slatkin
Terms Offered: Spring
Prerequisite(s): Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Note(s): Please note this course will be taught the first five weeks of the quarter (March 27 thru April 26, 2017)
Equivalent Course(s): FNDL 21223, SCTH 31223

CLAS 34017. The Spartan Divergence. 100 Units.

Sparta was a Greek city, but of what type? The ancient tradition, or at least the larger part of it, paints the portrait of an ideal city-state. The city was supposed to be stable and moderately prosperous. Its citizens were allegedly models of virtue. For many centuries the city did not experience revolutions and its army was invincible on the battlefield. This success was attributed to its perfect institutions. Following the track opened by Ollier’s Spartan Mirage, modern scholarship has scrupulously and successfully deconstructed this image of an ideal city. But what do we find if we go beyond the looking glass? Was Sparta really a city “like all the others”? This class will show that we must go deeper into our evidence in order to make sense of the extraordinary success followed by the brutal collapse of this very special city-state.

Instructor(s): A. Bresson
Terms Offered: Winter
Equivalent Course(s): HIST 20307, HIST 30307, CLAS 24017

CLAS 35017. Peripheries of the Greek World. 100 Units.

What happens when we consider the cultures, histories, and politics of the ancient Greek world from outside its Aegean ecumene? From Homeric ethnographies to Hellenistic expansion, the borders and peripheries of Greek life became rich spaces for both imagining and constructing Greek identity and civilization through interactions with myriad “others”: barbarians, allies, kings, and monsters. And in recent decades, interdisciplinary research has examined what life was like on these peripheries, at the intersections of Greek colonization, trade, religion, and the state. In this course we examine the concept of peripheries (and cores) and question the methodologies that historians and archaeologists use to consider the dynamic spaces around the edges of the Aegean Sea: colonial settlements, sites of pilgrimage, industrial districts, and exotic fringes, among others. Using textual and material evidence, and taking a broad approach by exploring case studies from Iberia to India, we consider the practices through which diverse peripheries became intertwined with Greek culture (or not).

Instructor(s): C. Kearns
Terms Offered: Winter
Equivalent Course(s): CLCV 25017

CLAS 35417. Censorship from the Inquisition to the Present. 100 Units.

Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.

Instructor(s): A. Palmer & S. McManus
Terms Offered: Autumn
Prerequisite(s): by consent of instructor
Equivalent Course(s): CLCV 25417, HIST 35421, HIPS 25421, CHSS 35421, KNOW 21403, KNOW 31403, RLST 22121, HREL 34309, SIGN 26010, HIST 25421
CLAS 35808. Roman Law. 100 Units.
The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): HIST 21004, HIST 31004, SIGN 26017, CLCV 25808

CLAS 36017. Gods and God in Imperial Asia Minor (1–300 CE) 100 Units.
Roman Asia Minor in the Imperial period provides an extraordinary case of religious plurality and creativity. Pagans, Jews, Christians, even already Christian heretics, interacted in the same space. The frontiers between Jewish and Christian communities were, at least at the beginning, more fluid than was long thought. But even the frontiers between paganism and Judaism or Christianity were certainly not as rigid as was later imagined. This does not mean, however, that there were no tensions between the various groups. This class will examine the various aspects of this religious diversity as well as the social and political factors that may explain the religious equilibrium prevailing at that time in Asia Minor.
Equivalent Course(s): CLCV 26017, HIST 20308, HIST 30308

CLAS 36517. Ancient Greek Aesthetics. 100 Units.
The ancient Greek philosophical tradition contains an enormously rich and influential body of reflection on the practice of poetry. We will focus our attention on Plato and Aristotle, but will also spend some time with Longinus and Plotinus. Topics will include: the analysis of poetry in terms of mimesis and image; poetry-making as an exercise of craft, divine inspiration, or some other sort of knowledge; the emotional effect on the audience; the role of poetry in forming moral character and, more broadly, its place in society; the relation between poetry, rhetoric, and philosophy; aesthetic values of beauty, wonder, truth, and grace. (A) (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 29911, CLCV 26517, SCTH 39911, PHIL 39911

CLAS 38517. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516, CLCV 28517, HIPS 29516, CHSS 39516, KNOW 21406, KNOW 31406, RLST 22123, HREL 39516, SIGN 26011, HIST 29516

CLAS 42813. Conceptual History and Greek Literature. 100 Units.
In this seminar, we will approach conceptual history (a.k.a. Begriffsgeschichte) as a resource for philologically-informed study of cultural interaction, continuity, and change. We will begin by developing a theoretical background in historical semantics, conceptual history, Metaphorologie, and history of ideas (focusing on the work of Nietzsche, Spitzer, Koselleck, Blumenberg, and Hadot); the second part of the quarter will be dedicated to historical and theoretical problems in the study of concepts in literary texts and across cultures. Reading knowledge of two (or more) foreign languages is a strong desideratum. As a final project, seminar participants will be expected to choose a particular concept and trace its history and uses in literary texts, ideally in more than one language.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): SLAV 42802, CMLT 42802
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, HIST 66606, PHIL 43011

CLAS 48017. Phaedras Compared: Adaptation, Gender, Tragic Form. 100 Units.
This seminar places Racine’s French neoclassical tragedy Phaedra within a wide-ranging series of adaptations of the ancient myth, from its Greek and Latin sources (Euripides, Seneca, Ovid) to twentieth-century and contemporary translations and stage adaptations (Ted Hughes, Sarah Kane), read along with a series of theoretical and critical texts. Particular attention will be paid to critical paradigms and approaches in the evolving fields of classical reception studies, theater and performance studies, and gender studies. Reading knowledge of French strongly preferred.
Instructor(s): D. Wray & L. Norman Terms Offered: Winter
Equivalent Course(s): CDIN 48017, FREN 48017, TAPS 48017, CMLT 48017, GNSE 48017

CLASSICS - GREEK COURSES

GREK 31216. Greek Philosophy. 100 Units.
The Phaedrus is one of the most fascinating and compelling of Plato’s dialogues. Beginning with a playful treatment of the theme of erotic passion, it continues with a consideration of the nature of inspiration, love, and knowledge. The centerpiece is one of the most famous of the Platonic myths, the moving description of the charioteer and its allegory of the vision, fall, and incarnation of the soul. We will read the entire dialogue, with special attention to the language and style, with a particular focus on religious and theological ideas.
Terms Offered: Spring. Not offered 2017-18
Equivalent Course(s): GREK 21216

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. Not offered 2017-18
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, Ibyscus, Alcaeus, Simonides, Bacchylides, Pindar and Timotheus. In Greek.
Instructor(s): Staff 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.
Prerequisite(s): Two years or more of Greek.
Equivalent Course(s): GREK 21900

GREK 32300. Greek Tragedy: Hellenistic/Imperial Literature. 100 Units.
This course features selections from the poetry and/or prose of the Hellenistic and Imperial periods. This year we will read selections from Hellenistic poetry, with a particular focus on the Hymns of Callimachus.
Instructor(s): D. Wray Terms Offered: Spring
Prerequisite(s): GREK 20300 or equivalent
Equivalent Course(s): GREK 22300

GREK 32317. 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.
Instructor(s): D. Wray Terms Offered: Autumn
Equivalent Course(s): GREK 22317

GREK 32417. Greek Comedy. 100 Units.
We will read in Greek Menander's *Dyskolos*, with an eye to understanding "New Comedy" and its robust afterlife in Renaissance Europe and modern sitcoms. We will also devote some time to reading and assessing fragments from Menander’s contemporaries. Coursework will include translation as well as secondary readings.
Instructor(s): E. Austin. Terms Offered: Autumn
Prerequisite(s): GREK 20300 or equivalent
Note(s): Topic: Menander
Equivalent Course(s): FNDL 22417,GREK 22417

GREK 32515. Greek Historians: Thucydides. 100 Units.
In this course we will read book 1 of Thucydides, his description of the run-up to the Peloponnesian War, in Greek. We will pay attention to Thucydides' style and approach to historiography, sinking our teeth into this difficult but endlessly fascinating text.
Instructor(s): H. Dik. Terms Offered: Autumn,Spring
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): FNDL 22517,GREK 22515

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: Winter

GREK 32800. Survey of Greek Literature II. 100 Units.
A study of the creation of the canonical Greek prose style in the 5th and 4th centuries. Rapid reading and translation exercises.
Instructor(s): H. Dik Terms Offered: Offered 2015-2016

GREK 34400. Greek Prose Composition. 100 Units.
The goal of this course is to write accurate sentences and paragraphs in classical Attic Greek. We are not concerned here with stylistic imitation, but rather to write Attic prose clearly and correctly. The most obvious benefits of this exercise will be thorough review of basic morphology and syntax as well as fine-tuning one’s grasp of the more subtle nuances of the Greek language. Another important benefit is cultivating Attic prose as a kind of linguistic standard or canon by which we are able to better understand other Greek styles of writing and types of diction. The vantage point of a standard allows us to analyze and understand other styles on their own terms and merits, whether Herodotos, Epic, New Testament, etc.
Instructor(s): D. Martinez Terms Offered: Autumn
Prerequisite(s): Consent of instructor
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.
Equivalent Course(s): GREK 25000

GREK 35117. Philo of Alexandria. 100 Units.
In this course we will read the Greek text of Philo's *de opificio mundi*, with other brief excerpts here and there in the Philonic corpus. Our aim will be to use this treatise to elucidate the thought and character of one of the most prolific theological writers of the first century. We will seek to understand Philo as a Greek author and the nature and origins of his style, Philo as a proponent of Platonism, and Philo as a Jew in the context of Alexandrian Judaism. We will also examine his use of the allegorical method as an exegetical tool, and its implications for pagan, Jewish and early Christian approaches to sacred texts.
Instructor(s): David Martinez
Terms Offered: Autumn
Prerequisite(s): At least two years of Greek.
Equivalent Course(s): GREK 25117, BIBL 44003

GREK 40617. Sem: Epictetus/Aurelius. 100 Units.
Both Epictetus' *Discourses* and Marcus Aurelius' *Meditations* have been philosophical best sellers ever since antiquity. Both humanize ancient Stoicism. In this seminar, we will look closely at the Greek text to investigate each author's unique response to Stoic doctrine. The focus of the seminar will on the creativity of each author in reshaping Stoic doctrine. We will also look at the reception of these authors in the Renaissance and later.
Prerequisite: the equivalent of two years of Ancient Greek.
Instructor(s): E. Asmis
Terms Offered: Spring

GREK 40917. Reading Thucydides. 100 Units.
An exploration of the text in translation, or, if possible, in Greek.
Instructor(s): James Redfield
Terms Offered: Spring. course taught spring 2018
Prerequisite(s): Open to undergrads by consent only
Equivalent Course(s): SCTH 31927

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

CLASSICS - LATIN COURSES

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): Staff
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 is: how did Lucretius convert a seemingly dry philosophical doctrine about the physical composition of the universe into a gripping message of personal salvation? The selections include Lucretius’ vision of an infinite universe, of heaven, and of the hell that humans have created for themselves on earth.
Instructor(s): M. Lowrie Terms Offered: Autumn
Equivalent Course(s): FNDL 24212, LATN 22100

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.
Instructor(s): S. Bartsch-Zimmer Terms Offered: Winter
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.
Instructor(s): P. White Terms Offered: Spring
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. Not offered 2017-18
Prerequisite(s): Undergraduates consent of instructor

LATN 40917. Vergilian Receptions. 100 Units.
This seminar offers a series of case-studies in the reception of Vergil’s Aeneid. We will start with the ancient commentators, then move on to Macrobius, Fulgentius, and the medieval allegorists, Dante’s Inferno, the Aeneid and Christianity, the Aeneid in the New World, the poem’s treatment before and after WWI, the Aeneid in the hands of the Italian Fascists, and finally, contemporary trends in interpretation. We will also address reception theory, the figure of Dido through time, and, if there is time, the Aeneid in art. Where possible, readings will be in Latin.
Instructor(s): S. Bartsch-Zimmer

LATN 47017. Sem: Einhard. 100 Units.
Einhard’s *Life of Charlemagne* combined Ciceronian rhetorical theory, the modeling of Suetonius, and personal reminiscences to create one of the best-sellers of the Middle Ages. That work has a situational logic and stylistic place among Einhard’s other activities and literate creations, including letters, epigraphy, theological reflection, and hagiographical narrative. We shall consider the inspirations, styles, and goals of the courtier, biographer, and pious lay retiree, who stands emblematically as both a “typical” and nonpareil figure of the Carolingian Renaissance.
Instructor(s): M. Allen Terms Offered: Winter
LATN 47717. Augustine Confessions. 100 Units.
This seminar is based on an in-depth reading of the *Confessions*, with use of the Latin text. Topics to be covered will be determined by consensus during the first week, but they may include the genesis of the work in relation to Augustine’s life and literary oeuvre (e.g. vis-à-vis the partly contemporary *De Doctrina* and *De Trinitate*); its structure (including the relationship between books I-X and XI-XIII) and narrative technique; its meditative versus dialogical character; Augustine’s representation of the self and his method of Biblical exegesis; Manichean and Neoplatonic influences; and ancient (Pelagius) and postmodern readings of the *Confessions* (Lyotard, Marion). Once-weekly meetings will consist of discussions, lectures, and reports.
Instructor(s): W. Otten and P. White Terms Offered: Spring
Equivalent Course(s): HCHR 47717, THEO 47717, HIST 64301
DEPARTMENT OF COMPARATIVE LITERATURE

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
- Edward Wasiolek, Slavic Languages & Literatures
- Anthony C. Yu, Divinity

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**

**CMLT 30510. Translation and Translation Theory. 100 Units.**
Translation is one of the central mechanisms of literary creativity. This course will consider translation both concretely and theoretically. Topics to be discussed will include semantic and grammatical interference, loss and gain, the production of difference, pidgin, translationese, bilingualism, self-translation, code-switching, translation as metaphor, foreignization vs. nativization, and distinct histories of translation.
Instructor(s): Haun Saussy
Terms Offered: Spring
Prerequisite(s): For advanced undergraduates and graduate students. 20 student cap. Instructor consent not required.

**CMLT 32303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.**
This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.
Instructor(s): Boris Maslov
Terms Offered: Winter
Equivalent Course(s): CLCV 21313, CLAS 31313, SLAV 22303, SLAV 32303, ENGL 22310, ENGL 32303, GRMN 22314, GRMN 32314, CMLT 22303

**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): J. Lastra
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, CMLT 22400, CMST 48500, ENGL 29300, ENGL 48700, MAPH 36000, ARTV 20002, 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 *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): Y. Tsivian
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, CMLT 22500, CMST 48600, ENGL 29600, ENGL 48900, MAPH 33700, ARTV 20003, CMST 28600

**CMLT 32402. Fate and Duty: European Tragedy from Aeschylus to Brecht. 100 Units.**
This class will explore the development of European drama from Attic tragedy and comedy and their reception in Ancient Rome and French Neoclassicism to the transformation of dramatic form in 18-20th c. European literatures. The focus will be on the evolution of plot, characterization, time-and-space of dramatic action, ethical notions (free will, guilt, conscience), as well as on representations of affect. All readings in English. No prerequisites.
Instructor(s): Staff
Terms Offered: Autumn
Equivalent Course(s): GRMN 22402, CLCV 22117, CLAS 32117, REES 22402, CMLT 22402
CMLT 35302. Fashion and Modernity. 100 Units.
The relationship between fashion and modernity has always been taken for granted. Indeed, it is guaranteed in the very etymology of the French and German words “mode” and “modernité”. Yet, on closer inspection, there is a blind spot in this relation in that fashion seems rather to be the Other of modernity than modernity itself, an Oriental colony in the heart of the West.

The modern discourse of fashion testifies to the ambivalences and paradoxes in this relationship. From the beginning of the modern world until now, it is strangely split: there is fashion and fashion. Properly speaking, men’s fashion is not really fashionable. The perfectly functional suit without superficial adornment is, in its world-wide constancy through the centuries, almost invariably classical. Its staggering universal success is due to the fact that it is the ideal modern dress: beautiful, because functional. Women’s fashion, on the contrary, is a remnant of the old, effeminate aristocracy – a frivolous frock, an all-in-all dysfunctional ornament, badly in need of thorough modernization. The “new woman” is born in agonizing pain and perpetual fallbacks: while Chanel almost lead us toward a functional feminine form, Dior’s new look was, from this perspective, a setback: it brought back the unhealthy, restrictive corset and offered a slap in the face to the modern aesthetic dogma of “form follows function”. Fashion therefore seems to be the locus of a strange intimation of the poli

Instructor(s): D. Giglioli Terms Offered: Spring

CMLT 35918. From the Victim to the Witness, From the Witness to the Hero, and Back. 100 Units.
In recent years the Victim has risen to the role of ethical touchstone once attributed to the Hero. Through the analysis of the textual strategies and the reception of Primo Levi’s and Roberto Saviano’s works, the course aim to explain the reasons and dynamics of this paradigm shift. Since the Hero is someone who does something, while the Victim is someone who suffers the effects of other people’s actions, the question is: according to which conceptual framework may the testimony of a victimization be considered a sufficient condition for that person (or the role he/she epitomizes) to acquire the status of an exemplary figure, custodian of unalienable values and bearer of moral teachings?
Instructor(s): D. Giglioli Terms Offered: Spring
Note(s): Taught in English. Italian majors and minors will write midterm and final in Italian. Graduate students in Italian will read Italian texts in the original Italian and write their final essay in Italian.
Equivalent Course(s): ITAL 35918,CMLT 25918,ITAL 25918

CMLT 39023. Returning the Gaze: The West and the Rest. 100 Units.
This course provides insight into the existential predicament of internalized otherness. We investigate 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 will focus on self-representational strategies of the “Rest” (primarily Southeastern Europe and Russia), and the inherent internalization of the imagined western gaze whom the collective peripheral selves aim to seduce but also defy. Two discourses on identity will help us understand these self-representations: the Lacanian concepts of symbolic and imaginary identification, and various readings of the Hegelian recognition by the other in the East European context. Identifying symbolically with a site of normative humanity outside oneself places the self in a precarious position. The responses are varied but acutely felt: from self-consciousness to defiance and arrogance, to self-exoticization and self-mythification, to self-abjection, all of which can be viewed as forms of a quest for dignity. We will also consider how these responses have been incorporated in the texture of the national, gender, and social identities in European and other peripheries. Fyodor Dostoevsky, Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39023,CMLT 29023,HIST 23609,HIST 33609,NEHC 29023,NEHC 39023,REES 29023

CMLT 40000. CDI Seminar: From Baroque to Neo-Baroque. 100 Units.
We will take a transatlantic and hemispheric approach to examining the political, epistemological, and aesthetic dimensions of the concept of the Baroque, by reading European and Latin American theory and poetry from three centuries (17th, 20th, 21st). The course is purposefully designed to put modern and early modern texts in constant dialogue. The literary essays of 20th-c. Latin American writers such as Lezama Lima and Alfonso Reyes, for instance, will illuminate the 17th-c. poems of Gongora and Sor Juana, while these will be read in conjunction with those of José Kozer, Luis Felipe Fabre, and Tamara Kamenszain. The remarkable persistence of the Baroque across centuries, geographies, and cultures raises a number of questions. Why has the Baroque not gone out of fashion, but rather, been reborn again and again? How does this apparently recondite mode manage to remain politically relevant and articulate urgent ideas in its moment? How does the Baroque provide poets with a prism through which to explore questions of subjectivity, originality, and capital? How does the connection between the neo-Baroque and anthropofagia, the Brazilian notion of cultural cannibalism, play out in poems not only written in Brazil, but also throughout Latin America and in the United States? Although the course will be conducted in English, most of the materials will also be available in Spanish.
Instructor(s): R. Galvin and M. Martinez Terms Offered: Autumn
Equivalent Course(s): CDIN 40000,SPAN 40017,ENGL 63400
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 Loe (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 40800. Brechtian Representations: Theatre, Theory, Cinema. 100 Units.
Brecht is indisputably the most influential playwright in the 20th century, but his influence on film theory and practice and on cultural theory generally is also considerable. In this course we will explore the range and variety of Brecht's own theatre, from the anarchic plays of the 1920's to the agitprop Lehrstück and film esp Kühlle Wampe) to the classical parable plays, as well as the work of his heirs in German theatre (Heiner Müller, Peter Weiss) and film (RW Fassbinder, Alexander Kluge), in French film (Jean-Luc Godard, Chris Marker), film and theatre in Britain (Mike Leigh and Lucy Prebble), and theatre and film in Africa, from South Africa to Senegal and US (TBA). We will also give due attention to the often unacknowledged impact of Brecht's theorizing on a range of genres and media on his better known contemporaries Adorno, Benjamin, Lukács as well as on cultural theory elsewhere from the Situationists to digital labor. Requirements: oral presentations; short midterm and final research paper.
Instructor(s): L. Kruger Terms Offered: Spring
Note(s): Designed for MAPH or PhD.
Equivalent Course(s): ENGL 44500, TAPS 44500, CMST 36200

CMLT 42802. Conceptual History and Greek Literature. 100 Units.
In this seminar, we will approach conceptual history (a.k.a. Begriffsgeschichte) as a resource for philologically-informed study of cultural interaction, continuity, and change. We will begin by developing a theoretical background in historical semantics, conceptual history, Metaphorologie, and history of ideas (focusing on the work of Nietzsche, Spitzer, Koselleck, Blumenberg, and Hadot); the second part of the quarter will be dedicated to historical and theoretical problems in the study of concepts in literary texts and across cultures. Reading knowledge of two (or more) foreign languages is a strong desideratum. As a final project, seminar participants will be expected to choose a particular concept and trace its history and uses in literary texts, ideally in more than one language.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): CLAS 42813, SLAV 42802

CMLT 42918. CDI Seminar: Exploratory Translation. 100 Units.
Focusing on the theory, history and practice of poetic translation, this seminar includes sessions with invited theorists and practitioners from North and South America, Europe, and Asia. Taking translation to be an art of making sense that is transmitted together with a craft of shapes and sequences, we aim to account for social and intellectual pressures influencing translation projects. We deliberately foreground other frameworks beyond “foreign to English” and “olden epochs to modern” — and other methods than the “equivalence of meaning” — in order to aim at a truly general history and theory of translation that might both guide comparative cultural history and enlarge the imaginative resources of translators and readers of translation. In addition to reading and analysis of outside texts spanning such topics as semantic and grammatical interference, gain and loss, bilingualism, self-translation, pidgin, code-switching, translationese, and foreignization vs. nativization, students will be invited to try their hands at a range of tactics, aiming toward a final portfolio of annotated translations.
Instructor(s): J. Scappettone and H. Saussy Terms Offered: Winter
Equivalent Course(s): CDIN 42918, RLLT 42918, SCTH 42918, ENGL 42918

CMLT 48017. Phaedras Compared: Adaptation, Gender, Tragic Form. 100 Units.
This seminar places Racine's French neoclassical tragedy Phaedra within a wide-ranging series of adaptations of the ancient myth, from its Greek and Latin sources (Euripides, Seneca, Ovid) to twentieth-century and contemporary translations and stage adaptations (Ted Hughes, Sarah Kane), read along with a series of theoretical and critical texts. Particular attention will be paid to critical paradigms and approaches in the evolving fields of classical reception studies, theater and performance studies, and gender studies. Reading knowledge of French strongly preferred.
Instructor(s): D. Wray & L. Norman Terms Offered: Winter
Equivalent Course(s): CDIN 48017, FREN 48017, TAPS 48017, CLAS 48017, GNSE 48017
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 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

CMLT 50204. Destruction of Images, Books and Artifacts in Europe and South. 100 Units.
The course offers a comparative perspective on European and South Asian iconoclasm. In the European tradition, iconoclasm was predominantly aimed at images, whereas in South Asian traditions it was also enacted upon books and buildings. The combination of these traditions will allow us to extend the usual understanding of iconoclasm as the destruction of images to a broader phenomenon of destruction of cultural artifacts and help question the theories of image as they have been independently developed in Europe and South Asia, and occasionally in conversation with one another. We will ask how and why, in the context of particular political imaginaries and material cultures, were certain objects singled out for iconoclasm? Also, who was considered to be entitled or authorized to commit their destruction? Through a choice of concrete examples of iconoclasm, we will query how religious and political motivations are defined, redefined, and intertwined in each particular case. We will approach the iconoclastic events in Europe and South Asia through the lenses of philology, history, and material culture. Class discussions will incorporate not only textual materials, but also the close collaborative study of images, objects, and film. Case studies will make use of objects in the Art Institute of Chicago and Special Collections at the University Library.
Instructor(s): Tyler Williams and Olga Solovieva Terms Offered: Spring
Equivalent Course(s): SALC 50204,SCTH 50204,RLVC 50204,HREL 50204,ARTH 50204,CDIN 50204

CMLT 50900. Space, Place, and Landscape. 100 Units.
This seminar will analyze the concepts of space, place, and landscape across the media (painting, photography, cinema, sculpture, architecture, and garden design, as well as poetic and literary renderings of setting, and “virtual” media-scapes). Key theoretical readings from a variety of disciplines, including geography, art history, literature, and philosophy will be included: Foucault’s “Of Other Spaces,” Michel de Certeau’s concept of heterotopia; Heidegger’s “Art and Space”; Gaston Bachelard’s The Poetics of Space; Henri Lefebvre’s Production of Space; David Harvey’s Geography of Difference; Raymond Williams’s The Country and the City; Mitchell, Landscape and Power. Topics for discussion will include the concept of the picturesque and the rise of landscape painting in Europe; the landscape garden; place, memory, and identity; sacred sites and holy lands; regional, global, and national landscapes; embodiment and the gendering of space; the genius of place; literary and textual space.
Course requirements: 2 oral presentations: one on a place (or representation of a place); the other on a critical or theoretical text. Final paper. Preference to PhD students in ENGL / ARTH / CMST / CMLT.
Instructor(s): W.J.T. Mitchell Terms Offered: Winter
Equivalent Course(s): CMST 69200,ARTH 48900,ENGL 60301
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
• Wan Kyung Na
• Laura Skosey
• Shan Xiang

Emeritus Faculty

• George Chih Chao
• Norma Field
• Tetsuo Najita, History
Program Description

The Department of East Asian Languages and Civilizations is a multidisciplinary department, with faculty specialists in history, art, philosophy, languages, linguistics, literature, and religions, that offers a program of advanced study of the traditional and modern cultures of China, Japan, and Korea. At the same time, students are encouraged to pursue their interests across traditional disciplinary lines by taking courses in other departments in the Divisions of the Social Sciences and the Humanities.

The Department admits applicants only for the Ph.D. degree, and does not offer a terminal M.A. program. Students who arrive with a master’s degree will be expected to fulfill the 18-course requirement. Students interested in a terminal M.A. degree should contact the University of Chicago Master of Arts Program in the Humanities or the Master of Arts Program in Social Sciences.

Students admitted to doctoral study 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) 702-1352.

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 should be EALC 65000 Directed Translation, although the translation requirement can be met in other ways.
   b. No more than two courses taken for an “R” or “P” grade
   c. Two non-specialization East Asian 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.

**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.
For both graduates and undergraduates. The goal of this sequence is to help students develop advanced proficiency in reading, listening, speaking, and writing. This sequence emphasizes more advanced grammatical structures, and requires discussion in Chinese on topics relevant to modern China. Over the course of this sequence, the emphasis will shift to authentic Chinese texts in an effort to better prepare students to deal with original Chinese source materials. Class meets for five one-hour sessions each week.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHIN 20402, or CHIN 30200, or placement, or consent of instructor
Equivalent Course(s): CHIN 20403

CHIN 30800. Elementary Literary Chinese I. 100 Units.
Must be taken for a letter grade. This course introduces students to the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students read original texts of various genres including philosophy, memorials, poetry, and historical narratives; and third quarter is devoted solely to reading poetry.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHIN 20300, or placement, or consent of instructor
Equivalent Course(s): CHIN 20800

CHIN 30900. Elementary Literary Chinese II. 100 Units.
Must be taken for a letter grade. This course introduces students to the basic grammar of the written Chinese language from the time of the Confucian Analects to the literary movements at the beginning of the twentieth century. Students read original texts of various genres including philosophy, memorials, poetry, and historical narratives; and third quarter is devoted solely to reading poetry.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): CHIN 20800, or placement, or consent of instructor
Equivalent Course(s): CHIN 20900

CHIN 31800. Introduction to Classical Chinese Poetry. 100 Units.
This course introduces students to the fundamentals of Classical Chinese lyric poetry. The emphasis is on learning how to read poems in the original, but some critical writings in English on Chinese poetry and poetics will also be assigned to provide a context for interpretation.
Instructor(s): Judith Zeitlin Terms Offered: Spring
Prerequisite(s): Good knowledge of Chinese characters/Kanji. Previous quarters of Literary Chinese desirable but can be taken independently with consent of instructor.
Note(s): May be counted as a content course for EALC majors and minors.
Equivalent Course(s): CHIN 21800, EALC 31800

CHIN 31801. Introduction to Classical Chinese Poetry. 100 Units.
This course introduces students to the fundamentals of Classical Chinese lyric poetry. The emphasis is on learning how to read poems in the original, but some critical writings in English on Chinese poetry and poetics will also be assigned to provide a context for interpretation.
Instructor(s): Judith Zeitlin Terms Offered: Spring
Prerequisite(s): Two quarters of elementary Literary Chinese or consent
Equivalent Course(s): CHIN 21801, EALC 31801

CHIN 33300. Elementary Modern Chinese III. 100 Units.
Part 3 of this three-quarter sequence introduces the fundamentals of modern Chinese. By the end of the spring quarter, students should have a basic knowledge of Chinese grammar and vocabulary. Listening, speaking, reading, and writing are equally emphasized. Accurate pronunciation is also stressed. A video project is required in spring quarter, which will be entered in the competition for the Chinese Video Project Award. Class meets for five one-hour sessions each week. Additional small group discussions of 40 minutes per week will be arranged.
Maximum enrollment for each section is 18.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHIN 10200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.
Equivalent Course(s): CHIN 10300

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.
Reading and discussion nineteenth- and early twentieth-century historical political documents, including such forms as memorials, decrees, local gazetteers, diplomatic communications, essays, and the like.
Instructor(s): D. Harper Terms Offered: Winter
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.
Must be taken for a letter grade. For both graduates and undergraduates. This sequence introduces a range of influential literary works and scholarly essays on Chinese cultural and social issues from the 1920s to the 1990s. Students will not only expand their vocabulary and knowledge of grammatical structures, but also learn sophisticated speaking and writing skills through intensive readings and discussions. Class meets for three one-hour sessions each week.
Instructor(s): Staff 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.
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

CHIN 61100. Sixth-year Modern Chinese. 100 Units.
This course is designed to help students attain the proficiency level of a well-educated Chinese speaker. Teaching materials include TV programs, novels, movies, newspaper articles, WeChat conversations and research papers published in recent years. This course also teaches students how to use Chinese reference materials for their research. The class meets for two 90-minute sessions each week. Two additional one-on-one tutorial sessions during the quarter will be arranged for each student to prepare for their language projects and special research needs.
Instructor(s): Youqin Wang
Terms Offered: Autumn
Prerequisite(s): CHIN 20603/51300, placement or consent of instructor
Equivalent Course(s): CHIN 20611

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.
The third year marks the end of the basic modern language study. The purpose of the course is to help students learn to understand authentic written and spoken materials with reasonable ease. The texts are all authentic materials with some study aids. All work in Japanese. The class meets for three eighty-minute periods a week.
Instructor(s): Staff
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 reading of scholarly Japanese materials that will enable students to read academic Japanese. The materials are selected from a wide range of disciplines by the instructor and by students.
Instructor(s): H. Noto
Terms Offered: Autumn
Prerequisite(s): JAPN 20300, or placement, or consent of instructor
Equivalent Course(s): JAPN 20800

JAPN 30900. Reading Scholarly Japanese II. 100 Units.
This course focuses on reading of scholarly Japanese materials that will enable students to read academic Japanese. The materials are selected from a wide range of disciplines by the instructor and by students.
Instructor(s): H. Noto
Terms Offered: Winter
Prerequisite(s): JAPN 20900/30900, or placement, or consent of instructor
Equivalent Course(s): JAPN 20900
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 31100. Elementary Modern Japanese I. 100 Units.

Prerequisite(s): JAPN 20300, or placement, or consent of instructor
Equivalent Course(s): JAPN 10100

JAPN 31200. Elementary Modern Japanese II. 100 Units.

Prerequisite(s): JAPN 10100, or placement, or consent of instructor
Equivalent Course(s): JAPN 10200

JAPN 31300. Elementary Modern Japanese III. 100 Units.

Prerequisite(s): JAPN 10200, or placement, or consent of instructor
Equivalent Course(s): JAPN 10300

JAPN 32100. Intermediate Modern Japanese I. 100 Units.

Prerequisite(s): JAPN 10300, or placement, or consent of instructor
Equivalent Course(s): JAPN 20100

JAPN 32200. Intermediate Modern Japanese II. 100 Units.

Prerequisite(s): JAPN 20100, or placement, or consent of instructor
Note(s): Must be taken for a letter grade.
Equivalent Course(s): JAPN 20200

JAPN 32300. Intermediate Modern Japanese III. 100 Units.

Prerequisite(s): JAPN 20200, or placement, or consent of instructor
Note(s): Must be taken for a letter grade. No auditors permitted.
Equivalent Course(s): JAPN 20300

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.
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.
Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments will include academic theses in psychology and anthropology, literary texts, and popular journalism. After completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to improve listening comprehension skills. Instructor(s): Staff 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.
Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments will include academic theses in psychology and anthropology, literary texts, and popular journalism. After completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to improve listening comprehension skills. There will also be writing assignments. Instructor(s): Staff 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.
PQ: JAPN 40600 or equivalent. Open to both undergraduates and graduates. This course is designed to improve Japanese reading, speaking, writing and listening ability to the advanced high level as measured by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Weekly assignments will require students to tackle modern Japanese texts of varying length and difficulty. Organized around a range of thought-provoking themes (from brain death and organ transplants to Japanese values on work and religion), reading assignments will include academic theses in psychology and anthropology, literary texts, and popular journalism. After completing the readings, students will be encouraged to discuss each topic in class. Videos/DVDs will be used to improve listening comprehension skills. There will also be writing assignments. Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): JAPN 20600, or JAPN 40600, or placement, or consent of instructor
Equivalent Course(s): JAPN 20700

JAPN 60100. Directed Reading: Advanced Japanese. 100 Units.
This course aims at students who are dealing with challenging Japanese materials for their research. Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Consent of instructor.

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.
For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.
Instructor(s): Staff
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.
For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.
Instructor(s): Staff
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.
For graduates and advanced undergraduates. Must be taken for a letter grade. This course introduces readings from a wide selection of written styles including journalistic pieces, college-level textbooks and literary prose. The class focuses on exercises in reading comprehension and discussions on various topics/issues related to contemporary Korea. Some audio and videotapes (e.g., televised news programs, movies, and dramas) will be used in order to improve the students' capacity in advanced Korean. Classes are conducted in Korean and meet for eighty-minute periods two times a week.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): KORE 20402, or KORE 30200, or placement, or consent of instructor
Equivalent Course(s): KORE 20403

KORE 41100. Fourth-Year Modern Korean-1. 100 Units.
The first in a series of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.
Instructor(s): Wonkyung Na
Terms Offered: Autumn
Equivalent Course(s): KORE 21100

KORE 41200. Fourth-Year Modern Korean-2. 100 Units.
The second of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): KORE 41100 or consent
Equivalent Course(s): KORE 21200

KORE 41300. Fourth-Year Modern Korean-3. 100 Units.
The third of three consecutive courses focuses on improving speaking, listening, reading, and writing skills to high-advanced level. Through intensive readings and discussions, students will build extensive vocabulary and complex grammatical structures as well as developing sophisticated speaking skills and academic writing skills. The materials introduced in this class include newspaper articles dealing with current social, cultural, or economic issues in Korea, literary works such as poems and novels, and authentic media such as TV documentaries or movies.
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): KORE 41200 or consent
Note(s): Must be taken for a letter grade. No auditors.
Equivalent Course(s): KORE 21300
KORE 42110. Understanding Contemporary Korean Society through Media. 100 Units.
This content-based language course 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. There are two main goals for the course. The first objective of the course is to foster speed, accuracy, and comprehension in advanced listening and reading of authentic contemporary texts as well as the refinement of writing skills in various styles. The second objective is for the students to acquire a deeper analytic knowledge of cultural and social issues in contemporary Korea. By examining various articles, TV shows, and films, we are going to discuss contemporary Korean culture, politics and society. The themes that will be dealt with in the class are “The Hell Chosŏn discourse and Korean youth culture” “Pain and Sympathy: South Korean Society after the Sewol Ferry Disaster” and “Korea as Multi-Ethnic Society.”
Instructor(s): Hyun Hee Park Terms Offered: Autumn
Prerequisite(s): Completion of 3rd year Korean or consent from instructor

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 30421. Japanese Documentary. 100 Units.
This course will examine documentary film in Japan, beginning with its prewar origins and into the present. It will also look at other forms of documentary media, such as photography and written reportage. We will pay particular attention to the political and social movements in which these filmmakers and artists participated—from Pacific War-era propaganda to 1960s radicalism. We will also look at theoretical approaches to documentary produced in Japan and elsewhere. What kind of reality does documentary seek to represent? How is this reality constructed—both aesthetically and politically?
Instructor(s): Marianne Tarcov Terms Offered: Spring
Equivalent Course(s): EALC 20421

EALC 31800. Introduction to Classical Chinese Poetry. 100 Units.
This course introduces students to the fundamentals of Classical Chinese lyric poetry. The emphasis is on learning how to read poems in the original, but some critical writings in English on Chinese poetry and poetics will also be assigned to provide a context for interpretation.
Instructor(s): Judith Zeitlin Terms Offered: Spring
Prerequisite(s): Good knowledge of Chinese characters/Kanji. Previous quarters of Literary Chinese desirable but can be taken independently with consent of instructor.
Note(s): May be counted as a content course for EALC majors and minors.
Equivalent Course(s): CHIN 21800, CHIN 31800
EALC 31801. Introduction to Classical Chinese Poetry. 100 Units.
This course introduces students to the fundamentals of Classical lyric poetry. The emphasis is on learning how to read poems in the original, but some critical writings in English on Chinese poetry and poetics will also be assigned to provide a context for interpretation.
Instructor(s): Judith Zeitlin Terms Offered: Spring
Prerequisite(s): Two quarters of elementary Literary Chinese or consent
Equivalent Course(s): CHIN 21801, CHIN 31801

EALC 34213. Contact Zones: Japan’s Treaty Ports, 1854–1899. 100 Units.
A series of treaties signed by the Tokugawa shogunate with Western powers in the 1850s designated port towns such as Nagasaki, Yokohama, Hakodate, and Kobe “treaty ports.” Semicolonial sites in which Western citizens benefited from rights, such as extraterritoriality, the treaty ports were complicated places that both challenged Japan’s sovereignty while also becoming conduits of economic, social, and cultural change. This seminar will explore the evolution of the treaty ports. The main assignment will be an original research paper on a topic of the student’s choice.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): HIST 34213, EALC 24213, GLST 26806, HIST 24213

EALC 34422. Japan and the Japanese: Society, Identity, History. 100 Units.
In this course, we will explore the shifting meanings of the terms “Japan” and “Japanese” focusing primarily on the early modern and modern periods as a way to trace the dynamics of identity formation. Using primary source excerpts from Japanese and foreign official and personal accounts, secondary texts, and visual materials, we will discuss the questions of nationalism, anti-foreignness, exceptionalism, and how the “Japanese” defined themselves against others and within their own society. The critical analysis of various communities, groups, individuals, and ideologies will help us delineate the key factors that shaped society, culture, and politics. Further, the course will train students in analyzing, comparing, and evaluating textual materials and in presenting their ideas orally and in writing. Topics covered: myths, power and status, individualism and collective identity, honor and shame, print culture and information, social networks and outcasts, foreign relations. No Japanese knowledge is required. Open to both BA and MA students.
Instructor(s): Aliz Horvath Terms Offered: Spring
Note(s): Grad number only open to MAPH or MAPS students, not PhD students.
Equivalent Course(s): HIST 24809, EALC 24422

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: Autumn
Prerequisite(s): Third-year Chinese level or approval of instructor.
Equivalent Course(s): EALC 24500, HIST 34500, HIST 24500

EALC 34622. Mediums and Contexts of Chinese Pictorial Art. 100 Units.
In this course, pictorial representations are approached and interpreted, first and foremost, as concrete, image-bearing objects and architectural structures—as portable scrolls, screens, albums, and fans, as well as murals in Buddhist cave-temples and tombs, and relief carvings on offering shrines and sarcophagi. The lectures and discussion investigate the inherent features of these forms, as well as their histories, viewing conventions, audiences, ritual/social functions, and the roles these forms played in the construction and development of pictorial images.
Instructor(s): Wu Hung Terms Offered: Autumn
Equivalent Course(s): ARTH 34602, EALC 24622, ARTH 24602

EALC 34650. Chinese Pagoda. 100 Units.
More often than not, the Chinese pagoda is considered the most representative of Buddhist architecture in pre-modern China. It is so ubiquitous that many have forgotten the fact that the pagoda actually has a non-Chinese origin; and its vertical building form – rather than the more usual, horizontal sprawl of traditional Chinese architecture – betrays a history that is everything but typical or representative of Chinese Buddhist architecture. Instead of seeing it merely as a building, accordingly, the course will investigate the ways in which the Chinese pagoda was uniquely conceived and constructed as a symbol, artifact, site, structure, space, etc., created to serve specific religious purposes, thereby exerting or evoking specific meanings that engaged both religious and nonreligious ideas and issues in pre-modern China.
Instructor(s): W. Lin Terms Offered: Winter
Equivalent Course(s): ARTH 34650, EALC 24650, ARTH 24650
EALC 34950. Fictions of Selfhood in Modern Japanese Literature. 100 Units.
As Japanese leaders in the mid-19th century faced the threat of colonization at the hands of the Western powers, they launched a project to achieve “Civilization and Enlightenment,” quickly transforming Japan into a global power that possessed its own empire. In the process fiction became a site for both political engagement and retreat. A civilized country, it was argued, was supposed to boast “literature” as one of its Fine Arts. This literature was charged with representing the inner life of its characters, doing so in a modern national language that was supposed to be a transparent medium of communication. Between the 1880s and the early 1900s, a new language, new literary techniques, and a new set of ideologies were constructed to produce the “self” in novels and short stories. As soon as these new practices were developed, however, they became the objects of parody and ironic deconstruction. Reading key literary texts from the 1880s through the 1930s, as well as recent scholarship, this course will re-trace this historical and literary unfolding, paying special attention to the relationship between language and subjectivity. All readings will be in English.
Instructor(s): M. Bourdaghs Terms Offered: Winter
Note(s): Limit: 25
Equivalent Course(s): EALC 24950

EALC 35301. Inventing the Chinese Short Story. 100 Units.
This class will trace the emergence of the vernacular short story as a new genre in the late Ming and early Qing. We will focus on the seventeenth-century story collections of Feng Menglong, Ling Mengchu, Aina Jushi, and Li Yu, whose stories map the social whole of late imperial China—from merchant schemes to courtesan romances, from the friendships of students to the follies of emperors. Alongside close readings of selected stories, we will examine the structure, sources, and publication histories of these collections and locate them in a broader discussion of the meanings and functions of vernacular literature. All readings in English, though students with Chinese reading ability will be encouraged to read the original texts.
Instructor(s): Ariel Fox Terms Offered: Winter
Equivalent Course(s): FNDL 25305, EALC 25301

EALC 36515. Literature of the Fantastic and Operatic Adaptation. 100 Units.
This co-taught interdisciplinary course, offered through the Gray Center for Arts and Inquiry, explores literature of the fantastic (here including ghost stories and fairy tales) and the adaptation of such materials into opera, primary “Western-style” opera but also including some examples from Chinese opera. We will read some theoretical essays on adaptation, trans- or re-mediality, and the uncanny, but our focus will be on concrete examples and the historical arc of their transformation (which often entailed at least one intermediary step from story to play on the way to opera). This history, as in the famous case of Turandot, often involves an interesting chain of East-West crossings, misappropriations, and reappropriations; Chinoiserie has been a potent force in the history of Western opera and, in a new form, is currently in vogue again (at least judging from the recent proliferation of Chinese-themed Western-style or fusion operas being created and staged). We will select several specific operas or excerpts from opera as cases, reading their libretti, studying their music, and watching select productions on recorded media.
Instructor(s): J. Zeitlin Terms Offered: Spring
Equivalent Course(s): TAPS 26515, TAPS 36515, MUSI 24618, MUSI 34618, EALC 26515

EALC 37907. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.
Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): CRES 27900, EALC 27907, HIST 37900, HIST 27900

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 40502. Seminar: Modern Chinese History I. 100 Units.
This two-quarter graduate seminar examines the social and cultural history of twentieth-century China from the last decades of the Qing to the death of Mao and the early post-Mao reforms. Topics will include the social, political, and economic transformations from the late-nineteenth to the late-twentieth century, including the rise of modern mass media and mass politics, urban and rural revolutions, the reorganization of everyday life under the Guomindang and Communist regimes, political campaigns under Mao, and the changes taking place after Mao’s death. We will pay more attention to changes at the grassroot level of society than to politics at the highest level, even though the latter cannot be entirely ignored. The focus will be on the English-language secondary literature but we will also discuss what published and unpublished sources are available for different periods, how the Chinese archives are structured, and how to read official documents.
Instructor(s): J. Eyferth Terms Offered: Autumn
Equivalent Course(s): HIST 76003

EALC 40503. Seminar: Modern Chinese History 2. 100 Units.
The winter quarter will be devoted to the preparation of a research paper.
Instructor(s): J. Eyferth Terms Offered: Winter
Prerequisite(s): HIST 76001
Equivalent Course(s): HIST 76004

EALC 41005. Early Chinese Texts and Sociological Research. 100 Units.
The use of texts for sociological and cultural inquiry. This year the seminar addresses the theoretical and methodological issues arising from popular culture studies, manuscript culture studies, and the "New Philology."
Instructor(s): Donald Harper Terms Offered: Spring
Prerequisite(s): Consent only

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 42615. Henri Bergson in Japan. 100 Units.
This seminar will explore the relationship between philosopher Henri Bergson (1859-1941) and a variety of Japanese thinkers and writers from across the twentieth century. We will look at instances of Japanese literature that respond to Bergson (including the fiction of Natsume Soseki), the work of Japanese philosophers who engaged in dialogue with him (for example, Kuki Shuzo), and the way Bergson’s translators productively engaged with his ideas as they produced Japanese-language versions of his major works. Advanced Japanese language ability is required.
Instructor(s): Michael Bourdaghs Terms Offered: Spring
Equivalent Course(s): EALC 22615

EALC 44421. Rethinking Natsume Soseki. 100 Units.
With the 2016 centenary of Natsume Sôseki’s death, his “Theory of Literature” and novels have received renewed critical attention, reminding us of his exceptional creativity and prescience. In this seminar, we will read the novels, “Higan sugi made” (To the Spring Equinox and Beyond, 1912), “Kokoro” (Kokoro, 1914), and “Meian” (Light and Dark, 1916) to seek and uncover new ways of reading them, using theoretical insights of recent years from affect theory (including representation of “affect” in realist novels), ethics of reading, queer theory, and world literature approaches. We will be looking closely at how these theoretical insights might cross paths with Sôseki’s own theory as well as Japanese traditional aesthetics on emotions/affect, realism (shaseibun and haiku). Reading ability in Japanese and previous coursework in Japanese literature is helpful but not required.
Instructor(s): Reiko Abe Auestad Terms Offered: Autumn
EALC 44802. Coll: Developmt of Mod Chin Hist Field in the West, 1950–2010. 100 Units.
Reading and discussion of classics of historical literature in modern Chinese history from 1950 through the present. Emphasis on how historiographical changes during this period are manifest in each work. Each week students read and discuss the assigned monograph and write a review essay emphasizing its relationship to its historical context. The final requirement is a term paper in which the student constructs an analytical history of the historical literature of the period.
Instructor(s): G. Alitto Terms Offered: Spring
Prerequisite(s): HIST 44801
Note(s): EALC title needs to be updated to reflect new course title.
Equivalent Course(s): HIST 44802

EALC 45025. The Real and the Fake in Early Modern China. 100 Units.
This class explores the late imperial fascination with the boundaries between reality and illusion, genuine and counterfeit, self and role. Focusing on the period from the sixteenth to the eighteenth century—a period marked by both tremendous commercial growth and devastating political turmoil—we will trace the development of a discourse that at once imposes and seeks to overcome these categories of real and fake. In addition to readings from drama, fiction, and poetry, materials will include manuals on forgeries and scams, dream encyclopedias, designs for imaginary gardens, and guidebooks to fantastical realms. All readings available in English, but students with Chinese reading ability will be encouraged to read the original texts.
Instructor(s): Ariel Fox Terms Offered: Spring

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 47400. Chinese Art and Agency. 100 Units.
Borrowing Gell’s well-known title, Chinese “Art and Agency” asks if the Gellian framework, or related terms of analysis, is useful and productive for understanding Chinese art. Broadly speaking, this inquiry is to shift of our focus of research from what art looks like to what art does, and to find out what it means in the study of Chinese art history by refocusing ourselves on art’s agency and its agentic power in negotiating between art and people or the world. Students will read theoretic works from anthropology, history of material culture, and literary theory, in addition to studying art historical sources and materials.
Instructor(s): W. Lin Terms Offered: Spring
Equivalent Course(s): ARTH 47400

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.
Instructor(s): Y. Li Terms Offered: Winter
Prerequisite(s): Open to upper-level undergrads with consent of instructor only.
Equivalent Course(s): EALC 28010,ANTH 26765,ANTH 36765

EALC 48209. Unique and Trend-setting Caves at Dunhuang. 100 Units.
This course explores a new way to think about the interrelationship between the 492 Buddhist cave-chapels at Dunhuang. Instead of classifying them into rigid types and arranging them into a given dynastic framework, students are guided to define the moments of invention or borrowing of pictorial and architectural programs, and to reinterpret Buddhist art at the Mogao Grottoes as a complex, continuous process of experimentation, absorption, and popularization. It is hoped that this investigation will lay a methodological basis to envision a new history of Dunhuang caves.
Instructor(s): H. Wu Terms Offered: Winter
Prerequisite(s): Chinese reading proficiency. Consent only.
Equivalent Course(s): ARTH 48209
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 50002. Problems in Contemporary Chinese Literary Studies. 100 Units.
In this graduate seminar we will discuss key texts and approaches to the literature of mainland China from the early 1940s onwards. Our focus will be on the ways concepts of literature and literary history have been redefined, and on the political, social, and media contexts that have shaped this process. Our overall aim is to clarify what are the main “problems” calling for further investigation today. Readings will be in Chinese and English.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Knowledge of Modern Chinese

EALC 51010. Archaeology of Bronze Age China Advanced Seminar. 100 Units.
“Bronze Age” in China conventionally refers to the time period from ca. 2000 to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. “Bronze Age” in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China, and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.
Instructor(s): Y. Li Terms Offered: Spring
Equivalent Course(s): ANTH 56115

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): J. Ketelaar Terms Offered: Autumn
Prerequisite(s): Graduate students only
Equivalent Course(s): HIST 76601
EALC 52301. Sem: Japanese Hist 2. 100 Units.
In the second quarter we focus on research topics for students writing the seminar paper.
Instructor(s): J. Ketelaar Terms Offered: Winter
Prerequisite(s): HIST 76601
Equivalent Course(s): HIST 76602

EALC 56605. Colloquium: Chinese Nationalism(s) 100 Units.
An exploration of the development, spread, and nature of Chinese nationalism since roughly 1895, but with attention to how legacies from the imperial period have shaped these phenomena. (Those legacies include the borders and ethnic complexity inherited from the Qing by modern state-builders, as well as the still older legacies of a common written language and literary culture, elements of a common religious system, and a variety of labels for “Chineseness”—Hua, Han, etc.—with which people identified to varying degrees.) Attention will be paid both to state leaders’ attempts to create and mobilize nationalist sentiment and to various movements and practices originating elsewhere in society. Comparisons to nationalisms elsewhere, and general theories of nationalism, are not the main foci of the course, but will be invoked where they seem useful. Required readings will be in English, with recommendations available for material in Chinese. One short paper (5–7 pages) on one of a set of given topics; one longer paper (approximately 15 pages), with individualized topics; and one or two additional very short projects (1–2 pages each).
Instructor(s): K. Pomeranz Terms Offered: Spring
Equivalent Course(s): HIST 56605

EALC 56705. Colloquium: Modern Korean History 1. 100 Units.
By modern, we mean Korea since its “opening” in 1876. We read about one book per week in the autumn. Before each session, one student will write a three- to four-page paper on the reading, with another student commenting on it. In the winter, students present the subject, method, and rationale for a research paper. Papers should be about forty pages and based in primary materials; ideally this means Korean materials, but ability to read scholarly materials in Korean, Japanese, or Chinese is not a requirement for taking the colloquium. Students may also choose a comparative and theoretical approach, examining some problems in modern Korean history in the light of similar problems elsewhere, or through the vision of a body of theory.
Instructor(s): B. Cumings Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent.
Equivalent Course(s): HIST 56705

EALC 56706. Colloquium: Modern Korean History 2. 100 Units.
Students present the subject, method, and rationale for a research paper. Papers should be about forty pages and based in primary materials; ideally this means Korean materials, but ability to read scholarly materials in Korean, Japanese, or Chinese is not a requirement for taking the colloquium. Students may also choose a comparative and theoretical approach, examining some problems in modern Korean history in the light of similar problems elsewhere, or through the vision of a body of theory.
Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 56705; open to upper-level undergraduates with consent.
Equivalent Course(s): HIST 56706

EALC 56901. The Films of Ozu Yasujiro. 100 Units.
This course explores Ozu Yasujiro’s works from both national and transnational perspectives. Through an intense examination of Ozu’s robust filmmaking career, from the student comedies of the late 1920s to the family drama (in Agfacolor) of the early 1960s, we will locate Ozu’s works at a dialogic focal point of Japanese, East Asian, American, and European cinema.
Instructor(s): T. Tsunoda Terms Offered: Autumn
Equivalent Course(s): CMST 66901

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

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
- Josephine McDonagh
- William J. T. Mitchell
- Sianne Ngai
- Joshua Keith Scodel
- Kenneth W. Warren
- John Wilkinson

Associate Professors
- Patrick Jagoda
- Heather Keenleyside
- Janice Knight
- Ellen MacKay
- John Mark Miller
- Benjamin Morgan
- Deborah Lynn Nelson
- Srikanth Reddy
- Lawrence Rothfield
- Lisa C. Ruddick
- Jennifer Scappettone
- Eric Slauter

Assistant Professors
- Adrienne Brown
- Timothy Campbell
- Rachel Galvin
- Edgar Garcia
- Timothy Harrison
- John Muse
- Julie Orelmansi
- Benjamin Saltzman
- Zachary Samalin
- David C. Simon
- Christopher Taylor
- Sonali Thakkar

Emeritus Faculty
- David Bevington
- Elizabeth Helsinger
- Richard Allen Strier
- William Veeder
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. All first-year students also participate in a one-quarter colloquium designed to introduce theoretical and practical questions posed by the study of literature (through readings in a range of theoretical and literary texts). In their third year, students will also take a one quarter course in various approaches to the teaching of literature and composition and a one quarter Advanced Writing Workshop.

Note: Students entering with an M.A. degree in English will be asked to complete at least one year of coursework (six courses) plus two additional courses in their second year, participate in the Autumn Quarter colloquium, and take the one quarter course on teaching in either their second or third years.

Students in their third and fourth years will normally teach at least one quarter-long course each year, initially as course assistants in departmental courses for undergraduates, then as instructors in courses of their own design. Students may also be employed as writing tutors, assistants in introductory humanities and social sciences core courses, instructors in the College Writing Program course in expository writing (which provides its own training in the teaching of composition), or as teachers at other area colleges and universities. The department believes that both training and experience in teaching is an important part of the graduate program.

**THE DEGREE OF MASTER OF ARTS**

Students seeking a master’s degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study in a number of areas of interest to students, including literature and film. MAPH permits students to take almost all of their courses in the English Department, sharing classes with students in the Ph.D. program. The resulting degree is equivalent to a master’s in English. Further details about the MAPH program are available at http://maph.uchicago.edu.

**INQUIRIES**

For more information on the department's programs and requirements, please see the Department of English website at http://english.uchicago.edu or contact the departmental staff at englishsupport@uchicago.edu.

**INFORMATION ON HOW TO APPLY**

The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. 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 30805. Romantic Fiction and the Historical Novel. 100 Units.
In this course we will examine the emergence of the historical novel in Romantic Britain and situate this genre within a wider expansion of the code of realism that attends to social-historical phenomena and processes in new and enduring ways. We will organize the course around the particularly influential authorship of Walter Scott and Maria Edgeworth, in part by addressing the competing practices of several oppositional contemporaries. We will also draw upon a mix of foundational and recent criticism to consider a series of sites where Romantic fiction conceptualizes history with special energy: the subject, the imperial Celtic periphery, the romance, commercial modernity, and the everyday.
Instructor(s): T. Campbell Terms Offered: Spring
Note(s): Open to advanced undergraduates with consent of instructor.

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): H. Keenleyside Terms Offered: Winter
Note(s): This course is restricted to second- and third-year English Ph.D. students only; other students need consent of instructor.

ENGL 32303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.
This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): CMLT 32303,CLCV 21313,CLAS 31313,SLAV 22303,SLAV 32303,ENGL 22310,GRMN 22314,GRMN 32314,CMLT 22303

ENGL 32311. Transmedia Game. 100 Units.
This experimental course explores the emerging game genre of “transmedia” or “alternate reality” gaming. Transmedia games use the real world as their platform while incorporating text, video, audio, social media, websites, and other forms. We will approach new media theory through the history, aesthetics, and design of transmedia games. Course requirements include weekly blog entry responses to theoretical readings; an analytical midterm paper; and collaborative participation in a single narrative-based transmedia game project.
No preexisting technical expertise is required but a background in any of the following areas will help: creative writing, literary or media theory, web design, visual art, computer programming, performance, and game design.
Instructor(s): P. Jagoda Terms Offered: Autumn
Equivalent Course(s): ENGL 25953,ARTV 25401,CMST 25953,CMST 35953,CRWR 26003,CRWR 46003,TAPS 28455

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: twitter theater, digital theater, algorithmic theater, and transmedia games.
Instructor(s): J. Muse Terms Offered: Winter
Equivalent Course(s): TAPS 32312

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 34710. Journalism and the British Novel. 100 Units.
This course seeks to study the mutually constitutive relation between journalism and the novel. In several case studies, it examines the formation of the journalistic version of the man (and woman) of letters, the development of literary criticism in journals, of the rise of the foreign correspondent, and the assumption of the star system of “yellow” journalism late in the nineteenth century—all in relation to developments in the novel. We will read novels by Shepherd, Dickens, Trollope, Gissing and Meredith and a variety of journalism, relying heavily on the “Newspapers of the Nineteenth Century” database.
Instructor(s): E. Hadley Terms Offered: Autumn
Note(s): Open to MA students.

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): S. Reddy Terms Offered: Autumn
Prerequisite(s): MAPH Poetics Core
Equivalent Course(s): MAPH 34800,CRWR 34800

ENGL 34850. T.S. Eliot. 100 Units.
With the major new edition of Eliot’s poems by Jim McCue and Christopher Ricks, the new volumes of Eliot’s letters, and two separate new editions of Eliot’s complete prose, we are in a position to rethink the meanings and force of Eliot’s life work. The course will be devoted to careful reading of his poems, essays, plays, and correspondence, with attention to his literary, cultural, and political contexts.
Instructor(s): Rosanna Warren Terms Offered: Spring
Equivalent Course(s): FNDL 26614,ENGL 26614,SCTH 36014

ENGL 35302. King Arthur in Legend and History. 100 Units.
We will consider the historical origins of the Arthurian Legend and some of the ways in which it has subsequently been reshaped and used in Great Britain. We will concern ourselves first with how the legend was treated in the Middle Ages, most importantly by Geoffrey of Monmouth in the twelfth century and Thomas Malory in the fifteenth. Then we will turn to the extraordinary revival of interest in the legend that started with the Victorians and which has continued almost unabated to the present. In our discussions we will consider such matters as the various political uses that have been made of the legend as well as some of the reasons for its enduring popularity. We will end with a viewing of the 1975 Film Monty Python and the Holy Grail. (B, E)
Instructor(s): C. Von Nolcken Terms Offered: Autumn
Equivalent Course(s): ENGL 15302

ENGL 35509. Psychoanalytic Theory: Freud and Lacan. 100 Units.
For this course, we will read major texts by Freud and Lacan. Freud readings will include “Beyond the Pleasure Principle,” “Note on a Mystic Writing Pad,” “The Uncanny,” “Jensen’s Gradiva,” the Dora case, and a selection of texts from other works. Lacan readings: “Seminar on the Purloined Letter,” Poe’s “The Purloined Letter,” “God and the Jouissance of the Woman: A love letter,” and parts of the Ecrits. We will also read excerpts from a variety of texts that use the writings of Freud and Lacan for theoretical purposes: Derrida, Sarah Kristeva, Irigaray, Zizek, and others.
Instructor(s): Françoise Meltzer Terms Offered: Winter
Equivalent Course(s): ENGL 25509,CMLT 25551

ENGL 35700. Sex, Gender, and Sexuality in the Middle Ages. 100 Units.
The field of gender and sexuality in medieval Western Europe is both familiar and exotic. Medieval poetry is fascinated by the paradoxical inner workings of desire, and poetic, theological, and philosophical texts develop sophisticated terms for analyzing it. Feminine agency is at once essential to figurations of sexual difference and a scandal to them. Ethical self-realization gets associated both with abstinence and with orgasmic rapture. This course will examine these and other topics in medieval gender and sexuality through reading a range of materials including poetry, theology, gynecological treatises, hagiography, and mystical writing.
Instructor(s): M. Miller Terms Offered: Autumn

ENGL 36222. Elizabeth Bishop and Robert Lowell. 100 Units.
An intensive study of these two poets, whose work differs radically, but whose friendship nourished some of the most enduring and original poetry of the American 20th century. Close attention to the poems, in the light of recent biographical work and new editions.
Instructor(s): Rosanna Warren Terms Offered: Spring, course taught Spring 2018
Equivalent Course(s): SCTH 36002
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: Winter
Equivalent Course(s): ENGL 26250

ENGL 36560. Shakespeare and the Ancient Classical World. 100 Units.
This course is part of the College Course Cluster, The Renaissance. This course will look closely at the plays written by Shakespeare on the ancient classical world: Titus Andronicus, Julius Caesar, Troilus and Cressida, Antony and Cleopatra, Timon of Athens, and Coriolanus, with an emphasis on the second, third, and fourth titles in this list. Why did Shakespeare turn to the ancient classical world for dramatic material, and what did he find there that was not available to him in the Christian world he knew at first hand? What philosophical ideas, experiments in forms of governance, and understanding of the human condition did he discover? In what ways is Shakespeare a different writer and dramatist as a result of his imaginative journey to the world of ancient Greece and Rome? (D, E)
Instructor(s): D. Bevington Terms Offered: Autumn
Equivalent Course(s): FNDL 26560, ENGL 16560

ENGL 36800. Imagining the Audience in Early Modern English Performance. 100 Units.
This course will explore the idea of the audience in early modern England by looking hard at the range and subtlety of its expressions, both from a distance and up close. At the outset, our remit will be digital/philological. We will track the concept of the collectivity across the EEBO corpus, looking for patterns of use and lexical innovation. We will also search the six (non-digitized) volumes of the Catalogue of British Drama. To prepare ourselves to make arguments on the basis of this work, we will consult methodological criticism on literary data mining and gain some hands-on experience with topic modeling and possibly network visualization.
The second leg of the course will involve reading works and criticism that not only address and represent, but in some measure also theorize, the audience as collective entity, zone of conduct, mode of encounter, etc. Primary texts will likely include Hamlet, Antony and Cleopatra, Timon of Athens, The Roaring Girl (Middleton and Dekker), Bussy D’Ambois (Chapman) and some court masques, royal entries and mayoral pageants. Non-dramatic works will likely include The Art of the Courtier (Castiglione), The Gull’s Horn-book (Dekker), The Art of English Poesie (Puttenham) and possibly some political tracts and treatises of the interregnum. A few of our dramatic and critical choices will be decided by vote at the start of the quarter.
Instructor(s): E. MacKay Terms Offered: Autumn
Equivalent Course(s): TAPS 36800

ENGL 38650. Dickinson’s Poetry. 100 Units.
This course will try to give some sense of the range and power of Emily Dickinson’s achievement as a poet. We will wrestle with the major issues that the poetry presents, along with its inherent difficulty: its religious content, its erotic content, its treatment of emotions and psychological states. We will reckon with questions of textual instability, but they will not be the focus of the course. A short paper and a longer paper will be required. (C, G)
Instructor(s): R. Strier Terms Offered: Winter
Equivalent Course(s): FNDL 25650, ENGL 25650

ENGL 41750. Poetry and the Other Arts: Pre-Raphaelitism and Aestheticism. 100 Units.
Focusing on Britain in the second half of the nineteenth century, we will examine the intersections between poetry and visual arts (particularly painting and design) and between poetry and song. We’ll investigate movements in which these intersections are particularly prominent – Pre-Raphaelitism and Aestheticism – and trace the practices, concepts, and attitudes associated with them from their origins in the eighteenth and early nineteenth centuries, attending also to critical and philosophical writing about sensation and aesthetics and to the often highly critical reception of these movements in later years.
Instructor(s): E. Helsinger Terms Offered: Winter

ENGL 42350. George Eliot’s Fiction and Nonfiction. 100 Units.
This course will examine the works of George Eliot in their intellectual and print contexts. We will look at selected works from across her oeuvre including some of her translations from German, her journalism, short fiction, poetry and novels, as well as letters and journals. During the course we will emphasize her immersion in contemporary debates by considering her exchanges with friends and associates, people like, for example the writer, George Henry Lewes, the evolutionary philosopher and biologist, Herbert Spencer, feminists such as Barbara Bodichon and Edith Simcox, and legal theorist, Henry Sumner Maine.
Instructor(s): J. McDonagh Terms Offered: Spring
Note(s): Open to advanced undergraduates with consent of instructor.
ENGL 42918. CDI Seminar: Exploratory Translation. 100 Units.
Focusing on the theory, history and practice of poetic translation, this seminar includes sessions with invited theorists and practitioners from North and South America, Europe, and Asia. Taking translation to be an art of making sense that is transmitted together with a craft of shapes and sequences, we aim to account for social and intellectual pressures influencing translation projects. We deliberately foreground other frameworks beyond “foreign to English” and “olden epochs to modern”—and other methods than the “equivalence of meaning”—in order to aim at a truly general history and theory of translation that might both guide comparative cultural history and enlarge the imaginative resources of translators and readers of translation. In addition to reading and analysis of outside texts spanning such topics as semantic and grammatical interference, gain and loss, bilingualism, self-translation, pidgin, code-switching, translationese, and foreignization vs. nativization, students will be invited to try their hands at a range of tactics, aiming toward a final portfolio of annotated translations.
Instructor(s): J. Scappettone and H. Saussy
Terms Offered: Winter
Equivalent Course(s): CDIN 42918, CMLT 42918, RLLT 42918, SCTH 42918

ENGL 43704. Poetics of the Joke. 100 Units.
In this course we take a two-fold approach to the question of the comic, approaching it via an extended study of the joke as a micro-narrative form. In the first half of the course we will try to understand the craft and the poetics of jokemaking and joketelling, by looking carefully at the formal features of some exemplary jokes – both good and bad – of different kinds (one-liners, knock-knocks, shaggy-dogs, etc.), and at variations of these jokes. We will try to define some ways in which jokes make us laugh (or not). In the second half of the course we will broaden the discussion to consider the ethical, ontological, and political implications of joke-telling, taking our point of departure from the ways in which stand-up comedians talk about what they are doing to/with their audiences. For the first half of the course, a primary source will be the film “The Aristocrats”; for the second half of the course, “Talking Funny” (a discussion about stand-up between Seinfeld, Rock, Louis CK, Gervais). Theorists will include Aristotle, Shaftesbury, Barthes, Ted Cohen, Bergson, Freud, Ngai, Zizek.
Instructor(s): L. Rothfield
Terms Offered: Winter
Prerequisite(s): Open to advanced undergraduates with consent of instructor

ENGL 44408. Before and After Beckett: Theater and Theory. 100 Units.
Beckett is conventionally typed as the playwright of minimalist scenes of unremitting bleakness, but his experiments with theatre and film echo the irreverent play of popular culture (vaudeville on stage and screen, e.g., Chaplin and Keaton) as well as experimental theatre and modern philosophy, even when there are no direct lines of influence. This course will juxtapose these points of reference with Beckett’s plays and those of his contemporaries (Ionesco, Genet, and others in French; Pinter in English). It will then explore more recent plays that suggest the influence of Beckett by Pinter, Caryl Churchill, and Sarah Kane in English; Albert Jarry and Michel Vinaver in French; as well as the relevance of theorists and philosophers include Barthes, Wittgenstein, and critics writing on specific plays. (D, G)
Instructor(s): L. Kruger
Terms Offered: Winter
Prerequisite(s): PQ: one course in the HUM Core
Equivalent Course(s): CMLT 24408, TAPS 28438, ENGL 24408

ENGL 44500. Brechtian Representations: Theatre, Theory, Cinema. 100 Units.
Brecht is indisputably the most influential playwright in the 20th century, but his influence on film theory and practice and on cultural theory generally is also considerable. In this course we will explore the range and variety of Brecht’s own theatre, from the anarchic plays of the 1920’s to the agitprop Lehrstück and film esp Kühle Wampe) to the classical parable plays, as well as the work of his heirs in German theatre (Heiner Müller, Peter Weiss) and film (RW Fassbinder, Alexander Kluge), in French film (Jean-Luc Godard, Chris Marker)), film and theatre in Britain (Mike Leigh and Lucy Prebble), and theatre and film in Africa, from South Africa to Senegal and US (TBA). We will also give due attention to the often unacknowledged impact of Brecht’s theorizing on a range of genres and media on his better known contemporaries Adorno, Benjamin, Lukács as well as on cultural theory elsewhere from the Situationists to digital labor. Requirements: oral presentations; short midterm and final research paper.
Instructor(s): L. Kruger
Terms Offered: Spring
Note(s): Designed for MAPH or PhD.
Equivalent Course(s): CMLT 40800, TAPS 44500, CMST 36200
ENGL 45969. Music and Disability Studies. 100 Units.
This course studies the ways that attitudes toward disability are constructed within a cultural sphere. From the perspective of disability studies, bodies and minds have many kinds of differences, but what is considered “disability” is determined by culture, not given by nature. Music, as well as film, literature, visual art, theatre, and so on, participate in the complex process of constructing and modulating attitudes toward disability. In this course, we will examine the interaction of disability and music in several ways: composers and performers whose creative production is shaped by bodily difference and disability; opera and film characters who embody and stage disability for our consumption; and more abstractly, music whose formal, sonic unfolding seems to engage issues of disability, even in purely instrumental art-pour-l’art works. We will read from the disability studies literature that critiques and theorizes disability themes in literature, film, and visual art, as well as musicology, music theory, and ethnomusicology literature that shows how disability themes are crucial in music. In this interdisciplinary class, students will gain a much more intimate understanding of the ways that attitudes toward abilities and bodies are constructed in art works, as well as be able to think, analyze, critique, write, and create with this understanding in mind. It is not necessary to read music notation for this course.
Instructor(s): Jennifer Iverson Terms Offered: Spring, TBD Equivalent Course(s): MUSI 32318, ENGL 25969, TAPS 22318, TAPS 32318, MUSI 22318

ENGL 46550. Fictions of Real Estate. 100 Units.
This class takes as its guiding premise that “a crisis in housing,” as Jack Self and Shumi Bose write “is necessarily a crisis of the juridical category of real estate, which implicates a crisis of democracy, representation, sovereignty and authority; a crisis of dwelling and a crisis of faith in ownership.” If, as Reinhold Martin argues, “real estate governs,” this class will read literature as well as theories, histories, manuals and treatise about real estate, debt, appraisal, and property to consider the ways real estate governs and how narrative facilitates or disrupts its governance in moments of boom, stagnation, and crisis. Possible literary texts: William Dean Howells, The Rise of Silas Lapham; Henry James, The Jolly Corner; Edith Wharton, The Age of Innocence; Sinclair Lewis, Babbitt; F. Scott Fitzgerald, The Great Gatsby; Ann Petry, The Street; Sloan Gray, Man in the Gray Flannel Suit; Gwendolyn Brooks, Maud Martha; Steven Milhauser, Martin Dressler; Kristin Davis, The Landlord, Richard Ford, Independence Day; Jane Smiley, Good Faith; Colson Whitehead, Apex Hides the Hurt; Angela Flournoy, The Turner House.
Instructor(s): A. Brown Terms Offered: Autumn
Note(s): Open to advanced undergraduates with consent of instructor.

ENGL 46750. What Was Postcolonial Theory? 100 Units.
Postcolonial theory bears the honor of being a mode of inquiry declared dead many, many times—even by scholars associated with the theory through the early years of its development. This course will provide a critical introduction to postcolonial theory by working through the political and epistemological antagonisms that were at once constitutive of and destructive of postcolonial theory’s coherence. In so doing, we will consider questions pertaining to contemporary politics and economies of institutional knowledge: Why do modes of inquiry rise and fall? If fewer and fewer scholars undertake work under the banner of postcolonial theory today, what forms of knowledge bear the trace of the postcolonial moment? Units will include “Postcolonialism and Third Worldism,” “Postcolonialism and Marxism,” “Postcolonialism and Globalization,” Postcolonialism and World Literature,” “Postcolonialism and Indigeneity,” and more.
Instructor(s): C. Taylor Terms Offered: Spring

ENGL 46800. The Age of Washington and Du Bois. 100 Units.
The goal of this course will be to examine and understand the literary responses of a small but important set of African American writers to the worsening political, social, and economic situation facing black Americans during the last decade of the 19th century and the first decade of the 20th century—a period that has been described as the “nadir” of African American life.
Instructor(s): K. Warren Terms Offered: Winter

ENGL 47310. The Matter of Black Lives: Hurston and Wright. 100 Units.
Despite being best known as adversaries—with Richard Wright notoriously accusing Zora Neale Hurston’s writing of being “cloaked in facile sensuality” and Hurston scorning Wright for his “tone deaf” and “grim” stories of “race hatred”—these two writers shared more commonalities than their feud suggests. This course will approach Hurston and Wright not as antagonists but as coworkers experimenting with how to represent something like collective black experience through different literary genres (both turning to autobiography, folklore, novels, short stories, op-eds, literary criticism, screenplays) and in response to social science methodologies (Wright’s faith in sociology vs. Hurston’s career as an anthropologist). In reframing their relationship to one another, this course will also trace a story of the development of African American literature in the early 20th century as refracted through Hurston’s and Wright’s varying commitments to representing black life as both a unifying and restrictive categorization. (B, G)
Instructor(s): A. Brown Terms Offered: Spring Equivalent Course(s): ENGL 27010
ENGL 47920. The Slaves' Narratives. 100 Units.
As rare first-person accounts of an institution that claimed the lives of millions, slave narratives occupy an important, almost sacred position in the history of American letters. In part, this course will offer a literary history of this genre of writing. We will consider the relationship of the slave narrative to other available genres of life writing: spiritual autobiography, captivity narratives, gallows narratives, and so on. We will consider a host of political problems that the slave narrative raises, such as: What levels of autonomy or agency could black writers hope to achieve in relation to white editors, sponsors, and abolitionist organizations? What is the evidentiary value of these narratives? How do the generic conventions of the slave narrative conscript black subjects into just giving "the facts" to white "philosophers," as Frederick Douglass would critique, instead of enabling black subjects to theorize slavery and freedom in their own names? At the same time, we will explore print media not typically considered under the rubric of the "slave narrative" to thicken our understanding of black life-making in the shadow of slavery: legal petitions, court testimony, letters, and early novels. (F, G, H)
Instructor(s): C. Taylor Terms Offered: Spring
Equivalent Course(s): ENGL 17920

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): D. Morgan Terms Offered: Autumn
Equivalent Course(s): MAPH 33000, CMST 40000

ENGL 48104. Radical Documentary. 100 Units.
This course will examine the nostalgic and utopian impulses of documentary work in a range of genres: prose, poetry, photography, and film. We will be charting the extreme transformations of regional and urban culture that took place over the course of the 20th century as they were expressed—and produced—by works of experimental documentary. We will study sites whose endangered cultural artifacts demanded preservation by civic bodies, asking how efforts to salvage them through art led both to transformations of practices being “preserved” and to the articulation of new modernist aesthetics, as well as sites that compel artists to participate in developing futures by documenting events in an activist vein. We will be attuned to the distressed tempo of articulating a passing present, asking to what extent “the news” participates in history, how the documentation of the present or passing aims to alter the future, and how art oscillates between or blurs these temporalities. We will dwell throughout in the foregrounded or receding mediation of the real by technology and text, asking whether recording constitutes merely an act of preservation, or whether it contributes to a transcribed object/environment's growth and emergence.
Instructor(s): J. Scappettone Terms Offered: Winter
Note(s): Open to advanced undergraduates with consent of instructor.

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): J. Lastra 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, CMLT 22400, CMLT 32400, CMST 48500, ENGL 29300, MAPH 36000, ARTV 20002, 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 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): Y. Tsivian 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, CMLT 22500, CMLT 32500, CMST 48600, ENGL 29600, MAPH 33700, ARTV 20003, 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): H. Keenleyside Terms Offered: Autumn
Note(s): This course is restricted to second- and third-year English Ph.D. students only; other students need consent of instructor.

ENGL 51000. PhD Colloquium. 100 Units.
This course provides a theoretical and practical introduction to advanced literary studies. Readings are drawn from four modes of inquiry that helped to produce our discipline and that continue to animate scholarship in the present – namely, philology, criticism, aesthetics, and genealogy. In addition, participants will complete several short assignments meant to familiarize them with common skills and practices of literary studies.
Instructor(s): D. Nelson Terms Offered: Autumn
Note(s): This course is intended for first-year English PhD students only; other interested students need consent of instructor.

ENGL 51502. Medieval Longing: Affect, Aisthesis, Desire. 100 Units.
Many medieval texts represent the subject’s relation to its constitutive objects as marked by longing, that is by the affective dimension of those objects’ impossibility. This course will examine the paradigmatic sites of medieval longing, the erotic object and the divine, without assuming that we know what it would mean to describe these sites as distinct or as one. Readings will be drawn from erotic lyrics, fabliau, courtly love texts, allegory, mystical texts, visionary literature, hagiography, texts of affective piety, and theology. We will attend to the multiple forms of aesthetic produced by these texts, their ways of generating modes of sensory aliveness, and the range of affects they produce in relation to the longing at their center. We will also attend to the ontological questions these texts pose, concerning the nature of the subject, of the desire animating it, and of the objects towards which it is (dis)oriented. Writing for the course will include robust and often collaborative participation in the Chalk site discussion board, the collective production of an annotate critical bibliography, and a final seminar project in the form either of a substantial paper or a conference talk and a proposal for expansion of it into a longer project.
Instructor(s): M. Miller Terms Offered: Winter

ENGL 53450. Enlightenments and Romanticisms. 100 Units.
This seminar will develop research projects around the topics of Enlightenment(s), nationalisms, and transnationalisms in the Romantic era. Some of the categories for the course will come from traditional faculty psychology (reason, memory, imagination). Some will come from criticism and theory that are sometimes tinged with aesthetic and philosophical ambitions. Our primary emphasis will be on literature, but questions about romanticism in music, the visual arts, and the historical disciplines will be in play. The main focus will fall on English-language literary materials produced in England, Scotland, Ireland, and America, but the course may also engage texts by non-British writers such as Voltaire, Diderot, Rousseau, Kant, Herder, Schiller, and the Saint Simonians.
Instructor(s): J. Chandler Terms Offered: Winter

ENGL 55402. Enlightenment and Revolution in America. 100 Units.
This course explores the impact of ideas on social realities in the age of the American Revolution. Primary and secondary readings in law, literature, history, politics, religion, science, and the arts help us raise and respond to some of the most important questions of recent criticism and historiography: What did “Enlightenment” mean in a colonial context, and how were universal norms institutionalized or ignored in particular settings? How did the political transition from imperial monarchy to a federal republic inform new cultural notions of gender, “race,” and nation? Was the “founding period” an age of reason or an age of feeling, a moment of secularization or of increasing religiosity, a time of individual or of collective liberties? What role did literature and the literary public sphere play in the transformation of politics and the creation of a national identity and culture? And what difference did the Revolution make to the lives of ordinary women and men and to American Indians, Africans, and African-Americans?
Instructor(s): E. Sauter Terms Offered: Autumn
Note(s): Open to PhD and Law School students only. Permission of instructor required for Law School students.
ENGL 55550. Moving and Being Moved: Mobility and Migration in Modernity. 100 Units.
This course considers the significance of mobility, migration and migrancy in the context of concepts of modernity, and explores some of their legacies. We will focus mainly on migration in and from Britain from the nineteenth century onwards, and consider, inter alia, how literary and other printed texts intersect with the practices and fantasies of moving and staying still. Key terms will be emigration and settlement, colonisation and decolonisation, empire, eviction, dispossession, refuge and asylum, and ‘being moved’ in all its senses. Readings are likely to include works by Walter Scott, Charlotte Brontë, Dickens, George Eliot, Tayeb Salih, and Sanjeev Sahota, T R Mathuas, E G Wakefield, Marx, Appadurai, Agamben, Foucault, Paul Gilroy, Thomas Nail and Grégoire Chamayou.
Instructor(s): J. McDonagh Terms Offered: Autumn
Note(s): Open to MA students.

ENGL 56500. Anthropological Poetics. 100 Units.
This course explores the problems that conceal when the disciplinary norms of anthropology and literary studies intersect. Since the 1970s, such anthropologists as James Clifford, Nestor Garcia Canclini, Paul Rabinow, and Donna Haraway have coordinated cultural analyses through concepts of representation, narrative, poetic form, and voice. Subsequently, poets and writers of the language school, indigenous background, and the ethnopoetics movement, among others, picked up on this anthropological move to animate those concepts through anthropological concerns with reflexivity, textual thickness, interdiscursivity, metapragmatics, the posthuman, kinship, and intercultural semiotics. These intersections have overlaid literary objects with a kind of interdisciplinary noise, challenging what a literary object is and, as well, what objects we elect to think of as literature. This course will empower students to work with these interdisciplinary problems—especially the study of poetry and poetics—while also tuning into that trouble as a strategy of interpretation. Final papers will be methodological position pieces, orientating analyses of literary objects within this transdisciplinary framework.
Instructor(s): E. Garcia Terms Offered: Winter
Note(s): Open to MA students.

ENGL 60301. Space, Place, and Landscape. 100 Units.
This seminar will analyze the concepts of space, place, and landscape across the media (painting, photography, cinema, sculpture, architecture, and garden design, as well as poetic and literary renderings of setting, and “virtual” media-scapes). Key theoretical readings from a variety of disciplines, including geography, art history, literature, and philosophy will be included: Foucault’s “Of Other Spaces,” Michel de Certeau’s concept of heterotopia; Heidegger’s “Art and Space”; Gaston Bachelard’s The Poetics of Space; Henri Lefebvre’s Production of Space; David Harvey’s Geography of Difference; Raymond Williams’s The Country and the City; Mitchell, Landscape and Power. Topics for discussion will include the concept of the picturesque and the rise of landscape painting in Europe; the landscape garden; place, memory, and identity; sacred sites and holy lands; regional, global, and national landscapes; embodiment and the gendering of space; the genius of place; literary and textual space. Course requirements: 2 oral presentations: one on a place (or representation of a place); the other on a critical or theoretical text. Final paper. Preference to PhD students in ENGL / ARTH / CMST / CMLT.
Instructor(s): W.J.T. Mitchell Terms Offered: Winter
Equivalent Course(s): CMST 69200,CMLT 50900,ARTH 48900

ENGL 62950. Milton’s Career: Poetics and History. 100 Units.
This course will examine Milton’s major writings in lyric, epic, tragedy, and polemical prose, with particular emphasis upon his evolving sense of poetics and of his poetic career in relation to literary, political, and cosmic history. We will also consider trends in Milton scholarship.
Instructor(s): J. Scodel Terms Offered: Summer

ENGL 63400. CDI Seminar: From Baroque to Neo-Baroque. 100 Units.
We will take a transatlantic and hemispheric approach to examining the political, epistemological, and aesthetic dimensions of the Baroque, by reading European and Latin American theory and poetry from three centuries (17th, 20th, 21st). The course is purposefully designed to put modern and early modern texts in constant dialogue. The literary essays of 20th-c. Latin American writers such as Lezama Lima and Alfonso Reyes, for instance, will illuminate the 17th-c. poems of Góngora and Sor Juana, while these will be read in conjunction with those of José Kozer, Luis Felipe Fabre, and Tamara Kamenszain. The remarkable persistence of the Baroque across centuries, geographies, and cultures raises a number of questions. Why has the Baroque not gone out of fashion, but rather, been reborn again and again? How does this apparently recondite mode manage to remain politically relevant and articulate urgent ideas in its moment? How does the Baroque provide poets with a prism through which to explore questions of subjectivity, originality, and capital? How does the connection between the neo-Baroque and antropofagia, the Brazilian notion of cultural cannibalism, play out in poems not only written in Brazil, but also throughout Latin America and in the United States? Although the course will be conducted in English, most of the materials will also be available in Spanish.
Instructor(s): R. Galvin and M. Martinez Terms Offered: Autumn
Equivalent Course(s): CDIN 40000,CMLT 40000,SPAN 40017
ENGL 65550. Henry James: Modernity and Style. 100 Units.
A study of this pivotal, fin-de-siècle writer's formal innovations in his effort to elevate the prestige of the novel. We will be focusing on the concept of "late style" as a way to talk about periodization more broadly and issues related to modern intimacy and sexuality. Primary texts will include The Turn of the Screw, The Pupil, The Portrait of a Lady, The Beast in the Jungle, The Awkward Age, and The Golden Bowl; secondary readings will include texts by Robert Pippin, Eve Sedgwick, Franco Moretti, Ian Watt, Theodor Adorno, David Kurnick, Nathan Hensley, Jonathan Flatley, Mark McGurl, and others.
Instructor(s): S. Ngai Terms Offered: Spring

ENGL 66950. New Journalism & the Nonfiction Novel. 100 Units.
This course will begin with John Hersey’s Hiroshima and end with Joan Didion’s Salvador. The cross-fertilization of the novel with journalism and journalism with the novel constitutes one of the most important developments in US literary production of the post-World War II era. The course will examine the history of such experiments as well as the contemporary pressures, political and aesthetic, that motivated these innovations in storytelling.
Instructor(s): D. Nelson Terms Offered: Spring

ENGL 67802. Ordinariness: An Introduction. 100 Units.
To encounter the ordinary is to encounter the saturation of predictable life by details vibrating with history while calmed by processes of ongoingness, even when conditions are extreme. Sometimes those processes are normatively ideological. But the literature suggests that all sorts of explanations are necessary to locate people at the juncture of being historical and feeling simple, ahistorical, transhistorical, beside the point, private, detached, and/or contingent, not held well by any temporality in particular. We will amass and read in a bibliography, beginning with: Hannah Arendt, Walter Benjamin, Stanley Cavell, Michel DeCerteau, Tom Dumm, David Harvey, Henri Lefebvre, Michel Foucault, John Ricco, Kristin Ross, Nadia Serematakis, Georg Simmel, Katie Stewart, Carolyn Steedman, Melodrama, (Hansen/Dyer/Gledhill), Realism (Fisher/Lutz/Howard/Warren). The main aim of this course is to encounter how a stream of thinkers conceives the mediations, affects, built environments, and ideologies of the ordinary, the everyday, the banal, and the taken for granted; we will also inhabit these scenes in aesthetic material derived from recent and contemporary US minimalist fiction (Lydia Davis, Junot Diaz, Charles Johnson, Ben Marcus), but after a few weeks this material will be reshaped by student scholarly interests. Seminar paper and presentation required.
Instructor(s): L. Berlant Terms Offered: Winter
Note(s): Open to MA students.
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: Freud, Wittgenstein, Heidegger.

- 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 fall quarter of the third Ph.D. year. For further details regarding the Ph.D. exams, students are encouraged to consult with the director of graduate studies.

To summarize, the second Ph.D. year will normally flow in the following way. In the fall quarter, the student establishes the exam committee in consultation with the director of graduate studies. A preliminary list is submitted by fifth week of the quarter. The winter quarter is dedicated to reading and exam preparation. By the second week of spring quarter, the final list (articulated into clusters of texts) is submitted to the committee. The written exam is taken in the second half of the quarter, typically around the seventh week. Within two weeks of the written exam, the student meets with the committee for an hour-long discussion of the exam and dissertation plans. The summer after the exam is dedicated to elaborating the dissertation proposal. The final proposal is due no later than one quarter (not including summer) after passing the Ph.D. exam.

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.) The primary advisor(s) of the dissertation will meet with the student in the course of the fall quarter to discuss and evaluate the syllabi.

WRITING THE DISSERTATION: After the proposal has been approved by the readers, the student should plan on spending the remainder of that year researching and reading. Some students may spend this time away from campus; others may choose to remain in Chicago to work closely with their committee. Students are strongly encouraged to try to complete the dissertation during the sixth year. All students should complete the dissertation by the end of the fall quarter of their seventh year.

TEACHING IN THE COLLEGE

Graduate students in the Department of Germanic Studies at the University of Chicago will enter the job market with a solid basis in current pedagogical theory and practice as well as a range of teaching experiences in a variety of classroom settings. Teaching in the undergraduate language program is an integral part of the graduate program.

Before they begin teaching, graduate students must participate in a graduate seminar on pedagogy ("Acquisition and Teaching of Foreign Languages"). This course is an introduction to foreign language acquisition and to the theoretical models underlying current methods, approaches and classroom practices. Syllabus and test design and lesson planning are also treated. All participants do two days of observation and two days of supervised teaching in a first-year class.

Graduate students have the opportunity to teach in the beginning and intermediate German language program (http://german.uchicago.edu/graduate). They have full responsibility for the courses they teach, including syllabus design, day-to-day instruction, test design, grading and all other record keeping. Input from the graduate students is also critical in the ongoing implementation and revision of the curriculum. Internal grant monies have been made
available to support the development of an on-line writing project designed by graduate students, as well as other curricular innovations.

Graduate students also have the opportunity to work as on-site coordinators and/or instructors in study-abroad programs in Vienna and Freiburg (http://german.uchicago.edu/graduate). The preparation of students for study-abroad and their reintegration into the curriculum is an ongoing process in which graduate students, in their roles as instructors, are deeply involved.

Each fall there is an orientation for all graduate students who will teach that year. It is held in conjunction with the Center for Teaching and Learning (http://teaching.uchicago.edu) and deals with general procedural and pedagogical issues as well as specific course objectives and practices. This inter-departmental cooperation also includes jointly held workshops and seminars on different topics in the field of second language teaching, offered by University of Chicago faculty and experts from other institutions.

GERMANIC STUDIES - GERMAN COURSES

GRMN 31002. Improvisation in Theory & 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 instances. The seminar will read and discuss recent theory on improvisation and search it at work 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): Fabian Goppelsroeder Terms Offered: Winter

GRMN 32110. Kafka and Performance. 100 Units.
This laboratory seminar is devoted to exploring the texts of Franz Kafka through the lens of performance. In addition to weekly scenic experiments and extensive critical readings (on Kafka as well as performance theory) we will explore the rich history of adapting Kafka in film, theater, puppetry, opera, and performance.
Instructor(s): D. Levin, S. Bockley Terms Offered: Spring
Equivalent Course(s): TAPS 22110, TAPS 32110, FNDL 22115, GRMN 23110, CMST 28310, CMST 38310

GRMN 32305. Creaturally Modernism: Freud, Kafka, Benjamin, Beckett. 100 Units.
The course will be dedicated to close readings of texts by all four writers in the hopes that the encounter between them will generate new interpretations of each. We will focus on texts that attend to the "creaturily" aspect of human life: Kafka's animal stories along with The Castle; Freud’s “animal” case studies (Wolfman, Ratman, Little Hans); Benjamin’s Berlin Childhood along with selected essays; Beckett’s novel, The Unnameable.
Instructor(s): Eric Santner, Mladen Dolar Terms Offered: Autumn

GRMN 32310. Rilke’s Modernity. 100 Units.
The course will read a selection of Rainer Maria Rilke’s poetry (including the Duino Elegies and Sonnets to Orpheus) along with his novel, The Notebooks of Malte Laurids Brigge. We will accompany the readings with texts about urban modernity by Walter Benjamin, Sigfried Kracauer, and Georg Simmel.
Instructor(s): Eric Santner Terms Offered: Spring, TBD
Equivalent Course(s): GRMN 22310

GRMN 32314. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.
This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): CMLT 32303, CLCV 21313, CLAS 31313, SLAV 22303, SLAV 32303, ENGL 22310, ENGL 32303, GRMN 22314, CMLT 22303

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 Terms Offered: Autumn, Summer, Winter. Summer 2017 dates: 6/20/17-7/27/17
Note(s): Check the time schedules for quarterly offerings. Also offered through the Summer Language Institute.
GRMN 33333. 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.

Check the course search for quarterly offerings. Also offered through the Summer Language Institute.
Instructor(s): Staff
Terms Offered: Autumn

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 36401. Post-Dramatic Theater. 100 Units.
This class sets out to explore the gamut of contemporary experimental theater, encompassing its varied theories and practices. Using Hans-Thies Lehmann's path-breaking study Postdramatic Theatre as an ongoing point of reference, we consider a diverse array of practices from an eclectic group of artists spanning a broad range of eras and theatrical cultures (e.g., Elevator Repair Service, Forced Entertainment, Richard Foreman, Heiner Müller, Theater Oobleck, SheShePop, Robert Wilson) in a format that encompasses seminar-style discussion and laboratory-style practical experimentation. Team-taught by Seth Bockley (Chicago-based director) and David Levin (Chair of TAPS). Attendance at first class meeting is mandatory.
Instructor(s): David J. Levin, Seth Bockley
Note(s): Attendance at first class meeting is mandatory.
Equivalent Course(s): TAPS 36400

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 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 and the participation of guest scholars.
Instructor(s): D. Wellbery
Terms Offered: Autumn
Equivalent Course(s): SCTR 37016

GRMN 37717. Opera in the Age of Its Mechanical Reproducibility. 100 Units.
Instructor(s): D. Levin
Equivalent Course(s): TAPS 28422, TAPS 38422, 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 40205. Lyricology: Theories of Poetic Language. 100 Units.
Several recent theoretical contributions (e.g., Culler, Hempfer) have argued, contrary to a nearly forty-year-old research consensus, that it indeed makes sense to consider lyric poetry a legitimate “mode” of literary making at the same level as epic and dramatic poetry. At the same time, important theoretical advances have been made in the treatment of rhythm and meter, especially as applied to free verse. In this seminar we will take these theoretical advances as a point of departure to consider the possibility of developing a “lyricology” that would stand on an equal footing with the broad-based disciplines of narratology and performance studies. The seminar will operate on two levels: 1) classic texts in the theory of poetic language from the disciplines of linguistics/semiotics, philosophy, anthropology, and literary criticism will be studied; authors studied include: Mukarovsky, Jakobson, Heidegger, Valéry, Stierle, Ruwet, Abraham, Martin; 2) theories will be tested on a range of poems including e.g., Sappho, Shakespeare, Goethe, Hölderlin, Baudelaire, Benn, Bishop, Meister. Thus, the seminar will oscillate between theoretical reflection and the disciplined reading of lyric texts.
Instructor(s): David Wellbery Terms Offered: Autumn,TBD

GRMN 40210. Kant’s Third Critique. 100 Units.
A study of the Critique of the Power of Judgment. The philosophical undertaking of the book seems to have lost nothing of its daringness, and, if anything, only have gained relevance today: To join a theory of spontaneous life and a theory of natural life in a unified account. Please read the book in preparation for the seminar. Use Meiner or Suhrkamp editions, or the Guyer/Matthews translation at Cambridge UP.
Instructor(s): Florian Klinger Terms Offered: Winter

GRMN 40305. Oedipus and Hamlet: On the Philosophy of Tragedy. 100 Units.
In this class we will consider closely attempts to understand tragedy philosophically. Sophocles’ Oedipus the King and Shakespeare’s Hamlet, two texts that have particularly attracted philosophical attention will serve as constant reference points, but other paradigmatic tragedies (Euripides Bacchae, Goethe’s Faust, Beckett’s Endgame) will also be considered. Among the philosophical contributions to be considered are works by Aristotle, Schiller, Schelling, Hegel, Schopenhauer, Nietzsche, Scheler, Schmitt, Benjamin, Murdoch, and Menke. Major issues to be dealt with: the structure of tragic plot; the tragic affects; catharsis; ancient and modern tragedy; tragedy and the tragic; the aesthetics of tragedy; tragedy and society; tragedy and the sacred.
Instructor(s): David Wellbery; Robert Pippin Terms Offered: Spring
Equivalent Course(s): TAPS 40305,SCTH 40305,PHIL 50305

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 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

Department of Germanic Studies
Since 1926, the Department of Linguistics at the University of Chicago has been at the center of the
development of the field, counting among its faculty linguists of the first rank such as Sapir and Bloomfield.
It is theory-oriented with a deep empirical interest in languages. One of its outstanding characteristics is its
commitment to a wide range of approaches to the study of language. Interdisciplinary, interdepartmental study
is encouraged, and students regularly work with faculty in several other departments. Students are expected
to become active researchers as soon as possible after their arrival here. Many students come with strong
undergraduate training in linguistics, or with a Master’s degree; others come with strong training in fields such
as philosophy, mathematics, or a particular language or language group. The faculty are involved in synchronic
and diachronic research on languages from around the world. These varied interests are reflected in the topics of
the dissertations that have been written in the Department.

PROGRAM

The graduate program in linguistics leading to the PhD degree is intended to be completed in five years. The
University of Chicago operates on the quarter system. 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 two years, students take eight foundational courses chosen from a selection of thirteen available
options. Six of these eight classes must be completed during the student’s first year in the program.
In addition to these foundational courses, students must also take a methods course and three additional graduate-level courses in linguistics.

In 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 (http://linguistics.uchicago.edu/graduate-program/assessments) under faculty supervision (http://linguistics.uchicago.edu/graduate-program/advising). In addition to these major landmarks, students are required to satisfy a non-Indo European language requirement (http://linguistics.uchicago.edu/graduate-program/language-requirements) and to pass a reading examination in an additional language other than English. Upon completion of the qualifying papers and course and language requirements and defense of a dissertation proposal by the end of the fourth year students are admitted to candidacy for the PhD; the only remaining requirement is the dissertation.

APPLICATION AND ADMISSION

Completed applications for admission and aid, along with all supporting materials, are due in mid-December for the academic year that starts in the following Autumn.

Four parts of the application are critically important and should accompany the application: the student's academic record, letters of recommendation submitted by persons able to describe the student's achievements and promise, the student's statement of purpose, which describes the intellectual issues and subjects which 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.

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

International students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). (Current minimum scores, etc., are provided with the application.) For more information, please see the Office of International Affairs website at https://internationalaffairs.uchicago.edu, or call them at (773) 702-7752.

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

LINGUISTICS - BASQUE COURSES

LINGUISTICS - LINGUISTICS COURSES

LING 30100. Introduction to Linguistics I. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27001, ANTH 37001, LING 20100, SOSC 21700
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 constraints 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 30200. Introduction to Linguistics II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27002,ANTH 37002,LING 20200,SOSC 21800

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 30300. Introduction to Linguistics III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27003,ANTH 37003,LING 20300,SOSC 21900
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 30401. Psycholinguistics: Language Processing. 100 Units.
This is an advanced introduction to the field of psycholinguistics. We will do an in-depth overview of both the empirical findings and the methodologies used on various topics in language comprehension/production, including areas of speech perception, lexical processing, syntactic parsing, and semantic/pragmatic processing. Models at both the computational and the mechanistic levels will also be examined.
Instructor(s): Ming Xiang Terms Offered: Autumn

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 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): C. Nakassis 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): Kristina Wirtz Terms Offered: Spring
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): PSYC 47002,CHDV 37202,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 32750. Laboratory Phonology. 100 Units.
This course is intended to provide a foundation for students to pursue the quantitative study of phonology in the context of human interaction, and of speech and perception in the context of language. Specifically, this course focuses on how to design, conduct, and analyze a phonological experiment. We will approach laboratory phonology from the perspectives of both the speaker and the listener, with each perspective constituting roughly half the course. In the process, we will gain and practice skills in experimental phonetic and psycholinguistic work, while testing aspects of current phonological theory.
Instructor(s): Alan Yu Terms Offered: Winter
Equivalent Course(s): LING 22750

LING 33360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature, such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): D. Brentari, S. Goldin-Meadow Terms Offered: Autumn
Note(s): CHDV Distribution: M; M*
Equivalent Course(s): CHDV 23360,CHDV 33360,PSYC 33360,LING 23360,PSYC 23360

LING 33920. The Language of Deception and Humor. 100 Units.
In this course we will examine the language of deception and humor from a variety of perspectives: historical, developmental, neurological, and cross-cultural and in a variety of contexts: fiction, advertising, politics, courtship, and everyday conversation. We will focus on the (linguistic) knowledge and skills that underlie the use of humor and deception, and on what sorts of things they are used to communicate.
Instructor(s): Jason Riggle Terms Offered: Winter
Equivalent Course(s): LING 23920,SIGN 26030

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 37150. Chicago Linguistic Landscape. 100 Units.
The field of linguistic landscapes examines the public display of languages, dialects, and writing systems: Who is the author and audience of such messages? Which languages are chosen for official signage? What can we learn about present or past multilingualism? What is conveyed by nonstandard dialect forms or stylized writing? In this course, students will collaborate on creating an online map of Chicago with geo-tagged images. At least three weekend days will be spent on field trips to Chicago neighborhoods.
Instructor(s): Amy Dahlstrom Terms Offered: Autumn
Equivalent Course(s): LING 27150

LING 37605. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution: B, C; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605,ANTH 37605,CHDV 31901,PSYC 21950,PSYC 31900,LING 27605,CHDV 21901
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/coordinate 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 38380. Introduction to Kinyarwanda I. 100 Units.
Spoken by around 18 million in Central and Eastern Africa, Kinyarwanda / Kirundi is one of the most spoken Bantu languages and has the status of an official language in Rwanda and Burundi. Based on a conversation book and a grammar guide, this course integrates speaking practice and linguistic discussion. It will allow the students to understand fundamental structures of Kinyarwanda in various areas. Topics include sound and tonal patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. It will allow the students to discover elements of the Rwandan culture and to participate in elementary conversation about everyday life in Kinyarwanda. This is a general introduction course with no specific prerequisites. It allows fulfilling the non-Indo-European language requirement.
Instructor(s): F. Mpiranya Terms Offered: Winter
Equivalent Course(s): LING 28380

LING 38381. Introduction to Kinyarwanda II. 100 Units.
This course is a continuation of Introduction to Kinyarwanda I. It integrates speaking practice and linguistic discussion. The students will be able to understand fundamental structures of Kinyarwanda in various areas. Topics include sound and tonal patterns, noun class agreements, verb moods, and sentence structures. Additionally, this course provides important listening and expressive reading skills. It allows the students to discover elements of the Rwandan culture and to participate in elementary conversation about everyday life in Kinyarwanda. This course allows fulfilling the non-Indo-European language requirement.
Instructor(s): Fidele Mpiranya Terms Offered: Spring
Prerequisite(s): LING 28380/38380
Equivalent Course(s): LING 28381

LING 39286. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.
Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A
Equivalent Course(s): CHDV 23930,ANTH 28615,ANTH 38615,LING 11100,CHSS 37900,CHDV 33930,BIOS 29286,HIPS 23900,PHIL 22500,PHIL 32500,NCDV 27400,BPRO 23900

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 40320. Language Documentation: Theory and Practice. 100 Units.
This course covers the theory and methods in language documentation and description, with an emphasis on the role of language endangerment in the field, with discussion and hands-on work involving data collection, annotation, archiving, and presentation of results (including scholarly publications and the production of community-focused materials). Students will work with a native speaker of a lesser-studied language to conduct an actual digital documentation project. (This course complements but does not supplement LING 40301/40302 Field Methods.)
Instructor(s): Lenore Grenoble 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, CHDV 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 42200. Seminar on Syntax-Semantics: The Syntax/Semantics Interface. 100 Units.
This seminar explores a range of topics in the syntax/semantics interface, including (a) clause structure and argument structure (including ditransitives, active/passive/middle voice, deponents, and the morphology of the verb); (b) negation, negative polarity, and negative concord; (c) temporal and aspectual morphemes and mood particles; (d) the internal structure of quantifier and noun phrases (QPs, DPs, and NPs): genitives, adjectival modification, definite reduplications, nominalizations, and partitive structures; (e) wh-structures: questions, relative clauses (including free relatives), and comparatives; (f) elliptical structures, and code-switching. The language focus will vary, though we will have as a goal the development of a considerable understanding of these issues in modern Greek in particular, but with attention to Germanic, Romance, Slavic, Albanian, Hungarian, and other languages as participant interest and expertise indicate.
Instructor(s): Anastasia Giannakidou and Jason Merchant Terms Offered: Autumn

LING 47800. Linguistics Pedagogy: Proseminar. 100 Units.
This course deals with a variety of topics specific to Linguistic Pedagogy.
Terms Offered: Autumn, Spring, Winter

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): Karlros Arregi Terms Offered: Autumn, Winter

LING 52400. Seminar: Phonology. 100 Units.
Please visit the Linguistics website for course topic and description
Instructor(s): Jason Rigger 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 57724. Seminar: Introductions to Linguistic Anthropology. 100 Units.
The plethora of handbooks, encyclopedias, companions, etc. (not to mention journals and book series) for what is captioned “linguistic anthropology” – notably overlapping with what is termed “sociolinguistics,” though not of the variationist coloration – has now been joined by a number of teaching texts, most recently one from Cambridge University Press. What, actually, are these texts introducing to undergraduates in the way of a presumed (sub)discipline that has reached a clarity for codification as an area of study? What topics are “in”, which possible others are overlooked or neglected, perhaps the subject matter for other pedagogies? Do these treatments each cohere in some discernible conceptual framework from which derives a narrative about the sociocultural life – and meta-life – of language? Is there an intellectual periodization revealed in the longer intellectual trajectories of what have become related and intersecting/diverging self-conscious “disciplines” dealing with language — culture — social formations — mind — etc.? What seems to become of “linguistic anthropology” when this area of research and publication is turned into the focus of an elementary teaching text?
Instructor(s): M Silverstein Terms Offered: Autumn
Equivalent Course(s): ANTH 57724

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.

LING 60000. Reading and Research: LING. 100 Units.
This course is an independent study under the guidance of a faculty advisor, indicated by the section number. Please consult with the faculty member in question before enrolling.
Instructor(s): Varies Terms Offered: Autumn,Spring,Winter
Prerequisite(s): Departmental approval

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 aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge. The course will familiarize the students with the Greek alphabet, Modern Greek pronunciation rules and the basic morphology and syntax, with an emphasis on reading and conversational skills. The students will be able to communicate minimally with formulaic and rote utterances and produce words, phrases and lists.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Autumn
Equivalent Course(s): 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.
This course aims to develop elementary proficiency in spoken and written Modern Greek and to introduce elements of cultural knowledge.
Instructor(s): Chrysanthi Koutsiviti Terms Offered: Spring
Prerequisite(s): MOGK 10200/30200 or consent of instructor
Equivalent Course(s): NELG 10300, MOGK 10300
Department of Music

Chair
• Berthold Hoeckner

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
• Philip Kloeckner

Emeritus Faculty
• Easley R. Blackwood
• Philip Gossett
• Shulamit Ran
• Don Randel

PROGRAMS OF STUDY

The Department of Music at the University of Chicago offers the degree of Doctor of Philosophy in three areas: composition, ethnomusicology and the history and theory of music.

The program in composition is designed to develop students’ creative and technical abilities at writing new music. Students take individual composition lessons with faculty members, often studying with more than one faculty member in the course of their residence. Students also receive training in a wide variety of related areas and skills, including score reading and conducting, orchestration, musical analysis, twentieth century styles, historical periods and (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 (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/

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 proseminars 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 University. Specific details about language requirements are listed in the curriculum for each area of study.

MUSICIANSHIP EXAMINATIONS

Examinations in practical musicianship skills (https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview_Exams_Musicianship_Examinations) are administered by the Department of Music. These include examinations in basic musicianship skills and advanced musicianship skills. Examinations in basic musicianship include musical dictation, sight singing, and sight reading at the piano or another instrument in the Western musical tradition. Advanced musicianship skills include three skills to be realized at the piano (for students with advanced keyboard skills) or realized in written form (for students with no advanced keyboard skills): figured bass, reading of open vocal scores in old clefs and orchestral score reading (with a 24-hour preparation period).
Other advanced musicianship skills are atonal dictation, transcription of music from oral or improvisatory traditions, improvisation in an improvisatory tradition, and playing in a University ensemble for at least one year concluding with a public concert. Students may petition to play in a recognized performing group other than official University ensembles. Students may also petition to fulfill the ensemble requirement through a solo performance in a university concert.

The number and kind of musicianship examinations for composition, ethnomusicology, history, and theory vary according to the respective programs as specified in the department's Graduate Curriculum (https://lucian.uchicago.edu/blogs/musiccurriculum/#Overview_Exams_Musicianship_Examinations). Musicianship examinations are given during each of the three quarters. There is no limit to the number of examinations a student may take at a single sitting, and no limit to the number of times that a student may retake a musicianship examination. The Department offers free, informal, non-credit instruction in these skills. Instruction will be offered on an individual basis. The Department is not obligated to offer instruction in the area chosen by the student.

All departmental master's degrees require successful completion of two musicianship examinations, except composition, which requires successful completion of three.

COLLOQUIUM

The Colloquium is a series of lectures followed by discussion and normally given by speakers from other institutions who are specially invited by the Music Department to share their recent research or compositions with students and faculty. Attendance at a total of six quarters of colloquium is required, and students may register for colloquium in any quarter. Students must attend at least half of the lectures in a given term to fulfill the colloquium requirement for that term.

GRADUATE TEACHING

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 30716. Opera As Idea and As Performance. 100 Units.
Is opera an archaic and exotic pageant for fanatics of overweight canaries, or a relevant art form of great subtlety that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multidisciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed include Monteverdi’s The Coronation of Poppea, Mozart’s Don Giovanni, Rossini’s La Cenerentola, Verdi’s Don Carlos, Puccini’s Madame Butterfly, Wagner’s Ring, Strauss’s Elektra, and Britten’s Billy Budd. (A) (I)
Instructor(s): A. Freud; M. Nussbaum Terms Offered: Spring
Prerequisite(s): Students do not need to be able to read music, but some antecedent familiarity with opera would be extremely helpful. CD’s and DVD’s of the operas will be placed on reserve.
Note(s): Students should register via discussion section.
Equivalent Course(s): PHIL 31102, MUSI 24416, LAWS 43264, PHIL 21102

MUSI 31100. Tonal Analysis I. 100 Units.
This course introduces fundamental tools of tonal analysis, applied to music of the eighteenth and nineteenth centuries, accomplished through a focus on Heinrich Schenker’s influential theory of linear analysis. A portion of the course will be given over to exploring the historical and cultural context of Schenker’s theory, its critical reception, and the ways it has been applied. This will be complemented by an introduction to Schenkerian techniques and the analytical resources they offer. Note: Music 31100 is conceived as a preparation and foundation for Music 31200, which will build directly upon the analytic models and repertoire introduced in Music 31100.
Instructor(s): Lawrence Zbikowski Terms Offered: Winter

MUSI 31200. Tonal Analysis II. 100 Units.
This course is a continuation of Music 31200, a study of advanced techniques in tonal analysis. Much of our work will center on Schenkerian theory, but we will also place Schenkerian approaches in dialogue with other methods, including recent approaches to Formenlehre, schema theory, and neo-Riemannian theory. We will be interested in exploring the intersections (and frictions) between these diverse analytical methods, seeking at once to develop analytical fluency in each of them and to heighten our sensitivity to the methodological issues involved in a pluralist approach to tonal analysis.
Instructor(s): Thomas Christensen Terms Offered: Spring

MUSI 31506. Modal Analysis. 100 Units.
No description available.
Instructor(s): Kaley Mason Terms Offered: Autumn

MUSI 31516. Ethnomusicology Analysis. 100 Units.
In this proseminar in analysis we examine the concepts and structures of mode that stretch from South Asia across the Middle East to the Mediterranean. We concentrate our comparative study on Arabic maqâm, Turkish makam, Persian radif, North Indian/Hindustani râga, and South Indian/Karnatak râgam. Historically, processes and patterns of exchange between classical, popular, and folk musics in these regions have shaped repertories, ideas of melody and form, vocal practice and instrumental accompaniment, improvisation and composition, bearing witness to similarities and cross-influences, no less than to distinctive local and regional music cultures. To know and understand the music cultures of the Middle East and South Asia, as well as Muslim regions of Central and East Asia, it is indispensable also to understand the practices of improvisation and composition we analyze in this proseminar.
Instructor(s): Bertie Kibreah Terms Offered: Autumn

MUSI 32318. Music and Disability Studies. 100 Units.
This course studies the ways that attitudes toward disability are constructed within a cultural sphere. From the perspective of disability studies, bodies and minds have many kinds of differences, but what is considered “disability” is determined by culture, not given by nature. Music, as well as film, literature, visual art, theatre, and so on, participate in the complex process of constructing and modulating attitudes toward disability. In this course, we will examine the interaction of disability and music in several ways: composers and performers whose creative production is shaped by bodily difference and disability; opera and film characters who embody and stage disability for our consumption; and more abstractly, music whose formal, sonic unfolding seems to engage issues of disability, even in purely instrumental art-pour-l’art works. We will read from the disability studies literature that critiques and theorizes disability themes in literature, film, and visual art, as well as musicology, music theory, and ethnomusicology literature that shows how disability themes are crucial in music. In this interdisciplinary class, students will gain a much more intimate understanding of the ways that attitudes toward abilities and bodies are constructed in art works, as well as be able to think, analyze, critique, write, and create with this understanding in mind. It is not necessary to read music notation for this course.
Instructor(s): Jennifer Iverson Terms Offered: Spring, TBD
Equivalent Course(s): ENGL 25969, ENGL 45969, TAPS 22318, TAPS 32318, MUSI 22318
MUSI 32600. Pro-Seminar: Music 1700-1800. 100 Units.
No description available.
Instructor(s): Martha Feldman Terms Offered: Autumn

MUSI 32618. Proseminar: Early Modern Europe, 1600-1800. 100 Units.
This proseminar examines issues in European music from the late Renaissance to the French Revolution. We explore changes in cultural context, music's role in late feudal society, expressions of gender and social class, and the development of specifically instrumental repertories in an art which continued to valorize vocality. Students work on both issues of cultural history and specific pieces as they examine music in early modern Europe.
Instructor(s): Robert L. Kendrick Terms Offered: Autumn

MUSI 32700. Pro-Sem: Music From 1800-1900. 100 Units.
This proseminar approaches nineteenth-century European music from an evolving perspective that gained momentum during the 1990s, when American musicology became more interested in the historical context. Amid this new orientation and the exploration of new areas of research, many methods and topics have remained remarkably stable. There have been only few attempts to conceive music history and historiography in a way that reflects these new perspectives and the new themes in a more comprehensive framework. This proseminar will try to make some steps in the direction of rethinking our approach to the history and historiography of music—this time with a focus on the 19th century. We will touch on a number of important topics, but no attempt can be made to be comprehensive with respect to both repertory and scholarly literature.
Instructor(s): Berthold Hoeckner Terms Offered: Winter

MUSI 32800. Proseminar: Music from 1900-2000. 100 Units.
No description available.
Instructor(s): Seth Brodsky Terms Offered: Winter 2014

MUSI 33000. Proseminar: Ethnomusicology. 100 Units.
This course’s goal is to introduce graduate students to the history, development and theoretical underpinnings of ethnomusicology as a research discipline. In our readings, therefore, we will focus our attention on key figures and institutions, especially from the late 19th century forward; on major issues and debates in and beyond ethnomusicology; on the relationships between ethnomusicology and other research disciplines; and on emergent emphases and concerns in ethnomusicological work.
Instructor(s): Travis Jackson Terms Offered: Autumn

MUSI 33504. Introduction to World Music. 100 Units.
This course has two goals: (1) to introduce graduate students to the broad theoretical underpinnings of ethnomusicology as a research discipline and (2) to help students gain facility with the resources and perspectives that might enable them to teach a quarter- or semester-long undergraduate course on the musics of the world. As such, the readings and assignments focus on canonic materials and areas for ethnomusicological study including, but not limited to, monographs, recorded collections and reference works examining the musics of East, Southeast and South Asia; Africa; Europe; and the Americas. Each student will be responsible for presenting brief overviews of key texts and recordings as well as devising two syllabi and a sample lecture outline by the end of the quarter.
Instructor(s): Travis Jackson Terms Offered: Autumn

MUSI 33614. Seminar: American Musics. 100 Units.
This course is a selective survey of musical styles in the United States and a range of issues that accompany them. As we explore individual styles, we focus repeatedly on the positioning of musicians and musics with questions of musical practice, adaptation and appropriation, power, definition, race, geography, gender and sexuality, media, economy, politics and inequality, among others, animating our inquiry and discussions. Although we will not attempt to arrive at a coherent understanding or definition of American musics, our aim is to develop a clearer sense of the questions one has to address in making sense of them. The success of the seminar, in many ways, depends on our having fewer clear answers by its end.
Instructor(s): Travis Jackson Terms Offered: Spring

MUSI 33618. Music and Dance in the Black Atlantic. 100 Units.
Deploying the notion of the Black Atlantic as a theoretical apparatus for understanding and historicizing the emergence and mobility of Black music and dance styles, this course is a critical and historical examination of music and its attendant dance practices within African and Afro-descendant communities of the Americas, Europe, and West Africa from the 19th century through the contemporary moment. In this interdisciplinary course, participants will move chronologically and thematically from music and dance practices of enslaved Africans in the Americas to early African and Afro-American Dance Anthropology of scholars such as Zora Neale Hurston, and Katherine Dunham, and through postcolonial styles such as Jamaican Dancehall. In addition to texts and audiovisual materials, this course will be augmented by dance instruction and exploration lead by community practitioners of black dance forms. Participants will engage with notions of embodiment, improvisation, choreography, and dance ethnography through the acts of reading, listening, watching, and dancing.
Instructor(s): Jessica Baker Terms Offered: Winter
MUSI 33700. Music of South Asia. 100 Units.
The course explores some of the music traditions that hail from South Asia—a region defined by the countries of India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, Maldives, and their diasporas. The course will study music and some of its inextricably linked forms of dance and theatre through the lens of ethnomusicology, where music is considered in its social and cultural contexts. Students will develop tools to listen, analyze, watch, and participate in South Asian forms of music-making, using case-study based inquiries as guides along the way.
Instructor(s): Ameera Nimjee Terms Offered: Spring
Equivalent Course(s): MUSI 23706

MUSI 33718. Research and Performance: Latin American Baroque Music. 100 Units.
This course will examine the musical document as a source of musico-logical studies and its relationship to performance. We will look at various types of documents and assess specific problems of each age and geographical area. Topics include: major reservoirs of music documents in Latin America; the early music ensemble, Ars Longa, and the rescue of opera omnibus; recording and performing Cuban and Latin American music in a historically informed way; the Sacred Music Collection from eighteenth century Cuba. There is a performance component to this course. Students are encouraged to have some background in music or Latin American history prior to entering the course.
Instructor(s): M. Escudero Terms Offered: Spring
Prerequisite(s): Recommended background of MUSI 153 or MUSI 272 OR SPAN 103 plus a course in Latin American history or literature
Equivalent Course(s): LACS 35114, MUSI 23718, SPAN 23117, SPAN 33117, LACS 25114

MUSI 33800. Ethnographic Methods. 100 Units.
The topic of this seminar varies per faculty member. This proseminar is designed to equip graduate students with methodological and epistemological tools for doing ethnographic fieldwork in expressive cultural contexts.
Instructor(s): Jessica Baker Terms Offered: Winter 2018

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. Musical course. 100 Units.
No description available.

MUSI 34618. Literature of the Fantastic and Operatic Adaptation. 100 Units.
This co-taught interdisciplinary course, offered through the Gray Center for Arts and Inquiry, explores literature of the fantastic (here including ghost stories and fairy tales) and the adaptation of such materials into opera, primary “Western-style” opera but also including some examples from Chinese opera. We will read some theoretical essays on adaptation, trans- or re-mediality, and the uncanny, but our focus will be on concrete examples and the historical arc of their transformation (which often entailed at least one intermediary step from story to play on the way to opera). This history, as in the famous case of <i>Turandot</i>, often involves an interesting chain of East-West crossings, misappropriations, and reappropriations; Chinoiserie has been a potent force in the history of Western opera and, in a new form, is currently in vogue again (at least judging from the recent proliferation of Chinese-themed Western-style or fusion operas being created and staged). We will select several specific operas or excerpts from opera as cases, reading their libretti, studying their music, and watching select productions on recorded media.
Instructor(s): J. Zeitlin Terms Offered: Spring
Equivalent Course(s): EALC 36515, TAPS 26515, TAPS 36515, MUSI 24618, EALC 26515

MUSI 3618. Electronic Music I. 100 Units.
Electronic Music I presents an open environment for creativity and expression through composition in the electronic music studio. The course provides students with a background in the fundamentals of sound and acoustics, covers the theory and practice of digital signal processing for audio, and introduces the recording studio as a powerful compositional tool. The course culminates in a concert of original student works presented in multi-channel surround sound. Enrollment gives students access to the Electronic Music Studio in the Department of Music. No prior knowledge of electronic music is necessary.
Instructor(s): Sam Pluta Terms Offered: Winter
Equivalent Course(s): MUSI 26618

MUSI 36718. Approaches to Live Electronics. 100 Units.
Hand-built circuits, tape loops, feedback, filters, ring modulators, turntables, live-processing software environments, microphones, and human-machine interface designs. In this course, we will study current and historical approaches to the performative use of hardware and software environments in music, and will follow the practice as it continues to redefine music composition and improvisation in the 21st century. Study will be repertoire-based, drawing from the work of artists ranging from David Tudor to Herbie Hancock to Grandmaster Flash to Kaija Saariaho.
Instructor(s): Sam Pluta Terms Offered: Autumn
Equivalent Course(s): MUSI 26718
MUSI 36918. The Jazz Orchestra and Orchestral Approaches to Jazz. 100 Units.
This course offers several views of what it has meant to write for the “jazz orchestra.” In the history of jazz, which has largely been defined by solo improvisation, valued individualism of language and technique, and has since the advent of bebop been primarily associated with small combos, what does it mean for composers who have ambitions that extend beyond typical expectations of instrumental forces, duration, and form? Instead of offering a comprehensive overview of large ensemble jazz writing, we will focus on specific examples that have challenged conventions and redefined idioms. From the innovations in orchestration and scale of the Duke Ellington Orchestra and the classic Gil Evans/Miles Davis albums, to the “progressive” experiments of Stan Kenton (and later Don Ellis), to the intergalactic theater of the Sun Ra Arkestra, we will examine complex issues of tradition, community, and race that have accompanied these collaborations, and the compatibility (or not) of musical challenges regarding improvisation, notation, and pedagogy. An important though less emphasized component of our discussion will be the response of primarily orchestral composers who incorporate elements of jazz scoring and improvisation, and the impact of movements such as Third Stream on such confluences of tradition.
Instructor(s): Anthony Cheung Terms Offered: Spring
Equivalent Course(s): MUSI 26918

MUSI 37918. Catalan Multipart Singing in Modern and Contemporary History. 100 Units.
To sing together “a veus” (multipart) has historically been an experiential way to build social groups. The aim of this course is to present this activity across Catalonia from the 16th to the 21st century, paying special attention to how multipart singing has articulated a large part of association and shared community life since the middle 19th century. The Catalan example will be placed among multipart singing in Mediterranean Latin countries, where the phenomenon is shared with great intensity.
Instructor(s): J. Ayats Terms Offered: Spring
Prerequisite(s): Reading knowledge of Arabic, Catalan, French, Italian, Portuguese or Spanish. Prerequisite for students taking course for music credit: MUSI 23300.
Equivalent Course(s): CATA 37917,SPAN 27917,SPAN 37917,MUSI 27918,CATA 27917

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 43318. Music and Feminist Postcolonialism. 100 Units.
This graduate seminar draws on Feminist Postcolonial Theory and Ethnomusicology to investigate the intersections of music and feminism in the postcolonial world. Moving thematically across topics such as respectability, sexuality, race, and visibility, participants in this course will engage with texts and sounds that emerge out of and in resistance to the legacy of colonization and colonialism and the particularly gendered struggles of post-colonial nationalism and patriarchy. Where feminism and postcolonialism are both aimed toward a theorization of the marginalized subject, this course considers music as a key site for both expressing postcolonial/feminist consciousness and for discursive regulation of women's bodies. Deploying a necessarily intersectional feminist lens, we will focus on a variety of postcolonial feminisms and music performance practices including (but not limited to) soca and Caribbean feminisms, Punk Rock and Chicana Feminism, and Karnatic music and South Asian Feminisms.
Instructor(s): Jessica Baker Terms Offered: Spring

MUSI 43418. Musical Afrofuturism. 100 Units.
This course explores the place of speculative culture across a range of African American musical genres and, reciprocally, the significance of music in Afrofuturist film, literature, and graphic art. We will read Afrofuturist theory, alongside more canonical Black aesthetic philosophy, and consider its implications for music. There will be a focus on work from the 1970s to the present, much of which was created in explicit dialogue with science fiction, fantasy, and other genres of speculative literature and film, but we will attend to the ways Afrofuturism’s ideals may have developed in part as a response to a longer history of African American music in particular. At key points we will look at the ways Afrofuturism—and Black speculative art at large—encourages a transnational and intersectional perspective.
Instructor(s): Gabriel Solis Terms Offered: Spring
MUSI 43718. Music and Agency. 100 Units.
Music, as a communicative medium that typically requires the cooperation of a range of actors distributed across space and time, poses particularly interesting problems for the study of agency. These problems include the way agency can be extended (through, for instance, a musical score, by means of which a composer shapes the actions of a performer), processes and situations through which agency is distributed (across, for instance, the members of a string quartet), and, most importantly for this seminar, the ways patterned nonlinguistic sound— that is, music— can be used to mediate or effect agency. The seminar will engage with recent work that sets out a broad-based approach to agency as well as investigations of agency specific to music. One of the aims of the seminar will be to better understand how the practice of music challenges and reframes notions of agency (focusing particularly on situations in which music provides the primary mode of interaction between individuals); another will be to explore, through the tools provided by musical analysis, the ways musical utterances shape the possibilities for agential interactions.
Instructor(s): Lawrence Zbikowski Terms Offered: Autumn

MUSI 44618. Tecnhe, Body, Memory. 100 Units.
This seminar focuses on the interrelationships of music with technè, body, and memory. The seminar focuses on readings that delineate or suggest relationships among them. Part 1 of the seminar will be devoted to establishing some general theoretical vocabulary and concepts. Parts 2, 3, and 4 will drawing especially on three primary domains: early modernity, voice, and race as very broad-based “cases.” The second unit will focus on several electronic instruments (including the Theremin, the MixturTrautonium, and the DX-7), and the third unit will focus on technological mediations of the voice (including the Vocoder and auto-tune). This seminar may be viewed as a complement and continuation of Martha Feldman’s Winter 2018 seminar [insert course number and title here], and students who are taking both parts may discuss options for a combined project with Feldman and Iverson. It is also fine to take this seminar stand-alone, and I welcome students coming from music or related disciplines such as sociology, art history or practice, cinema and media studies, cultural history, sound studies, etc. This course will engage deeply with musical sound and technology (to the extent we are able), but it is not necessary to read musical notation for this course.
Instructor(s): Martha Feldman Terms Offered: Spring
Equivalent Course(s): RLLT 44618

MUSI 44713. Post-Punk. 100 Units.
No description available.
Instructor(s): Travis Jackson Terms Offered: Autumn 2013

MUSI 44718. Technologies for Music Making. 100 Units.
Iverson’s seminar, Technologies for Music Making, MUSI 44718, Spring 2018 begins with a series of theoretical readings from scholars associated with science and technology studies (STS) and actor-network theory (ANT), which will help us explore issues of agency, laboratory structure, and technological determinism throughout the quarter. Case studies in the second unit of spring quarter will focus on several electronic instruments (including the Theremin, the MixturTrautonium, and the DX-7), and the third unit will return to questions of the voice and its technological mediations, including the Vocoder and auto-tune. Feldman and Iverson’s courses should be viewed as complementary, and students are encouraged to take both parts and to discuss options for a combined project with Feldman and Iverson. It is also fine to take either seminar as a stand-alone course. We welcome students coming from music or related disciplines such as art history or practice, cinema and media studies, sociology, cultural history, sound studies, languages and literatures, theater and performance studies, etc. These seminars will engage deeply with musical sound and technology (to the extent we are able), but it is not necessary to read musical notation.
Instructor(s): Jennifer Iverson Terms Offered: Spring

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
DEPARTMENT OF NEAR EASTERN LANGUAGES AND CIVILIZATIONS

http://nelc.uchicago.edu/

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
• Ahmed El Shamsy
• Petra Goedegebuure, Oriental Institute
• Rebecca Hasselbach, Oriental Institute
• Nadine Moeller, Oriental Institute
• Brian Muhs, Oriental Institute
• Richard Payne, Oriental Institute
• Tahera Qutbuddin
• Na’ama Rokem
• David Schloen, Oriental Institute
• A. Holly Shissler
• Sofia Torallas Tovar, Classics
• Christopher Woods, Oriental Institute

Assistant Professors
• Ghenwa Hayek
• James Osborne, Oriental Institute
• Susanne Paulus, Oriental Institute
• Hervé Reculeau, Oriental Institute
• Johh Z. Wee, Oriental Institute

Senior Lecturers
• Ariela Almog
• Saeed Ghahremani

Lecturers
• Osama Abu-Eledam
• Helga Anetshofer-Karateke
• Kagan Arik
• Lakhdar Choudar
• Stuart Creason
• Noha Forster
• Saeed Ghahremani
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 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 (nelc@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 Class Search for the most up-to-date and specific course offerings in a given quarter.

Near Eastern Languages & Civilizations - Akkadian Courses

AKKD 30811. Akkadian Astronomical Texts. 100 Units.  
This course surveys the wide variety of cuneiform astronomical-astrological texts, including the astronomical diaries, ephemerides, goal-year texts, almanacs, astrolabes, horoscopes, and omen series. Students consider the idea of time, the conception of the sky, implications of the Zodiac and Micro-zodiac, and the relationship between celestial observation and theory.  
Instructor(s): John Wee Terms Offered: Spring

AKKD 30820. Readings in the letters from Tell el-Amarna. 100 Units.  
In this course, we will read Akkadian letters from the correspondence found at Tell el-Amarna, Egypt, that date to the 14th century BCE. We will read letters from various locations, including Babyonia, Assyria, Mitanni and Hatti, although the main focus of the class will be on the letters sent from Canaan. In all these corpora we will look at features that mark the language as different from core Babylonian and that reveal substrate influence from the native languages of the scribes.  
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Winter  
Prerequisite(s): Advanced knowledge of Akkadian. Knowledge of Hebrew or Aramaic would be an asset.

Near Eastern Languages & Civilizations - Ancient Anatolian Languages Courses

AANL 30701. Linguistic Methods for Extinct Languages. 100 Units.  
This course explores the ways linguistic theory can be used in the study of extinct languages.  
We will investigate how to use typological data and the predictive force of modern theories to critically assess claims regarding grammatical issues in extinct languages.  
We will also start developing a method for fact-finding in extinct languages.  
The course will focus on three topics that are known to be relevant for several extinct languages of the Mediterranean and Middle Eastern area, covering many extinct languages ((near)-isolates, Sumerian, Elamite, Hurrian, Semitic (Akkadian, Ugaritic, Phoenician, Hebrew Aramaic), Indo-European (Hittite, Indo-Iranian, Greek, Latin, etc. etc.), Egyptian: 1. Ergativity (typology, morpho-syntax, semantics) 2. Topic and Focus (morpho-syntax, information structure) 3. Lexical and grammatical aspect (semantics, morphology, discourse grammar)  
Instructor(s): P. Goedegebure Terms Offered: Spring  
Prerequisite(s): Course is consent only.

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 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.
Instructor(s): N. Forster Terms Offered: Spring
Prerequisite(s): 3 years of Arabic or consent of instructor
Note(s): This course is open to qualified undergraduate students

ARAB 30680. Readings: Islamic Ritual Law. 100 Units.
Close reading of classical Arabic texts on ‘ibādāt / Islamic ritual law, with some discussion of concepts of ritual.
Instructor(s): Donner, F. Terms Offered: Autumn
Prerequisite(s): 3rd year Arabic or instructor’s permission.

ARAB 40015. Seminar on ‘Afif al-Din al-Tilimsani. 100 Units.
This advanced reading seminar explores the mystical-philosophical writings of ‘Afif al-Din al-Tilimsani (d. 690/1291), a sophisticated and understood disciple of Ibn Arabi who wrote several important commentaries (shuruḥ) 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): Youssef Casewit Terms Offered: Spring
Prerequisite(s): Advanced Arabic is required.
Equivalent Course(s): ISLM 50010

ARAB 40101-40102. Advanced Arabic Syntax I-II.
This two-quarter sequence is an introduction to the classical Arabic language. It is useful for students whose research includes the reading of classical Arabic texts in varied fields such as literature, history, political science, theology and philosophy. In the class 1) rules of Arabic grammar are studied intensively, topic by topic; 2) parsing (‘arud) is an important component, with a view to understanding the structure of the language; 3) brief texts from different fields of classical Arabic are read focusing on their grammatical structure, and 4) some theory about the development of the grammatical genre is introduced, as are the basic features of prosody (balagha).
ARAB 40101. Advanced Arabic Syntax I. 100 Units.
Advanced Arabic Syntax I
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Prerequisite(s): Three years (or equivalent) of Modern Standard Arabic. Open to grad and undergd.

ARAB 40102. Advanced Arabic Syntax II. 100 Units.
Advanced Arabic Syntax II
Instructor(s): T. Qutbuddin Terms Offered: Spring
Prerequisite(s): ARAB 40101 or equivalent. This is the second part of a 2 quarter sequence; open to grad and undergd

ARAB 40200. Advanced Readings in Arabic. 100 Units.
Advanced Readings in Arabic
Instructor(s): Lakhdar Choudar, Noha Forster, Kay Heikkinen Terms Offered: Autumn, Spring, Winter

ARAB 40250. The Literary Legacies of War in Lebanon. 100 Units.
In this course, we will investigate the historical, theoretical, and literary contexts and aftermaths of the Lebanese civil war (1975-1990). We will explore an array of texts from the war period, then a selection of texts written in the immediate post-war period, and in the post-post war moment. We will interrogate the manner in which these texts deal with complex issues of violence, trauma, and memory and post-memory while framing them within local and global debates around these themes.
Instructor(s): Ghenwa Hayek Terms Offered: Autumn
Prerequisite(s): Advanced Arabic

NEAR EASTERN LANGUAGES & CIVILIZATIONS -ARAMAIC COURSES

ARME 30101. Advanced Modern Armenian 1. 100 Units.
This three-quarter sequence enables the students to reach an advanced level of proficiency in the Armenian language. Reading, discussion and writing assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Prerequisite(s): ARME 20103 or equivalent.

ARME 30102. Advanced Modern Armenian 2. 100 Units.
This three-quarter sequence enables the students to reach an advanced level of proficiency in the Armenian language. Reading, discussion and writing assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 30101 or equivalent.

ARME 30103. Advanced Modern Armenian 3. 100 Units.
This three-quarter sequence enables the students to reach an advanced level of proficiency in the Armenian language. Reading, discussion and writing assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 30102 or equivalent.

NEAR EASTERN LANGUAGES & CIVILIZATIONS -EGYPTIAN COURSES

EGPT 40590. Gender in Ancient Egypt. 100 Units.
This course covers gender in Ancient Egypt
Instructor(s): Janet Johnson Terms Offered: Spring
Prerequisite(s): Me nec; LE preferable

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

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.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): JWSC 25700, LGLN 23100

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): A. Finkelstein Terms Offered: Winter
Prerequisite(s): LGLN 20600 or equivalent

HEBR 30502. Advanced Modern Hebrew II. 100 Units.
This course assumes that students have full mastery of the grammatical and lexical content at the intermediate level. The main objective is literary fluency and is taught in Hebrew. The course is intended to introduce students not only to “daily” Hebrew but also to different styles of writing such as newspaper articles and literary texts which include short stories and poetry. The course introduces students to documentaries and series produced in and broadcasted on Israeli T.V. Students are required to give short presentations on a weekly basis.
Instructor(s): A. Finkelstein Terms Offered: Winter
Prerequisite(s): LGLN 20600 or equivalent
Equivalent Course(s): JWSC 25700, LGLN 23100

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 40410. Modern Hebrew Language in Israeli Media I. 100 Units.
The course includes readings in modern Hebrew prose, poetry and non-fiction; TV broadcasts and movies, with emphasis on cultural & social issues.
Instructor(s): Ari Almog Terms Offered: Spring

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: Autumn
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 20001

NEAA 30003. Archaeology of the Ancient Near East III: Levant. 100 Units.
No description available.
Terms Offered: Winter
Note(s): This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 20003

NEAA 30035. Zooarchaeology. 100 Units.
This course introduces the use of animal bones in archaeological research. Students gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. Topics include: (1) identifying, aging, and sexing animal bones; (2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; (3) computer analysis of animal bone data; and (4) reconstructing prehistoric hunting and pastoral economies (e.g., animal domestication, hunting strategies, herding systems, seasonality, pastoral production in complex societies).
Instructor(s): G. Stein Terms Offered: Spring
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): NEAA 20035

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 30131. Problems in Mesopotamian Archaeology. 100 Units.
o course description available
Instructor(s): M. Gibson Terms Offered: Winter
Prerequisite(s): At least Intro to Mesopotamian Archeology AND Consent of Instructor.
Note(s): Open to qualified undergraduate students.

NEAA 30133. Readings in Mesopotamian Archaeology. 100 Units.
This course is tailored to the needs of individual students, with a list of readings to be set depending on the interests and level of the student. The readings are meant to fill in gaps in knowledge of Mesopotamian Archaeology, and are often used by the student to refine the area to be selected for a doctoral dissertation. The student meets with the professor once a week to discuss what has been read and decide what should be the next logical source to be read. The student’s detailed notes on all the reading or a paper summarizing the quarter’s findings, as well as the discussion sessions are the basis for grading. The schedule of meetings is flexible and will be arranged with each student.
Instructor(s): M. Gibson Terms Offered: Autumn
Prerequisite(s): At least Intro to Mesopotamian Archeology AND Consent of Instructor

NEAA 30211. Introduction to Ancient Egyptian Art. 100 Units.
This course will provide an introduction on Egyptian art focusing specifically on a diachronic analysis of statues, reliefs and paintings. The aim is acquire the basic stylistic overview of the material and the contexts as well as purpose of these objects. This is class is not designed as ‘material culture’ class and therefore cannot take into account other object categories which would simply be too much to cover in the available time frame. For each class the readings will be discussed in depth with additional points concerning the cultural framework and context being provided by the instructor. In addition, there will be short visits to the OI museum galleries whenever appropriate. For the class presentations at the end of the Quarter, each student will select an object or a group of objects and do an in-depth analysis. This can be from a catalogue or from the OI museum / basement.
Instructor(s): Nadine Moeller Terms Offered: Winter
Prerequisite(s): Suitable for undergraduates who have taken at least one of the following courses: Ancient Empires - 3: The Egyptian Empire of the New Kingdom, Ancient Near Eastern History and Society -1: Egypt, Archaeology of the Ancient Near East -6: Egypt.
NEAA 30224. Urbanism in Ancient Egypt. 100 Units.
The aim of this seminar is to challenge prevailing views on Egypt’s non-urban past and investigating Egypt as an early urban society. The emergence of urban features will be traced starting with the Predynastic Period up to the disintegration of the powerful Middle Kingdom state (ca. 3500–1650 BC). This seminar offers a synthesis of the archaeological data that sheds light on the different facets of urbanism in ancient Egypt. Drawing on evidence from recent excavations as well as a vast body of archaeological data, the changing settlement patterns will be explored by contrasting periods of strong political control against those of decentralization. On a microlevel, the characteristics of households and the layout of domestic architecture will be addressed, which are key elements for understanding how society functioned and evolved over time. In addition, settlement patterns will provide further insights into the formation of complex society and the role of the state in the urban development in ancient Egypt.
Instructor(s): Nadine Moeller Terms Offered: Spring
Prerequisite(s): Suitable for undergraduates who have taken at least one of the following courses: Ancient Empires - 3: The Egyptian Empire of the New Kingdom, Ancient Near Eastern History and Society -1: Egypt, Archaeology of the Ancient Near East -6: Egypt.

NEAA 40020. Ceramic Analysis for Archaeologists. 100 Units.
This course introduces students to the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies.
Instructor(s): James Osborne Terms Offered: Spring
Note(s): Previously taught by Mickey Dietler in Anthropology as Anthro 36200

NEHC 30001. Ancient Near Eastern History and Society I: Egypt. 100 Units.
This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.
Instructor(s): J. Johnson, B. Muhs Terms Offered: Autumn
Equivalent Course(s): NEHC 20001

NEHC 30002. Ancient Near Eastern History and Society II: Mesopotamia. 100 Units.
This course provides an introduction to the social, political, and cultural history of Mesopotamia, from the origins of writing and cities in Sumer (ca. 3200 BC), through the great empires of Assyria, Babylon, and Persia.
Instructor(s): Herve Reculeau Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20002

NEHC 30004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.
This course takes as its topic the literary tradition surrounding Gilgamesh, the legendary king of the Mesopotamian city-state of Uruk. The course will focus on the Babylonian Epic of Gilgamesh and its Sumerian forerunners, and their cultural and historical contexts. We will also read a number of Sumerian and Akkadian compositions that are thematically related to the Gilgamesh tradition, including Atrahasis, the Sumerian Flood story, and the Epics of Enmerkar and Lugalbanda, also of first dynasty of Uruk.
Instructor(s): Chris Woods Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20004

NEHC 30005. Ancient Near Eastern Thought and Literature II: Anatolian Literature. 100 Units.
This course will provide an overview of Anatolian/Hittite literature, as “defined” by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?
Instructor(s): H. Haroutunian Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20005
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.
This sequence meets the general education requirement in civilization studies. This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered.
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.
no course description available at this time
Instructor(s): Staff 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 30019. Mesopotamian Law. 100 Units.
NEHC 30019. Mesopotamian Law (= LLSO 20019; SIGN 26002). Ancient Mesopotamia -- the home of the Sumerians, Babylonians, and Assyrians who wrote in cuneiform script on durable clay tablets -- was the locus of many of history’s “firsts.” No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (“codes”), among which “The Laws of Hammurabi” (r. 1792-1750 BC) stands as most important for understanding subsequent legal practice and thought of Mesopotamia’s cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice including family formation and dissolution, crime and punishment (sympathetic or talionic “eye for an eye,” pecuniary, corporal), and procedure (contracts, trials, ordeals).
Instructor(s): Martha Roth Terms Offered: Winter
Equivalent Course(s): LLSO 20019,NEHC 20019,SIGN 26022

NEHC 30032. Imagining the Text: Books and Manuscripts in the Ancient ME. 100 Units.
Imagining the Text: Books and Manuscripts in the Ancient ME
Instructor(s): Foy Scalf Terms Offered: Winter
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 (#îlm)? And what is an #îlmî, or “traditional Muslim knower” expected know? (2) Pedagogy: How does an #îlmî acquire, organize, transmit, and publish his/her #îlm? (3) Religious Authority: How is #îlm 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.
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 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.
Engaging the concept of liminality—one of a community at the threshold of radical transformation—the course analyzes how East Central European Jewry, facing economic uncertainties and dangers of modern anti-Semitism, seeks another diasporic space in North America. Projected against the historical backdrop of the end of the nineteenth century and the twentieth century, the immigration narratives are viewed through the lens of assimilation, its trials and failures; in particular, we investigate why efforts of social, cultural and economic inclusion cannot be mistaken with imposing on a given minority the values of majority. One of the main points of interests is the creative self’s reaction to the challenges of radical otherness, such as the new environment, its cultural codes and language barriers. We discuss the manifold strategies of artistic (self)-representations of the Jewish writers, many of whom came from East Central European shtetls to be confronted again with economic hardship and assimilation to the American metropolitan space and life style. During this course, we inquire how the condition called assimilation and its attendant—integration, secularization, acculturation, cosmopolitanism, etc.—are adapted or resisted according to the generational differences, a given historical moment or inherited strategies of survival and adaptation. The course draws on the writings of Polish-Jewish, Russian-Jewish, and American-Jewish authors in English translation.
Instructor(s): Bożena Shallcross Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): RLST 26623, NEHC 20223, REES 27003, REES 37003, JWSC 20223

NEHC 30355. Writing Systems and Decipherments. 100 Units.
This course surveys the ways in which humans make language visible. Topics will include the typology of writing systems, including logographic, syllabic, and alphabetic systems, the invention and evolution of writing, as well as some of the social and cultural issues that are intertwined with scripts. The earliest pristine writing systems (Sumerian, Egyptian, Chinese, and Mayan) will be a major focus, as will be the invention of the alphabet. We will also discuss notable modern decipherments of ancient writing systems.
Instructor(s): Chris Woods Terms Offered: Winter
Prerequisite(s): No prerequisites (enrollment limit dependent on room size)

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 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): Staff 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 Islamic 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, Moghuls).
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 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 30647. Topics in Medieval Islamic Social History. 100 Units.
Readings on diverse topics in medieval Islamic social history, including patterns of social organization; "tribes," "classes," and social strata; concepts of ethnicity; the role of pastoral nomadism; non-Muslim communities; women and gender; technology and social change; historical demography; urbanism; and environmental history.
Instructor(s): Fred Donner Terms Offered: Spring
Prerequisite(s): Islamic History and Society 1 and 2 or equivalent
NEHC 30685. Art of the Book in the Islamic World. 100 Units.
This seminar offers an opportunity for in-depth consideration of methodological and theoretical issues as they pertain to the study of arts of the book in Islamic cultures. These include relationships between calligraphy, illumination, and painting; visual paradigms of authority from scribal culture to lithography; problems of copying and originality; challenges posed by manuscripts that have been altered by successive generations of users; multiple levels of text-image relationships; verbal and visual translation; and the history of arts of the book as a reference point for contemporary artists. Each student will write a research paper on a topic to be developed in consultation with the instructor.
Instructor(s): P. Berlekamp Terms Offered: Spring
Equivalent Course(s): ARTH 42106

NEHC 30766. Shamans and Oral Poets of Central Asia. 100 Units.
This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.
Instructor(s): K. Arik Terms Offered: Spring
Note(s): NEHC 20765 and 20766 may be taken in sequence or individually.
Equivalent Course(s): ANTH 25906, NEHC 20766

NEHC 30852-30853. Seminar: Ottoman World/Suleyman I-II.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Upper level undergrads with consent only; reading knowledge of at least 1 European Language recommended
Equivalent Course(s): HIST 58302

NEHC 30853. Seminar: Ottoman World/Suleyman II. 100 Units.
No description available.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): NEHC 30852
Equivalent Course(s): HIST 58303

NEHC 30891-30892. Seminar: Introduction to the Ottoman Press I-II.
This is a 2-quarter research seminar. Part 1 may be taken independently. Course introduces students to the historical context and specific characteristics of the mass printed press (newspapers, cultural and political journals, etc.) in the Ottoman Empire in the 19th C. We will investigate issues such as content, censorship, production, readership and distribution through secondary reading and the examination of period publications.
NEHC 30891. Seminar: Introduction to the Ottoman Press I. 100 Units.
Course introduces students to the historical context and specific characteristics of the mass printed press (newspapers, cultural and political journals, etc.) in the Ottoman Empire in the 19th C. We will investigate issues such as content, censorship, production, readership and distribution through secondary reading and the examination of period publications.
Instructor(s): A. Shissler Terms Offered: Autumn
Prerequisite(s): This will be offered as a single term seminar. Knowledge of a relevant research language, (Ottoman Turkish, Armenian, Greek, Arabic, Ladino, French...) required.
Note(s): Open to undergraduates by permission.

NEHC 30892. Seminar: Introduction to the Ottoman Press II. 100 Units.
No description available.
Instructor(s): A. Shissler Terms Offered: Spring
Prerequisite(s): NEHC 30891. Knowledge of a relevant research language, (Ottoman Turkish, Armenian, Greek, Arabic, Ladino, French...) required.
Note(s): Open to undergraduates by permission.

NEHC 30914. History of Turkey and Iran in the 20th century. 100 Units.
This course will offer a survey of the main political and social developments in Turkey and Iran since the end of WWI.
Instructor(s): Holly Shissler Terms Offered: Autumn
Prerequisite(s): Some basic knowledge of modern Middle Eastern history suggested.

NEHC 30920. Arab America. 100 Units.
In this course, we will read a variety of texts that imagine or represent the Arab experience of exile to and diaspora within the United States, focusing on the ways that these texts re-construct and imagine the key dialectic of home/diasporic space, specifically within the framework of the complicated and dynamic relationship between the Arab world and the United States. Throughout the quarter, the readings would enable us to engage with several key concepts related to the Arab (and broader immigrant experience in the US, including race, memory and nostalgia, language, and second-generational post-memory, as well as the role of the immigrant community in forming the ‘homelands’ vision of itself. We would begin with a historical overview of emigration from the Arabic-speaking world, beginning with the vast emigration of Lebanese and Syrians from Mount Lebanon and Syria in the mid-nineteenth century, but will pay particular attention to moments in which this identity has been or become particularly fraught, for example, following such events as the 1967 war, the 9/11 attacks, or the recent Executive Order by the Trump Administration (1/2017).
Instructor(s): Ghenwa Hayek Terms Offered: Spring
Equivalent Course(s): SIGN 26026

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 Umayyads, 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: Winter

NEHC 30943. 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): Open to upper-level undergraduates with consent of instructor.
Equivalent Course(s): CMES 58601,HIST 58601

NEHC 30944. Colloquium: Iran and Central Asia 2. 100 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 58601; open to upper-level undergraduates with consent.
Equivalent Course(s): CMES 58602,HIST 58602
NEHC 34800. Jews and Arabs: Three Moralties, Historiographies & Roadmaps. 100 Units.
A distinction will be made between mainly three approaches to Zionism: essentialist-proprietary, constructivist-egalitarian, and critical-dismissive. This will be followed by an explication of these approaches’ implications for four issues: pre-Zionist Jewish history; institutional and territorial arrangements in Israel/Palestine concerning the relationships between Jews and the Palestinians; the relationships between Israeli Jews and world Jewry; and the implications of these approaches for the future of Israel/Palestine and the future of Judaism.
Instructor(s): C. Gans Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies. Equivalent Course(s): PLSC 38510, JWSC 20233, NEHC 24800, PLSC 28510

NEHC 34801. Nationalism and Multiculturalism. 100 Units.
The main goal of the course is to conduct a critical discussion of the different types of multicultural and national rights, their possible justifications, and the way they should apply in Israel, compared to some other cases. In order to facilitate this, two general topics will be discussed: the concepts of the nation and of cultural groups; a normative typology of nationalistic ideologies and types of multicultural programs. These then will be applied to more particular issues such as national self-determination, cultural preservation rights, nationalism and immigration, with special attention to the Israeli case (e.g. Israel’s Law of Return, refusal to allow the return of Palestinian refugees, etc.).
Instructor(s): C. Gans Terms Offered: Autumn
Equivalent Course(s): PLSC 41510

NEHC 35147. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity(ies): the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring, TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years)
Equivalent Course(s): ANTH 35150, CMES 35150, NEHC 25147, ANTH 25150, JWSC 25149, MAPS 35150

NEHC 35149. Architecture and the Zionist Imagination. 100 Units.
This course explores the intersection of form and ideology through the example of the built environments (both speculative and realized) that were part of the formation of the Jewish state and its history. We will follow the evolution of Israeli architecture, starting with the interwar period, in which Zionist institutions were built in Palestine under British colonial rule. In this context, debates centered on the question of how different modernist styles developed in Europe and imported to the Middle East can respond to different streams within Zionism. We then move on to the period of nation-building, in which attempts were made to develop an Israeli architectural style that would respond to the waves of immigration and the formation of state institutions. Now, a debate emerged between the modernist style that came to represent an emergent tradition, and a new generation of architects who sought to develop a more local idiomy. The current phase of Israeli architecture is influenced by the political turn to the right, the institution of liberal economic policies, the arrival of a large wave of post-Soviet Russian immigrants, and an opening to global commerce, all of which have weakened the nation state. In addition to studying this architectural history, we will engage with cultural texts (literary, filmic, artistic) that imagine and describe Zionist spaces and places, starting with Theodor Herzl’s Zionist Utopia, Altneuland, and all the way through contemporary TV sitcoms.
Instructor(s): A. Nitzan-Shiftan and N. Rokem Terms Offered: Autumn
Equivalent Course(s): ARTH 36510, NEHC 25149, ARTH 26510

NEHC 36151. The History of Iraq in the 20th Century. 100 Units.
The class explores the history of Iraq during the years 1917-2015. We will discuss the rise of the Iraqi nation state, Iraqi and Pan-Arab nationalism, and Iraqi authoritarianism. The class will focus on the unique histories of particular group in Iraqi society; religious groups (Shiis, Sunnis, Jews), ethnic groups (especially Kurds), classes (the urban poor, the educated middle classes, the landed and tribal elites), Iraqi women, and Iraqi tribesmen. Other classes will explore the ideologies that became prominent in the Iraqi public sphere, from communism to Islamic radicalism. We will likewise discuss how colonialism and imperialism shaped major trends in Iraqi history. The reading materials for the class are based on a combination of primary and secondary sources; we will read together Iraqi novels, memoirs and poems (in translation), as well as British and American diplomatic documents about to Iraq.
Instructor(s): Orit Bashkin Terms Offered: Winter
Equivalent Course(s): SIGN 26028
NEHC 39023. Returning the Gaze: The West and the Rest. 100 Units.
This course provides insight into the existential predicament of internalized otherness. We investigate 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 will focus on self-representational strategies of the “Rest” (primarily Southeastern Europe and Russia), and the inherent internalization of the imagined western gaze whom the collective peripheral selves aim to seduce but also defy. Two discourses on identity will help us understand these self-representations: the Lacanian concepts of symbolic and imaginary identification, and various readings of the Hegelian recognition by the other in the East European context. Identifying symbolically with a site of normative humanity outside oneself places the self in a precarious position. The responses are varied but acutely felt: from self-consciousness to defiance and arrogance, to self-exoticization and self-mythification, to self-abjection, all of which can be viewed as forms of a quest for dignity. We will also consider how these responses have been incorporated in the texture of the national, gender, and social identities in European and other peripheries. Fyodor Dostoevsky, Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39023, CMLT 29023, CMLT 39023, HIST 23609, HIST 33609, NEHC 29023, REES 29023

NEHC 40020. The Mediterranean Sea in Antiquity: Imperial Connections. 100 Units.
The Mediterranean Sea has long inspired imaginings of lands and peoples connected by its waters. From the Romans’ Mare Nostrum, “our sea,” to today’s variants of “middle sea” – Greek Mesogeios, German Mittelmeer, and of course, Latin Mediterranean – imaginations of the sea have often celebrated its spatial and social cohesion. The Mediterranean continues to possess a middling geopolitical identity today, situated as it is between continental Europe, the Aegean, the Middle East, and North Africa. And yet, despite our diachronic investment in recognizing the Mediterranean’s grand narrative as a locus of cultural connectivity, its long-term histories of interregional dynamics remain difficult to approach holistically. This concern is especially salient when it comes to the study of ancient empires, those large, expansionary polities whose social, political, and economic practices drew disparate groups together, and at times forced them apart.
Instructor(s): James Osborne Terms Offered: Autumn

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 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 30332. Persian Sufi Texts. 100 Units.**
Survey of Sufism of Persianate expression. We will read and discuss primary texts and secondary literature about devotional practices, genres of mystical and Sufi literature, hagiography and Sufi saints, theory of love, as well as Theosophy.

Authors and texts covered will include selections from the following:

- Hujwiri, *Kashf al-mahjub* (Revealing What’s Veiled)
- 'Abd Allah Ansari, *Munajat nama* (Intimate Prayers/ Hundred Grounds)
- Ahmad al-Ghazali, *Savani* (Spiritual Happenings)
- Abu Sa’id-i Abi al-Khayr, *Halat va sokhanan* (States and Sayings)
- Muhammad-i Munavvar, *Asrar al-tawhid* (Secrets of God’s Mystical Oneness)
- Avval va aqwal-i Shaykh Abu al-Hasan-i Kharraiqani (States and Sayings)
- Farid al-Din Attar, *Tazkirat al-awliya* (Memorials of the Faithful)
- Yayha Suhravardi, *Partaw-nama* (Book of Radiance)
- Baha al-Din Valad, *Ma’arif* (Discourses)
- Shams al-Din Tabriz, *Maqalat* (Discourses)
- Jalal al-Din Rumi, *Fih ma fih* (Discourses)
- Jami, *Nafahat al-uns*
- Kamal al-Din Gazurgahi, *Majalis al-’ushshaq*
- Ahmad Sirhindi, *Maktubat*
- Dara Shikoh, *Majma` al-Bahrayn*

Instructor(s): Franklin Lewis Terms Offered: Autumn
Prerequisite(s): 2 years of Persian or the equivalent

**Near Eastern Languages & Civilizations - Sumerian Courses**

**SUMR 30608. Advanced Sumerian Literary Texts. 100 Units.**
Advanced seminar in Sumerian literary texts
Instructor(s): Chris Woods Terms Offered: Winter
Prerequisite(s): Introductory Sumerian sequence

**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.**
Third Quarter of Advanced Modern Turkish Language.
Instructor(s): K. Arik Terms Offered: Autumn
Prerequisite(s): TURK 20103 or Consent

**TURK 30102. Advanced Turkish II. 100 Units.**
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 30101

**TURK 30103. Advanced Turkish III. 100 Units.**
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 30102

**TURK 40589. Advanced Ottoman Historical Texts. 100 Units.**
Based on selected readings from major Ottoman chronicles from the fifteenth to the seventeenth centuries, the course provides an introduction to the use of primary narrative materials and an overview of the development and range of Ottoman historical writing. Knowledge of modern and Ottoman Turkish required.
Instructor(s): C. Fleischer Terms Offered: Autumn, Spring
Prerequisite(s): Consent required
Equivalent Course(s): HIST 58301
NEAR EASTERN LANGUAGES & CIVILIZATIONS - UGARITIC COURSES

NEAR EASTERN LANGUAGES & CIVILIZATIONS - UZBEK COURSES
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 PROCEEDURE

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.

GRADES
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 pass the Departmental or University exam in Latin (the latter with a “High Pass”). Any student intending to write a thesis in 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.
PHILOLOGY 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): T. Pashby 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 30109. Sartre’s Being and Nothingness. 100 Units.
We propose here a cursive reading of Sartre’s masterpiece of 1943, explaining the whole project of Sartre’s phenomenological ontology. For that we will focus on his polemical relation to German Idealism (mostly Hegel) and to German Phenomenology (Husserl, Heidegger) in order to clarify the meaning of notions that Sartre inherits from these two traditions, like in-itself, for-itself, intentionality, existence, selfhood, pre-reflexive consciousness, negativity, nothingness, etc. (B)
Instructor(s): R. Moati Terms Offered: Winter
Prerequisite(s): Prior knowledge on Descartes, Spinoza, German Idealism, Phenomenology (Husserl, Heidegger) and knowledge in French are highly recommended to attend this course.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): FNDL 20109, PHIL 20109

PHIL 30116. American Pragmatism. 100 Units.
This course will survey some of the seminal writings of the early American Pragmatist tradition. We will focus primarily on works by the three most prominent figures in this tradition: C.S. Peirce, William James, and John Dewey. Our aim in the course will be to extract from these writings the central ideas and principles which give shape to pragmatism as a coherent philosophical perspective, distinct from both empiricism and rationalism. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 20116

PHIL 30120. Wittgenstein’s Philosophical Investigations. 100 Units.
A close reading of Philosophical Investigations. Topics include: meaning, explanation, understanding, inference, sensation, imagination, intentionality, and the nature of philosophy. Supplementary readings will be drawn from other later writings. (B) (III)
Instructor(s): J. Bridges Terms Offered: Winter
Prerequisite(s): At least one Philosophy course.
Note(s): Undergrads enroll in sections 01 through 04. Graduates enroll in section 05.
Equivalent Course(s): FNDL 20120, PHIL 20120

PHIL 31002. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002, HIST 29319, HIST 39319, LLSO 21002, MAPH 42002, LAWS 97119, HMRT 31002, INRE 31602, HMRT 21002

PHIL 31102. Opera As Idea and As Performance. 100 Units.
Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed include Monteverdi’s The Coronation of Poppea, Mozart’s Don Giovanni, Rossini’s La Cenerentola, Verdi’s Don Carlos, Puccini’s Madame Butterfly, Wagner’s Ring, Strauss’s Elektra, and Britten’s Billy Budd. (A) (I)
Instructor(s): A. Freud, M. Nussbaum Terms Offered: Spring
Prerequisite(s): Students do not need to be able to read music, but some antecedent familiarity with opera would be extremely helpful. CD’s and DVD’s of the operas will be placed on reserve.
Note(s): Students should register via discussion section.
Equivalent Course(s): MUSI 24416, MUSI 30716, LAWS 43264, PHIL 21102
PHIL 31399. Conceptual Foundations of the Modern State. 100 Units.
The course will examine the evolution of western thinking about the modern concept of the state. The focus will
be on Renaissance theories (Niccolò Machiavelli; Thomas More); theories of absolute sovereignty (especially
Thomas Hobbes); theories about ‘free states’ (James Harrington, John Locke); and republican theories from the
era of the Enlightenment.
Instructor(s): Q. Skinner Terms Offered: Autumn
Prerequisite(s): Open to undergraduates by consent of instructor.
Equivalent Course(s): PHIL 21399,SCTH 33401

PHIL 31414. Contemporary Analytic Philosophy. 100 Units.
The goal of this course is to explore the historical origins of analytic philosophy. Beginning with Bolzano and
Frege, we will look at the development of analytic philosophy through the work of figures such as Russell,
Wittgenstein and Carnap, looking also at the rise and fall of positivism. At the end of the course, students should
have a more solid understanding of the central issues that have shaped modern American-European analytic
philosophy, and some of the important ways in which this tradition diverges from contemporary continental
philosophy. We will use Coфа's ‘The Semantic Tradition from Kant to Carnap: To the Vienna Station’ as our main
textbook, supplementing it with other materials when necessary.
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 31504. The Nature of Practical Reason. 100 Units.
Practical reason can be distinguished from theoretical or speculative reason in many ways. Traditionally,
some philosophers have distinguished the two by urging that speculative or theoretical reason aims at truth,
whereas practical aims at good. More recently, some have urged that the two are best known by their fruits. The
theoretical exercise of reason yields beliefs, or knowledge, or understanding whereas the practical exercise of
reason yields action, or an intention to do something, or a decision about which action to choose or which policy
to adopt. In this course, we will focus on practical reason, looking at dominant accounts of practical reason,
discussions of the distinction between practical and theoretical reasons, accounts of rationality in general and
with respect to practical reason, and related topics.
Instructor(s): A. Mueller; C. Vogler Terms Offered: Spring
Prerequisite(s): At least one course in philosophy.
Note(s): Undergrads opt in sections 01 and 02. Graduates opt in section 03.
Equivalent Course(s): PHIL 21504

PHIL 31609. Medical Ethics: Central Topics. 100 Units.
Decisions about medical treatment, medical research, and medical policy often have profound moral
implications. Taught by a philosopher, two physicians, and a medical lawyer, this course will examine such
issues as paternalism, autonomy, assisted suicide, kidney markets, abortion, and research ethics.
Instructor(s): D. Brudney; Staff Terms Offered: Autumn
Prerequisite(s): Third or fourth year standing. This course does not meet requirements for the Biological Sciences
major.
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03. For Philosophy majors: This
course fulfills the practical philosophy (A) requirement.
Equivalent Course(s): PHIL 21609,BPRO 22612,HIPS 21609,BIOS 29314

PHIL 32000. 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): T. Pashby Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,HIST 35109,CHSS 33300,HIPS 22000,PHIL 22000

PHIL 32199. Cognition. 100 Units.
That we think, that we remember past events, that we perceive objects in the world around us, that we feel
pain and other sensations, that we have emotions, that we formulate plans and work to put them into action—
these are among the most quotidian, undeniable realities of human life as we know it and experience it. And yet
philosophers and scientists have long struggled to find a place for such ‘mental’ phenomena within a conception
of the world as natural and un-mysterious. In recent decades, the interdisciplinary field of cognitive science has
proposed a new form of solution to this age-old quandary. We will explore foundational questions raised by
the cognitive-scientific approach. Readings are drawn from a range of historical and contemporary sources in
philosophy and psychology.
Instructor(s): J. Bridges; L. Kay; C. Kennedy Terms Offered: Spring
Note(s): Undergrads opt in sections 01 & 02. Graduates opt in section 03.
Equivalent Course(s): PHIL 22199,LING 26520
PHIL 32500. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.
Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A
Equivalent Course(s): CHDV 23930, ANTH 28615, ANTH 38615, LING 11100, CHSS 37900, LING 39286, CHDV 33930, BIOS 29286, HIPS 23900, PHIL 22500, NCDV 27400, BPRO 23900

PHIL 34010. Meaning and Reference. 100 Units.
In this course we address one of the central and most fascinating philosophical questions about linguistic meaning: What is the relationship between meaning and reference? We will study a range of classical and contemporary theories about the semantics of referring expressions such as proper names, definite descriptions, and indexicals. Readings will include Frege, Russell, Strawson, Kripke, Donnellan, and Kaplan, among others. Throughout, we will try to reach a better understanding of how questions about meaning and reference connect with a range of topics that are central to philosophical theorizing, including the connection between propositional attitudes and the explanation of action, the role of the principle of compositionality in formal semantics, the question of whether there is a level of mental experience that is epistemically transparent, the relation between thought and language, the nature of fictional and non-existent objects, and the interaction between semantics and pragmatics. (B)
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): Prior courses in philosophy are beneficial. Elementary Logic or equivalent recommended, but not required.
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 24010

PHIL 34709. Nietzsche's Critique of Morality. 100 Units.
Instructor(s): R. Pippin Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 through 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 24709, SCTR 38005

PHIL 35209. Emotion, Reason, and Law. 100 Units.
Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. (A) (I)
Instructor(s): M. Nussbaum Terms Offered: Spring
Note(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): PLSC 49301, RETH 32900, GNSE 28210, GNSE 38300, LAWS 43273, PHIL 25209

PHIL 37319. Nietzsche’s Beyond Good and Evil. 100 Units.
I shall present a new interpretation of Nietzsche’s Beyond Good and Evil and discuss Nietzsche’s book form the beginning to its end in detail.
Instructor(s): Heinrich Meier Terms Offered: Spring. course taught spring 2018
Prerequisite(s): Undergrads with consent only. This course will be taught twice a week the first five weeks of the quarter (3/26/18-4/30/18).
Equivalent Course(s): FNDL 27318, SCTR 37319

PHIL 38204. Philosophy of Right: Fichte, Kant, Hegel. 100 Units.
We will do a comparative reading of the beginnings of the philosophies of right of Fichte, Kant and Hegel. We will start with Fichte’s attempt for a swift deductions of the concept of right from the ‘I think’ and then look how the introduction of rights is more complicated in the case of Kant and Hegel.
Instructor(s): M. Haase Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 28204
PHIL 38209. Psychoanalysis and Philosophy. 100 Units.
This course shall read the works of Sigmund Freud. We shall examine his views on the unconscious, on human sexuality, on repetition, transference, and neurotic suffering. We shall also consider what therapy and “cure” consist in, and how his technique might work. We shall consider certain ties to ancient Greek conceptions of human happiness—and ask the question: what is it about human being that makes living a fulfilling life problematic? Readings from Freud’s case studies as well as his essays on theory and technique.
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Note(s): Undergrads enroll in sections 01, 02, 03, and 04. Graduates enroll in section 05.
Equivalent Course(s): SCTR 37501, HIPS 28101, FNDC 28210, PHIL 28210

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 predicate logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem and Lindström’s theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Prerequisite(s): Elementary Logic or the equivalent.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CHSS 33600, HIPS 20500, PHIL 29400

PHIL 39911. Ancient Greek Aesthetics. 100 Units.
The ancient Greek philosophical tradition contains an enormously rich and influential body of reflection on the practice of poetry. We will focus our attention on Plato and Aristotle, but will also spend some time with Longinus and Plotinus. Topics will include: the analysis of poetry in terms of mimesis and image; poetry-making as an exercise of craft, divine inspiration, or some other sort of knowledge; the emotional effect on the audience; the role of poetry in forming moral character and, more broadly, its place in society; the relation between poetry, rhetoric, and philosophy; aesthetic values of beauty, wonder, truth, and grace. (A) (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 29911, CLAS 36517, CLCV 26517, SCTR 39911

PHIL 41001. Neo-Aristotelian Philosophical Anthropology. 100 Units.
Neo-Aristotelian practical philosophy encompasses one of the three most important strands of work in contemporary ethics (the other two are neo-Kantian and neo-Humean lines of thought). Aristotelian approaches in practical philosophy generally treat humanity—human nature—as providing a foundation or framework for systematic work in practical philosophy. In this sense, philosophical anthropology is crucial to neo-Aristotelian ethics. In this seminar we will read, write, and think about work in philosophical anthropology meant to provide a framework for neo-Aristotelian practical philosophy. (I)
Instructor(s): C. Vogler Terms Offered: Autumn

PHIL 43011. 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, CHSS 40201, HIST 66606

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): K. Davey 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, Spring, Winter
Prerequisite(s): Consent of Instructor.
PHIL 50100. First-year Seminar. 100 Units.
No description available.
Instructor(s): J. Bridges Terms Offered: Autumn,Winter
Prerequisite(s): Enrollment limited to first-year graduate students.
Note(s): This course meets in Autumn and Winter quarters.

PHIL 50305. Oedipus and Hamlet: On the Philosophy of Tragedy. 100 Units.
In this class we will consider closely attempts to understand tragedy philosophically. Sophocles’ Oedipus the King and Shakespeare’s Hamlet, two texts that have particularly attracted philosophical attention will serve as constant reference points, but other paradigmatic tragedies (Euripides Bacchae, Goethe’s Faust, Beckett’s Endgame) will also be considered. Among the philosophical contributions to be considered are works by Aristotle, Schiller, Schelling, Hegel, Schopenhauer, Nietzsche, Scheler, Schmitt, Benjamin, Murdoch, and Menke. Major issues to be dealt with: the structure of tragic plot; the tragic affects; catharsis; ancient and modern tragedy; tragedy and the tragic; the aesthetics of tragedy; tragedy and society; tragedy and the sacred.
Instructor(s): David Wellbery; Robert Pippin Terms Offered: Spring
Equivalent Course(s): TAPS 40305, SCTH 40305, GRMN 40305

PHIL 51200. Law-Philosophy Workshop. 100 Units.
The theme for 2017-18 is “Animal Rights and Environmental Ethics.” About half of the sessions will discuss philosophical and legal issues related to animal rights, and the other half will discuss issues of environmental ethics, focusing on the ethics of climate change. This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement.
Instructor(s): M. Nussbaum; N. Delon Terms Offered: Autumn, Spring, Winter
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 email by September 20. Usual participants include graduate students in philosophy, political science, and divinity, and law students.
Note(s): Students must enroll for all three quarters to receive credit.
Equivalent Course(s): LAWS 61512, RETH 51301, GNSE 50101, HMRT 51301, PLSC 51512

PHIL 51516. Henry Sidgwick. 100 Units.
The most philosophically explicit and rigorous of the British Utilitarians, Henry Sidgwick made important contributions to normative ethics, political philosophy, and metaethics. His work also has important implications for law. His great work The Methods of Ethics, which will be the primary focus of this seminar, has been greatly admired even by those who deeply disagree with it – for example John Rawls, for whom Sidgwick was important both as a source and as a foil, and Bernard Williams, who wrote about him with particular hostility. Sidgwick provides the best defense of Utilitarianism we have, allowing us to see what it really looks like as a normative ethical and social theory. Sidgwick was also a practical philosopher and activist, writing on many topics, but especially on women’s higher education, which he did much to pioneer at Cambridge University, founding Newnham College with his wife Eleanor. A rationalist who helped to found the Society for Psychical Research, an ardent feminist who defended the ostracism of the “fallen woman,” a closeted gay man who attempted to justify the proscriptions of Victorian morality, Sidgwick is a philosopher full of deep tensions and fascinating contradictions, which work their way into his arguments. So we will also read the work In the context of Sidgwick’s contorted relationship with his era. (I) (IV)
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.
Note(s): Admission by permission of the instructor. Permission must be sought in writing by September 15.
Equivalent Course(s): PLSC 51516, RETH 51516, LAWS 53396

PHIL 51715. Plato and Aristotle on Craft and Wisdom. 100 Units.
Plato and Aristotle both made extensive appeal to craft knowledge as a model for theorizing practical and political wisdom. In this seminar we will examine their conceptions of craft and its relation to wisdom. Readings will likely come from Plato’s Ion, Gorgias, Republic, and Statesman and Aristotle’s Nicomachean Ethics and Metaphysics. (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Autumn
Equivalent Course(s): SCTH 51715
PHIL 51830. Topics in Moral, Political and Legal Philosophy. 100 Units.
The topic for Winter 2018 is the “Epistemology of Etiological/Genealogical Critiques: Contemporary and Historical.” Anglophone epistemology has recently become interested in the question whether the origin of our beliefs matters to their acceptability or justification. The intuitive thought is simple: If you had been brought up in a different family, or a different culture, or at a different time, your moral, religious, and philosophical beliefs (among any others) would likely have been very different than they are. Shouldn’t that make us wonder whether we are really justified in believing what we believe? Should the origin or historical contingency of our beliefs and values make us skeptical about them, or lead us to revise them? Many historical figures in the German traditions have thought so: in different ways, Herder, Marx, Nietzsche, and Freud. Many recent Anglophone philosophers think not: they ask what epistemological principle would license a localized skepticism about certain beliefs without having far-reaching implications? When does the etiology of belief matter epistemically and when does it not? We begin by looking at contemporary approaches to this question in the recent Anglophone literature (with readings from G.A. Cohen, Sharon Street, Roger White, and Amia Sreenivasan, among others), then turn to historical figures in the Continental European tra
Instructor(s): A. Callard 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 53256

PHIL 53360. Philosophy of Judaism: Soloveitchik Reads the Classics. 100 Units.
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 12/15/2017. 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 53501. Special Topics in Philosophy of Mind: Imagination. 100 Units.
What is imagination, and what functions does our power of imagination have in our lives? The seminar will approach these general questions via more specific ones such as the following. What are the relations between imagining, perceiving, remembering, and dreaming? Does our capacity for imagination play a role in enabling us to perceive? Does imagining something involve forming a mental image or picture of that thing? If not, how should we conceive of the objects of imagination? What is the nature of our engagement with what we imagine, and how does this engagement explain our ability to feel emotions such as fear, pity, and sympathy for imaginary beings? What is the role of imagination or fantasy in structuring our understanding of ourselves and our relations to other persons? Is there such a thing as the virtuous state of the power of imagination? Readings will be drawn from various classic discussions of imagination – e.g., Aristotle, Hume, Kant, Freud, Wittgenstein, Sartre – and from some contemporary sources. (III)
Instructor(s): M. Boyle; J. Lear Terms Offered: Autumn
Prerequisite(s): Graduate students in Philosophy & Social Thought only, except with permission of instructor.
Equivalent Course(s): SCTH 53501

PHIL 53709. Conceptual Change and the a-priori. 100 Units.
(II) and (III)
Instructor(s): K. Davey Terms Offered: Winter

PHIL 54002. Moral Psychology of the Emotions. 100 Units.
In addition to having reasons for belief (theoretical reasons) and reasons for action (practical reasons), we also, sometimes, have reasons for feeling the way we do. For example: I feel angry because of the injustice someone did, or sad because of the loss I suffered, or grateful because of the benefit someone provided me. In this class we will ask what kinds of reasons those are: what is a reason to feel? We will also want to know how rational such emotions are: are there features that are central to our emotional life that we miss out on or misdescribe when we attend solely to its rational structure? We will also consider a puzzle that arises about the temporality of reasons for feeling: if my reason for being angry (or sad or grateful) is what you did, and it will always be true that you did it, do I have a reason to be angry (or sad or grateful) forever? If not, why not? In addition to discussing what might be true of the rationality of emotions considered as a class, we will also spend some time addressing questions specific to a given emotion. For example: What is an apology? Does gratitude require actual benefit or only positive intention? When we are sad about a loved one’s death, do we mourn for ourselves, or for her? Are there reasons for feeling jealous, disgusted or stressed? (I)
Instructor(s): A. Callard Terms Offered: Winter
Prerequisite(s): Students who are not enrolled by the start of term but wish to enroll must (a) email the instructor before the course begins and (b) attend the first class.
PHIL 54101. Consciousness. 100 Units.
When we try to make sense of unconscious states of mind we run into some of the same difficulties that we encounter when we think about the minds of young children and non-linguistic animals. Unconscious attitudes can seem to sit awkwardly between the conceptual and the non-conceptual, between the personal and the subpersonal, and between the mental and the non-mental. Relatedly, when a person acts on an unconscious desire, we are inclined to think of her as not-quite-responsible for the activity, but not entirely free of responsibility either. In this seminar, we'll be exploring the connections between consciousness, agency, concepts, and mindedness as such. We'll (probably) read work by Sigmund Freud, Ludwig Wittgenstein, Donald Davidson, Richard Rorty, Jonathan Lear, Sebastian Gardiner, Marcia Cavell, Daniel Dennett, John McDowell, and Richard Moran. (III)
Instructor(s): D. Finkelstein Terms Offered: Spring

PHIL 54260. Recent Ethical Theory. 100 Units.
We will discuss recent publications in contemporary ethics focusing on second personal relations. Literature will include texts by Jay Wallace, Michael Thompson, Jennifer Whiting.
Instructor(s): M. Haase Terms Offered: Spring

PHIL 55605. The Life and Acts of a Being that Says "I" 100 Units.
The being we will study in this course is a subject of thinking/judging and therefore in a sense, all things (Aristotle, De Anima), at the same time she is a determinable substance whose determinations include moods, sensations, feelings, intentions, actions. We shall explore the apparent tension between these two descriptions of our being — as a subject-being and as a substance-being — and search for an understanding that resolves it. Readings include sections from: Aristotle, Kant, Hegel. Sartre, Heidegger, Wittgenstein.
Instructor(s): I. Kimhi Terms Offered: Winter
Equivalent Course(s): SCTH 55605

PHIL 55803. Aristotle’s Metaphysics M-N. 100 Units.
In the last two books of his Metaphysics (M-N), Aristotle critiques his predecessors' and contemporaries' views about mathematical objects and first principles. He also gives his own account of the nature of mathematical objects. There is much that should be of great interest here; yet M and N are under-examined and under-appreciated. This neglect is not without reason, as the text is exceedingly dense and appears to be quite disorganized, and in many cases it is unclear what view Aristotle is targeting. We will undertake a close reading of M-N, with the aim of finding structure where we can, making the best possible sense of the arguments, identifying likely targets, and seeing what light Aristotle's criticisms can shed on his own mathematical and metaphysical views. While knowledge of Greek is not required for this course, we will discuss the Greek (as inclusively as possible) whenever it bears on a matter of philosophical interpretation.
Instructor(s): Katz, Emily Terms Offered: Spring

PHIL 56909. Kant’s Transcendental Deduction and Its Contemporary Reception. 100 Units.
This seminar will be devoted to a close reading and discussion of certain portions of Kant's First Critique, focusing especially on the Transcendental Deduction of the Pure Concepts of the Understanding. We will explore a handful of proposals for how to understand the project of the First Critique that turn especially on an interpretation the Transcendental Deduction, including especially those put forward by Henrich, Kern, Riedl, Sellers, Strawson, Stroud, and McDowell. The aim of the course is both to use certain central texts of recent Kant commentary and contemporary analytic Kantian philosophy to illuminate some the central aspirations of Kant's theoretical philosophy and to use certain central Kantian texts in which those aspirations were first pursued to illuminate some recent developments in recent epistemology and the philosophy of mind.
Instructor(s): J. Conant Terms Offered: Spring

PHIL 57201. Spinoza’s Psychological Politics. 100 Units.
Spinoza’s philosophy is classical in conception, in that it aims to show us how to live wisely. But his ethical interpretation of wisdom is shaped by a psychological account of human affect and a firm sense of the empowering role of politics. To live wisely we have to understand our affects and use them to create cooperative ways of life. At the same time, we have to take account of the ways in which our affects are shaped by political circumstances and ideals. This seminar will examine Spinoza’s account of the shifting relations between these variables. Drawing on several of his writings (Ethics, Theologico-Political Treatise, Political Treatise, Correspondence) we shall examine his central conceptions of affect, imagination, understanding, power and politics. Our discussions will also address a sequence of questions. What constructive and destructive roles does imagination play in political life? How is social co-operation related to understanding? How far can Spinoza’s conception of imagination help us to develop a compelling theory of ideology? Is politics, as Spinoza conceives it, fundamentally agonistic? What part does politics play in the blessed life envisioned at the end of the Ethics? What makes this way of life more empowering than any other?
Instructor(s): S. James Terms Offered: Autumn
Equivalent Course(s): SCTH 51401
PHIL 58108. The Philosophy of Howard Stein. 100 Units.
Howard Stein's impressive body of work is notable for its tight integration of history of science with philosophy of science. Topics include: theories of spacetime structure (Newtonian and relativistic), the conceptual structure of quantum mechanics, the methodology of science in general and the character of scientific knowledge, and the history of physics and mathematics. Readings by Stein will be supplemented by primary historical texts and secondary philosophical literature, including selections from a forthcoming edited collection on Stein. (II)
Instructor(s): T. Pashby Terms Offered: Winter
Equivalent Course(s): CHSS 58108

PHIL 59950. Workshop: Job Placement Seminar. 100 Units.
Course begins in late Spring quarter and continues in the Autumn quarter.
Instructor(s): M. Boyle 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 2017/2018. 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
- Rocco Rubini
- Justin Steinberg
- Mauricio Tenorio

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- Dain Borges
- Alison James
- Aden Kumler
- Agnes Lugo-Ortiz
- Mario Santana
- Jennifer Scappettone
- Jennifer Wild

Assistant Professors

- Larissa Brewer-García
- Laura Gandolfi
- Maria Anna Mariani
- Miguel Martinez
- Victoria Saramago

Senior Lecturers

- Nadine Di Vito
- Claude Grangier
- Ana Maria Fiuzza Lima
- Maria C. Lozada
- Janet Sedlar
- Veronica Vegna

Full-Time Lecturers

- Marie Berg
- Céline Bordeaux
- Irena Cajkova
- Alba Girons Masot
- Sylvie Goutas
- Izas Indacochea
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 (MA PH) (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 Masot Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): SPAN 21910, SPAN 31910, CATA 21900
CATA 37917. Catalan Multipart Singing in Modern and Contemporary History. 100 Units.
To sing together “a veus” (multipart) has historically been an experiential way to build social groups. The aim of this course is to present this activity across Catalonia from the 16th to the 21st century, paying special attention to how multipart singing has articulated a large part of association and shared community life since the middle 19th century. The Catalan example will be placed among multipart singing in Mediterranean Latin countries, where the phenomenon is shared with great intensity.
Instructor(s): J. Ayats Terms Offered: Spring
Prerequisite(s): Reading knowledge of Arabic, Catalan, French, Italian, Portuguese or Spanish. Prerequisite for students taking course for music credit: MUSI 23300.
Equivalent Course(s): SPAN 27917, SPAN 37917, MUSI 27918, MUSI 37918, CATA 27917

Romance Languages and Literatures - French Courses
FREN 31700. Le Roman de la rose. 100 Units.
The mid-thirteenth-century Roman de la Rose was arguably the single most influential vernacular text of the (French) Middle Ages. A sprawling, encyclopedic summa composed by two separate authors writing some forty years apart, whether taken as a source of inspiration or an object of condemnation, the Roman de la Rose became an obligatory point of reference for generations of authors. Over the course of the quarter, we will read the conjoined text, each student focusing their reading through a critical optic of their choice (e.g., gender studies, animal studies, ethics and philosophy, reception studies, manuscript studies, etc.). Students will select and read ancillary texts to enrich their understanding of the Rose, and will collaborate with one another to chart a rich and diverse set of interpretive paths through this complex work.
Instructor(s): D. Delogu Terms Offered: Autumn
Prerequisite(s): FREN 20500 and at least one other literature course taught in French.
Note(s): Taught in English, with readings in French.
Equivalent Course(s): GNSE 27300, FNDL 21700, FREN 21700
FREN 32203. The Literary Avant-Garde. 100 Units.
This course surveys the history and aesthetics of French avant-garde groups and tendencies in the twentieth century, from Dada and surrealism to the Nouveau Roman and Oulipo. While our focus will be on literary texts, we will also consider theoretical perspectives on the avant-garde and explore connections and contacts between literature and the other arts. Authors studied include Apollinaire, Artaud, Breton, Robbe-Grillet, Sarraute, and Perec.
Instructor(s): A. James Terms Offered: Autumn
Prerequisite(s): FREN 20500 and one other literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 22203
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.
Instructor(s): Staff Terms Offered: Spring, Summer, Winter. Summer 2017 dates: 6/19/17-7/21/17
Equivalent Course(s): FREN 2333

FREN 33610. Littérature et société: Flaubert et Marx. 100 Units.
Our approach to Flaubert will be sociological. Three novels will be studied (Madame Bovary, Un cœur simple, and L’Education sentimentale) in direct relation with texts from Marx, Althusser, and other critics on alienation, merchandise, value theory, and the revolution of 1848 (Capital, Manuscripts of 1844, The German Ideology, and 18 Brumaire de Louis Napoleon).
Instructor(s): P. Desan Terms Offered: Autumn
Note(s): Taught in English, with Flaubert readings in French. Meets RLL French section's graduate theory requirement.
Equivalent Course(s): FNDL 23610, FREN 23610

FREN 36103. Les Misérables. 100 Units.
In this course we read Les Misérables and discuss the work's message, structure, and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.
Instructor(s): R. Morrissey Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.
Equivalent Course(s): FNDL 26100, FREN 26103

FREN 36118. The French Enlightenment's Legacy in Political Theory. 100 Units.
The course is an introduction to the main aspects of the French Enlightenment's political thought and its contemporary legacy. We will study major philosophers (Montesquieu, Rousseau, Voltaire, Diderot) and examine their influence on contemporary controversies on Democracy, Justice, Civilization, Europe and Empire. We will read Foucault, Habermas, Philipp Pettit, Charles Taylor and challenge the idea of a "Radical Enlightenment."
Instructor(s): C. Spector Terms Offered: Spring
Note(s): For those enrolled FREN 26118 or FREN 36118, there will be a weekly discussion session in French.
Equivalent Course(s): PLSC 36102, FREN 26118, PLSC 26102

FREN 36217. Histoire du théâtre français de la Renaissance aux Lumières. 100 Units.
Entre le XVIe et le XVIIIe siècle, le théâtre français connaît une période de remarquable effervescence. La tragédie renaît avec la Cléopâtre captive d’Étienne Jodelle (1553), la pastorale et la tragi-comédie connaissent une popularité sans précédent, la comédie est à jamais transformée par la représentation de L’école des femmes (1663), le théâtre lyrique et l’opéra-comique acquièrent leurs spécificités respectives et le drame bourgeois rencontre ses premiers succès. Ce cours d’Histoire du théâtre français de la Renaissance aux Lumières se propose d’examiner la poétique de chacun de ces genres dans le contexte des grands courants esthétiques de l’époque (humanisme, baroque et classicisme). Tout en soulignant que les pièces produites durant les trois siècles étudiés sont encore tributaires des sources antiques et médiévales, ce panorama montrera de quelle façon le génie de certains auteurs – ainsi que les querelles que suscite l’opposition morale et intellectuelle à l’art dramatique – contribue au développement d’un des spectacles les plus brillants et les plus acclamés d’Europe.
Instructor(s): J. Perrier-Chartrand Terms Offered: Spring
Note(s): Taught in French.
Equivalent Course(s): TAPS 26217, TAPS 36217, FREN 26217

FREN 36220. Classicism, Romanticism, Modernism. 100 Units.
This undergraduate/graduate course will examine the problematic impact of seventeenth-century French “Classicism” on the later literary movements of Romanticism and modernism, considering both the violent resistance and enduring influence it encounters. We will pair readings—of both literary (poetic, dramatic, narrative) and critical works—from the 17th century (e.g., Molière, Mme de Sévigné, Boileau, and Racine) with later counterparts ranging from Germaine de Staël, Chateaubriand, Stendhal, and Hugo to Gide, Valéry, Genet, and Beckett.
Instructor(s): L. Norman Terms Offered: Winter
Prerequisite(s): FREN 20500 and one introductory-level literature course taught in French.
Note(s): Taught in French.
Equivalent Course(s): FREN 26220
FREN 37100. Égalité des races dans la francophonie. 100 Units.
La réflexion anthropologie sur la Caraïbe commence avec les premières explorations européennes au cours
des 15e et 16e siècles. Tout comme lors du développement de la colonisation, puis du système esclavagiste
influé par le Code Noir (1685), la question raciale s’instaure au cœur même de la revendication républicaine
des esclaves et de l’indépendance haïtienne. C’est cependant au milieu du 19e siècle, période où triomphe
l’anthropologie positive, que paraîtront deux ouvrages majeurs sur la question raciale: De l’inégalité des races
(1853) de Gobineau et De l’égalité des races humaines (1885) d’Anténor Firmin, l’un des premiers noirs à être
membre de la Société d’anthropologie de Paris. Le séminaire analysera ces deux ouvrages en rapport avec l’esprit
et l’histoire des idées de l’époque en mettant en évidence, à travers les réflexions théoriques et les œuvres des
Durkheim, Firmin, Gobineau, Hibbert, Joseph-Janvier, Madiou, Marcelin, Moreau de Saint-Méry, Renan, Saint-
Réméy, Schoelcher, l’émergence croisée et progressive d’un formidable discours sur la race dans l’histoire,
la littérature et la philosophie politique, tout au long de la deuxième moitié du 19e siècle.
Instructor(s): D. Desormeaux Terms Offered: Spring
Note(s): Taught in French. Undergraduates must be in their third or fourth year.
Equivalent Course(s): CRES 27100,FREN 27100

FREN 37620. Montaigne & La Boétie : une amitié littéraire. 100 Units.
Nous retracerons le thème de l’amitié littéraire à partir de l’exemple de Montaigne et La Boétie. Nous étudierons
ce topos à la Renaissance et nous placerons cette relation idéalisée dans son contexte politique et social. Un
homme (La Boétie) et un texte (le Discours de la servitude volontaire) définissent l’amitié chez Montaigne. Les
deux (individu et livre) sont indissociables et occupant une place centrale dans le livre de Montaigne. Nous
lirons plusieurs chapitres des Essais de Montaigne, ainsi que le Discours de la servitude volontaire de La Boétie, et
développerons un modèle sociologique de l’amitié à partir de ces deux auteurs.
Instructor(s): P. Desan Terms Offered: Spring
Prerequisite(s): FREN 20300
Note(s): Readings and discussions in French. Students with a major other than French can give a presentation in
English and write their term paper in English.
Equivalent Course(s): FNDL 27620,FREN 27620

FREN 38500. Les Revenants: histoire, fiction et société au 19e siècle. 100 Units.
Depuis belle lurette, la littérature fantastique est hantée de revenants et de fantômes, c’est-à-dire des êtres
qui reviennent au bercail après une longue séparation, pour découvrir que tout a changé en leur absence et
qu’ils n’ont plus de place. Dans le roman du XIXe siècle en France le personnage du revenant connaît un succès
populaire phénoménal. Des figures quasi mythologiques comme Chabert, Vautrin, Jean Valjean, Rodolphe ou
Monte-Cristo (évolutant symboliquement entre l’image triomphante d’Ulysse et celle d’un larron messianique)
sont irrémédiablement ancrées dans l’imaginaire collectif. Mais presque tout revient dans ce siècle dit moderne:
Histoire, préhistoire, mémoires, Révolutions, régimes politiques, Moyen-âge et anciens modes? Tout en explorant
la fonction sociale et les fantasmes politiques que le thème du retour suscite dans l’univers romanesque, on
tentera de déchiffrer la fonction complexe de la figure du revenant à travers l’axe anthropologique et historique.
Les auteurs étudiés plus particulièrement seront Chateaubriand, Balzac, Dumas, Flaubert, Hugo, Goncourt,
Nerval, Sand et Zola.
Instructor(s): D. Desormeaux Terms Offered: Winter
Prerequisite(s): Undergraduates must be in their third or fourth year.
Note(s): Taught in French.
Equivalent Course(s): FREN 28500

FREN 43501. Guillotine / Barricade: Figures of History Across Media. 100 Units.
Taking up the French historical technologies of the guillotine and the barricade, this doctoral seminar explores
the history of political spectacle, violence, death, and resistance as also part of a history of figuration —
conceptualized by Julia Kristeva as the establishment of a relation between two historical realities— across media.
We will examine the actual materials and practices of the guillotine and the barricade alongside literary, artistic,
and filmic works that deploy the figural logic of both technologies as part of their formal, representational,
and/or political articulation. This seminar thus seeks to examine the methodological stakes of inter-medial
and interdisciplinary history and historiography that draws equally from French history, literature, visual art
(including sculpture), architecture, and film. This class will be taught in English; French reading and research
skills are not necessary, but would be beneficial.
Instructor(s): J. Wild Terms Offered: Spring
Equivalent Course(s): CMST 53500, CDIN 53500
FREN 46551. Henri Focillon’s “Formalism” 100 Units.
Henri Focillon (1881-1943) advanced an account of form that influenced work in many fields and provoked vehement critique. This seminar takes up Focillon’s thought with a critical eye: immersing ourselves in his writings, we will seek to understand their intellectual debts and contributions and we will also take up the question: what might Focillon still teach us about perennially vexed historical questions of form, style, influence, perception and creativity? Historiographically framed, the seminar will nonetheless seek to attend closely to the works of art and architecture that interested Focillon from his early writings while director of the Musée des Beaux-Arts in Lyon, through his attainment of the Chair of Archeology at the Sorbonne, his election to the Collège de France, and during his time in the United States, before and during World War II.
Instructor(s): A. Kumler Terms Offered: Spring
Prerequisite(s): Many readings will be in French (much of Focillon’s writing has not yet been translated); students who cannot read French should contact Prof. Kumler in advance to discuss how appropriate accommodations might be made.
Equivalent Course(s): ARTH 46550

FREN 48017. Phaedras Compared: Adaptation, Gender, Tragic Form. 100 Units.
This seminar places Racine’s French neoclassical tragedy Phaedra within a wide-ranging series of adaptations of the ancient myth, from its Greek and Latin sources (Euripides, Seneca, Ovid) to twentieth-century and contemporary translations and stage adaptations (Ted Hughes, Sarah Kane), read along with a series of theoretical and critical texts. Particular attention will be paid to critical paradigms and approaches in the evolving fields of classical reception studies, theater and performance studies, and gender studies. Reading knowledge of French strongly preferred.
Instructor(s): D. Wray & L. Norman Terms Offered: Winter
Equivalent Course(s): CDIN 48017,TAPS 48017,CLAS 48017,CMLT 48017,GNSE 48017

ROMANCE LANGUAGES AND LITERATURES - ITALIAN COURSES
ITAL 31820. Italo Calvino: The Dark Side. 100 Units.
An intense reading of Italo Calvino’s later works: We will contemplate the orbital debris of Cosmicomics and t zero, and we will follow the labyrinthine threads of The Castle of Crossed Destinies and Invisible Cities. After stumbling upon the suspended multiple beginnings of If on a winter’s night a traveler, we will probe the possibilities of literature with the essays collected in Una pietra sopra. Finally, we will encounter Mr. Palomar, who will provide us with a set of instructions on how to neutralize the self and “learn how to be dead.” The approach will be both philosophical and historical, focusing on Calvino’s ambiguous fascination with science, his critique of the aporias of reason and the “dementia” of the intellectual, and his engagement with the nuclear threat of total annihilation.
Instructor(s): M.A. Mariani Terms Offered: Winter
Note(s): Taught in Italian.
Equivalent Course(s): FNDL 21820,ITAL 21820

ITAL 34920. Primo Levi. 100 Units.
Witness, novelist, essayist, translator, linguist, chemist, and even entomologist. Primo Levi is a polyhedral author, and this course revisits his work in all its facets. We will privilege the most hybrid of his texts: The Search for Roots, an anthology that collects the author’s favorite readings—a book assembled through the books of the others, but which represents Levi’s most authentic portrait. By using this work as an entry point into Levi’s universe, we will later explore his other texts, addressing issues such as the unsettling relationship between survival and testimony, the “sinful” choice of fiction, the oblique path towards autobiography, and the paradoxes of witnessing by proxy.
Instructor(s): M. A. Mariani Terms Offered: Autumn
Note(s): Taught in Italian. Open to advanced undergrads.
Equivalent Course(s): ITAL 24920

ITAL 35918. From the Victim to the Witness, From the Witness to the Hero, and Back. 100 Units.
In recent years the Victim has risen to the role of ethical touchstone once attributed to the Hero. Through the analysis of the textual strategies and the reception of Primo Levi’s and Roberto Saviano’s works, the course aim to explain the reasons and dynamics of this paradigm shift. Since the Hero is someone who does something, while the Victim is someone who suffers the effects of other people’s actions, the question is: according to which conceptual framework may the testimony of a victimization be considered a sufficient condition for that person (or the role he/she epitomizes) to acquire the status of an exemplary figure, custodian of unalienable values and bearer of moral teachings?
Instructor(s): D. Gigioli Terms Offered: Spring
Note(s): Taught in English. Italian majors and minors will write midterm and final in Italian. Graduate students in Italian will read Italian texts in the original Italian and write their final essay in Italian.
Equivalent Course(s): CMLT 25918,CMLT 35918,ITAL 25918
ITAL 36002. Philosophical Petrarchism. 100 Units.
This course is a close reading of Petrarch's Latin corpus. Readings include the Coronation Oration, The Secret, and selections from Remedies for Fortune Fair and Foul, On Illustrious Men, On Religious Leisure, and The Life of Solitude. Special attention is devoted to Petrarch's letter collections (Letters on Familiar Matters, Letters of Old Age, Book without a Name, etc.) and his invectives. The aim of the course is to familiarize the student with the new and complete Petrarch that emerged in 2004 on the occasion of the 700th anniversary of his birth. Discussion will focus on Petrarch's self-consciousness as the "father of humanism," his relationship to Dante, autobiographism, dialogical inquiry, anti-scholasticism, patriotism, and Petrarch's "civic" reception in the Quattrocento as well as on a comparative evaluation of the nineteenth-century Petrarchs of Alfred Mézières, Georg Voigt, and Francesco De Sanctis.
Instructor(s): R. Rubini Terms Offered: Spring
Note(s): Taught in Italian.
Equivalent Course(s): FNDL 25802,ITAL 26002

ITAL 36401. Torquato Tasso. 100 Units.
This course investigates the entire corpus of Torquato Tasso, the major Italian poet of the second half of the sixteenth century. We read in detail the Gerusalemme Liberata and Aminta, his two most famous works, in the context of their specific literary genre. We then spend some time examining the intricacies of his vast collection of lyric poetry, including passages from his poem "Il mondo creato." We also consider some of his dialogues in prose that address essential issues of Renaissance culture, such as the theories of love, emblematic expression, and the meaning of friendship.
Instructor(s): A. Maggi Terms Offered: Autumn
Note(s): Taught in Italian.
Equivalent Course(s): FNDL 26401,ITAL 26401

ITAL 38702. Italian Comic Theater. 100 Units.
A survey of the history of Italian theater from the Erudite Renaissance Comedy to Goldoni's reform. We will pay particular attention to the tradition of commedia dell'arte (scenarios, stock characters, and plot formation), ancient and medieval influences, evolution and emancipation of female characters, and the question of language. Readings include works by Plautus, Ariosto, Machiavelli, Angelo Beolco (Ruzante), Flaminio Scala, and Goldoni. Toward the end of the course we will consider the legacy of Italian Comedy in relation to the birth of grotesque and realist drama in Pirandello.
Instructor(s): R. Rubini Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): TAPS 28702,TAPS 38702,ITAL 28702

Romance Languages and Literatures - Portuguese Courses

Romance Languages and Literatures - Renaissance and Early Modern Studies Courses

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. Giron Masot Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): CATA 31900,SPAN 21910,CATA 21900

SPAN 33117. Research and Performance: Latin American Baroque Music. 100 Units.
This course will examine the musical document as a source of musicological studies and its relationship to performance. We will look at various types of documents and assess specific problems of each age and geographical area. Topics include: major reservoirs of music documents in Latin America; the early music ensemble, Ars Longa, and the rescue of opera omnia; recording and performing Cuban and Latin American music in a historically informed way; the Sacred Music Collection from eighteenth century Cuba. There is a performance component to this course. Students are encouraged to have some background in music or Latin American history prior to entering the course.
Instructor(s): M. Escudero Terms Offered: Spring
Prerequisite(s): Recommended background of MUSI 153 or MUSI 272 OR SPAN 103 plus a course in Latin American history or literature
Equivalent Course(s): LACS 35114,MUSI 23718,MUSI 33718,SPAN 23117,LACS 25114
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: Spring, Summer. Summer 2017 dates: 6/19/17-7/27/17
Equivalent Course(s): SPAN 23333

SPAN 33700. Narrating the Other: The Non-Human in Latin American Literature and Culture. 100 Units.
This seminar explores the construction of “Otherness” in contemporary Latin American literature and culture
from the nineteenth to the twenty-first century. We will examine the representation of multiple “others” (such as
animals, monsters, corpses, and cyborgs) in novels, short-stories, poems, non-fiction writings, and photography,
and we will reflect on the ways in which contemporary literary and artistic production addresses and
problematicizes the human/non-human binary opposition. Special emphasis will be given to questions of
animality, monstrosity, abjection, disgust, deviance. Critical and theoretical readings may include Giorgio
Agamben, Georges Batailles, Rosi Braidotti, Martha Nussbaum. Authors and artists may include Juan José
Arreola, Jorge Luis Borges, Julio Cortazar, Teresa Margolles, Guadalupe Nettel, Horacio Quiroga.
Instructor(s): L. Gandolfi Terms Offered: Winter
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 33700

SPAN 33920. Lengua, cultura y ciudadanía en la España contemporánea. 100 Units.
Uno de los componentes fundamentales en la construcción de la España contemporánea (desde principios
del siglo XIX hasta el presente) ha sido la “invención” de una cultura nacional a partir de un proceso
selectivo de materiales preexistentes (lenguas, tradiciones, ideologías, mitos...) que facilitaran y legitimaran
la transformación de los súbditos del Antiguo Régimen en ciudadanos de un estado. Este seminario estará
dedicado a estudiar tanto la trayectoria histórica como los debates críticos actuales sobre el papel que han jugado
en esa conceptualización moderna de la identidad colectiva las lenguas y literaturas ibéricas, y en particular
su institucionalización y difusión a través de aparatos de transmisión ideológica y epistemológica (el sistema
educativo o el paradigma epistemológico del “hispanismo”, por ejemplo).
Instructor(s): M. Santana Terms Offered: Winter
Note(s): Taught in Spanish.

SPAN 34200. Cervantes’ Novelas ejemplares and the mysteries of narrative. 100 Units.
This course will re-assess Cervantes’ Novelas ejemplares during the 400th anniversary of its publication. The course
will take as a point of departure two statements made in the Prologue to the collection: that this was the first
such collection in Spanish; and that it contains hidden mysteries. Thus, we will study the Novelas in the context
of the Italian novelle by Boccaccio and Bandello to assess their originality. And we will look for the mysteries
in narrative through ekphrasis, onomastics, disruptions in chronology, the doubling of a historical present, the
subversion of the romance mode and the geographical amplitude of the tales. The course will conclude with a
look at later Spanish novelas in order to gain further insight as to Cervantes’ innovative techniques.
Instructor(s): F. de Armas Terms Offered: Winter
Note(s): Taught in Spanish.

SPAN 34420. Narrating the Other: The Non-Human in Latin American Literature. 100 Units.
This seminar explores the construction of “Otherness” in contemporary Latin American literature and culture
from the nineteenth to the twenty-first century. We will examine the representation of multiple “others” (such as
animals, monsters, corpses, and cyborgs) in novels, short-stories, poems, non-fiction writings, and photography,
and we will reflect on the ways in which contemporary literary and artistic production addresses and
problematicizes the human/non-human binary opposition. Special emphasis will be given to questions of
animality, monstrosity, abjection, disgust, deviance. Critical and theoretical readings may include Giorgio
Agamben, Georges Batailles, Rosi Braidotti, Martha Nussbaum. Authors and artists may include Juan José
Arreola, Jorge Luis Borges, Julio Cortazar, Teresa Margolles, Guadalupe Nettel, Horacio Quiroga.
Instructor(s): L. Gandolfi Terms Offered: Winter
Note(s): Taught in Spanish.
SPAN 36117. Nuevas formas de la intimidad: escrituras lat.am. actuales. 100 Units.
La literatura del siglo XX se caracterizó por poner el foco en el “yo” del escritor. Ya sea para ocultarlo, para mostrarlo tímidamente o para exhibirlo sin prejuicios, lo cierto es que ese “yo” se transformó en el protagonista de los cambios literarios que apuntaron al siglo XXI. Este fenómeno, que se produjo tanto en la poesía como en la narrativa y en el teatro, permite hoy el surgimiento de formas nuevas que descolocan los viejos géneros literarios. Formas donde los restos de las novelas en primera persona, del “yo lírico” de la poesía, del viejo diario íntimo, de las autobiografías, de las crónicas, se pueden encontrar insertados en nuevas escrituras del presente que operan más a la manera de la producción escrita en las redes sociales, que con el protocolo estético de lo literario. Este curso se propone analizar el recorrido de estas verdaderas transformaciones subjetivas, en relación directa con los contextos históricosociales en los que se producen. Para esto se trabajarán textos narrativos, poéticos y teatrales de diversos creadores latinoamericanos contemporáneos.
Instructor(s): Kamenszain, Tamara
Terms Offered: Autumn
Note(s): This course will be taught in Spanish
Equivalent Course(s): LACS 35115, SPAN 26117, LACS 25115

SPAN 37620. Mexico’s Post-Revolutionary Cultural Renaissance. 100 Units.
This seminar will explore literary and artistic production in post-Revolutionary Mexico, with special attention to new technologies of communication (such as radio, photography, and film) and their impact on literature and art. Moving from the formative moment of the Mexican Revolution, with the novela de la revolución and the muralist movement, to the 1920s and 1930s avant garde, we will examine the ways in which media, politics, class, race and gender have informed the production of art in Mexico during the first half of the twentieth century. Primary texts will include works by Salvador Novo, Manuel Maples Arce, José Vasconcelos, Nellie Campobello, Tina Modotti, Manuel Álvarez Bravo, Diego Rivera, David Alfaro Siqueiros.
Instructor(s): L. Gandolfi
Terms Offered: Spring
Note(s): Taught in Spanish.
Equivalent Course(s): LACS 27620, LACS 37620, SPAN 27620

SPAN 37917. Catalan Multipart Singing in Modern and Contemporary History. 100 Units.
To sing together “a veus” (multipart) has historically been an experiential way to build social groups. The aim of this course is to present this activity across Catalonia from the 16th to the 21st century, paying special attention to how multipart singing has articulated a large part of association and shared community life since the middle 19th century. The Catalan example will be placed among multipart singing in Mediterranean Latin countries, where the phenomenon is shared with great intensity.
Instructor(s): J. Ayats
Terms Offered: Spring
Prerequisite(s): Reading knowledge of Arabic, Catalan, French, Italian, Portuguese or Spanish. Prerequisite for students taking course for music credit: MUSI 23300.
Equivalent Course(s): CATA 37917, SPAN 27917, MUSI 27918, MUSI 37918, CATA 27917

SPAN 38800. Problemas críticos en el estudio de las literaturas y culturas ibéricas y latinoamericanas. 100 Units.
En este seminario abordaremos algunas de las problemáticas clave que han estructurado el campo de los estudios literarios hispánicos/ibéricos y latinoamericanos en las pasadas décadas.
Instructor(s): M. Martinez
Terms Offered: Spring
Equivalent Course(s): LACS 38820

SPAN 38810. Empire, Slavery, Salvation: Writing Diff. in Colonial Americas. 100 Units.
This course explores portrayals of human difference in literature, travel writing, painting, and autobiography from Spain, England, and the Americas. Students will become versed in debates surrounding the emergence of human distinctions based on religion, race, and ethnicity in the early modern era. Understanding these debates and the history surrounding them is crucial to participating in informed discussion, research, and activism regarding issues of race, empire, and colonialism across time and space.
Instructor(s): L. Brewer-Garcia
Terms Offered: Spring
Equivalent Course(s): LACS 38810
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: Spring
Note(s): Taught in English.
Equivalent Course(s): TAPS 28479, LACS 29117, LACS 39117, TAPS 34879, GNSE 29117, GNSE 39117, CRES 29117, CRES 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

SPAN 39220. Espacio y memoria en el cine español. 100 Units.
Through the study of a selection of films and documentaries, this course will provide a critical examination of the history and poetics of cinema in Spain, with particular attention to the relation between the representation of space and the recovery of traumatic memory in contemporary culture.
Instructor(s): M. Santana Terms Offered: Autumn
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 29220

SPAN 40017. CDI Seminar: From Baroque to Neo-Baroque. 100 Units.
We will take a transatlantic and hemispheric approach to examining the political, epistemological, and aesthetic dimensions of the concept of the Baroque, by reading European and Latin American theory and poetry from three centuries (17th, 20th, 21st). The course is purposefully designed to put modern and early modern texts in constant dialogue. The literary essays of 20th-c. Latin American writers such as Lezama Lima and Alfonso Reyes, for instance, will illuminate the 17th-c. poems of Góngora and Sor Juana, while these will be read in conjunction with those of José Kozer, Luis Felipe Fabre, and Tamara Kamenszain. The remarkable persistence of the Baroque across centuries, geographies, and cultures raises a number of questions. Why has the Baroque not gone out of fashion, but rather, been reborn again and again? How does this apparently recondite mode manage to remain politically relevant and articulate urgent ideas in its moment? How does the Baroque provide poets with a prism through which to explore questions of subjectivity, originality, and capital? How does the connection between the neo-Baroque and antropofagia, the Brazilian notion of cultural cannibalism, play out in poems not only written in Brazil, but also throughout Latin America and in the United States? Although the course will be conducted in English, most of the materials will also be available in Spanish.
Instructor(s): R. Galvin and M. Martinez Terms Offered: Autumn
Equivalent Course(s): CDIN 40000, CMLT 40000, ENGL 63400

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): J. Sedlar Terms Offered: Autumn
Note(s): Open only to RLL students.
RLLT 42918. CDI Seminar: Exploratory Translation. 100 Units.
Focusing on the theory, history and practice of poetic translation, this seminar includes sessions with invited theorists and practitioners from North and South America, Europe, and Asia. Taking translation to be an art of making sense that is transmitted together with a craft of shapes and sequences, we aim to account for social and intellectual pressures influencing translation projects. We deliberately foreground other frameworks beyond “foreign to English” and “olden epochs to modern” — and other methods than the “equivalence of meaning” — in order to aim at a truly general history and theory of translation that might both guide comparative cultural history and enlarge the imaginative resources of translators and readers of translation. In addition to reading and analysis of outside texts spanning such topics as semantic and grammatical interference, gain and loss, bilingualism, self-translation, pidgin, code-switching, translationese, and foreignization vs. nativization, students will be invited to try their hands at a range of tactics, aiming toward a final portfolio of annotated translations. Instructor(s): J. Scappettone and H. Saussy Terms Offered: Winter Equivalent Course(s): CDIN 42918, CMLT 42918, SCTH 42918, ENGL 42918

RLLT 44618. Tecnhe, Body, Memory. 100 Units.
This seminar focuses on the interrelationships of music with techne, body, and memory. The seminar focuses on readings that delineate or suggest relationships among them. Part 1 of the seminar will be devoted to establishing some general theoretical vocabulary and concepts. Parts 2, 3, and 4 will drawing especially on three primary domains: early modernity, voice, and race as very broad-based “cases.” The second unit will focus on several electronic instruments (including the Theremin, the MixturTrautonium, and the DX-7), and the third unit will focus on technological mediations of the voice (including the Vocoder and auto-tune). This seminar may be viewed as a complement and continuation of Martha Feldman’s Winter 2018 seminar [insert course number and title here], and students who are taking both parts may discuss options for a combined project with Feldman and Iverson. It is also fine to take this seminar stand-alone, and I welcome students coming from music or related disciplines such as sociology, art history or practice, cinema and media studies, cultural history, sound studies, etc. This course will engage deeply with musical sound and technology (to the extent we are able), but it is not necessary to read musical notation for this course. Instructor(s): Martha Feldman Terms Offered: Spring Equivalent Course(s): MUSI 44618
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 2017.

Chair
• Robert Bird

Professors
• Bozena Shallcross

Associate Professors
• Robert Bird
• William Nickell
• Malynne Sternstein

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 applications to the PhD program. Those interested working with our faculty in their PhD studies should apply to PhD programs in related fields such as Comparative Literature, Cinema and Media Studies, and Linguistics.

Students seeking a master’s degree should apply to the Master of Arts Program in the Humanities (MAHP). In this one-year program, students build their own curriculum with graduate-level courses in any humanities department (including Slavic Languages and Literatures) and complete a thesis with a University of Chicago faculty advisor. MAPH students take courses with students in the Ph.D. programs. Further details about the MAPH program are available at http://maph.uchicago.edu/

Contact Information

For additional information about the Department of Slavic Languages and Literatures, please see http://slavic.uchicago.edu/ or e-mail <slavic-department@uchicago.edu>.

Courses

The actual offerings for the year will be found on the University Registrar website (http://registrar.uchicago.edu/).
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 Uračić. 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 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): FNDL 22207, GRMN 29600, GRMN 39600, CZEC 27700

SLAVIC LANGUAGES AND LITERATURES - EAST EUROPEAN COURSES
SLAVIC LANGUAGES AND LITERATURES - GENERAL SLAVIC COURSES

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 32303. Prosody and Poetic Form: An Introduction to Comparative Metrics. 100 Units.
This class offers (i) an overview of major European systems of versification, with particular attention to their historical development, and (ii) an introduction to the theory of meter. In addition to analyzing the formal properties of verse, we will inquire into their relevance for the articulation of poetic genres and, more broadly, the history of literary (and sub-literary) systems. There will be some emphasis on Graeco-Roman quantitative metrics, its afterlife, and the evolution of Germanic and Slavic syllabo-tonic verse. No prerequisites, but a working knowledge of one European language besides English is strongly recommended.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): CMLT 32303,CLCV 21313,CLAS 31313,SLAV 22303,ENGL 22310,ENGL 32303,GRMN 22314,GRMN 32314,CMLT 22303

SLAV 42802. Conceptual History and Greek Literature. 100 Units.
In this seminar, we will approach conceptual history (a.k.a. Begriffsgeschichte) as a resource for philologically-informed study of cultural interaction, continuity, and change. We will begin by developing a theoretical background in historical semantics, conceptual history, Metaphorologie, and history of ideas (focusing on the work of Nietzsche, Spitzer, Koselleck, Blumenberg, and Hadot); the second part of the quarter will be dedicated to historical and theoretical problems in the study of concepts in literary texts and across cultures. Reading knowledge of two (or more) foreign languages is a strong desideratum. As a final project, seminar participants will be expected to choose a particular concept and trace its history and uses in literary texts, ideally in more than one language.
Instructor(s): Boris Maslov Terms Offered: Winter
Equivalent Course(s): CLAS 42813,CMLT 42802

SLAVIC LANGUAGES AND LITERATURES - POLISH COURSES

POLI 30103. Third-Year Polish I. 100 Units.
No description available.
Terms Offered: Autumn
Prerequisite(s): POLI 20303 or equivalent

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 35302. Kieslowski: The Decalogue. 100 Units.
In this course, we study the monumental series “The Decalogue” by one of the most influential filmmakers from Poland, Krzysztof Kieslowski. Without mechanically relating the films to the Ten Commandments, Kieslowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieslowski’s own writings and interviews, including criticism by Zizek, Insdorf, and others.
Instructor(s): B. Shallcross Terms Offered: Autumn
Note(s): Each half-hour long film will be viewed separately. All materials in English.
Equivalent Course(s): FNDL 24002,POLI 25302
POLI 35303. Kieslowski's French Cinema. 100 Units.
Krzysztof Kieslowski'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 Kieslowski/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 Kieslowski 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 33300. Reading Russian for Research Purposes. 100 Units.
This course prepares students to read and do research in Russian. Students will gain a fundamental knowledge of Russian grammar and a basic vocabulary while learning to work intensively with primary and secondary texts in their area of academic interest. Reading Russian for Research Purposes has a limited number of spots available for participation via electronic course sharing, intended for students who are unable to be in Chicago physically for the course.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19-7/27
Prerequisite(s): One year of college-level Russian or equivalent; or knowledge of another Slavic language; or consent of instructor.
Equivalent Course(s): RUSS 23300
RUSS 33333. Reading Russian for Research Purposes. 100 Units.
This course prepares students to read and do research in Russian. Students will gain a fundamental knowledge of Russian grammar and a basic vocabulary while learning to work intensively with primary and secondary texts in their area of academic interest. Reading Russian for Research Purposes has a limited number of spots available for participation via electronic course sharing, intended for students who are unable to be in Chicago physically for the course.
Instructor(s): Staff Terms Offered: Summer. Summer 2017 dates: 6/19-7/27
Prerequisite(s): One year of Russian or equivalent; or knowledge of another Slavic language; or consent of instructor.
Equivalent Course(s): RUSS 23333

RUSS 39600. Pale Fire. 100 Units.
This course is an intensive reading of Pale Fire by Nabakov.
Instructor(s): Malyne 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 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 30026. Soviet Leisure. 100 Units.
Pleasure is a dimension of political life. This course examines leisure and pleasure as elements of the Soviet experience. What roles did leisure play in socialist ideology and practice? This course draws on historical, anthropological, and philosophical debates about the meanings of leisure, as well as on literary and film representations of cultural practices. Beliefs about individual and collective harmony shape the cultural politics of the "good life" and its opposites. How do collectivist regimes assimilate or disavow potentially subversive activities, such as tourism, the consumption of luxury goods, and the production of art and fashion? We analyze cultural domains such as travel, sport, hobbies, entertainment, and cuisine in order to survey how leisure shaped Soviet notions of prosperity and progress, pleasure and power.
Instructor(s): Perry Sherouse Terms Offered: Autumn
Equivalent Course(s): REES 20026

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 36053. The Aesthetics of Socialist Realism. 100 Units.
Socialist Realism was declared the official mode of Soviet aesthetic culture in 1934. Though it has been dismissed within the totalitarian model as propaganda or kitsch, this seminar will approach it from the perspective of its aesthetics. By this we mean not only its visual or literary styles, but also its sensory or haptic address to its audiences. Our premise is that the aesthetic system of Socialist Realism was not simply derivative or regressive, but developed novel techniques of transmission and communication; marked by a constant theoretical reflection on artistic practice, Socialist Realism redefined the relationship between artistic and other forms of knowledge, such as science. Operating in an economy of art production and consumption diametrically opposed to the Western art market, Socialist Realism challenged the basic assumptions of Western artistic discourse, including the concept of the avant-garde. It might even be said to offer an alternate model of revolutionary cultural practice, involving the chronicling and producing of a non-capitalist form of modernity. The seminar will focus on Soviet visual art, cinema and fiction during the crucial period of the 1930s under Stalin (with readings available in translation), but we welcome students with relevant research interests that extend beyond these parameters. Course meetings will be divided evenly between the campuses of Northwestern University and the University of Chicago.
Instructor(s): Robert Bird and Christina Kiaer
Terms Offered: Autumn
Equivalent Course(s): ARTH 44502
REES 36064. Revolution. 100 Units.
Revolution primarily denotes radical political change, but this definition is both too narrow and too broad. Too broad, because since the late eighteenth century revolution has been associated specifically with an emancipatory politics, from American democracy to Soviet communism. Too narrow, because revolutionary political change is always accompanied by change in other spheres, from philosophy to everyday life. We investigate the history of revolution from 1776 to the present, with a particular focus on the Bolshevik revolution of 1917, in order to ascertain how social revolutions have been constituted, conducted, and enshrined in political and cultural institutions. We also ask what the conditions and prospects of revolution are today. Readings will be drawn from a variety of fields, from philosophy to social history. Most readings will be primary documents, from Rousseau and Marx to Bill Ayers, but will also include major statements in the historiography of revolution.
Instructor(s): Robert Bird and Sheila Fitzpatrick Terms Offered: Autumn
Equivalent Course(s): HIST 23707,HIST 33707,REES 26064

REES 36075. For Science Fiction in Eastern Europe and Russia. 100 Units.
In this course we will examine the cultural, historical, and political contexts of some of the great works of science fiction from Eastern Europe and Russia through literature like (but not limited to) Karel Čapek's R.U.R. (origin of the robot), Evgenii Zamiatin's dystopian novel We (the inspiration for George Orwell's 1984), and Stanislaw Lem's Solaris (the inspiration for several film versions including Andrei Tarkovsky's in 1972). Our primary objective will be to examine how these writers used science fiction to interpret, comment upon, or critique their historical moment. How did these works propose alternate realities? Or how did they engage with the new and changing realities of the 20th century? All readings in English.
Instructor(s): Esther Peters Terms Offered: Winter
Equivalent Course(s): REES 26075

REES 37003. Narratives of Assimilation. 100 Units.
Engaging the concept of liminality—of a community at the threshold of radical transformation—the course analyzes how East Central European Jewry, facing economic uncertainties and dangers of modern anti-Semitism, seeks another diasporic space in North America. Projected against the historical backdrop of the end of the nineteenth century and the twentieth century, the immigration narratives are viewed through the lens of assimilation, its trials and failures; in particular, we investigate why efforts of social, cultural and economic inclusion cannot be mistaken with imposing on a given minority the values of majority. One of the main points of interests is the creative self’s reaction to the challenges of radical otherness, such as the new environment, its cultural codes and language barriers. We discuss the manifold strategies of artistic (self)-representations of the Jewish writers, many of whom came from East Central European shtetls to be confronted again with economic hardship and assimilation to the American metropolitan space and life style. During this course, we inquire how the condition called assimilation and its attendants—integration, secularization, acculturation, cosmopolitanism, etc.—are adapted or resisted according to the generational differences, a given historical moment or inherited strategies of survival and adaptation. The course draws on the writings of Polish-Jewish, Russian-Jewish, and American-Jewish authors in English translation.
Instructor(s): Bozena Shallcross Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): RLST 26623,NEHC 20223,NEHC 30223,REES 27003,JWSC 20223

REES 37019. Holocaust Object. 100 Units.
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which—once the locations of genocide—are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.
Instructor(s): Bozena Shallcross Terms Offered: Spring
Equivalent Course(s): JWSC 29500,ANTH 23910,ANTH 35035,REES 27019

REES 37025. Kieslowski’s French Cinema. 100 Units.
Krzysztof Kieslowski'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 Kieslowski/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 Kieslowski 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 37026. Kieślowski: The Decalogue. 100 Units.
In this class, we study the monumental series “The Decalogue” by one of the most influential filmmakers from Poland, Krzysztof Kieślowski. Without mechanically relating the films to the Ten Commandments, Kieślowski explores the relevance of the biblical moral rules to the state of modern man forced to make ethical choices. Each part of the series contests the absolutism of moral axioms through narrative twists and reversals in a wide, universalized sphere. An analysis of the films will be accompanied by readings from Kieślowski’s own writings and interviews, including criticism by Žižek, Insdorf, and others.
Instructor(s): Bozena Shallcross Terms Offered: Winter
Equivalent Course(s): FNDL 24003, REES 27026

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: Spring, Winter
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, Iam Vasilievich.
Instructor(s): Angelina Ilieva Terms Offered: Winter
Equivalent Course(s): REES 29020

REES 39021. The Shadows of Living Things: the Writings of Mikhail Bulgakov. 100 Units.
“What at would your good do if evil did not exist, and what would the earth look like if all the shadows disappeared? After all, shadows are cast by things and people… Do you want to strip the earth of all the trees and living things just because of your fantasy of enjoying naked light?” asks the Devil. Mikhail Bulgakov worked on his novel The Master and Margarita throughout most of his writing career, in Stalin’s Moscow. Bulgakov destroyed his manuscript, re-created it from memory, and reworked it feverishly even as his body was failing him in his battle with death. The result is an intense contemplation on the nature of good and evil, on the role of art and the ethical duty of the artist, but also a dazzling world of magic, witches, and romantic love, and an irresistible seduction into the comedic. Laughter, as shadow and light, as the subversive weapon but also as power’s whip, grounds human relation to both good and evil. Brief excursions to other texts that help us better understand Master and Margarita.
Instructor(s): Angelina Ilieva Terms Offered: Spring
Equivalent Course(s): FNDL 29020, REES 29021
REES 39023. Returning the Gaze: The West and the Rest. 100 Units.
This course provides insight into the existential predicament of internalized otherness. We investigate 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 will focus on self-representational strategies of the “Rest” (primarily Southeastern Europe and Russia), and the inherent internalization of the imagined western gaze whom the collective peripheral selves aim to seduce but also defy. Two discourses on identity will help us understand these self-representations: the Lacanian concepts of symbolic and imaginary identification, and various readings of the Hegelian recognition by the other in the East European context. Identifying symbolically with a site of normative humanity outside oneself places the self in a precarious position. The responses are varied but acutely felt: from self-consciousness to defiance and arrogance, to self-exoticization and self-mythification, to self-abjection, all of which can be viewed as forms of a quest for dignity. We will also consider how these responses have been incorporated in the texture of the national, gender, and social identities in European and other peripheries. Fyodor Dostoevsky, Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): CMLT 29023, CMLT 39023, HIST 23609, HIST 33609, NEHC 29023, NEHC 39023, REES 29023

REES 39024. States of Surveillance. 100 Units.
What does it feel to be watched and listened to all the time? Literary and cinematic works give us a glimpse into the experience of living under surveillance and explore the human effects of surveillance – the fraying of intimacy, fracturing sense of self, testing the limits of what it means to be human. Works from the former Soviet Union (Solzhenitsyn, Abram Tertz, Andrey Zvyagintsev), former Yugoslavia (Ivo Andrić, Danilo Kiš, Dušan Kovačević), Romania (Norman Manea, Cristian Mungiu), Bulgaria (Valeri Petrov), and Albania (Ismail Kadare). 
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): CMLT 29024, REES 29024

REES 39700. Reading/Research. 100 Units.
This is a specially designed course not normally offered as part of the curriculum that is arranged between a student and a faculty member.
Instructor(s): TBA. Terms Offered: Autumn, Spring, Winter
Note(s): Requires the consent of the instructor.

REES 43902. Colloquium: Stalinism. 100 Units.
We will explore Stalin as a personality and Stalinism as a political order, an economy, a cultural system, a set of beliefs and rituals, and a way of life. Topics include the dictator, his entourage, and his cult; decision making and the new elite; industrialization, collectivization, and the economy of shortages; revolution and conservatism; nationalism, internationalism, and ethnic cleansing; political terror, mass murder, and the Gulag; communal apartments, survival strategies, and intimate life; media and the socialist-realist dreamworld; legacies and historical consciousness. Readings include classics in the field and newest hits as well as works of fiction.
Instructor(s): E. Gilburd Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor and prior coursework on 20th-C Russia or Russian Civ.
Equivalent Course(s): HIST 43902

REES 43903. The Art of Healing: Medical Aesthetics in Russia & the U.S. 100 Units.
What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? How are these responses shaped by the rhetorical practices of doctors, researchers, and pharmaceutical companies, by the physical appearance of hospitals, offices, and instruments, or by smells and sounds? Why does the color of a pill influence its effectiveness, and how can placebos achieve what less inert medication cannot? How do predictions of success or failure effect treatment responses? When does technology instill confidence, and when does it produce a sense of degradation? Is the doctor seen primarily as a caregiver or a scientist, and how does this affect treatment outcomes? What is the aesthetic experience of being “sick”? In this course we will consider these problems from the vantage points of a medical professional and a cultural historian, focusing on material from the United States and Soviet/post-Soviet Russia. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice.
Instructor(s): William Nickell Terms Offered: Spring
Note(s): Consent of instructor required for undergraduates.
Equivalent Course(s): HIST 45100, CDIN 43903
DEPARTMENT OF SOUTH ASIAN LANGUAGES AND CIVILIZATIONS

Chair
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• Dipesh Chakrabarty
• Steven Collins
• Wendy Doniger
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• 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, is expected to be within four years. Time to degree has been achieved by students 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 (19th century Sadhu Bhasha, dialects, etc.) will also be provided. By the end of the spring quarter the student will have the necessary tools to expand significantly his/her abilities in order to reach the superior level.

Instructor(s): T. d’Hubert  
Terms Offered: Autumn  
Prerequisite(s): Second year Bangla or comparable level of language skills

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 (19th century Sadhu Bhasha, dialects, etc.) will also be provided. By the end of the spring quarter the student will have the necessary tools to expand significantly his/her abilities in order to reach the superior level.

Instructor(s): 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.
This course is for students who have successfully completed third and fourth year Bangla. It is divided between classes dealing with the current research themes of the instructor, and the study of material directly related to the research interests of the students. The focus is on methodology and the use of Bangla as a research language.
Instructor(s): T. d'Hubert Terms Offered: Spring
Prerequisite(s): BANG 47901

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.

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

PALI 30100-30200-30300. Third-Year Pali I-II-III.
PALI 30100-30200-30300 is offered based on demand. Interested students should consult with the director of undergraduate studies. These courses will not be offered in the 13-14 academic year.

Instructor(s): Steve Collins Terms Offered: Autumn
Prerequisite(s): PALI 20300 or approval of instructor

PALI 30200. Third-Year Pali II. 100 Units.
No description available.
Instructor(s): Steve Collins Terms Offered: Winter
Prerequisite(s): PALI 20300 or approval of instructor

PALI 30300. Third-Year Pali III. 100 Units.
No description available.
Instructor(s): Steve Collins Terms Offered: Spring
Prerequisite(s): PALI 20300 or approval of instructor

PALI 40100-40200-40300. Fourth-Year Pali I-II-III.
PALI 40100-40200-40300 is offered based on demand. Interested students should consult with the director of undergraduate studies. Readings are drawn from all styles and periods of Pali literature, in prose and verse, chosen according to student interests. These courses will not be offered in the 13-14 academic year.
PALI 40100. Fourth-Year Pali I. 100 Units.
PALI 40100-40200-40300 is offered based on demand. Interested students should consult with the director of undergraduate studies. Readings are drawn from all styles and periods of Pali literature, in prose and verse, chosen according to student interests. These courses will not be offered in the 13-14 academic year.
Instructor(s): Steve Collins Terms Offered: Autumn
Prerequisite(s): PALI 30300 or approval of instructor

PALL 40200. Fourth-Year Pali II. 100 Units.
No description available.
Instructor(s): Steve Collins Terms Offered: Winter
Prerequisite(s): PALI 30300 or approval of instructor

PALL 40300. Fourth-Year Pali III. 100 Units.
No description available.
Instructor(s): Steve Collins Terms Offered: Spring
Prerequisite(s): PALI 30300 or approval of instructor

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 30100 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. Rdg: 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. Rdds: 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. Rdds: Advanced Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 47900

SANS 47902. Rdds: Advanced Sanskrit III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): SANS 47901

SOUTH 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 30927. Knowledge on a Platter: Comparative Perspectives on Knowledge Texts in the Ancient World. 100 Units.
In various ancient cultures, sages created the new ways of systematizing what was known in fields as diverse as medicine, politics, sex, dreams, and mathematics. These texts did more than present what was known; they exemplified what it means to know - and also why reflective, systematic knowledge should be valued more highly than the knowledge gained from common sense or experience. Drawing on texts from Ancient India, Greece, Rome, and the Near East, this course will explore these early templates for the highest form of knowledge and compare their ways of creating fields of inquiry: the first disciplines. Texts include the Arthashastra, the Hippocratic corpus, Deuteronomy, the Kama Sutra, and Aristotle's Parva naturalia.
Instructor(s): Lorraine Daston and Wendy Doniger Terms Offered: Spring, course taught spring 2018
Prerequisite(s): Graduate seminar - consent is required. Course is taught the first five weeks of the quarter (3/26/18-4/30/18) twice a week.
Equivalent Course(s): HREL 30927,KNOW 31415,CHSS 30927,SCTH 30927

SALC 32700. Intro to the Literatures of Modern and Contemporary South Asia. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Winter
Equivalent Course(s): SALC 23700

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 39503. Deccan Days: Exploring South Indian Frontiers. 100 Units.
This SALC seminar, open to both undergraduates and graduate students, attempts a cultural-historical overview of the great Deccan plateau and its major languages, cultures, literary and artistic monuments, and driving historical forces and themes. It follows a broad chronological order but also seeks to juxtapose thematic and generic topics from distinct historical periods. Each class presents at least one major text in translation, keyed to the period and the topics examined. Given the wide scope of Deccani history, the seminar seeks to make good use of expertise in many fields by SALC faculty and can be classed as a Faculty Seminar.
Instructor(s): David Shulman Terms Offered: Spring
Note(s): Grades: On the basis of seminar papers and oral presentations.
Equivalent Course(s): SALC 29503

SALC 39900. Informal Reading Course. 100 Units.
This is a specially designed course not normally offered as part of the curriculum that is arranged between a student and a faculty member.
Instructor(s): Student chooses instructor Terms Offered: Autumn, Spring, Winter
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 42501. Many Ramayanas. 100 Units.
This course is a close reading of the great Hindu Epic, the story of Rama's recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history. Readings are in Paula Richman, Many Ramayanas and Questioning Ramayanas; the Ramayanas of Valmiki (in translation by Goldman, Sattar, Shastr, and R. K. Narayan), Kampan, and Tulsi; the Yogasistha-Maharamayana; and contemporary comic books and films.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): FNDL 22901, RLST 26801, SCTH 40701, HREL 42501

SALC 43800. Wives, Widows, Prostitutes: Indian Lit & the Women's Question. 100 Units.
From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question." Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will explore the tensions of a literary and social agenda that advocated the 'uplift' of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. The course is open to both undergraduate and graduate students.
We will read works by Nazir Ahmad, Premcand, Jainendra Kumar, Mirza Hadi Ruswa, and MahadeviVarma in English translation, and also look at texts used in Indian female education at the time.
Instructor(s): U. Stark Terms Offered: Spring
Equivalent Course(s): GNSE 27902, GNSE 47900, SALC 27904

SALC 44000. Religious Law, Secular Law, and Sexual Deviation-Ancient India. 100 Units.
The Laws of Manu, the Arthasastra, and the Kamasutra. This course will compare these three important texts in order, first, to understand the social norms for religion and sexuality in ancient India (in The Laws of Manu); and then to discover how two widely accepted scientific texts (the Kamasutra, on pleasure, and the Arthasastra, on politics) challenged those norms.
Instructor(s): Wendy Doniger Terms Offered: Spring
Equivalent Course(s): GNSE 27902, GNSE 47900, SALC 27904

SALC 44701. Ritual in South Asian Buddhism. 100 Units.
This course will explore some ritual practices and theories of South Asian Buddhists in light of current theorization of ritual. What is it that Buddhists “actually” (physically and verbally) do? And, what do they say about what they do? Does what they do “mean” anything? If so, how? And, what significance might this have for anyone else? What happens when we consider these possibly meaningful forms of expression as “ritual?” Exemplaria will be drawn from India, Nepal, Burma and Tibet, with some comparative perspectives considered along the way.
Instructor(s): Christian Wedemeyer Terms Offered: Winter
Prerequisite(s): Some prior study of South Asian religions
Equivalent Course(s): HREL 44701
SALC 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 49006. Yogācāra. 100 Units.
This seminar, which presupposes a basic knowledge of Indian and/or Tibetan Buddhist philosophy, will consider some of the foundational texts of the Yogacara tradition of thought, with particular reference to the works of Vasubandhu. In addition to close readings of assorted primary sources, we will consider contemporary scholarly debates regarding the interpretation of Yogacara (e.g., concerning the question whether this is aptly characterized as an “idealistic” school of thought).
Instructor(s): Dan Arnold Terms Offered: Spring
Prerequisite(s): Some knowledge of Sanskrit or Tibetan is preferred.
Equivalent Course(s): DVPR 51700

SALC 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 50204. Destruction of Images, Books and Artifacts in Europe and South. 100 Units.
The course offers a comparative perspective on European and South Asian iconoclasm. In the European tradition, iconoclasm was predominantly aimed at images, whereas in South Asian traditions it was also enacted upon books and buildings. The combination of these traditions will allow us to extend the usual understanding of iconoclasm as the destruction of images to a broader phenomenon of destruction of cultural artifacts and help question the theories of image as they have been independently developed in Europe and South Asia, and occasionally in conversation with one another. We will ask how and why, in the context of particular political imaginaries and material cultures, were certain objects singled out for iconoclasm? Also, who was considered to be entitled or authorized to commit their destruction? Through a choice of concrete examples of iconoclasm, we will query how religious and political motivations are defined, redefined, and intertwined in each particular case. We will approach the iconoclastic events in Europe and South Asia through the lenses of philology, history, and material culture. Class discussions will incorporate not only textual materials, but also the close collaborative study of images, objects, and film. Case studies will make use of objects in the Art Institute of Chicago and Special Collections at the University Library.
Instructor(s): Tyler Williams and Olga Solovieva Terms Offered: Spring
Equivalent Course(s): CMLT 50204,SCTH 50204,RLVC 50204,HREL 50204,ARTH 50204,CDIN 50204

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.

SALC 61805. Colloquium: South Asian Political Thought—A Genealogy. 100 Units.
This course will look at some key texts of the colonial and postcolonial periods of South Asian history to see how the domain of the political has been understood and debated in the subcontinent since the beginning of the twentieth century.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): HIST 61805
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. inscriptional 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. inscriptional 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, with continuing grammar review, practice in speaking, and application of philological methods.

TBTN 40100. Fourth-Year Tibetan I. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.
Instructor(s): 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.

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.
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: 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
- Lauren Beck
- Katherine Desjardins
- Amber Ginsburg
- Nicole Mauser
- Scott Wolniak

Affiliates
- Dominique Bluher, Cinema and Media Studies
- Seth Brodsky, Music
- Bill Brown, English
- Darby English, Art History
- Judy Hoffman, Cinema and Media Studies
- W. J. T. Mitchell, English, Art History
- D. N. Rodowick, Cinema and Media Studies

Associates
- Susanne Ghez

Emeritus Faculty
- Herbert George
- Elizabeth Helsinger, English, Art History
- Vera Klement
- Thomas Mapp
- Robert C. Peters

The Department of Visual Arts (DoVA), a department within the Humanities Division at the University of Chicago, and situated in The Reva and David Logan Center for the Arts (http://arts.uchicago.edu/content/logan-center), is proud to offer a Masters of Fine Arts.

This MFA program is distinguished in its focused attention on understanding how the pluralism of today’s art making practices relate to one another and in creating conversations that bridge between DoVA and other areas of study at the University of Chicago. Our faculty are diverse in their interests, deeply engaged with their own work, and committed teachers who are engaged in a lively and sustained dialogue within the department.
Our students work in sculpture, photography, painting, installation, performance, video and new media. Students are admitted to the program based on the quality of the portfolio and the level of interest and capacity in engaging this interdisciplinary program within a university environment. The faculty focus on working with students to develop their own work and enabling them to leave the University with the tools to support a lifetime of art making. As part of this process, the department encourages students to explore not only the artistic issues pertinent to their work, but also the theoretical, social and historical issues that intersect and bracket it.

The MFA is a two-year program (six quarters), comprised of 18 courses. Many of these course credits are earned through the development of individual work in conversation with the faculty.

First and second year students work together to articulate their work and to sharpen their skills of critical thinking and writing. Students come to the program with diverse intellectual, cultural and artistic backgrounds and different art making practices. We all work together to articulate a common language with which to discuss and make art in this critical and supportive community.

As part of the MFA program, DoVA hosts a lively visiting artist program under the auspices of the Open Practice Committee (http://dova.uchicago.edu/visiting-artists) (OPC). In addition The University of Chicago provides an enormously rich intellectual environment full of engaging lectures and workshops in all areas of study. Our students are often interested in events hosted by the Center for Gender Studies, the Center for the Study of Race, Politics, and Culture, the Mass Culture Studies Workshop, the Department of Cinema and Media Studies, and the Department of Art History. The university also offers workshops that focus on professional and pedagogical issues to assist students in preparing for a career in the arts. Please see our Resources (http://dova.uchicago.edu/resources) page for more information.

**CURRICULUM**

MFA students register for 300 credits (three courses at 100 credits each) per quarter. A total of 1800 credits, or eighteen courses, is required for the degree.

The basic requirements for the MFA are listed below:

1. **Graduate Studio Project (9 Courses / 900 Credit Hours)**
   Students receive course credit for time spent in their studio developing their work. As part of this requirement students will present work to faculty and students for critique regularly throughout the year. Students register for at least 100 credit hours of Graduate Studio Project (ARTV 40000) per quarter, and may register for up to 300 hours per quarter provided that they are on track for meeting their other course requirements (see Graduate Seminars and Electives).

2. **Graduate Seminars (3 Courses / 300 Credit Hours)**
   In order to provide a core of common intellectual experience, all students are required to take three quarters of the Graduate Seminar in Visual Arts (ARTV 39200) during their first year. The content of these seminars varies with instructors, but may focus on many different issues in contemporary theory and criticism.

3. **Electives (6 Courses / 600 Credit Hours)**
   Students are required to take six graduate-level electives. At least three of the six electives must either be academic (i.e. non-studio based) or originate in departments outside of DoVA.

4. **Thesis Presentation**
   In the fall quarter of the second year, each student will work with a committee of two faculty members who assist in the preparation of the thesis work. In the final quarter of the program each degree candidate presents studio work in an MFA exhibition. In addition to this exhibition, students will be expected to submit a short but focused written abstract of their work.

5. **Standards Of Performance**
   Each graduate student must maintain high standards of engagement and achievement in studio and academic performance, including evidence of substantial growth in their work.

For additional information, please email dova@uchicago.edu or visit our website. (http://dova.uchicago.edu)

**HOW TO APPLY**

The application process for admission and financial aid for all graduate programs in the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions.html. 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 30704. 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: Autumn
Equivalent Course(s): ARTH 37304, ARTV 20704, ARTH 27304

ARTV 30954. The Artist as Ethnographer. 100 Units.
This interdisciplinary seminar considers the idea of the artist as ethnographer in contemporary art and curatorial practice. Through lecture, screening, and group discussions, we will trace the historical relationship between visual culture and the social sciences, uncovering how this has impacted ways of viewing objects, people, and cultures within the Western tradition. Armed with this knowledge, we will consider how the ethnographer’s commitment to the study of Others has been challenged by an increasingly globalized and post-colonial world. We will explore questions of authority and subjectivity in ethnographic fieldwork. Finally, we will look to contemporary artworks and exhibitions that have reinvested in the image and practice of the ethnographer to uncover the politics and poetics of their work. You will be introduced to the practices of Brad Butler and Karen Mirza, Paulo Nazareth, Marine Hugonnier, Camille Henrot, Kapwani Kiwanga, et al. Sessions will include close reading and discussion of texts by Hal Foster, James Clifford, Clementine Deliss, Okwui Enwezor, and Kaelen Wilson-Goldie, among others.
Instructor(s): Y. Umolu Terms Offered: Spring
Prerequisite(s): This course is open to advanced undergraduates and graduate students.
Equivalent Course(s): ARTH 35940, ARTV 20940, ARTH 25940

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 31902. Color: Theory and Experience. 100 Units.
This studio course proposes a hands-on investigation into the way we experience color in the world and in our own work. We will study a range of approaches to color, including: “haptic” color perception, Symbolic/Spiritual color theories, as well as more widely known theories of “optical color.” In the studio, you will be introduced to a unique series of exercises that elucidate the expressive, symbolic, scientific, and cultural aspects of color perception using both acrylic pigment and light. Lectures, field trips, and guest speakers will broaden our discussion of color. A final project in a medium of your choice will serve as a culminating experience for the course.
Instructor(s): K. Desjardins Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Equivalent Course(s): ARTV 21902

ARTV 32000. Introduction to Sculpture. 100 Units.
This course introduces the technical fundamentals of sculptural practice. Using basic introductions to welding, basic woodworking, and metal fabrication, students will undertake assignments designed to deploy these new skills conceptually in their projects. Lectures and reading introduce the technical focus of the course in various historical, social, and economic contexts. Discussions and gallery visits help engender an understanding of sculpture within a larger societal and historical context.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22200
ARTV 32200-32202. Introduction to Painting I-II.
This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion. Courses taught concurrently.

ARTV 32200. Introduction to Painting I. 100 Units.
This studio course introduces students to the fundamental elements of painting (its language and methodologies) as they learn how to initiate and develop an individualized investigation into subject matter and meaning. This course emphasizes group critiques and discussion.
Instructor(s): D. Schutter, K. Desjardins Terms Offered: Autumn, 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 32304. Ceramics: Surface and Content. 100 Units.
Ceramics and painting have a long connected history. In Natural History (77–79 AD), Pliny the Elder attempts to trace the history of portraiture. Butades the potter, brokenhearted at the departure of his soon-to-be-married daughter, catches a glimpse of her profile on the wall from the reflection cast by a candle and traces the outline with some clay. In the retelling of this narrative, this act of doubling is attributed, variously, to the origin of portrait painting and to the origin of the portrait modeling, depending on the focus of the outline as an act done by a brush or the plastic actions of filling in the trace. While historically apocryphal, this account captures the historical dance between ceramics as a surface for painting and material to form shape. In this course, you will bring surface and form together to create a space and site of content. While using the inherently plastic nature of clay to create shape, the workshop format of this course will instrumentalize the surface to test and play with color and line. Thinking of ceramics as a flexible surface for archival paint, also known as glaze, this studio course will test glazes, oxides, decals, and multi-fired surfaces. Assignments will be geared towards experimental results that allow students to further their own interests and practices.
Instructor(s): A. Ginsburg Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 22304

ARTV 32313. Building a House for a Kiln II. 100 Units.
Building a House for a Kiln II, 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 22313

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

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 course is limited to seniors from CMS and DoVA, and MAPH students working on a creative thesis.
Instructor(s): J. Hoffman  Terms Offered: Winter
Prerequisite(s): CMST 23930; CMST 23931; departmental approval of senior creative thesis project.
Equivalent Course(s): ARTV 23904,CMST 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.
Documentary Video Production focuses on the making of independent documentary video. Examples of Direct Cinema, Cinéma Vérité, the Essay, Ethnographic film, the Diary, Historical and Biographical film, Agitprop/Activist forms, and Guerilla Television, will be screened and discussed. Issues embedded in the documentary genre, such as the ethics and politics of representation and the shifting lines between documentary fact and fiction will be explored. Pre-production strategies and production techniques will be taught, including the camera, interviews and sound recording, shooting in available light, working in crews, and post-production editing. Students will be expected to purchase a portable firewire. A five-minute string-out/rough-cut will be screened at the end of the quarter. Students are encouraged to take Doc. Production II to complete their work.
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): E. Hogeman Terms Offered: Autumn, Winter
Prerequisite(s): ARTV 10100, 10200, or 10300
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 24000

ARTV 34004. Introduction to Color Photography. 100 Units.
In this course students learn technical procedures and basic skills related to camera operation, color editing workflows, and inkjet printing. Students interested in working with film will learn how to make inkjet prints from high resolution scans from 35mm negatives. Through readings, discussions, and field trips we will investigate color photography in relation to its historical and social context in order to more consciously engage the contemporary photograph’s communicative and expressive possibilities. Course work culminates in a portfolio of works exemplary of the student’s understanding of the medium. Students need their own DSLR camera (with manual settings) or a 35mm film camera.
Instructor(s): E. Hogeman Terms Offered: Winter
Prerequisite(s): ARTV 10100, 10200 or 10300
Note(s): Students need their own DSLR camera (with manual settings) or a 35mm film camera.
Equivalent Course(s): ARTV 24004

ARTV 34201. Collage. 100 Units.
This studio course explores collage as a means for developing content and examining complex cultural and material relationships. Projects and assigned texts outline the history of collage as a dynamic art form with a strong political dimension, as well as critically addressing how it is being used today.
Instructor(s): S. Wolniak Terms Offered: Autumn
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 24201

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): L. Letinsky Terms Offered: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300; and 24000.
Note(s): Camera and light meter required.
Equivalent Course(s): ARTV 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): 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 36203. The Informed Object: Archives + Sculpture. 100 Units.
This course will develop a canon of past artistic projects and social endeavors that have conceived of new works based, in some way, on the use of “past meanings” as the principal or tangible agent of inspiration. With this constant as our basis, we will conceive of new works of art based in the historic signature of known and under-known collections, policies, everyday news, and significant past characters.
Instructor(s): T. Gates Terms Offered: Winter
Equivalent Course(s): ARTV 26203

ARTV 36204. Speeches and Podiums. 100 Units.
Combining observation, making, and performance, this course will explore the corollary between important moments, platforms, and what one says. Through the analysis of conventional and unconventional speeches, speech acts, lyrics, legal defense, etc., we will locate the power of language and the body to cause a shift, rift, or bridge. Speech, the intangible material, will meet the tangible world through the creation of stages, soap boxes, and temporary micro-architectural sculptures.
Instructor(s): T. Gates Terms Offered: Winter
Equivalent Course(s): ARTV 26204

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: Spring
Prerequisite(s): ARTV 10100, 10200, or 10300
Equivalent Course(s): ARTV 26214

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 37214. Art and Knowledge. 100 Units.
This course is an exploration of questions concerning the relationship between Art and knowledge. Is Art knowledge? Can Art create knowledge? If Art is neither knowledge nor creates knowledge, what is its function? These questions are discussed using themes: secrecy, rumor, ignorance and surveillance, and a corresponding set of artworks by a group of artists who utilize these approaches: Vito Acconci, Bruce Nauman, Sophie Calle and Julia Scher, among others. We will also do close readings of essays relating to our themes, for example: texts on recent theories of ignorance as knowledge or Derrida’s metaphysics of presence. To round out our discussions, students will participate in a series of hands-on art exercises to give our analyses more material form and further exemplify our exploration.
Instructor(s): W. Pope.L, D. Roelstraete Terms Offered: Winter
Equivalent Course(s): ARTV 27214

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, G. Oppenheimer, W. Pope.L Terms Offered: Autumn, Spring, Winter

ARTV 39700. Independent Study in Visual Arts. VAR Units.
Students in this course should have already done fundamental course work and be ready to explore a particular area of interest much more closely.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

ARTV 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
The Division of the Physical Sciences

Dean
• Edward W. (Rocky) Kolb
Deputy Deans
• Michael Foote
• Michael D. Hopkins
• Stephan S. Meyer
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, the Committee on Computational and Applied Mathematics (CCAM) (http://www.stat.uchicago.edu/ccam/index.shtml) and the Biophysical Sciences (http://biophysics.uchicago.edu) program, but students in physical sciences programs often conduct their research under the auspices of the research institutes.

Undergraduate programs in the physical sciences are administered by the College. Detailed descriptions of programs leading to the bachelor’s degree may be found in The College Catalog (http://collegecatalog.uchicago.edu).

ADMISSION TO GRADUATE PROGRAMS IN THE DIVISION

Applicants for admission to graduate studies in the Physical Sciences should refer to individual program entries for specific admissions requirements.

An applicant who has received a bachelor’s degree or the master’s degree from an accredited college or university may be admitted on the basis of his or her previous academic record.

An applicant who has completed at least two years of college work with superior standing in the basic courses of a special field and an adequate record of general studies but who does not have a four year bachelor’s degree may be admitted to the division to study toward a higher degree. However, failure to qualify for a higher degree leaves the student with no degree. Admission on this basis is recommended only for those with high aptitude for their major field and with not more than two deficiencies in general education covering the areas of English, modern foreign languages, humanities, social science, and biological science.

A person may be admitted as a graduate student at large or as a returning scholar for the purpose of studying a definite subject or subjects for which he or she has an adequate background. Admission is considered upon the basis of an abbreviated application, such credentials as may be appropriate, and a clearly defined statement of objectives. Application is made to the Graham School of Continuing Liberal and Professional Studies (https://grahamschool.uchicago.edu).

FINANCIAL AID

All graduate students at the doctoral level in the Division of the Physical Sciences receive financial support, typically in the form of teaching or research assistantships which include a tuition scholarship and health insurance coverage. Other forms of support include fellowships provided by the National Science Foundation, the U.S. Department of Education, and various private foundations.

DEGREES

Normally students admitted to a degree program are expected to be in continuous, full time residence until the degree has been conferred. Since individual departmental or program degree requirements may change, students should always contact their department or program for current degree requirements and regulations. Per University policy, a student must complete three quarters of full-time registration (or the equivalent in part-time registration quarters) at the University in order to qualify for a degree.

MASTER OF SCIENCE

Master of Science students are required to register full time in the division for a minimum of three quarters, during which time they must satisfactorily complete a minimum of nine individual courses. There are several masters programs in the division for students who want to specialize in specific areas in the physical sciences.
• The 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:

- 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.
- A graduate research curriculum leading to the Ph.D. degree that prepares students to perform advanced basic research in computer science either in industry or academia.

For more information on the Ph.D. program, please see the listing Department of Computer Science.

The Masters Program in Computer Science (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, mobile computing, 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 and Systems coursework. Electives include new and innovative courses to keep up with the fast-paced world of technology including courses in Software Engineering, Big Data, Data Analytics, Machine Learning, High Performance Computing, 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 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 four Programs of Study (https://csmasters.uchicago.edu/page/programs-study) and a number of specialization options:

- **MS in Computer Science** for those extending their computer science education and experience.
  - **9-Course MS in Computer Science Program** - This program consists of 9 courses that students can complete in just 9 months (full-time) or in 15 months (part-time).
  - **12-Course MS in Computer Science Specialization Program** - This program is designed for students seeking further specialization that will build a strong professional skill set in the following focused areas: Software Engineering, High Performance Computing, Data Analytics, Mobile Computing. This program can be completed in 15 months, if full time, including a summer internship.

- **MS in Computer Science (with immersion)** for those starting a career in technology.
  - This program is tailored for students who have no background in computer science, programming or discrete math. Taking Math and Programming prerequisite courses prepares students in this option to join the MS in Computer Science program and complete it successfully.

- **Pre-Doctoral MS in Computer Science** for those wanting to pursue research.
  - This 12-course research-oriented masters program is for students who want to explore computer science research. The Pre-Doc program is for full-time students with a CS background starting in the Autumn quarter.

- **Joint MBA/MPCS Program** for those looking to merge business and technology.

To view the specific requirements for each program and a complete list of course offerings, please visit the MPCS website at: https://csmasters.uchicago.edu
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 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 choose 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 OOP 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 use java 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, multi-threaded 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: Spring,Summer
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 50101 or programming waiver
Note(s): Non-MPCS students must receive approval from program prior to registering.

MPCS 51100. Advanced Programming. 100 Units.
Advanced Programming fulfills the MPCS Core Programming requirement, but is intended for students
who are joining the program with an existing degree in Computer Science, or with substantial experience
in programming. This course will be taught primarily in C, including an accelerated introduction to the C
language for students who have not used C before. The course will cover advanced data structures and topics in
concurrent and multicore programming not covered in the Java Programming or C Programming courses.
Instructor(s): Andrew Siegel Terms Offered: Autumn
Prerequisite(s): For students who have taken the programming immersion course, a minimum grade of A-
plus the endorsement of the MPCS 50101 instructor will be required.. For students who take the programming
placement exam, they must score a “High Pass” score (the minimum score for a “High Pass” is specified at the
time of the exam).
Note(s): Non-MPCS students must receive approval from program prior to registering.

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: Spring, Summer
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, naive Bayes, boosting, random trees, 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, and 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 in 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 implement and use the models.
Instructor(s): Amitabh Chaudhry
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 its 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 of the course. Students who complete the course will have demonstrated the ability to use divide-and-conquer methods, dynamic programming methods, and greedy methods, when an algorithmic design problem calls for such a method. They will have learned the design strategies employed by the major sorting algorithms and the major graph algorithms, and will have demonstrated the ability to use these design strategies or modify such algorithms to solve algorithm problems when appropriate. They will have derived and solved recurrences describing the performance of divide-and-conquer algorithms, have analyzed the time and space complexity of dynamic programming algorithms, and have analyzed the efficiency of the major graph algorithms, using asymptotic analysis.
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 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.
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-finnmath.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 placement exams.

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 in C++ 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>
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</thead>
<tbody>
<tr>
<td>FINM 32000</td>
<td>Numerical Methods</td>
<td>100</td>
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<tr>
<td>FINM 32500</td>
<td>Computing for Finance in Python</td>
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<tr>
<td>FINM 32600</td>
<td>Computing for Finance in C++</td>
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<tr>
<td>FINM 32700</td>
<td>Advanced Computing for Finance</td>
<td>100</td>
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<tr>
<td>FINM 33000</td>
<td>Mathematical Foundations of Option Pricing</td>
<td>100</td>
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<tr>
<td>FINM 33150</td>
<td>Regression Analysis &amp; Quantitative Trading Strategies</td>
<td>100</td>
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<td>FINM 33410</td>
<td>Probability for Risk Management</td>
<td>050</td>
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<td>FINM 33601</td>
<td>Fixed Income Derivatives</td>
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<td>FINM 34500</td>
<td>Stochastic Calculus</td>
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<td>FINM 36702</td>
<td>Portfolio Theory and Risk Management II</td>
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<td>FINM 37700</td>
<td>Introduction to Finance and Markets</td>
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<tr>
<td>FINM 37301</td>
<td>Foreign Exchange: Markets, Pricing, and Products</td>
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* May be tested out of through placement exam

MATHEMATICS - FINANCIAL MATHEMATICS COURSES

FINM 32000. Numerical Methods. 100 Units.
Implementing the theory introduced in Mathematical Foundations of Option Pricing (FINM 33000), this course takes a numerical/computational approach to the pricing and hedging of financial derivatives. Topics include: Trees as diffusion approximations; Finite difference methods for PDE solution; Monte Carlo methods for simulation; Fourier transform methods for pricing. Program requirement.
Instructor(s): R. Lee Terms Offered: Winter

FINM 32500. Computing for Finance in Python. 100 Units.
In FINM 32500, 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. Program requirement.
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. Program requirement.
Instructor(s): C. Liyanaarachchi Terms Offered: Winter
Note(s): Required if student does not pass the Computing for Finance in C++ placement exam. Counts toward computing requirement.

FINM 32700. Advanced Computing for Finance. 100 Units.
This course is intended to teach advanced programming concepts and techniques to students desiring to work in the financial sector. It is tailored for students with basic knowledge in C++. Programming at the end of this class, students will have the necessary programming skills to be successful in their daily activities. We will cover the required skills to work as a quantitative researcher: advanced data structures (STL, Boost), parallel programming, inter-process communication, linear algebra computation, simulation and modeling. We will work on several projects aimed at building a real trading system including the implementation of a trading algorithm, handling the connectivity to an exchange/brokerage house and issues related to performance. Classes are taught using a combination of lectures and in class hands-on lab sessions. Program requirement.
Instructor(s): S. Donadio Terms Offered: Spring
Note(s): Counts toward computing requirement.

FINM 32850. Case Studies in Computing for Finance. 100 Units.
This course will introduce participants to the field of Computational Finance through real-world “end-to-end” case studies. The course will focus on the importance of data analytics and algorithmic processing and it will be centered around a series of examples that are representative of problems that practitioners in finance have to solve. The course is structured to cover two major themes: 1. Intro to Data analysis and Numerical algorithms in Computational Finance, and 2. Case studies of “end-to-end” system implementations. Prerequisites and recommended background: As a prerequisite, students will be required to have successfully completed two of the following courses: Computing for Finance in Python, Computing for Finance in C++ (or passed the placement exam) and Advanced Computing for Finance. The participants should also have basic familiarity with the use of MS Excel spreadsheets & VBA, as well as with the use of a high level programming language such as Python or R.
Instructor(s): C. Doloc Terms Offered: Autumn
Prerequisite(s): Two of the following three courses required: FINM 32500, FINM 32600 (or having passed the Computing for Finance in C++ placement exam), FINM 32700.
Note(s): Program elective.

FINM 32950. Introduction to HPC in Finance. 050 Units.
This short course introduces parallel programming and related concepts using some popular technologies (e.g. Intel’s family of parallel models, OpenMP, CUDA etc.) at an introductory level. Application performance improvement using a systematic and structured approach is illustrated. Applications in finance are used to illustrate how to exploit parallelism to solve large scale computing problems. No prior knowledge of parallel computing is assumed. Previous coursework in C++ or Python (FINM 32500 or 32600 or 32700), or passing the FINM computing placement exam is required.
Instructor(s): C. Liyanaarachchi Terms Offered: Summer
Prerequisite(s): 1 of the following 3: FINM 32500, FINM 32600 (or having passed the Computing for Finance in C++ placement exam), FINM 32700
Note(s): Program elective.
FINM 33000. Mathematical Foundations of Option Pricing. 100 Units.
Introduction to the theory of arbitrage-free pricing and hedging of financial derivatives. Topics include: Arbitrage; Fundamental theorems of asset pricing; Binomial and other discrete models; Black-Scholes and other continuous-time Gaussian models in one-dimensional and multidimensional settings; PDE and martingale methods; Change of numeraire. Program requirement.
Instructor(s): R. Lee Terms Offered: Autumn

FINM 33150. Regression Analysis & Quantitative Trading Strategies. 100 Units.
Quantitative trading strategies, employing investment decisions based on model output, are a major component of business operations in the finance industry worldwide. We will present the major components of these strategies as found in several asset classes (equities, futures, credit, FX, interest rates and energy). A large proportion of the models involved in quantitative strategies are expressible in terms of regressions. We will cover most of the ways they are used, including practical tricks and considerations, and concentrating particularly on achieving trustworthy performance. Mathematically, we will cover the computation of linear regressions with and without weights, in univariate and multivariate cases, having least squares or other objective functions. Of the major computation technologies actively used by the finance industry (C/C++, Matlab, Java, R, VB/Excel, C, \#, Python) we have chosen R and Python for numerical computation, with (very) light usage of Excel and with data coming from Quandl and some proprietary sources. Program requirement.
Instructor(s): B. Boonstra Terms Offered: Spring

FINM 33160. Machine Learning in Finance. 100 Units.
The course will focus on two Machine Learning categorization models: Logistic Regression and Support Vector Machines, both binary and multi-category. The course will develop the mathematical foundations for these models and the optimization algorithms for training them on actual data. The algorithms will be implemented in Python. The necessary parts of Python programming will be taught along the way as they are needed. The Machine Learning models will be used to train models for trading stocks based on both fundamental and technical data. The models will be implemented in Python, using several Machine Learning libraries such as Scikitlearn and back-tested using the web service Quantopian. At the end of the course, the students will develop and implement their own trading models and analyze the performance of their models. Program elective.
Instructor(s): N. Nygaard Terms Offered: Autumn
Note(s): Students may apply FINM 37701 or FINM 33160 toward the computing requirement, but not both. If both are taken, the second will count toward the elective requirement.

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. Multivariate Data Analysis via Matrix Decompositions. 100 Units.
This course is about using matrix computations to infer useful information from observed data. One may view it as an “applied” version of Stat 30900 although it is not necessary to have taken Stat 30900; the only prerequisite for this course is basic linear algebra. The data analytic tools that we will study will go beyond linear and multiple regression and often fall under the heading of “Multivariate Analysis” in Statistics. These include factor analysis, correspondence analysis, principal components analysis, multidimensional scaling, linear discriminant analysis, canonical correlation analysis, cluster analysis, etc. Understanding these techniques require some facility with matrices in addition to some basic statistics, both of which the student will acquire during the course. Program elective.
Instructor(s): L. Lim Terms Offered: Autumn
Equivalent Course(s): 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. Program requirement.
Instructor(s): J. Paulsen Terms Offered: Autumn
FINM 33410. Probability for Risk Management. 050 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. Program requirement.
Instructor(s): J. Paulsen Terms Offered: Autumn

FINM 33420. Statistical Inference for Risk Management. 100 Units.
Instructor(s): J. Paulsen Terms Offered: Autumn
Prerequisite(s): FINM 33410: Probability for Risk Management
Note(s): Cannot be taken for elective credit if 33400 has already been taken.

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. Program requirement.
Instructor(s): Y. Balasanov, L. Doloc, J. Greco Terms Offered: Spring

FINM 33603. Fixed Income Derivatives I. 050 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. 100 Units.
The course starts with a quick introduction to martingales in discrete time, and then Brownian motion and the Ito integral are defined carefully. The main tools of stochastic calculus (Ito’s formula, Feynman-Kac formula, Girsanov theorem, etc.) are developed. The treatment includes discussions of simulation and the relationship with partial differential equations. Some applications are given to option pricing, but much more on this is done in other courses. The course ends with an introduction to jump process (Levy processes) and the corresponding integration theory. Program requirement.
Instructor(s): G. Lawler Terms Offered: Winter
Equivalent Course(s): STAT 39000

FINM 35000. Topics in Economics. 100 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. Program elective.
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: Autumn, Spring, Summer, Winter
Prerequisite(s): Consent of instructor.
FINM 36001. Project Lab 2. 0.000 Units.
Program elective.
Instructor(s): R. Lee Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): FINM 36000 and consent of instructor.

FINM 36700. Portfolio Theory and Risk Management I. 0.50 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. Program requirement.
Instructor(s): M. Hendricks Terms Offered: Autumn
Note(s): This is a 5 week course taught in the second half of the quarter.

FINM 36702. Portfolio Theory and Risk Management II. 0.50 Units.
This course combines a technical topic with an analysis of situations that produce outsized losses. Students will 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. Program requirement.
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 37301. Foreign Exchange: Markets, Pricing, and Products. 0.50 Units.
This course will examine international currency markets, financial products, and applications of quantitative models with an emphasis on the quantitative methods and derivative products in common use today. Topics will include a) pricing for FX products in theory and in practice, specifically spot, forward, futures, deposits, cross-currency swaps, non-deliverable contracts, and FX options, b) FX markets in practice, exchange rate regimes, international monetary systems, FX modeling and forecasting, and c) practical market applications of FX options, exotic options, and hybrid products. 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. 0.50 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 Requirement.
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. 0.50 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): Required if student does not pass the Introduction to Finance and Markets placement exam. This is a five-week course taught in the first half of the quarter.

FINM 38000. Financial Mathematics Practicum. 050 Units.
Program elective.
Terms Offered: Autumn, Spring, Summer, Winter

FINM 38500. Career Seminar. 000 Units.
Presentations/workshops/networking events related to career development in quantitative finance. **Program requirement.**
Instructor(s): Career Development Office Terms Offered: Autumn

FINM 39000. Regulatory & Compliance Requirements for Financial Institutions. 050 Units.
The course introduces students to the key regulatory and compliance requirements for bank and non-bank financial institutions. Students learn the basic regulatory requirements for the U.S. capital markets and the banking system, and are given an overview of the financial crisis of 2008-09 that led to the Dodd-Frank Act. Topics include: a) mandatory disclosure in the capital markets and regulation of intermediaries, such as broker-dealers and investment advisers, and their duties to clients; b) federal criminal and civil prosecutorial authority; c) regulation of systemic risk, including stress testing of large systemically important depository institutions, financial institution resolution plans, and the Volcker rule prohibiting proprietary trading; d) Basel III’s capital adequacy requirements; and e) regulation of the derivatives market and counterparty credit risk. A course-long homework assignment introduces students to the core principles of model risk management involving model development and model validation following Federal Reserve stress testing requirements based on a sample bank portfolio. Students learn the primary components of a financial institution compliance program concerning 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 Act. Case studies illustrate both compliance breakdowns and best practices. 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 (https://coursesearch.uchicago.edu/psc/prdguest/EMPLOYEE/HRMS/c/UC_STUDENT_RECORDS_FL/UC_CLASS_SEARCH_FL.GBL) in physical sciences departments. At least four of the courses must be graduate-level courses in a single department or associated with a specific interdepartmental track, such as environmental science, biochemistry/physics, computational methods in physical science, and optics/imaging. To accommodate students who seek to broaden their knowledge of the physical sciences as well as those seeking to transition to a new field, students may be allowed to take as many as three advanced undergraduate courses in fields outside of their undergraduate majors. In all cases the Director must approve the chosen curricula.

For experimentalists, a typical master’s project might consist of performing or assisting with a laboratory research experiment. For theorists, a typical master’s project might consist of performing some numerical simulation experiments. Students normally choose their projects in the winter quarter, carry them out during the spring quarter, and summarize their projects’ results in a required master’s paper.

QUESTIONS

Prospective or current students should contact the 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 L. 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
• Andrey V. Kravtsov
• Richard G. Kron
• Stephan S. Meyer
• Angela V. Olinto
• Paolo Privitera
• Robert Rosner
• Michael S. Turner

Associate Professors
• Jacob L. Bean
• Hsiao-Wen Chen
• Michael D. Gladders
• Daniel E. Holz
• Dan Hooper

Assistant Professors
• Bradford A. Benson
• Damiano Caprioli
• Clarence L. Chang
• Daniel Fabrycky
• Leslie Rogers
• Erik Shirokoff

Emeritus Faculty
• Kyle M. Cudworth
• Roger H. Hildebrand
• Lewis M. Hobbs
• Edward J. Kibblewhite
• Arieh Königl
• Donald Q. Lamb, Jr.
• Richard H. Miller
• Takeshi Oka
• Patrick E. Palmer
• Eugene N. Parker
Faculty in the Department of Astronomy and Astrophysics work on a wide range of topics at the frontiers of astrophysics: from understanding the beginning of the Universe to the search for habitable extrasolar planets; from the formation and evolution of the earliest galaxies to modeling the most energetic events in the modern Universe; from exploring our own solar system to the largest structures of the Universe. The department participates in major facilities that support the programs of our research groups. Many of these projects take advantage of connections with the neighboring national laboratories, Argonne and Fermilab, for both intellectual and technical resources. Research groups have access to leading telescopes worldwide, including the 6.5-m Magellan Telescopes at Las Campanas, Chile; the Dark Energy Survey at Cerro Tololo Inter-American Observatory in Chile; and the South Pole Telescope, with its ongoing development of powerful new imagers for measuring the Cosmic Microwave Background. Departmental researchers also make use of a number of 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. 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ASTR 30100</td>
<td>Stars</td>
<td>100</td>
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<tr>
<td>ASTR 30300</td>
<td>Interstellar Matter</td>
<td>100</td>
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<tr>
<td>ASTR 30400</td>
<td>Galaxies</td>
<td>100</td>
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<tr>
<td>ASTR 31000</td>
<td>Cosmology I</td>
<td>100</td>
</tr>
<tr>
<td>ASTR 31100</td>
<td>High Energy Astrophysics</td>
<td>100</td>
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<tr>
<td>ASTR 30600</td>
<td>Detection of Radiation</td>
<td>100</td>
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<tr>
<td>ASTR 49900</td>
<td>Graduate Research Seminar</td>
<td>100</td>
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<tr>
<td>ASTR 37100</td>
<td>Precandidacy Research: Astron</td>
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<tr>
<td>ASTR 49400</td>
<td>Post-Candidacy Research</td>
<td>Var</td>
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</tbody>
</table>

A selected list of course descriptions can be seen here.

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 and established a Thesis Committee. 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 by the Autumn 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. Instructor(s): F. Cattaneo Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

**ASTR 30300. Interstellar Matter. 100 Units.**

Interstellar medium, collision-less systems, distribution of stars in the solar neighborhood, stellar kinematics/dynamics, observations of galactic large-scale structure, theory of galactic structure and evolution. Instructor(s): H. Chen 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. Instructor(s): A. Kravtsov Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates by consent of instructor.
ASTR 30600. Detection of Radiation. 100 Units.
Radiation as a random process, optical coherence, and signal analysis in spatial and temporal domains, along with the detection and measurement of radiation with astronomical instruments.
Instructor(s): J. Carlstrom Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 31000. Cosmology I. 100 Units.
This course presents an introduction to the principles of cosmology. The first part introduces homogeneous, relativistic cosmologies and covers the Robertson-Walker metric, dynamics in the presence of matter, radiation, and dark energy, the universe as a function of time and redshifts, and techniques for calculating observable quantities. The next part covers the growth and evolution of structure in the universe including the formation of clusters and voids, correlation functions, and the mass spectrum. The next part covers the physics of the early universe, including inflation, primordial nucleosynthesis, and recombination. The final part covers current topics in cosmology, including analysis of the cosmic microwave background and tests for detecting and measuring dark matter and dark energy.
Instructor(s): S. Dodelson Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 31100. High Energy Astrophysics. 100 Units.
This course covers a wide range of phenomena associated with the astrophysics of high energy photons, cosmic rays, and neutrinos, including the processes of ionization, bremsstrahlung, synchrotron, pion production, Compton and inverse Compton scattering, as well as cosmic ray acceleration. Specific sources of high energy emission will also be discussed, including active galaxies, pulsars, gamma-ray bursts and supernova remnants.
Instructor(s): D. Caprioli 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. Not offered in 2017-18
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

ASTR 31500. Dynamics of Fluids. 100 Units.
Terms Offered: TBD. Not offered in 2017-18
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. Not offered in 2017-18
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.
Instructor(s): Staff Terms Offered: Spring
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: TBD. Not offered in 2017-18
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.
Instructor(s): A. Kravtsov Terms Offered: Autumn
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; multidimensional likelihood space; Fischer information matrices; time series analysis. Assignments draw from examples in the astronomical literature.  
Terms Offered: TBD. Not offered in 2017-18  
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

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.  
Instructor(s): R. Kron  
Terms Offered: Autumn, Spring, Summer, Winter

ASTR 40600. Gravitational Lensing. 100 Units.  
Theory of bending of light by gravitational potentials followed by astrophysical and cosmological applications including; microlensing, planetary searches, strong lensing, and weak lensing.  
Instructor(s): Staff  
Terms Offered: TBD

ASTR 40800. The Perturbed Universe. 100 Units.  
This seminar course will cover inflation as the source of structure in the universe and its observational signatures. Topics will include relativistic perturbation theory, canonical and general single field inflationary models, primordial non-Gaussianity, and gravitational waves.  
Instructor(s): W. Hu  
Terms Offered: Winter

ASTR 41800. Introduction to Intergalatic 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): Staff  
Terms Offered: TBD. Not offered 2017-18  
Note(s): H. Chen

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.  
Instructor(s): Staff  
Terms Offered: TBD. Not offered in 2017-18

ASTR 44800. Cosmic Microwave Background. 100 Units.  
The first half of the course will be lectures with the goal of establishing a common denominator, and the second half will be research. The course requires a final project to be presented in class. Prerequisites are graduate-level cosmology and general relativity.  
Instructor(s): W. Hu  
Terms Offered: TBD

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.  
Instructor(s): Staff  
Terms Offered: TBD. Not offered in 2017-18

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. Not offered in 2017-18

ASTR 45500. Machine Learning in Astronomy. 100 Units.  
This one quarter elective is an applications-based course that will cover major Machine Learning topics applied to astronomy datasets. Topics will include image classification, clustering, and anomaly detection. This course is intended for graduate students and senior undergraduates who have some experience programming in Python.  
Instructor(s): Camille Avestruz  
Terms Offered: Spring. Spring Quarter 2017
ASTR 45600. Superconducting Detectors for Astronomy & Particle Astrophys. 100 Units.
This course will cover the physics and application of superconducting detectors and devices for use in astronomical and particle-astrophysics instruments. Technologies include Transition Edge Sensors, SQUID multiplexers, Kinetic Inductance Detectors and other similar implementations of applied superconductivity. The class will focus on applications of these technologies aimed at addressing topics of interest to fundamental physics and astronomy including Dark Matter searches, studies of the Cosmic Microwave Background, and sub-mm astronomy.
Instructor(s): Clarence Chang Terms Offered: Winter
Prerequisite(s): Open to advanced undergraduates by consent of instructor.

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): Staff Terms Offered: TBD. Not offered in 2017-18

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: Spring
Equivalent Course(s): GEOS 22060, GEOS 32060

ASTR 49400. Post-Candidacy Research. Var Units.
Independent research undertaken towards completion of the dissertation.
Terms Offered: Autumn,Spring,Summer,Winter
Prerequisite(s): Completion of all candidacy requirements.

ASTR 49900. Graduate Research Seminar. 100 Units.
The instructor chooses a topic for the seminar and assigns papers that develop the topic from the earliest times to the most recent results. Students each present papers during the course, as assigned, and lead a discussion. The purpose is to give students practice in analyzing the literature and in presenting to their peers, as well to assure breadth in the topics covered during their time at Chicago.
Instructor(s): Staff Terms Offered: Autumn,Spring,Winter
Prerequisite(s): E. Shirokoff, P. Privitera, B. Benson
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.
Instructor(s): A. Hammond Terms Offered: Autumn, Winter
Note(s): Open to first year BPHS students only
Department of Chemistry

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
• Stuart Rowan, Institute for Molecular Engineering
• Norbert F. Scherer
• Steven J. Sibener
• Scott Snyder
• Dmitri Talapin
• Andrei Tokmakoff
• Gregory Voth
• Luping Yu

Assistant Professors

• John Anderson
• Tim Berkelbach
• Bryan Dickinson
• Jared Lewis
• Raymond Moellerling
• Bozhi Tian
• Suriyanarayanan Vaikuntanathan
• Yossi Weizmann

Emeritus Faculty

• R. Stephen Berry
• Robert N. Clayton, Geophysical Sciences
• Philip E. Eaton
• Karl Freed
• Jack Halpern
• Robert Haselkorn, MGCN
• Donald H. Levy
• James R. Norris, Jr.
• Takeshi Oka
• Stuart A. Rice
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. 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. Lewis Terms Offered: Autumn
Prerequisite(s): CHEM 20100
CHEM 30500. Nanoscale Materials. 100 Units.
This course provides an overview of nanoscale phenomena in metals, semiconductors, and magnetic materials (e.g., the fundamental aspects of quantum confinement in semiconductors and metals, superparamagnetism in nanoscale magnets, electronic properties of nanowires and carbon nanotubes, surface plasmon resonances in nanomaterials, photonic crystals). Special attention is paid to preparative aspects of nanomaterials, colloidal and gas-phase syntheses of nanoparticles, nanowires, and nanotubes. Engineered nanomaterials and their assemblies are considered promising candidates for a variety of applications, from solar cells, electronic circuits, light-emitting devices, and data storage to catalysts, biological tags, cancer treatments, and drug delivery. The course covers state-of-the art in these and other areas. Finally, the course provides an overview of the experimental techniques used for structural characterization of inorganic nanomaterials (e.g., electron microscopy, X-ray diffractometry, small-angle X-ray scattering, STM, AFM, Raman spectroscopy).
Instructor(s): B. Tian Terms Offered: Not offered in 2017-18.
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.
Instructor(s): Staff Terms Offered: Not offered in 2017-18
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 stereocchemical control in synthesis.
Instructor(s): G. Dong Terms Offered: Autumn
Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32300. Strategies and Tactics of Organic Synthesis. 100 Units.
This course discusses the important classes for organic transformation. Topics include carbon-carbon bond formation; oxidation; and reduction using a metal, non-metal, or acid-base catalyst. We also cover design of the reagents and the scope and limitation of the processes.
Instructor(s): S. Snyder Terms Offered: Winter
Prerequisite(s): CHEM 22200/23200 or consent of instructor

CHEM 32400. Physical Organic Chemistry II. 100 Units.
Topics covered in this course include the mechanisms and fundamental theories of free radicals and the related free radical reactions, biradical and carbene chemistry, and pericyclic and photochemical reactions.
Instructor(s): Staff Terms Offered: Not offered in 2017-18
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 2017-18
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.
Instructor(s): Staff Terms Offered: Not offered in 2017-18
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.
Instructor(s): Staff Terms Offered: Not offered in 2017-18
Prerequisite(s): CHEM 22200/23200 and MATH 20100, or consent of instructor

CHEM 33100. New Synthetic Reactions and Catalysts. 100 Units.
This course presents recent highlights of new synthetic reactions and catalysts for efficient organic synthesis. Mechanistic details and future possibilities are discussed.
Instructor(s): Staff Terms Offered: Not offered in 2017-18
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.
Instructor(s): Staff Terms Offered: Not offered in 2017-18

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. Biological Chemistry of Materials: Principles and Applications. 100 Units.
Instructor(s): Yossi Weizmann Terms Offered: Winter 2015
Prerequisite(s): CHEM 23300 or consent of instructor
CHEM 33700. RNA Structure, Function, and Biology. 100 Units.
Students will learn principles of RNA structure and function, RNA catalysis, and RNA molecular cell biology as they relate to the field of RNA metabolism. In recent years it has become apparent that much of an organism's genome is transcribed, yielding a far more expansive collection of RNA molecules than previously thought: many of these RNAs are classic messenger RNAs that code for proteins but many serve functions other than protein coding (noncoding RNAs). These RNAs are processed, modified, and usually interact with RNA binding proteins (RBPs) to form ribonucleoprotein (RNP) complexes. We will consider emerging themes in noncoding RNA biology and investigate methods for interrogating their cellular structure and function.
Instructor(s): Prof. Joseph Piccirilli Terms Offered: Spring

CHEM 33800. Organotransition Metal Chemistry. 100 Units.
Transition-metal catalysis becomes one of the most important tools in organic synthesis. In this course, we will start to review the fundamental knowledge in organo-transition metal chemistry, such as bonding, coordination chemistry of metal-ligand complexes, in detail. The main focus will be the basic elementary reactions of organometallic complexes, such as oxidative addition, migratory insertion, reductive elimination etc. Lastly, we will study the subject of catalysis, and examine various catalytic transformations through the course.
Instructor(s): Guangbin Dong Terms Offered: Spring

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): N. Scherer Terms Offered: Spring
Prerequisite(s): CHEM 36100 required; 36300 recommended

CHEM 36800. Advanced Computational Chemistry and Biology. 100 Units.
The theme for this course is the identification of scientific goals that computation can assist in achieving. The course is organized around the examination of exemplary problems, such as understanding the electronic structure and bonding in molecules and interpreting the structure and thermodynamic properties of liquids. The lectures deal with aspects of numerical analysis and with the theoretical background relevant to calculations of the geometric and electronic structure of molecules, molecular mechanics, molecular dynamics, and Monte Carlo simulations. The lab consists of computational problems drawn from a broad range of chemical and biological interests. L.
Instructor(s): K. Freed Terms Offered: Not offered in 2017-18
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 2017-18

CHEM 37100. Advanced Spectroscopies. 100 Units.
This linear and nonlinear spectroscopy course includes notions on matter-radiation interaction, absorption, scattering, and oscillator strength. They are applied mostly with the optical range, but we briefly touch upon microwave (NMR, ESR) and X-rays at the extreme. We cover nonlinear optical processes such as coherent Raman, harmonic, and sum-frequency; induced transparency; slow light; and X-ray generation. We also cover coherent and incoherent dynamical probes, such as pump-probe, echoes, and two-dimensional spectroscopy.
Instructor(s): P. Guyot-Sionnest Terms Offered: Winter

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 semidilute 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 37300. Advanced Special Topics in Theory and Computation. 100 Units.
This course introduces topics in theoretical and computational chemistry beyond those in the traditional graduate physical chemistry sequence. Specific topics will vary from year to year based on the interests of the instructor and students. Representative topics are diagrammatic methods, field theories, renormalization, nonequilibrium statistical mechanics, and quantum dynamics.
Instructor(s): Aaron Dinner Terms Offered: Spring 2017-2018

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
THE COMMITTEE ON COMPUTATIONAL
AND APPLIED MATHEMATICS

Committee website: https://www.stat.uchicago.edu/ccam/index.shtml

Director
- Mary Silber (Statistics, CAMI)

Professors
- Yali Amit (Statistics and Computer Science)
- Mihai Anitescu (Statistics and Argonne, CAMI)
- Guillaume Bal (Statistics and Mathematics, CAMI)
- Nicolas Brunel (Statistics and Neurobiology, CAMI)
- Fausto Cattaneo (Astronomy and Astrophysics)
- Jack Cowan (Mathematics and Neurology)
- Aaron Dinner (Chemistry and James Franck Institute)
- Todd Dupont (Computer Science, Mathematics, and James Franck Institute)
- Carlos Kenig (Mathematics)
- John Lafferty (Statistics and Computer Science, CAMI)
- Gregory Lawler (Mathematics and Statistics)
- John Reinitz (Statistics and Ecology and Evolution, CAMI)
- Ridgway Scott (Computer Science and Mathematics)
- Panagiotis (Takis) Souganidis (Mathematics)
- Michael Stein (Statistics)
- Matthew Stephens (Statistics and Human Genetics)
- Gregory Voth (Chemistry and James Franck Institute)
- Shmuel Weinberger (Mathematics)

Associate Professor
- Nathan Srebro (TTIC)

Assistant Professors
- Rina Foygel Barber (Statistics)
- Zheng (Tracy) Ke (Statistics)
- Risi Kondor (Statistics and Computer Science, CAMI)
- Lek-Heng Lim (Statistics, CAMI)
- Jonathan Weare (Statistics and James Franck Institute, CAMI)

The Program

The use of computational, mathematical and statistical modeling in various areas of science has increased dramatically in recent years, triggered by massive increases in computing power and data acquisition. Mechanistic models for physical problems that reflect underlying physical laws are being combined with data-driven approaches in which statistical inference and optimization play key roles. These developments are transforming research agendas throughout statistics and applied mathematics, and are impacting a broad range of scientific disciplines.

A critical need now exists to train the next generation of computational and applied mathematicians to confront data-centric problems in the natural and social sciences. In response to these developments, the Committee on Computational and Applied Mathematics has been formed to provide graduate training in Computational and Applied Mathematics that reflects both the scientific demands and the unique strengths of the University of Chicago faculty across the Division of the Physical Sciences, including the recent hiring of several new faculty under a Computational and Applied Mathematics Initiative (CAMI).

Admissions

The program will admit a small number of exceptionally qualified students. Each student will be assigned to a member of the steering committee to plan and approve a course of study.

Thesis Committee
By the end of their second year, students will choose a thesis advisor from CCAM and two additional thesis committee members. A student may propose an advisor who is not a member of CCAM, with approval of the steering committee, in which case the additional members of the thesis committee will be from CCAM.

Course Requirements

The course requirements of the Ph.D. in Computational and Applied Mathematics are fairly low, consistent with the goal of involving students in original research early in their graduate careers. Together with an assigned course advisor, students select classes from core areas and a diverse set of possible elective tracks involving mathematics, statistics, computer science, and applications. The CAM core requirements include 1-quarter courses in optimization, stochastic processes, machine learning, computation, applied analysis and partial differential equations, typically completed in the first year of the program. Students are also expected to take at least one graduate level course in a scientific domain.

For more details on this new program, see http://www.stat.uchicago.edu/ccam/program.shtml
Department of Computer Science

Chair
• Michael Franklin

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
• Haryadi Gunawi
• Henry Hoffmann
• Gordon Kindlmann
• Risi Kondor
• Yanjing Li
• Blase Eric Ur

Adjunct faculty
• Geraldine Brady (adjunct associate professor)
• Todd Nugent (adjunct assistant professor)
• Mark Shacklette (adjunct professor)
• Andrew R Siegel (adjunct professor)
• Michael Spertus (adjunct professor)

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.
There is an ongoing major thrust to expand the role of Computer Science and computation at the University, with considerable expansion of the faculty, and expanded support to explore new research areas. Accordingly, the descriptions below, a snapshot of our current active research, is likely to expand.

Current active research areas include computing systems, computer architecture, computer security and privacy, error-tolerant computing and error recovery in computing systems, databases and data intensive computing, theoretical computer science, discrete mathematics, quantum computing, programming languages, machine learning, computational linguistics, computer vision, cloud computing, sustainable computing, scientific computing and visualization, high performance computing, human-computer interaction, computer science education, and interdisciplinary research in computing in the physical, biological, and social sciences.

**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, human-computer interactions, 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: they must do especially well in the five core courses with a 3.25 average. Details about the requirements can be found in the departmental web page. 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 31230. Fundamentals of Deep Learning. 100 Units.
Introduction to fundamental principles of deep learning. Although deep learning systems are evolving rapidly, this course attempts to teach material that will remain relevant and useful as the field changes. The course will emphasize theoretical and intuitive understanding to the extent possible.

Expected outcomes:

- Ability to design and train novel deep learning architectures.
- An understanding of the general issues and phenomenon sufficient to guide architecture design and training.

Instructor(s): David McAllester Terms Offered: Winter
Prerequisite(s): Introduction to machine learning course.
Equivalent Course(s): TTIC 31230

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, Spring, Winter
Prerequisite(s): Consent of department counselor and instructor

CMSC 33100. Advanced Operating Systems. 100 Units.
This course covers advanced topics in operating systems and systems research. Possible topics include, but are not limited to, the following: OS philosophies, networked operating systems, distributed file systems, virtual machines, fault-tolerant systems, resource allocation, parallel computing and multiprocessing, cloud computing, and security.
Instructor(s): Lu Terms Offered: Autumn
Prerequisite(s): Consent of department counselor and instructor

CMSC 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: Not offered 2017-2018.
Prerequisite(s): CMSC 23300 with at least a B+, or by consent.
Equivalent Course(s): CMSC 23310

CMSC 33400. Mobile Computing. 100 Units.
Mobile computing is pervasive and changing nearly every aspect of society. Sensing, actuation, and mediation capabilities of mobile devices are transforming all aspects of computing: uses, networking, interface, form, etc. This course explores new technologies driving mobile computing and their implications for systems and society. Current focus areas include expanded visual experience with computational photography, video and interactive augmented reality, and synchronicity and proximity-detection to enable shared social experiences. Labs expose students to software and hardware capabilities of mobile computing systems, and develop the capability to envision radical new applications for a large-scale course project.
Instructor(s): A. Chien Terms Offered: Not offered 2017-2018.
Prerequisite(s): CMSC 23000 or 23300 or equivalent are required.
Equivalent Course(s): CMSC 23400

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 33750. Machine Learning and Cancer. 100 Units.
In this topics course we will investigate the use of machine learning methods in the study of Cancer and the development of precision oncology. Cancer is a complex disease that impacts millions each year. Recently the concept of precision oncology has gained popularity as an approach to customize Cancer treatments based on the genomic profile and history of the patient, the molecular properties of the patient's tumor and the action and mode of treatments that are available. At the center of any precision medicine approach are large-scale datasets from which predictive models can be built, scalable analysis methods for processing and integrating data and machine learning methods for constructing and evaluating predictive models that can be used in diagnosis, treatment planning, and outcome prediction for patient care. In this course we will work through the development of the entire pipeline from raw data to predictive models. We will develop and evaluate predictive models for drug response, tumor typing, image based diagnosis, and treatment outcomes. We will also develop some population based models that include environmental factors. Students will work through key papers, representative datasets and a variety of machine learning methods including some deep learning models under development in the joint DOE/NCI Cancer project. Familiarity with python and machine learning will be helpful. Students will have an opportunity to do significant project work as part of the
Instructor(s): Rick Stevens, Robert Grossman Terms Offered: Autumn

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
ets 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 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): I. 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.
This is a graduate level course on algorithms with the emphasis on central combinatorial optimization problems and advanced methods for algorithm design and analysis. Topics covered include asymptotic analysis, greedy algorithms, dynamic programming, amortized analysis, randomized algorithms and probabilistic methods, combinatorial optimization and approximation algorithms, linear programming, and advanced data structures.

Expected outcomes: Ability to design and rigorously analyze algorithms using paradigms such as greedy or dynamic programming. Understand the use of linear programming in optimization. Be able to formulate problems as linear programs. Understand linear programming duality and applications to problems such as max-flow/min-cut. Be able to write duals for linear programs.

Instructor(s): Yury Makarychev
Terms Offered: Winter
Prerequisite(s): Assumes familiarity with proofs and an the asymptotic notation. Some basic knowledge of the notion of NP-hardness is also required.
Equivalent Course(s): TTIC 31010

CMSC 37100. Topics in Algorithms. 100 Units.
This course covers current research 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 37220. Mathematical Toolkit. 100 Units.
The course is aimed at first-year graduate students and advanced undergraduates. The goal of the course is to collect and present important mathematical tools used in different areas of computer science. The course will mostly focus on linear algebra and probability. We intend to cover the following topics and examples:

Expected outcomes: Ability to write correctly typed rigorous proofs. Understanding of various notions of linear algebra in the context of abstract vector spaces. Ability to understand and analyze stochastic processes. Familiarity with discrete and continuous random variables and various concentration bounds.

Instructor(s): Ohannessian, Mesrob
Terms Offered: Autumn
Prerequisite(s): None.
Equivalent Course(s): TTIC 31150

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 37503. Approximation Algorithms. 100 Units.
This is a basic course on approximation algorithms, with the main focus on approximation algorithms for central combinatorial optimization problems. We will mostly focus on classical algorithmic results, but will also present some state of the art results and challenges in the area of approximation. The course will cover major algorithmic techniques, including LP-rounding, primal-dual schema, metric methods, SDP rounding and so on. While the main focus of the course is on algorithms, we will also discuss lower bounds on approximation and connections between algorithm design and lower bound proofs. Assumes the knowledge of material covered in the Algorithms course. Expected outcomes: Understand concepts such as approximation factor, polynomial time approximation schemes and hardness of approximation. Understand applications of linear programs (LPs) to design of approximation algorithms. Learn to analyze rounding algorithms for LPs and understand integrality gaps. Be able to apply LP duality. Understand semi-definite programming and its applications to approximation.
Instructor(s): Julia Chuzhoy Terms Offered: Winter
Prerequisite(s): Algorithms (TTIC 31010 or CMSC 37000)
Equivalent Course(s): TTIC 31080

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 30700

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, Yury Terms Offered: Winter

CMSC 39020. Geometry, Complexity, and Algorithms. 100 Units.
This course will try to explore these three topics and their interactions. Among the topics likely to be discussed are metric measure geometry (e.g. concentration of measure) and its use designing algorithms, machine learning, manifold learning, the complexity of the construction of isotopies and nullcobordisms, the Blum-Cucker-Smale theory of real computation and estimates for the complexity of root finding and related problems, persistence homology and applications, and other topics that seem like a good idea as the course develops.
Instructor(s): Shmuel Weinberger Terms Offered: Winter
Prerequisite(s): Undergraduate mathematics, the idea of a Turing machine and what an algorithm is, ideally a quarter of each of algebra, algebraic topology, differential topology and complex variables (even at the undergraduate level) and the willingness to work.
Equivalent Course(s): MATH 38900

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
• David Jablonski
• Susan M. Kidwell
• Douglas R. MacAyeal
• Noboru Nakamura
• Michael J. Pellin
• David B. Rowley

Associate Professors
• Dorian Abbot
• Andrew Campbell
• Fred Ciesla
• Dion L. Heinz
• Elisabeth J. Moyer
• Mark Webster

Assistant Professors
• Maureen Coleman
• Malte Jansen
• Edwin Kite
• Tiffany Shaw
• Graham J. Slater
• Jacob Waldbauer

Emeritus Faculty
• Alfred T. Anderson, Jr.
• Victor Barcilon
• Roscoe R. Braham, Jr.
• Robert N. Clayton
• John E. Frederick
• Lawrence Grossman
• Michael C. LaBarbera, Organismal Biology & Anatomy
• Paul B. Moore
• Robert C. Newton
• Raymond T. Pierrehumbert
• William H. Reid
• Frank M. Richter
• 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 the Geophysical Sciences was created in 1961 when the departments of geology and meteorology of the university were united to better embrace the multidisciplinary nature of research and scholarship applied to Earth, its place in the cosmos and its environmental and biological history. The precursor Department of Geology was founded in the 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 microbial ecology, and from climate dynamics of Earth and other planets, biogeochemical cycles to early Earth geochemistry. Graduate students are exposed to the breadth of intellectual activity in the physical and natural science of the Earth through courses they take during their first two years of study and through weekly attendance of seminars where both faculty and visiting scientists present research lectures. Graduate students are expected to develop two skills. First is the ability to conduct scientific discourse across the full range of disciplines. Second is the ability to conduct original research leading to unique contributions in an area of specialization.

Research and teaching within the program is further amplified by associations with other groups within the university. The most notable programs allied with ours are: the committee on evolutionary biology (CEB), research on the evolution of life), the chemistry department (research on atmospheric and environmental chemistry), the department of astronomy and astrophysics (research on exoplanets), the Argonne National Lab (environmental chemistry, advanced computing, the Advanced Photon Source, CARS), the center for robust decision making on climate and energy policy (RDCEP), and the department of statistics.

STUDENT ADVISING

A distinctive element in the everyday life of the department is the mentoring relationship the faculty of the department provide for students of the program. In our program, students are regarded as colleagues, not subordinates. Students are guided in their learning and research activities by mentorship engaging both the program faculty and fellow students. This mentorship oversees both the course work activity and the student's research, and is conceived as a means of establishing the student as a full partner in research and scholarship. Formal mentoring activities involve regular academic advisory committee meetings that include a combination of faculty covering the student's field of specialty and faculty covering allied fields where cross disciplinary exchange of ideas or techniques may prove helpful to the student's progress. In addition to formal activities, mentoring also proceeds along informal avenues: the department faculty prides itself in maintaining an open door atmosphere, where students seeking help or advice can readily find it down the hall.

RESEARCH

Dissertation research can address any aspect of physical, chemical, biological and natural sciences of the Earth, its life and environment, and the solar system environment from which the planets were formed. Typically, dissertation research begins in the second year of the student's residence after courses taken in preparation for the preliminary examination have been completed and an oral research prospectus has been defended.

TEACHING, OUTREACH AND PROFESSIONAL SKILLS DEVELOPMENT

Young scientists are faced with an ever increasing demand for breadth in the scope of their professional skills: from teaching to proposal writing, and from website design to mountaineering. To help prepare our students for the varied challenges they will encounter in their post graduate career, we involve them to the maximum extent possible in teaching, research planning, public outreach and field activity. While there are no strict requirements for teaching activities, the majority of our students participate in at least some teaching
as laboratory assistants for the large, undergraduate-level classes taught by our faculty. Typical demands on a graduate student’s time might involve four to eight hours a week of student contact time, and four to six hours a week of preparation and grading. To emphasize the value the university places on graduate student participation in undergraduate teaching, a slightly larger stipend is provided to teaching assistants over research assistants. In addition to teaching, our graduate students typically become involved in the scientific funding process through exposure to the efforts undertaken by faculty in the securing of research funds through the writing of proposals. Public outreach is also an important element of professional skills, and is emphasized through scientific web site development (required by funding agencies for grants funded in support of scientific research) and other activities (e.g., local science fairs and lectures at surrounding schools) which emphasize contact with the general public. Many of our graduate students include field work as part of their research projects—from scuba-based sampling in Central America to mapping in Tibet—and we offer formal courses and trips to help students develop their skills for this mode of scientific research. Class trips typically focus on (1) modern and ancient sedimentary environments, which explicitly integrates across geology and biology (every 2-3 years, usually in a tropical or subtropical marine setting); (2) sequence stratigraphy of siliciclastics, mostly Meso-Cenozoic; and (3) integrated structure, tectonics, sedimentation, and paleontology, with an eye to reconstructing paleogeography at regional scales (early Paleozoics of Great Basin and Death Valley; Cenozoic of southern California). Students also have opportunities to join faculty in some field campaigns, which include oceanographic cruises.

**CURRICULUM**

The diversity of intellectual pursuit encompassed by the program places students and faculty into a challenging position when confronted with the need to design a curriculum capable of preparing students of the program to become Ph.D. scientists. Our approach to this challenge is to focus on thinking tools that prepare students for research. Thinking tools embody knowledge of methodologies, awareness of fundamental scientific problems, understanding of current research areas and creative thought when encountering difficult questions. These tools are taught, in part, by a curriculum of courses that delve deeply into various subsets of knowledge covered by the department’s scholarly interests. While a student may enter the program with the ultimate goal of writing a dissertation in one area of specialization, courses taken in closely allied areas of specialization are often, by virtue of practicality, all that our curriculum offers. While this may seem detrimental to progress toward specialized research, in practice, the specific subject material used to build the student’s base of knowledge and rigorous understanding of thought and methodologies is not strongly correlated with the student’s subsequent success. Our curriculum of courses thus focuses on teaching notions of understanding and methodologies that are universal in their application to a wide range of specialized phenomena.

**REQUIRED COURSE ACTIVITIES**

This time period is divided into two parts, the pre-candidacy phase where the student focuses on course work and general scholarship, and the candidacy phase where the student focuses on specialized research directed to the completion of the dissertation. While flexibility is a distinct advantage of the department’s small, intimate setting of graduate study compared to other, larger programs, graduate students are normally expected to progress through their study as follows. Classes are taken through the first two years of residence at the university, and a preliminary examination is taken normally in the spring of the second year. Classes are selected from the department’s graduate courses, appropriate upper-level undergraduate courses and courses offered elsewhere in the university. Selection of courses is made through consultation with a faculty advisory committee, which meets regularly through the first two years of the student’s residence.

The preliminary examination taken at the end of the second year of residence serves to promote students to candidacy for the Ph.D. The purpose of the examination is to ensure the student’s progress in the two goals of graduate study: breadth of fundamental knowledge, and depth of knowledge in a particular area of specialization (chosen normally to be consistent with the student’s anticipated dissertation topic).

The preliminary examination has two parts. The written part (taken either in one single sitting or as a series of written tests taken in conjunction with final exams of courses, depending on the particular situation) covers the 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 three to four classes per quarter during the first five quarters (not including Summer Quarter) of residence. Over this period, the student will take a mixture of high level (designated by numbers greater than
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
Equivalent Course(s): GEOS 20500

**GEOS 30500. Topics in the Geophysical Sciences. 100 Units.**
This course is offered from time-to-time as a means of covering topics that are generally not covered by regularly offered courses in the curriculum. Students should consult with appropriate faculty regarding opportunities to take this course when the situation arises.
Instructor(s): Staff Terms Offered: Autumn. Not offered 2017-2018
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 2017-2018
Prerequisite(s): GEOS 21000 or consent of instructor.
Equivalent Course(s): GEOS 21005

**GEOS 31200. Physics of the Earth. 100 Units.**
This course considers geophysical evidence bearing on the internal makeup and dynamical behavior of the Earth, including seismology (i.e., properties of elastic waves and their interpretation, and internal structure of the Earth); mechanics of rock deformation (i.e., elastic properties, creep and flow of rocks, faulting, earthquakes); gravity (i.e., geoid, isostasy); geomagnetism (i.e., magnetic properties of rocks and history, origin of the magnetic field); heat flow (i.e., temperature within the Earth, sources of heat, thermal history of the Earth); and plate tectonics and the maintenance of plate motions. (L)
Instructor(s): D. Heinz Terms Offered: Spring
Prerequisite(s): Prior calculus and college-level physics courses, or consent of instructor.
Equivalent Course(s): GEOS 21200

**GEOS 31205. Introduction to Seismology, Earthquakes, and Near-Surface Earth Seismicity. 100 Units.**
This course introduces the mechanics and phenomenology of elastic waves in the Earth and in the fluids near the Earth's surface (e.g., S and P waves in the solid earth, acoustic waves in the ocean and atmosphere). Topics include stress and strain, constitutive equations, elasticity, seismic waves, acoustic waves, theory of refraction/reflection, surface waves, dispersion, and normal modes of the Earth. Phenomenology addressed includes exploration geophysics (refraction/reflection seismology), earthquakes and earthquake source characterization, seismograms as signals, seismometers and seismological networks, and digital seismogram analysis.
Instructor(s): D. Heinz Terms Offered: Winter
Equivalent Course(s): GEOS 21205

**GEOS 31400. Thermodynamics and Phase Change. 100 Units.**
This course develops the mathematical structure of thermodynamics with emphasis on relations between thermodynamic variables and equations of state. These concepts are then applied to homogeneous and heterogeneous phase equilibrium, culminating in the construction of representative binary and ternary phase diagrams of petrological significance.
Instructor(s): A. Campbell Terms Offered: Spring. 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 2017-2018
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 2017-2018
Prerequisite(s): Consent of instructor
Equivalent Course(s): GEOS 22050

GEOS 32060. What Makes a Planet Habitable? 100 Units.
This course explores the factors that determine how habitable planets form and evolve. We will discuss a range of topics, from the 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: Spring
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). (L)
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 32500. Topics in Planetary Science. 100 Units.
In this seminar we explore the latest research and results in planetary science. General topics to be discussed include planet formation, planetary evolution, spacecraft exploration, and astrobiology. The specific focus for each class offering will be determined by the interests of the faculty and students. Can be taken multiple times for credit since the specific topic will change each quarter.
Instructor(s): Staff Terms Offered: Winter

GEOS 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. This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. MacAyeal Terms Offered: Winter
Prerequisite(s): Knowledge of vector calculus, linear algebra, and computer programming.
Equivalent Course(s): GEOS 23205

GEOS 33300. Advanced Topics in Climate Dynamics. 100 Units.
The course will go beyond radiative-convective equilibrium and explore spatial and temporal aspects of Earth’s climate with a focus on the atmosphere. The goal is to gain a physical understanding of Earth’s climate and its past and future changes. We will discuss a range of topics from the surface and atmospheric energy balance, hydrological cycle, atmospheric general circulation and energy transport, climate variability, paleoclimate, natural & anthropogenic climate change. The course will combine lectures of the theory and observations underlying our understanding of Earth’s climate with student presentations of peer-reviewed papers. The evaluation will be based on a data-analysis project.
Instructor(s): T. Shaw Terms Offered: 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. Not offered 2017-2018
Prerequisite(s): CHEM 11100-11200-11300 or equivalent; 13100-13200-13300 or consent of instructor
Equivalent Course(s): ENSC 23805,GEOS 23805
GEOS 33825. Topics in Microbial Biogeochemistry. 100 Units.
In this seminar we explore the role of microorganisms in biogeochemical cycles. Topics include microbial metabolism, physiology, ecology and evolution in natural habitats, responses to short- and long-term climate change, and coevolution of life and its environment over Earth history. Can be taken multiple times for credit since the specific topic will change each quarter.
Instructor(s): M. Coleman Terms Offered: Autumn, Winter

GEOS 33900. Environmental Chemistry. 100 Units.
The focus of this course is the fundamental science underlying issues of local and regional scale pollution. In particular, the lifetimes of important pollutants in the air, water, and soils are examined by considering the roles played by photochemistry, surface chemistry, biological processes, and dispersal into the surrounding environment. Specific topics include urban air quality, water quality, long-lived organic toxins, heavy metals, and indoor air pollution. Control measures are also considered. This course is part of the College Course Cluster program, Climate Change, Culture, and Society.
Instructor(s): D. Archer Terms Offered: Autumn
Prerequisite(s): CHEM 11101-11201 or equivalent, and prior calculus course
Equivalent Course(s): ENST 23900, ENSC 23900, GEOS 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 isostacy. 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 tensor, 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
groundphysical 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): T. Shaw Terms Offered: Winter
Prerequisite(s): PQ: GEOS 24230 or equivalent; Knowledge of mechanics (PHYS 13100 or equivalent),
thermodynamics (PHYS 19700 or equivalent), vector calculus and linear algebra (MATH 20000-20100-20200 or
equivalent)
Equivalent Course(s): GEOS 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
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 36050. Models of Morphological Evolution. 100 Units.
Over the past 30 years the study of morphological evolution, from inference of evolutionary process to understanding correlated trait changes, has increasingly relied on phylogenetic approaches. This is due to the realization that species may exhibit similar traits due to shared evolutionary history as much as due to similar adaptive responses to other factors. The field of phylogenetic comparative methods is rapidly expanding. This graduate course will cover basic and advanced models of morphological character evolution that underlie comparative methods, as well as the statistical models themselves. Topics covered in this class will span: Brownian motion as a model of quantiative trait evolution; Independent contrasts and evolutionary regressions; Measuring phylogenetic signal; Alternative models of quantitative trait evolution - early bursts, Ornstein-Uhlenbeck processes, and multivariate data; Discrete traits, Markov processes and the threshold model; Phylogenetic analogues of traditional comparative methods (e.g., ANOVA, PCA). Lectures will cover theory behind concepts but students will also be expected to bring laptops to class so as to write code to simulate data and fit statistical models. All coding will be done in the R statistical language.
Instructor(s): G. Slater Terms Offered: Winter. Not offered 2017-2018

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. Not offered 2017-2018
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
Prerequisite(s): GEOS 13100 and 13200, or equivalent. For BIOS students: 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. Not offered 2017-2018
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 "death assemblages" of shells and bones that are accumulating on modern-day seaboards and land surfaces, provide unique information on the status of present-day populations, communities, and ecosystems and their responses to natural and anthropogenic stress. This course on the emerging discipline of 'conservation paleobiology' uses a mix of lectures, seminars, and individual research projects to introduce how basic geologic methods, applied to modern samples, can address critical issues in the conservation and restoration of biodiversity and natural environments, including the identification of shifted baselines and disentangling human and natural drivers of ecological change. The course is designed to accommodate biologists with little background in paleontology and geology, focusing on methods of age-dating, paleo-environmental reconstruction, and geohistorical inference relevant to analysis of the last few thousands of years of human expansion and cultural/industrial development. The 2017 version will include hands-on experience with already-collected marine benthic samples. 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 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. Not offered in 2017-2018
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 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, Akupeopaleontology, Paleobotany, Biomechanics, Paleocology, 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 grad 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
- 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
- Aaron Brown
- Tsao-Hsien Chen
- Nikita Rozenblyum
- Mircea Voda

Instructors
- Juliette Bavard
- Maxime Bergeron
- George Boxer
- DaRong Cheng
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 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

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<td>MATH 32500</td>
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<td>MATH 32600</td>
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<td>MATH 32700</td>
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<td>MATH 31900</td>
<td>Topology and Geometry III</td>
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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:
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**
- ASTR 30100: Stars
- ASTR 30200: Astrophysics-2
- ASTR 30300: Interstellar Matter

**Chemistry**
- CHEM 36100: Wave Mechanics and Spectroscopy
- CHEM 36200: Quantum Mechanics
- CHEM 36300: Statistical Thermodynamics

**Economics**
- ECON 30500: Game Theory
- ECON 30600: THE ECONOMICS OF INFORMATION
- ECON 30700: Decision Theory

**Geophysical Sciences**
- GEOS 34100: Fundamentals of Fluid Mechanics
- GEOS 34105: Dynamics of Viscous Fluids
- GEOS 34220: Climate Foundations

**Physics**
- PHYS 32200: Advanced Electrodynamics I
- PHYS 32300: Advanced Electrodynamics II

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. Students are expected to consult course schedules published by the university for information regarding courses offered on an infrequent basis.

**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; ultraproducsts; 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; ultraproducsts; 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, Mittag-Leffler theorem, Gamma and Zeta functions, analytic continuation, monodromy theorem, the concept of a Riemann surface, meromorphic differentials, divisors, Riemann-Roch theorem, compact Riemann surfaces, uniformization theorem, Green functions, hyperbolic surfaces, covering spaces, quotients.
Terms Offered: Spring
Prerequisite(s): MATH 31300

MATH 31700-31800-31900. Topology and Geometry I-II-III.
Topology and Geometry I-II-III
MATH 31700. Topology and Geometry I. 100 Units.
Topics include: Fundamental group, covering space theory and Van Kampen’s theorem (with a discussion of free and amalgamated products of groups), homology theory (singular, simplicial, cellular), cohomology theory, Mayer-Vietoris, cup products, Poincare Duality, Lefschetz fixed-point theorem, some homological algebra (including the Kunneth and universal coefficient theorems), higher homotopy groups, Whitehead’s theorem, exact sequence of a fibration, obstruction theory, Hurewicz isomorphism theorem.
Terms Offered: Autumn
Prerequisite(s): MATH 26200, 27000, 27200, and 27400; and consent of director or co-director of undergraduate studies

MATH 31800. Topology and Geometry II. 100 Units.
Topics include: Definition of manifolds, tangent and cotangent bundles, vector bundles. Inverse and implicit function theorems. Sard’s theorem and the Whitney embedding theorem. Degree of maps. Vector fields and flows, transversality, and intersection theory. Frobenius’ theorem, differential forms and the associated formalism of pullback, wedge product, integration, etc. Cohomology via differential forms, and the de Rham theorem. Further topics may include: compact Lie groups and their representations, Morse theory, cobordism, and differentiable structures on the sphere.
Terms Offered: Winter
Prerequisite(s): MATH 31700

MATH 31900. Topology and Geometry III. 100 Units.
Topics include: Riemannian metrics, connections and curvature on vector bundles, the Levi-Civita connection, and the multiple interpretations of curvature. Geodesics and the associated variational formalism (formulas for the 1st and 2nd variation of length), the exponential map, completeness, and the influence of curvature on the topological structure of a manifold (positive versus negative curvature). Lie groups. The Chern-Weil description of characteristic classes, the Gauss-Bonnet theorem, and possibly the Hodge Theorem.
Terms Offered: Winter
Prerequisite(s): MATH 31800

MATH 32500-32600-32700. Algebra I-II-III.

MATH 32500. Algebra I. 100 Units.
Topics include: Representation theory of finite groups, including symmetric groups and finite groups of Lie type; group rings; Schur functors; induced representations and Frobenius reciprocity; representation theory of Lie groups and Lie algebras, highest weight theory, Schur-Weyl duality; applications of representation theory in various parts of mathematics.
Terms Offered: Autumn
Prerequisite(s): MATH 25700-25800-25900, and consent of director or co-director of undergraduate studies

MATH 32600. Algebra II. 100 Units.
This course will explain the dictionary between commutative algebra and algebraic geometry. Topics will include the following. Commutative ring theory; Noetherian property; Hilbert Basis Theorem; localization and local rings; etc. Algebraic geometry: affine and projective varieties, ring of regular functions, local rings at points, function fields, dimension theory, curves, higher-dimensional varieties.
Terms Offered: Winter
Prerequisite(s): MATH 32500

MATH 32700. Algebra III. 100 Units.
According to the inclinations of the instructor, this course may cover: algebraic number theory; homological algebra; further topics in algebraic geometry and/or representation theory.
Terms Offered: Spring
Prerequisite(s): MATH 32600

MATH 34100. Geometric Literacy-I. 100 Units.
This ongoing course might be subtitled: "what every good geometer should know". The topics will intersperse more elementary background with topics close to current research, and should be understandable to second year students. The individual modules (2-5 weeks each) might be logically interrelated, but we will try to maintain a "modular structure" so that people who are willing to assume certain results as "black boxes" will be able to follow more advanced modules before formally learning all the prerequisites. This years topics might include: basics of symplectic geometry, harmonic maps in geometry, pseudo-Anosov homeomorphisms and Thurston’s compactification of Teichmuller space, algebraic geometry for non-algebraic geometers. Prereq: First year graduate sequence.
Instructor(s): Benson Farb Terms Offered: Autumn
Prerequisite(s): First year graduate sequence.
MATH 34300. Geometric Literacy-3. 100 Units.
This ongoing course might be subtitled: "what every good geometer should know". The topics will intersperse more elementary background with topics close to current research, and should be understandable to second year students. The individual modules (2-5 weeks each) might be logically interrelated, but we will try to maintain a "modular structure" so that people who are willing to assume certain results as "black boxes" will be able to follow more advanced modules before formally learning all the prerequisites. This years topics might include: basics of symplectic geometry, harmonic maps in geometry, pseudo-Anosov homeomorphisms and Thurston's compactification of Teichmuller space, algebraic geometry for non-algebraic geometers. Prereq: First year graduate sequence.
Instructor(s): Benson Farb
Terms Offered: Spring
Prerequisite(s): First year graduate sequence.

MATH 35506. Topics in Harmonic Analysis. 100 Units.
We will discuss some developments in harmonic analysis, but also cover more basic material.
Instructor(s): Wilhelm Schlag
Terms Offered: Spring

MATH 35600. Topics in Dynamical Systems. 100 Units.
An independent study in topics in dynamical systems.
Instructor(s): Anne Wilkinson
Terms Offered: Autumn

MATH 36000. Topology Proseminar. 100 Units.
This informal "proseminar" is devoted to topics in algebraic topology and neighboring fields. Talks are given by graduate students, postdocs, and senior faculty. They range from basic background through current research.
Instructor(s): Staff

MATH 36100. Topology Proseminar. 100 Units.
This informal "proseminar" is devoted to topics in algebraic topology and neighboring fields. Talks are given by graduate students, postdocs, and senior faculty. They range from basic background through current research.
Instructor(s): J. Peter May
Terms Offered: Winter

MATH 36200. Topology Proseminar. 100 Units.
The Spring proseminar is a more formal version of the Fall and Winter topology proseminar. It will be taught primarily or completely by May, on topics of interest to the participants.

Best,
Instructor(s): J. Peter May
Terms Offered: Spring

MATH 37102. Introduction to Minimal Surfaces and applications. 100 Units.
Minimal surfaces have long been a central tool in geometry. I will present the general theory of existence and regularity for minimal surfaces. I will then focus on applications of the existence of minimal surfaces, namely its connection with positive scalar curvature, the Positive Mass Theorem, and classification of manifolds with positive isotropic curvature.
Instructor(s): Andre Neves
Terms Offered: Winter
Prerequisite(s): Elliptic theory of PDE's and Riemannian Geometry

MATH 37106. Topics in Geometric Measure Theory-2. 100 Units.
A measure is a way to assign a size to collections of points. Lebesgue measure is the most important example but, depending upon the application, the 'size' of a set may be measured in many different, very interesting ways. The interplay between measure and geometry can be extremely subtle and has given rise to powerful ideas that are used in energy minimisation problems, the theory of partial differential equations and the study of fractal geometry. This is an advanced course on geometric measure theory and its applications.
Instructor(s): Marianna Csornyei
Terms Offered: Spring

MATH 37203. Koszul Duality. 100 Units.
Koszul algebras are a class of graded algebras with especially nice homological properties. Koszul duality is an equivalence of derived categories of graded modules over a pair of Koszul dual algebras. A basic example of such a pair is the Symmetric algebra of a vector space and the exterior algebra of the dual vector space and the exterior algebra of the dual vector space. We will discuss applications of Koszul duality to geometric representation theory and to the topology of hyperplane arrangements.
Instructor(s): Victor Ginzburg
Terms Offered: Winter

MATH 37204. Geometric Satake. 100 Units.
Geometric Satake is a basic ingredient in the formulation of the Geometric Langlands Program. Our main goal is to introduce the Satake category of perverse sheaves on the affine Grassmannian and to prove the Satake equivalence theorem that states that the Satake category is equivalent, as a monoidal category, to the category of finite dimensional representations of the Langlands dual group. Time permitting, we will then discuss a derived category refinement of the Satake equivalence.
Instructor(s): Victor Ginzburg
Terms Offered: Spring
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-Hölder 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 37609. Topics In PDE. 100 Units.
We will study elliptic partial differential equations including regularity results such as De Giorgi/Nash theory, Krylov-Safonov theory, and nonlinear equations.
Instructor(s): Luis Silvestre Terms Offered: Autumn
Prerequisite(s): Math 31200, 31300, 31400

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 38100. Geometry, Complexity, and Algorithms. 100 Units.
This course will try to explore these three topics and their interactions. Among the topics likely to be discussed are metric measure geometry (e.g. concentration of measure) and its use designing algorithms, machine learning, manifold learning, the complexity of the construction of isotopies and nullcobordisms, the Blum-Cucker-Smale theory of real computation and estimates for the complexity of root finding and related problems, persistence homology and applications, and other topics that seem like a good idea as the course develops.
Instructor(s): Shmuel Weinberger Terms Offered: Winter
Prerequisite(s): Undergraduate mathematics, the idea of a Turing machine and what an algorithm is, ideally a quarter of each of algebra, algebraic topology, differential topology and complex variables (even at the undergraduate level) and the willingness to work.

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 38302. Height functions in Number Theory. 100 Units.
I explain height functions on algebraic varieties over number fields and related subjects.
Instructor(s): Kazuya Kato Terms Offered: Winter

MATH 38305. A Second Course In Number Theory. 100 Units.
The goal of this course will be to introduce some new methods and techniques beyond those covered in Math 32700, and also to give many worked examples on how to use these ideas in practice. Specific topics may include L-functions, applications of class field theory, and Diophantine equations.
Instructor(s): Frank Calegari Terms Offered: Autumn
Prerequisite(s): Math 32700
MATH 38405. Arithmetic Combinatorics. 100 Units.
This course covers a variety of topics in arithmetic combinatorics such as inverse problems, incidence geometry, uniformity, regularity and pseudo-randomness. A special attention will be paid to connections to classical mathematics and theoretical computer science.
Instructor(s): Alexander Razborov Terms Offered: Spring

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.
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 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): Carlos Kenig Terms Offered: Autumn
Prerequisite(s): Consent of department counselor and instructor
Note(s): Background in algebraic geometry or representation theory not required
Equivalent Course(s): CMSC 38815

MATH 38704. Quantitative Unique Continuation For Elliptic Equations. 100 Units.
In this course we will discuss classical unique continuation results for second order eigenvalue problems. Such results are of interest in themselves, but also in nonlinear pde problems, in mathematical physics and in nodal geometry. In this connection, we will also discuss the recent breakthrough works of Logunov and Malinikova on the Yau and Nadirashvili conjectures in nodal geometry.
Instructor(s): Carlos Kenig Terms Offered: Autumn

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.
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

MATH 38900. Geometry, Complexity, and Algorithms. 100 Units.
This course will try to explore these three topics and their interactions. Among the topics likely to be discussed are metric measure geometry (e.g. concentration of measure) and its use designing algorithms, machine learning, manifold learning, the complexity of the construction of isotopies and nullcobordisms, the Blum-Cucker-Smale theory of real computation and estimates for the complexity of root finding and related problems, persistence homology and applications, and other topics that seem like a good idea as the course develops.
Instructor(s): Shmuel Weinberger Terms Offered: Winter
Prerequisite(s): Undergraduate mathematics, the idea of a Turing machine and what an algorithm is, ideally a quarter of each of algebra, algebraic topology, differential topology and complex variables (even at the undergraduate level) and the willingness to work.

MATH 39701. Low-Dimensional Topology. 100 Units.
This course will be an introduction to geometric and topological methods in the study of low-dimensional manifolds, especially in dimension 4.
Instructor(s): Danny Calegari Terms Offered: Winter

MATH 41005. Sheaf Theory And Homological Algebra-1. 100 Units.
An introduction to Grothendieck’s six functor formalism, aimed at second year students.
Instructor(s): Madhav Nori Terms Offered: Autumn
MATH 42900. Mathematical Modeling of Large-Scale Brain Activity 1. 100 Units.
An independent study in mathematical modeling.
Instructor(s): Jack Cowan Terms Offered: Autumn

MATH 42901. Mathematical Modeling of Large-Scale Brain Activity 2. 100 Units.
Independent study in Mathematical Modeling of Large-Scale Brain Activity 2.
Instructor(s): Jack Cowan Terms Offered: Spring
Equivalent Course(s): CPNS 42901

MATH 47000. Geometric Langlands Seminar. 100 Units.
This seminar is devoted not only to the Geometric Langlands theory but also to related subjects (including topics in algebraic geometry, algebra and representation theory). We will try to learn some modern homological algebra (Kontsevich’s A- infinity categories) and some “forgotten” parts of D-module theory (e.g. the microlocal approach).
Instructor(s): Alexander Beilinson, Vladimir Drinfeld Terms Offered: Autumn

MATH 47100. Geometric Langlands Seminar. 100 Units.
This seminar is devoted not only to the Geometric Langlands theory but also to related subjects (including topics in algebraic geometry, algebra and representation theory). We will try to learn some modern homological algebra (Kontsevich’s A- infinity categories) and some “forgotten” parts of D-module theory (e.g. the microlocal approach).
Instructor(s): Alexander Beilinson, Vladimir Drinfeld Terms Offered: Winter

MATH 47200. Geometric Langlands Seminar. 100 Units.
This seminar is devoted not only to the Geometric Langlands theory but also to related subjects (including topics in algebraic geometry, algebra and representation theory). We will try to learn some modern homological algebra (Kontsevich’s A- infinity categories) and some “forgotten” parts of D-module theory (e.g. the microlocal approach).
Instructor(s): Alexander Beilinson, Vladimir Drinfeld Terms Offered: Spring
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

• Erez Berg
• Daniel Holz
• William Irvine
• Michael Rust, Molecular Genetics and Cell Biology
• Shinsei Ryu
• Scott Wakely
• LianTao Wang
• Wendy Zhang

Assistant Professors
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 Title</th>
<th>Credit Hours</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>
<tr>
<td>PHYS 33500</td>
<td>Adv Experimental Physics Project</td>
<td>100</td>
</tr>
</tbody>
</table>

Testing out of certain courses (PHYS 31600, 32200, 32300, 34100, 34200, and 35200) on the Graduate Diagnostic Exam can be applied toward the Master’s degree in place of taking the course. The 2.5 GPA minimum applies only to courses taken in addition to those credited by performance on the Graduate Diagnostic Exam.

The Department may approve substitutions to this list where warranted, 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 faulty research interests, application instructions, and other important program details please visit our department website http://physics.uchicago.edu/. You can also reach out to physics@uchicago.edu with any questions or concerns regarding the admissions process.

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.
Phase transitions, Magnetism, Superconductivity, Disorder, Quantum Hall Effect, Superfluidity, Physics of Low-dimensional systems, Fermi liquid theory, and Quasi-crystals.
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
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) 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://healthbsd.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 30030. Statistical Theory and Methods Ia. 100 Units.
This course is the first quarter of a two-quarter sequence providing a principled development of statistical methods, including practical considerations in applying these methods to the analysis of data. The course begins with a brief review of probability and some elementary stochastic processes, such as Poisson processes, that are relevant to statistical applications. The bulk of the quarter covers principles of statistical inference from both frequentist and Bayesian points of view. Specific topics include maximum likelihood estimation, posterior distributions, confidence and credible intervals, principles of hypothesis testing, likelihood ratio tests, multinomial distributions, and chi-square tests. Additional topics may include diagnostic plots, bootstrapping, a critical comparison of Bayesian and frequentist inference, and the role of conditioning in statistical inference. Examples are drawn from the social, physical, and biological sciences. The statistical software package R will be used to analyze datasets from these fields and instruction in the use of R is part of the course.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): STAT 25100 or STAT 25150 or MATH 23500. Concurrent or prior linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent) is recommended for students continuing to STAT 24510.
Note(s): Some previous experience with statistics helpful but not required. Students may count either STAT 24400 or STAT 24410, but not both, toward the forty-two credits required for graduation.
Equivalent Course(s): STAT 24510

STAT 30040. Statistical Theory and Methods IIa. 100 Units.
This course is a continuation of STAT 24410. The focus is on theory and practice of linear models, including the analysis of variance, regression, correlation, and some multivariate analysis. Additional topics may include bootstrapping for regression models, nonparametric regression, and regression models with correlated errors.
Terms Offered: May be offered in Winter.
Prerequisite(s): STAT 24410. Linear algebra (MATH 19620 or 20250 or STAT 24300 or equivalent).
Note(s): Students may count either STAT 24500 or STAT 24510, but not both, toward the forty-two credits required for graduation.
Equivalent Course(s): STAT 24510

STAT 30100. Mathematical Statistics I. 100 Units.
This course is part of a two-quarter sequence on the theory of statistics. Topics will include exponential, curved exponential, and location-scale families; mixtures, hierarchical and conditional modeling including compatibility of conditional distributions; principles of estimation; identifiability, sufficiency, minimal sufficiency, ancillarity, completeness; properties of the likelihood function and likelihood-based inference, both univariate and multivariate, including examples in which the usual regularity conditions do not hold; elements of Bayesian inference and comparison with frequentist methods; and multivariate information inequality. Part of the course will be devoted to elementary asymptotic methods that are useful in the practice of statistics, including methods to derive asymptotic distributions of various estimators and test statistics, such as Pearson’s chi-square, standard and nonstandard asymptotics of maximum likelihood estimators and Bayesian estimators, asymptotics of order statistics and extreme order statistics, Cramer’s theorem including situations in which the second-order term is needed, and asymptotic efficiency. Other topics (e.g., methods for dependent observations) may be covered if time permits.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 30400 or consent of instructor
STAT 3020. Mathematical Statistics II. 100 Units.
This course continues the development of Mathematical Statistics, with an emphasis on hypothesis testing. Topics include comparison of Bayesian and frequentist hypothesis testing; admissibility of Bayes’ rules; confidence and credible sets; likelihood ratio tests and their asymptotics; Bayes factors; methods for assessing predictions for normal means; shrinkage and thresholding methods; sparsity; shrinkage as an example of empirical Bayes; multiple testing and false discovery rates; Bayesian approach to multiple testing; sparse linear regressions (subset selection and LASSO); proof of estimation errors for LASSO, Bayesian perspective of sparse regressions; and Bayesian model averaging.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): STAT 24500 or STAT 30100

STAT 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); properties of the multivariate normal distribution and joint distributions of quadratic forms of multivariate normal; moments and cumulants; characteristic functions; exponential families; modes of convergence; central limit theorem; and other asymptotic approximations.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): STAT 24500 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$\delta$-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. 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,
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): STAT 25100 and MATH 20500; STAT 30400 or consent of instructor
Note(s): Students with credit for MATH 235 should not enroll in STAT 312.

STAT 31210. Applied Functional Analysis. 100 Units.
This course will cover classical topics of applied functional analysis: description of functional spaces such as
Banach spaces and Hilbert spaces; properties of linear operators acting on such spaces, compactness and spectral
decomposition of compact operators; and applications to ordinary and partial differential equations.
Terms Offered: Winter

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 31511. Monte Carlo Simulation. 100 Units.
This class primarily concerns the design and analysis of Monte Carlo sampling techniques for the estimation
of averages with respect to high dimensional probability distributions. Standard simulation tools such as
importance sampling, Metropolis-Hastings, Langevin dynamics, and hybrid Monte Carlo will be introduced
along with basic theoretical concepts regarding their convergence to equilibrium. The class will explore
applications of these methods in Bayesian statistics and machine learning as well as to other simulation problems
arising in the physical and biological sciences. Particular attention will be paid to the major complicating issues
like conditioning (with analogies to optimization) and rare events and methods to address them.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Multivariate calculus and linear algebra

STAT 31521. Applied Stochastic Processes. 100 Units.
This course concerns the estimation of the dynamic properties of time-dependent stochastic systems. The class
will begin with an introduction to the numerical simulation of continuous time Markov processes including
the discretization of stochastic (and ordinary) differential equations. Problems associated with multiple time
trends 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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Multivariate calculus and linear algebra
STAT 31700. Introduction to Probability Models. 100 Units.
This course introduces stochastic processes as models for a variety of phenomena in the physical and biological sciences. Following a brief review of basic concepts in probability, we introduce stochastic processes that are popular in applications in sciences (e.g., discrete time Markov chain, the Poisson process, continuous time Markov process, renewal process and Brownian motion).
Instructor(s): Staff Terms Offered: May be offered in Winter
Prerequisite(s): STAT 24400 or STAT 25100 or STAT 25150
Equivalent Course(s): STAT 25300

STAT 31900. Introduction to Causal Inference. 100 Units.
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): K. Yamaguchi 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.
Course description is subject to change. Please visit the Booth portal and search via the course search tool for the most up to date information: http://boothportal.chicagobooth.edu/portal/server.pt/community/course_search
Terms Offered: Autumn
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
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
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.
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. Multivariate Data Analysis via Matrix Decompositions. 100 Units.
This course is about using matrix computations to infer useful information from observed data. One may view it as an “applied” version of Stat 30900 although it is not necessary to have taken Stat 30900; the only prerequisite for this course is basic linear algebra. The data analytic tools that we will study will go beyond linear and multiple regression and often fall under the heading of “Multivariate Analysis” in Statistics. These include factor analysis, correspondence analysis, principal components analysis, multidimensional scaling, linear discriminant analysis, canonical correlation analysis, cluster analysis, etc. Understanding these techniques require some facility with matrices in addition to some basic statistics, both of which the student will acquire during the course. Program elective.
Instructor(s): L. Lim Terms Offered: Autumn
Equivalent Course(s): FINM 33180

STAT 32950. Multivariate Statistical Analysis: Applications and Techniques. 100 Units.
This course focuses on applications and techniques for analysis of multivariate and high dimensional data. Beginning subjects cover common multivariate techniques and dimension reduction, including principal component analysis, factor model, canonical correlation, multi-dimensional scaling, discriminant analysis, clustering, and correspondence analysis (if time permits). Further topics on statistical learning for high dimensional data and complex structures include penalized regression models (LASSO, ridge, elastic net), sparse PCA, independent component analysis, Gaussian mixture model, Expectation-Maximization methods, and random forest. Theoretical derivations will be presented with emphasis on motivations, applications, and hands-on data analysis.
Terms Offered: Spring
Prerequisite(s): STAT 24400-24500 or STAT 24410-24510 or consent of instructor
Equivalent Course(s): STAT 24620

STAT 33100. Sample Surveys. 100 Units.
This course covers random sampling methods; stratification, cluster sampling, and ratio estimation; and methods for dealing with nonresponse and partial response.
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; (8) 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/
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.
Instructor(s): Staff Terms Offered: Winter or Spring
Prerequisite(s): STAT 24500 or STAT 24510 is required; alternatively STAT 22400 and exposure to multivariate calculus. Some previous exposure to Fourier series is helpful but not required.
Equivalent Course(s): STAT 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.
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 methods and applications of fitting and interpreting multiple regression models. The underlying distributional theory is discussed briefly. Topics include the examination of residuals, the transformation of data, strategies and criteria for the selection of a regression equation, and nonlinear models; categorical input variables (factors, constraints, and design matrices); factor models; factorial design; randomization; observational units versus experimental units; typology of experiments; randomized blocks design; and categorical responses (first case, logistic regression, likelihood analysis, and some basic asymptotic properties). The course emphasizes the use and interpretation of regression analysis with the R package. Techniques discussed are illustrated by examples involving both physical and social sciences data.
Terms Offered: Autumn
Prerequisite(s): Graduate student in Statistics or instructor consent
Note(s): Student who need it should take Linear Algebra (STAT 24300 or equivalent) concurrently.

STAT 34700. Generalized Linear Models. 100 Units.
This course covers exponential-family models; definition of generalized linear models; specific examples of GLMs; logistic and probit regression; cumulative logistic models; log-linear models and contingency tables; Quasi-likelihood and least squares; estimating functions; survival analysis; linear mixed models and generalized linear mixed models; and derivation of the methods are presented including likelihood analysis and some basic asymptotic properties. The course emphasizes the use and interpretation of generalized linear models with the R package. Techniques discussed are illustrated by examples involving physical, biological, and social science data.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): STAT 34300 or consent of instructor

STAT 34800. Graphical and Bayesian Models. 100 Units.
This course covers latent variable models and graphical models; definitions and conditional independence properties; Markov chains, HMMs, mixture models, PCA, factor analysis, and hierarchical Bayes models; methods for estimation and probability computations (EM, variational EM, MCMC, particle filtering, and Kalman Filter); undirected graphs, Markov Random Fields, and decomposable graphs; message passing algorithms; sparse regression, Lasso, and Bayesian regression; and classification generative vs. discriminative. Applications will typically involve high-dimensional data sets, and algorithmic coding will be emphasized.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): STAT 34300 and STAT 34700 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): M. 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 35700. Epidemiologic Methods. 100 Units.
This course expands on the material presented in "Principles of Epidemiology," further exploring issues in the conduct of epidemiologic studies. The student will learn the application of both stratified and multivariate methods to the analysis of epidemiologic data. The final project will be to write the "specific aims" and "methods" sections of a research proposal on a topic of the student's choice.
Instructor(s): B. Chiu Terms Offered: Winter
Prerequisite(s): PBHS 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: Autumn
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. Not offered in 2017-18
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): CHSS 32900, HIPS 25600, STAT 26700

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 37601. Machine Learning and Large-Scale Data Analysis. 100 Units.
This course is an introduction to machine learning and the analysis of large data sets using distributed computation and storage infrastructure. Basic machine learning methodology and relevant statistical theory will be presented in lectures. Homework exercises will give students hands-on experience with the methods on different types of data. Methods include algorithms for clustering, binary classification, and hierarchical Bayesian modeling. Data types include images, archives of scientific articles, online ad clickthrough logs, and public records of the City of Chicago. Programming will be based on Python and R, but previous exposure to these languages is not assumed.
Instructor(s): Staff 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): I. 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. 050 Units.
Statistical Computing B focuses on common data technology used in statistical computing and broader data science. The course takes place in the second half of the autumn quarter, after STAT 37810 (Statistical Computing A). Topics include storage and accessing of large data, basic working knowledge of relational database and its querying language SQL; introduction to distributed file system and example usage of Hadoop; Python, and its applications in text analysis; access and usage of high-performance computer clusters, rudimentary parallel computing, web data access. XML and Javascript may be used occasionally. A short introduction to SAS will be given if time permits. The main computing software will be Python, with some R.
Terms Offered: Autumn
Prerequisite(s): Instructor Consent. STAT 37810 recommended.

STAT 38100. Measure-Theoretic Probability I. 100 Units.
This course provides a detailed, rigorous treatment of probability from the point of view of measure theory, as well as existence theorems, integration and expected values, characteristic functions, moment problems, limit laws, Radon-Nikodym derivatives, and conditional probabilities.
Terms Offered: Winter
Prerequisite(s): STAT 30400 or consent of instructor
STAT 38300. Measure-Theoretic Probability III. 100 Units.  
This course continues material covered in STAT 38100, with topics that include $L^p$ spaces, Radon-Nikodym theorem, conditional expectation, and martingale theory.  
Terms Offered: Spring  
Prerequisite(s): STAT 38100

STAT 38500. 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): 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 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, determinantantal 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 run-time 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): Steven Lalley, Staff
Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor
THE DIVISION OF THE SOCIAL SCIENCES

Interim Dean
• Amanda Woodward

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

Lecturer

• Benjamin Soltoff

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 structured curriculum, with a total of 18 required and elective courses tailored to the disciplinary track a student follows. Students submit an article-length MA thesis in their second year, after completing a three-quarter research commitment working directly with a member of our Executive or Affiliated Faculty.
The program aims to produce leading social scientists in each of our core social science fields – economics, sociology, political science, psychology, history, and anthropology – producing competitive PhD applicants, well-trained in computational approaches, who have mastered the research and analytical skills necessary to make important contributions.

Students receive close mentorship from the program’s Faculty Director, academic staff, and members of our Executive and Affiliated Faculty.

They receive full professional support from our Director of Career Services, with biweekly workshops, career planning, and employer recruitment.

Finally, all MA students may participate in an optional summer practicum between their first and second year, with internships drawn from academic and professional organizations. International students have three years of STEM work eligibility after they graduate.

**PROGRAM REQUIREMENTS AND COURSE WORK**

All MA students complete the equivalent of 18 graduate seminars and write an article-length MA thesis.

The courses are selected with the advice of our academic staff, and follow different disciplinary tracks, tailored to the research commitments of each student.

In their first year, all students take a three course core in Perspectives: Perspectives on Computational Analysis, Perspectives on Computational Modeling, and Perspectives on Advanced Computational Topics.

Most take a three course sequence on Computer Science with Applications (with more advanced courses for students with prior exposure, and an optional sequence in Computational Neuroscience for psychology concentrators).

The remaining three courses vary, and depend on the student’s prior training and disciplinary path. Priority will go to any needed courses in statistics, linear algebra, or advanced math in particular disciplines (e.g. real analysis in economics). If those requirements are met, the student will take up to three social science electives in their area of research.

In their second year, all students complete a three course “research commitment,” working directly with a member of our Computation faculty, producing an MA thesis modeled on a professional journal article. They take three advanced courses in computational methods, tailored to their disciplinary interest. And they complete three social science electives, in their area of research.

If students desire, they can petition to replace any portion of the three quarter research commitment with social science electives or other courses in computational methods.

Outside of their coursework, all MA students are expected to attend our weekly Computation Workshop, where advanced scholars and invited guests present drafts of their research for critique and discussion.

**ADMISSION**

MACSS applicants must meet the formal requirements of the Graduate Social Sciences Division.

All applicants must submit GRE scores, except for those applying for the joint BA/MA degree.

All financial aid is merit-based, and MACSS 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

**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: https://macss.uchicago.edu
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): MACS students have priority. Others admitted with instructor consent.

MACS 30100. Perspectives on Computational Modeling. 100 Units.
Students are often well trained in the details of specific models relevant to their respective fields. This course presents a generic definition of a model in the social sciences as well as a taxonomy of the wide range of different types of models used. We then cover principles of model building, including static versus dynamic models, linear versus nonlinear, simple versus complicated, and identification versus overfitting. Major types of models implemented in this course include linear and nonlinear regression, machine learning (e.g., parametric, Bayesian and nonparametric), agent-based and structural models. We will also explore the wide range of computational strategies used to estimate models from data and make statistical and causal inference. Students will study both good examples and bad examples of modeling and estimation and will have the opportunity to build their own model in their field of interest.
Instructor(s): Rick Evans, Benjamin Soltoff Terms Offered: Winter
Prerequisite(s): MACSS students have priority. Others admitted with instructor consent.

MACS 30200. Perspectives on Advanced Computational Topics. 100 Units.
This course focuses on scaling up computational approaches to social science analysis and modeling with big data in context of opportunities afforded by high performance and cloud computing. We will begin by exploring various data structures encountered in social science research, how to deal with large or complex data storage and streaming data, and how to factor considerations of computational complexity into these analyses. We will also study social science applications of parallel computing, both on stand-alone machines and in supercomputing environments, to carry out complex computations. Students will learn to carry out parallel I/O and parallel computation on their own machines and on a cluster. We will also address API construction and access, and explore cloud configurations for social science research designs. We will also help students construct web-based outward facing data, analysis and visualization portals. Students will efficiently gather, structure, perform and present analysis on large-scale social science data.
Instructor(s): Richard Evans, Benjamin Soltoff Terms Offered: Spring
Prerequisite(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 40200. Structural Estimation. 100 Units.
Structural estimation refers to the estimation of model parameters by taking a theoretical model directly to the data. (This is in contrast to reduced form estimation, which often entails estimating a linear model that is either explicitly or implicitly a simplified, linear version of a related theoretical model). This class will survey a range of structural models, then teach students estimation approaches including the generalized method of moments approach and maximum likelihood estimation. We will then examine the strengths and weaknesses of both approaches in a series of examples from the fields of economics, political science, and sociology. We will also learn the simulated method of moments approach. We will explore applications across the social sciences. 
Instructor(s): Richard Evans Terms Offered: Winter
Prerequisite(s): MACSS students have priority. Others admitted with instructor consent.

MACS 40700. Data Visualization. 100 Units.
Social scientists frequently wish to convey information to a broader audience in a cohesive and interpretable manner. Visualizations are an excellent method to summarize information and report analysis and conclusions in a compelling format. This course introduces the theory and applications of data visualization. Students will learn techniques and methods for developing rich, informative and interactive, web-facing visualizations based on principles from graphic design and perceptual psychology. Students will practice these techniques on many types of social science data, including multivariate, temporal, geospatial, text, hierarchical, and network data. These techniques will be developed using a variety of software implementations such as R, ggplot2, D3, and Tableau.
Instructor(s): Benjamin Soltoff Terms Offered: Spring

MACS 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, spatial autocorrelation, cluster detection regionalization and spatial data mining. An important aspect of the course is to learn and apply open source software tools for the analysis of spatial data, such as 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
- Muh-Chung Lin, Sociology
- Francis Mckay, Anthropology

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
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: https://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 31108. Temple or Forum: Designing the Obama Presidential Center. 100 Units.
Throughout this seminar participants will research and discuss key issues pertaining to the development and implications of presidential libraries and museums. These insights will become the foundation for a final project in which they will work in small teams to design a potential exhibit for the Obama Presidential Center in Jackson Park.
Instructor(s): Morris Fred Terms Offered: Spring,TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years).
Equivalent Course(s): ANTH 31108,ANTH 24520

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.
As ethnography has matured over the past century, it has also extended itself into all corners of academia, becoming a cornerstone for empirical research not just in anthropology, but the humanities, social sciences, professional schools, and at times the natural sciences as well. What, then, is the appeal of this process of knowledge production? What are the norms of ethnographic research? And what does it take to become a skilled ethnographer? This course will attempt to answer those questions through a mixture of theory and practice. Each week we will discuss foundational anthropological texts on method, complemented with practicums and workshops, during which students will apply the theoretical insights gained from their readings to their own empirical research projects. The course will cover both the practicalities of fieldwork (how to find and get access to a site, how to build rapport with informants and make lasting contacts, how to conduct different kinds of interviews, etc), as well as the deeper ethical, epistemological and ontological issues raised by ethnography (the problems of representation, the ethics of participant observation, the subject position of the ethnographer). Through that students will learn how to embody a rigorous, theoretically informed, and critically reflective methodological practice and will demonstrate a skilled understanding of this through their own “mini-ethnography,” which will be undertaken on a topic of their choosing.
Instructor(s): F.Mckay Terms Offered: Autumn

MAPS 31701. Data Analysis & Statistics. 100 Units.
This course is designed for graduate students and advanced undergraduate students and aims to provide a strong foundation in the statistical and data analyses commonly used in the behavioral and social sciences. Topics include logistic regression, statistical inference, chi-square, analysis of variance, and repeated measures models. In addition, this course also place greater emphasis on developing practical skills, including the ability to conduct common analyses using statistical software. You will learn how to build models to investigate your data, formulate hypothesis tests as comparisons between statistical models and critically evaluate model assumptions. The goal of the course is for students to be able to define and use descriptive and inferential statistics to analyze and interpret statistical findings.
Instructor(s): Peishan Fan Terms Offered: Autumn

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, Straussians, 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 32800. Phenomenology & Madness—Perspectives from Cultural Psychiatry. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Francis McKay Terms Offered: Spring, TBD
Prerequisite(s): Upper level undergraduates admitted with consent.
Equivalent Course(s): CHSS 32800, HIPS 22800, ANTH 24355, ANTH 35135

MAPS 33501. Gender, Sex and Empire. 100 Units.
This course examines the complex and contested relationships between gender, sexuality, social organization and power in histories of (primarily British) imperialism and colonialism from the early conquests in the New World through the twentieth century. Employing insights from gender history, postcolonial studies and feminist theory, we look at a broad range of historical case studies to explore themes such as the intersectionality of race, class and gender; the instability of gender ideologies; how power was articulated through the fields of gender and sexuality; the politics of intimacy; and the regulation and ‘improvement’ of colonial bodies. Our goal is to better understand the ways that gender/sexuality and Western imperialism were co-constitutive in specific imperial and colonial contexts.
Instructor(s): Darcy Heuring Terms Offered: Spring
Prerequisite(s): Consent required for all undergrads.
Equivalent Course(s): GNSE 33501, GNSE 25706, HIST 23308
MAPS 34500. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn,Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): ANTH 34502, CRES 34501, SOSC 34500, CHDV 34501, ANTH 24511

MAPS 34600. Anthropology of Museums II. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor

MAPS 34700. In Conversation with Language & Culture. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture, and the self. We will discuss a variety of topics in cognitive development, as well as important questions concerning language and culture. This course will touch upon on research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan Terms Offered: Spring, TBD
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.

MAPS 35150. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring, TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years)
Equivalent Course(s): ANTH 35150, CMES 35150, NEHC 35147, NEHC 25147, ANTH 25150, JWSC 25149

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 37000. Freud's Interpretation of Dreams. 100 Units.
Freud himself described The Interpretation of Dreams 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 The Interpretation of Dreams 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. MacAloon Terms Offered: Spring
Prerequisite(s): Open only to graduate students and 3rd and 4th year undergraduates.
Equivalent Course(s): FNDL 29605
MAPS 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.
Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer's role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students' exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor's feedback on students' personal journals on the
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn,Winter
Prerequisite(s): Open to Advanced Undergraduates. Advanced Undergraduates MUST obtain permission from the instructor to enroll.
Equivalent Course(s): SOCI 40164

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 MacAloon 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 46701. 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: TBD
Prerequisite(s): Third- or fourth-year standing for undergraduates
Equivalent Course(s): LAWS 93801,LLSO 26203,SOSC 30416,ANTH 30415

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: Winter
Note(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 20420,ANTH 30420,SOSC 25090
MASTER OF ARTS IN LATIN AMERICAN STUDIES - SOCIAL SCIENCES

DIRECTOR
Brodwyn Fischer, Department of History and the College

STUDENT AFFAIRS COORDINATOR (PROGRAM ADVISER)
Jamie Gentry
e-mail: jagentry@uchicago.edu
phone: 773.702.8420

Please see the entry for Center for Latin American Studies for the list of the Latin American Studies faculty, also available at (http://clas.uchicago.edu/page/people) on 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 entry in the Graduate Announcements 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 (http://clas.uchicago.edu/page/degree-programs) 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 adviser 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.

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 Lecturer to develop a specific program of study, cultivate their research interests, and
identify a faculty adviser for their master’s paper. The basic components of the master’s program are described below.

**LANGUAGE**

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 adviser. 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.

MA students are eligible to participate in the Chicago Language Center’s Summer Language Institute (https://summerlanguages.uchicago.edu/page/about-sli) in the summer prior to or following matriculation at the University. Students in the 2016–17 and 2017–18 cohort who are interested in the program may apply for the CLC Summer Language Scholarship here. (https://summerlanguages.uchicago.edu/page/summer-language-scholarship)

Unfortunately, due to the course requirements of a one year program, MA students in one year programs at the University are not eligible for FLAS funding.

**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 Post-doctoral Lecturer in Latin American Studies, the Proseminar meets weekly during the Autumn Quarter. Supplemental workshops will take place throughout Winter and Spring 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 adviser 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 adviser. Students choose their elective courses in consultation with the Program Adviser 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 adviser. All course requirements can be met in three academic quarters.

**Courses**

Courses pertinent to the Latin America 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 course 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 m (https://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 adviser 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 adviser 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 CONTACT CLAS STUDENT AFFAIRS COORDINATOR JAMIE GENTRY AT JAGENTRY@UCHICAGO.EDU
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 ssd-admissions@uchicago.edu or (773) 702-8415.

JOINT PROGRAM IN BUSINESS ADMINISTRATION AND MIDDLE EASTERN STUDIES

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

JOINT PROGRAM IN PUBLIC POLICY AND MIDDLE EASTERN STUDIES

This dual degree program addresses the needs of students wishing to acquire a solid background in modern Middle Eastern languages, history, and civilization while developing their abilities in policy analysis in preparation for professional careers in scholarly, educational, governmental, non-governmental, and business environments in the United States and abroad. This program requires approximately 5 quarters of study in the Center for Middle Eastern Studies and 4 quarters of study in the Harris School of Public Policy (http://harris.uchicago.edu/admissions-and-aid). Applicants for the joint program must apply to both the Harris School (https://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.
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 them is a primary goal of the graduate program.
of these problems through the writing of original papers are skills that are emphasized and fostered as early as possible. This experience develops gradually into the substantial research project that is undertaken for the doctorate.

Graduate students and faculty in the department regularly participate in a large number of interdisciplinary workshops. Some are regional (e.g., African Studies; Latin America and the Caribbean; U.S. Locations; Art and Politics of East Asia; East Asia: Politics, Economy and Society; East Asia: Transregional Histories; Interdisciplinary Approaches to Modern France and the Francophone World; Latin American History; Middle East History and Theory; Theory and Practice in South Asia; and Visual and Material Perspectives on East Asia), some thematic (e.g., Interdisciplinary Archaeology; Ancient Societies; City, Society, and Space; Self and Subjectivity; Education; EthNoise!: Ethnomusicology; Gender and Sexuality Studies; Human Rights; Mass Culture; Knowledge/Value; Race and Religion; Reproduction of Race and Racial Ideology; Semiotics: Culture in Context; and Social History), and some theoretically oriented (e.g., Contemporary Philosophy; History, Philosophy and Sociology of Science; Political Theory; Social Theory).

Graduate students beyond the first year may serve as course or laboratory assistants, and later, as lecturers in College programs. The department also awards Starr Lectureships each year, on a competitive basis, to advanced graduate students. Starr Lecturers teach courses on their areas of specialization in the anthropology concentration in the College.

For additional information about the Department of Anthropology and the interests of its faculty members, please see: http://anthropology.uchicago.edu/

HOW TO APPLY

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

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415. 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).

PROGRAMS OF STUDY

SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY

Sociocultural anthropology is concerned with the investigation of human society, culture, and the human relation to nature through intensive ethnographic investigation and wide ranging comparison. It is closely related to the other generalizing social sciences and to the interpretive disciplines of the humanities. Cross disciplinary study is encouraged; graduate students in anthropology often include courses from related fields in their programs.

The Ph.D. program in sociocultural and linguistic anthropology has three prefield phases, each normally designed as one year’s work, although under certain circumstances accelerated progress through the later phases is possible.

Phase I introduces the student to the development of social and cultural theory and to the scholarly interests of the faculty in the department. First year students also take courses in particular specialist areas of ethnography and theory in order to frame research interests in preparation for the dissertation project. Course requirements in the first year include The Development of Social and Cultural Theory (two double courses) and Introduction to Chicago Anthropology. In addition students take four other courses dealing with their areas of interest selected in consultation with the first year advisor. The requirements of Phase I apply to all entering graduate students, regardless of whether they hold a master’s degree in anthropology from another institution.

Phase II training is directed toward acquiring a deeper knowledge of the special area and theoretical topics on which research will be focused, as well as toward obtaining a broader anthropological understanding in preparation for the Ph.D. qualifying examination. With the exception of those whose master’s theses from elsewhere are approved by the department, every second year student completes a master’s paper during that year. The Ph.D. qualifying examination is normally taken during the spring of the second year or the autumn of the third year. The department also requires all students in sociocultural and linguistic anthropology to take the course in Anthropological Research Methods and to demonstrate competence in a foreign language by achieving a High Pass on a University foreign language reading examination, preferably by the end of the second year.
The language will be specified by the student's advisory committee. (A foreign language is required only for the Ph.D. degree. No foreign language is required for the M.A.)

Phase III is a pre research training period during which the student hones a dissertation proposal and grant applications and develops advanced research skills. Upon fulfillment of all pre dissertation academic requirements and the acceptance of the dissertation proposal at a hearing in the department, the student is admitted to candidacy for the Ph.D. degree and proceeds to research and/or field work and the writing of the dissertation.

The linguistic anthropologist is concerned with phonetic, phonological, grammatical, semantic, and paralinguistic systems and with their relations to social, cultural and personal ones. A student who chooses linguistic anthropology as the major sub field within the Department of Anthropology should prepare at least one sub field each in linguistics and anthropology and satisfy the language requirement. Students of linguistic anthropology are generally advised to take at least six courses in technical linguistics.

JOINT DEGREE IN ANTHROPOLOGY AND LINGUISTICS

In addition to linguistic anthropology as a sub field within the Department of Anthropology, there is also a joint Ph.D. program available to students who are admitted first to the Department of Anthropology and subsequently to the Department of Linguistics. Joint degree students complete the requirements of both departments, including distinct introductory and advanced courses stipulated by each, the departmental qualifying examinations in appropriate special fields, and the language requirements, including additional foreign languages for the Linguistics Ph.D. The student's dissertation advisory committee consists of three or more members of the faculty; at least one must be a member of the Department of Anthropology but not the Department of Linguistics, and at least one in Linguistics but not in Anthropology. After approval for hearing by the advisory committee, the student's dissertation proposal must be approved in a hearing open to the faculty of both departments, and similarly for the final defense of the single doctoral dissertation that the student writes.

Admission to the Joint Degree Program in Anthropology and Linguistics cannot be approved until at least the second year, after successful completion of the core (first year) coursework and examinations in Linguistics, although students should declare interest in the joint program on the graduate application and to the chair of the Department of Anthropology and to the linguistic anthropologists soon after arriving on campus.

ARCHAEOLOGY

The archaeology program emphasizes the comparative study of complex societies throughout the world grounded in a close articulation of archaeology, history and sociocultural anthropology. The program stresses the integration of social and cultural theory in the practice of archaeology and, in particular, forges strong links with the historical anthropology that is one of the recognized strengths of the department. In addition to preparing archaeology students for anthropologically informed fieldwork and interpretation, an important element of this interdisciplinary approach is the inauguration of a training program offering students the methodological skills and theoretical grounding necessary to undertake innovative ethnoarchaeological research.

Current faculty strengths include archaeology of Latin America (focusing on the later prehistory and colonial periods of the Andes and Mesoamerica), the United States (focusing on the historical/urban archaeology of New Orleans and Birmingham, creole societies, race and ethnicity, material culture), Europe (from the Paleolithic to the Celtic Iron Age), and China and mainland southeast Asia (Bronze age, imperialism, cross cultural interactions) as well as ethnoarchaeology in Africa and experimental archaeology in South America. Associated faculty at the Oriental Institute and in other University departments specialize in complex societies of the Near East, Egypt, Greece, Rome, India, and China.

Research interests include: urbanism, state formation, imperialism, colonial interaction, industrialization, art and symbolism, spatial analysis, politics, ritual and religion, human environment interactions, agricultural systems, material culture, economic anthropology, political economy and the socio historical context and politics of archaeology. Faculty members in archaeology have major, ongoing field research projects in Bolivia, Peru, France, Spain, Cambodia, China, Senegal, and the southern & southeastern United States and also have research interests in Kenya.

The archaeology program requires that students complete a total of 18 courses to qualify for the Ph.D., some of which may be reading and research in the field of specialization. Students normally enroll in nine courses per year during their first two years in the program. Within the first two years, students will complete five required courses that are designed to provide a comprehensive grounding in social and cultural theory, as well as the theory and specific methods of archaeology. (A foreign language is required only for the Ph.D. degree. No foreign language is required for the M.A.)

In the first year, course requirements include The Development of Social and Cultural Theory offered over the autumn and winter quarters. The two quarter sequence is equivalent to four course credits. In the spring archaeology students take Theory and Method in Archaeology, also a double credit course. The remaining course requirements in the program, to be met in the first or second year, are Introduction to Chicago Anthropology, and a quantitative methods course approved by the faculty. For the rest of their course work, students enjoy a broad range of elective courses in archaeology, sociocultural anthropology, history, physical anthropology, Classical or Near Eastern studies, statistics, computer science and geophysical sciences. In addition, archaeology students are
strongly encouraged to gain technical experience in one of the university's regular summer field schools or other research excavations.

By the end of the first year in residence, the archaeology student must form an advisory committee of three faculty members. The committee will be chaired by the faculty member of the student's choice. With the exception of those students with A.M. theses from other institutions which are approved by the department, each student will complete an A.M. paper during the second year. In addition, by the end of year two, each student takes an written and oral examination from the members of his/her advisory committee in the areas of chosen specialization. The oral examination, lasting roughly an hour and a half, is designed to test basic command of the literature and methods necessary to pursue Ph.D. research in a chosen area. In the third year, having passed the qualifying exam, archaeology students are required to take the archaeological research design seminar. By the end of the third year, students must defend a dissertation proposal before the faculty and interested students. Upon fulfillment of all academic requirements and the acceptance of the dissertation proposal, students are admitted to candidacy for the Ph.D. degree.

**PHYSICAL ANTHROPOLOGY**

Courses in physical anthropology, mainly directed towards evolutionary anthropology and primatology, are offered in the department; but applications for graduate study in Physical Anthropology are no longer accepted.

**COURSES**

The department website offers descriptions of graduate courses scheduled for the current academic year: http://anthropology.uchicago.edu/undergrad_program/graduate_courses

**ANTHROPOLGY 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 been done so with sufficient critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical introduction to the history of anthropological thought over the course of the discipline’s long twentieth century, form the 1880s to the present. Although we focus on the North American and British traditions, we review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.

Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): ANTH 21107

**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: TBD
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 MacAloon Terms Offered: Winter
Note(s): 3rd and 4th year undergraduates only
Equivalent Course(s): ANTH 20420,SOSC 25090,MAPS 47501

**ANTH 31108. Temple or Forum: Designing the Obama Presidential Center. 100 Units.**

Throughout this seminar participants will research and discuss key issues pertaining to the development and implications of presidential libraries and museums. These insights will become the foundation for a final project in which they will work in small teams to design a potential exhibit for the Obama Presidential Center in Jackson Park.

Instructor(s): Morris Fred Terms Offered: Spring,TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years).
Equivalent Course(s): ANTH 24520,MAPS 31108
ANTH 31640. Science in the South. 100 Units.
Science in the South: Decolonial Approaches to the Study of Science, Technology and Medicine in Latin America and the Caribbean. This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can inflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.
Instructor(s): Stefanie Graeter Terms Offered: Winter
Equivalent Course(s): LACS 34706,ANTH 23026,HIPS 24706,LACS 24706

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 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

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 32305. Colloquium: Introduction to Science Studies. 100 Units.
This course explores the interdisciplinary study of science as an enterprise. During the twentieth century, sociologists, historians, philosophers, and anthropologists all raised interesting and consequential questions about the sciences. Taken together their various approaches came to constitute a field, "science studies." The course provides an introduction to this field. Students will not only investigate how the field coalesced and why, but will also apply science-studies perspectives in a fieldwork project focused on a science or science-policy setting. Among the topics we may examine are the sociology of scientific knowledge and its applications, actor-network theories of science, constructivism and the history of science, images of normal and revolutionary science, accounts of research in the commercial university, and the examined links between science and policy.
Instructor(s): A. Johns, K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): HIST 56800,SOCI 40137,CHSS 32000
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

 Equivalent Course(s): ANTH 22535

 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: TBD

 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 mass media 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 33061. The Maroon Societies in South America. 100 Units.
This course will examine recent ethnographies on slave descendants societies in South America. Its main purpose is to explore current ethnographic studies of the Maroon experience, focusing on new approaches on the relations of these communities with Amerindian, peasants, and other neighboring populations, as well as their dialogues with other non-human beings who inhabit their existential territories.
Instructor(s): O. Gomes da Cunha Terms Offered: Spring

 Equivalent Course(s): LACS 35116,ANTH 23061,LACS 25116

 ANTH 33106. Indigenities. 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 33110. Anthropology of Indigeneity. 100 Units.
Around the world, appeals to indigeneity undergird contentious struggles over land, territory, and resources. While indigeneity is often treated as an instrument of political representation and legal appeal, this course explores the historical and relational underpinnings from which so-called ethnic movements draw. Building from ethnographic and historical texts, the course begins with a careful examination of how embodied orientations to place have given way to distinct articulations of political belonging, particularly in the Andean region of South America. We then consider how these place-based modes of collectivity have been shaped by various events including colonial land dispossession, republican projects of national integration and citizenship, labor movements and new extractive economies, multicultural reforms, and anti-imperialist projects of ethnic revivalism. In the final part of the course, we track the unexpected ways that these older orientations to place and collectivity have been creatively redeployed within newer struggles for indigenous and environmental justice. By exploring the ways that specific histories of attachment shape contemporary demands for rights and political belonging, the course aims to foster new ways of approaching indigeneity in anthropology and beyond.
Instructor(s): M. Winchell Terms Offered: TBD
Prerequisite(s): Presumes working knowledge of postcolonial theory. Open to 3rd & 4th year undergrads with consent of instructor.
Equivalent Course(s): CRES 22610, CRES 33110, LACS 22610, LACS 33610, ANTH 22610

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 34101. Development of Social Cultural Theory-1a. 100 Units.
Systems 1 is designed to introduce students to the intellectual and historical context of the emergence of anthropology as a professional scholarly discipline. The class asks after the conditions of inquiry – at once conceptual and socio-political – that shaped the discipline in its early formulation, but always with an eye toward our understanding of it today. This will require that we tack back and forth between considering the internal logics of an emergent social theoretical inquiry – what are its views of the world, humanity’s relationship to it, and to what extent are we able to grasp and explore it – and the nature of these commitments in light of the rise of industrialized mass societies in ‘the West’ and, on the other hand, the consolidation of colonialism around the world.
Instructor(s): J. Richland Terms Offered: Autumn
Prerequisite(s): Open only to first-year graduate students in Anthropology. Must be taken together with 34102
ANTH 34102. Development of Social-Cultural Theory-1b. 100 Units.
Systems 1 is designed to introduce students to the intellectual and historical context of the emergence of anthropology as a professional scholarly discipline. The class asks after the conditions of inquiry – at once conceptual and socio-political – that shaped the discipline in its early formulation, but always with an eye toward our understanding of it today. This will require that we tack back and forth between considering the internal logics of an emergent social theoretical inquiry – what are its views of the world, humanity’s relationship to it, and to what extent are we able to grasp and explore it – and the nature of these commitments in light of the rise of industrialized mass societies in ‘the West’ and, on the other hand, the consolidation of colonialism around the world.
Instructor(s): J. Richland Terms Offered: Autumn
Prerequisite(s): Open only to first-year anthropology graduate students. Must be taken together with 34101

ANTH 34308. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIST 35309,HIPS 25309,CHSS 35309,KNOW 21404,KNOW 31404,ANTH 24308,HIST 25309

ANTH 34502. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn,Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): CRES 34501,MAPS 34500,SOSC 34500,CHDV 34501,ANTH 24511

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 35035. Holocaust Object. 100 Units.
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which—once the locations of genocide—are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.
Instructor(s): Bozena Shallcross Terms Offered: Spring
Equivalent Course(s): REES 37019, JWSC 29500, ANTH 23910, REES 27019

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 judgments 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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience, computers closed, iphones off.
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.
Equivalent Course(s): ANTH 24345, CHDV 32200, MAPS 32200

ANTH 35135. Phenomenology & Madness—Perspectives from Cultural Psychiatry. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Francis McKay Terms Offered: Spring, TBD
Prerequisite(s): Upper level undergraduates admitted with consent.
Equivalent Course(s): CHSS 32800, HIPS 22800, ANTH 24355, MAPS 32800
ANTH 35150. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring, TBD
Prerequisite(s): Undergrads must be upper division (3rd and 4th years)
Equivalent Course(s): CMES 35150, NEHC 35147, NEHC 25147, ANTH 25150, JWSC 25149, MAPS 35150

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: Autumn
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 35405. 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 provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.
Instructor(s): K. Knorr Cetina Terms Offered: Spring
Equivalent Course(s): ANTH 25440, SOCI 30258, SOCI 20258

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 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): J. Osborne Terms Offered: Winter
Prerequisite(s): Consent of instructor

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: TBD
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: TBD
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 Celtivity 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: TBD

ANTH 36765. 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.
Instructor(s): Y. Li Terms Offered: Winter
Prerequisite(s): Open to upper-level undergrads with consent of instructor only.
Equivalent Course(s): EALC 28010, ANTH 26765, EALC 48010

ANTH 37001. Introduction to Linguistics I. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27001, LING 20100, LING 30100, SOSC 21700

ANTH 37002. Introduction to Linguistics II. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27002, LING 20200, LING 30200, SOSC 21800

ANTH 37003. Introduction to Linguistics III. 100 Units.
No description available.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): These courses must be taken in sequence
Equivalent Course(s): ANTH 27003, LING 20300, LING 30300, SOSC 21900
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): C. Nakassis 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): Kristina Wirtz Terms Offered: Spring
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): LING 31200,PSYC 47002,CHDV 37202

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 37605. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution: B, C; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605,PSYC 21950,PSYC 31900,LING 27605,LING 37605,CHDV 21901

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 Hominoidea 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 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: TBD
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): HIPS 21000,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: TBD
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, Strauss, Hooton, Washburn, Coon, Dobzhansky, Simpson, and Gould.
Instructor(s): R. Tuttle Terms Offered: TBD
Equivalent Course(s): EVOL 38400,HIPS 23600,ANTH 21102
ANTH 38615. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.
Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A
Equivalent Course(s): CHDV 23930, ANTH 28615, LING 11100, CHSS 37900, LING 39286, CHDV 33930, BIOS 29286, HIPS 23900, PHIL 22500, PHIL 32500, NCDV 27400, BPRO 23900

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 39000. Archaeology Theory & Method-1. 100 Units.
This course offers an exploration of archaeological theory in historical and contemporary perspective. Our goals for this class are threefold: 1) To examine the foundations of modern archaeological thinking, its main conceptual trends, and ties to broader anthropological inquiry over time; 2) To expose students to key themes and conversations in contemporary archaeology; and 3) To discuss the intersections between archaeological research and other fields of ideas.
Instructor(s): F.G. Richard Terms Offered: Spring

ANTH 39001. Archaeology Theory and Method-2. 100 Units.
This course is a complement to ANTH 39000 Theory/Method: Archaeology-1. It will feature readings that expand inquiries begun in that earlier course. Discussions will also explore additional themes, critical issues, and problems relevant to archaeology theory and theories of material culture, more generally. Interested students must take Theory/Method: Archaeology 1 concurrently, or have taken it previously.
Instructor(s): F.G. Richard Terms Offered: Spring
Prerequisite(s): PQ ANTH 39000 Archaeology Theory and Method-1

ANTH 40001. Modes of Inquiry-1: Ethnographic Innovations. 100 Units.
This course provides a critical introduction to the methods of anthropology, paying special attention to topic formation, deployment of theoretical resources, techniques of engagement in “fields,” and the politics and ethics of fieldwork and ethnographic knowledge production. Our approach will combine readings in critical anthropology relevant to methodological practice with workshop-style demonstrations of particular techniques for gathering and analyzing field material. The limits and powers of ethnography (broadly construed) will be explored through exploratory engagement with students’ ongoing projects and a few examples of anthropological writing. This course is intended to help students develop the tools needed to develop their own research objects and strategies while reflecting critically on anthropology as a practice.
Instructor(s): Fisch, M. Terms Offered: Autumn
Prerequisite(s): Required for 2nd year Social/Cultural/Linguistic Anthropology Graduate Students. Others only by consent of instructor.

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: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors
Equivalent Course(s): LACS 20100, LACS 40305, ANTH 20100
ANTH 40150. Hermeneutic Sociology. 100 Units.
The core ideas of a social hermeneutics, expanding textual hermeneutics, began to be developed in the late 18th and early 19th centuries. They can be summarized in a few intertwining propositions: First, discursive, emotive and sensory modalities of sense making, conscious and unconscious, characterize and differentiate social life forms. Second, sense making is acting, thus entangled in institutions. Third, sense making proceeds in diverse media whose structures and habits of use shape its process rendering form and style important. Fourth, sense making is structured by the relationships within which they take place. Fifth, sense making is crucial for the reproduction of all aspects of life forms. Sixth, sense making, life forms, and media are dialectically intertwined with each other. Seventh, social hermeneutics is itself sense-making. The course will explore these ideas by reading classical statements that highlight the core analytical concepts that social hermeneuticists employ such as symbolization, interpretation, mediation, rhetoric, performance, performativity, interpretive community, institutionalization. This course includes a discussion of the readings with a practicum using these concepts. Authors read include: Herder, Aristotle, Burke, Austin, Ricoeur, Schütz, Bourdieu, Peirce, Panofsky, Ranciere, Lakoff, Mackenzie, Latour.
Instructor(s): A. Glaeser Terms Offered: Spring
Equivalent Course(s): SOCI 40156

ANTH 40155. 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): 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 Terms Offered: TBD

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.
Anthropologists have long been concerned with the temporal dimension of human culture and society, 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.
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 42003. Modes of Inquiry-1: Ethnographic Innovations. 100 Units.
This course provides a critical introduction to the methods of anthropology, paying special attention to topic formation, deployment of theoretical resources, techniques of engagement in “fields,” and the politics and ethics of fieldwork and ethnographic knowledge production. Our approach will combine readings in critical anthropology relevant to methodological practice with workshop-style demonstrations of particular techniques for gathering and analyzing field material. The limits and powers of ethnography (broadly construed) will be explored through exploratory engagement with students’ ongoing projects and a few examples of anthropological writing. This course is intended to help students develop the tools needed to develop their own research objects and strategies while reflecting critically on anthropology as a practice.
Instructor(s): M. Fisch Terms Offered: Autumn
Prerequisite(s): Required for 2nd-year Social/Cultural/Linguistic Anthropology PhD students. Others only with consent of instructor.

ANTH 42500. Anthropology of the Afro-Atlantic World. 100 Units.
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”.
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: TBD

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 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 43711. America in the World. 100 Units.
From the beginnings of global history to the summits of globalization, the United States has made differences in the rest of the world. But, considered from outside points of view, is the United States in historical reality anything like what Americans take it to be? How does American self-perception compare to global experiences of US power? This course will examine the emergence of the United States as a settler-colony republic among empires, and as a slave state violently reforming itself, but it will focus more on the twentieth and twenty-first centuries, with special attention to the era of peace starting after World War II, i.e., what might be called the UN world, or perhaps the Pax Americana. Topics of particular interest will be the Americans at Versailles ending World War I, the building of the UN after World War II, decolonization and Cold War in Asia (India's partition, the Bandung Conference, the wars in Indo-China) and the post- 9/11 era of “global counterinsurgency” and its discontents.
Instructor(s): J. Kelly Terms Offered: Autumn
Note(s): (PQ This course qualifies as a Discovering Anthropology selection for Anthropology Majors.)
Equivalent Course(s): ANTH 23711

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 support 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): CHSS 32805,HIPS 26203,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: TBD
Equivalent Course(s): CHSS 32805,HIPS 26203,ANTH 25200

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 Derridas /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, Lefebvre, 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 45115. The Work of "Care": Managing Life in the 21st Century. 100 Units.
In recent years it has become increasingly clear that the biopolitical project associated with the liberal polity has undergone radical transformation, and that these transformations have been accompanied by increasing social precarity in many parts of the world. In response to the unsettling of older ways of governing people and growing populations, anthropologists have increasingly begun to examine new, emergent ways of fostering life and belonging. This course will examine a range of such works in order to interrogate on the one hand, how governments or other bureaucratic entities may be reformulating their modes of governance and on the other, how people respond with new ways of belonging and care. Potential readings include texts by Anne Allison, Veena Das, Clara Han, Annemarie Mol, Elizabeth Povinelli, China Scherz, Lisa Stevenson, and others.
Instructor(s): J. Cole, E. Raikhel Terms Offered: Autumn
Note(s): CHDV Distribution: 2*, 3*, 4*
Equivalent Course(s): CHDV 43345
ANTH 45301. Explorations in Oral Narrative. 100 Units.
A study of storytelling in non-literate and folk societies, antecedent to the complexities of modern narrativity, itself anchored in and energized by literacy. Despite the impact of literacy on modern minds, this course argues for the persistence of ancient themes, plots, characters, and motifs. A further argument is made for the foundational role of storytelling in the creation of culture and construction of society. The central place of storytelling is shown in the humanistic and social sciences: anthropology, economics, history, philosophy, politics, psychoanalysis. Student storytelling and performance of brief stories is encouraged and discussed in light of the main arguments of the course.
Instructor(s): J. Fernandez Terms Offered: Spring
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.
Equivalent Course(s): ANTH 21306

ANTH 45600. When Cultures Collide: Multiculturalism in Liberal Democracies. 100 Units.
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.
Instructor(s): R. Shweder Terms Offered: Winter
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: C; 3*
Equivalent Course(s): PSYC 45300, HMRT 35600, GNDR 45600, CHDV 45699

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 46100. Archaeology and Politics of the Past. 100 Units.
This seminar explores the use of the ancient past as a symbolic resource by modern communities and the social situation and responsibilities of archaeologists in this process. Case studies from a variety of contexts are used to show how archaeology has been implicated in the politically charged construction of ethnic and regional identities and nationalist and colonialist mythologies in modern history. Current debates about the authority of competing interpretations of archaeological evidence, the right to control public representations of the past, and the contested ownership of archaeological materials and sites are also discussed.
Instructor(s): Dietler, Michael Terms Offered: Winter

ANTH 46601. Economic Anthropology and Archaeology. 100 Units.
This seminar is an exploration of approaches to the study of ancient economic systems. Readings and discussions are structured so as to: 1) give the participants a grounding in the theoretical framework of, and intellectual background to, this domain of inquiry, 2) critically explore major current research issues and methods, and 3) furnish a comparative perspective on the role of economy in society and history. This course is an exploration of how to think about economic issues in ways that may lead to productive research strategies and insights about past societies. The course will begin with a discussion of definitions of "economy" and a comparison of different approaches to the subject both within and outside the discipline of anthropology. The place of economic archaeology in relation to the subfields of economic anthropology and economic history will be evaluated, and the special methodological and theoretical problems of economic archaeology in this context, and its potential contribution, will be emphasized.
Instructor(s): M. Dietler Terms Offered: Spring
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 of ethnoarchaeological research to provide a privileged site of conjecture 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

ANTH 46821. Materiality. 100 Units.
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... Conjunctions 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 anthropology 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
ANTH 46900. Archaeological Data Sets. 100 Units.
This course focuses on the methodological basis of archaeological data analysis. Its goals are twofold: (1) to provide students with an opportunity to examine research questions through the study of archaeological data; and (2) to allow students to evaluate evidential claims in light of analytical results. We consider data collection, sampling and statistical populations, exploratory data analysis, and statistical inference. Built around computer applications, the course also introduces computer analysis, data encoding, and database structure.
Instructor(s): A. Yao Terms Offered: Autumn
Prerequisite(s): Advanced standing and consent of instructor
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, CHDV 21920, LING 41920

ANTH 47435. Language and Law Colloquium. 100 Units.
Students in this proseminar will attend class sessions of Anthropology 27435 (q.v.), and in addition will meet separately to consider issues of particular theoretical interest in furthering a linguistic and semiotic anthropology of language in legal institutions.
Instructor(s): M. Silverstein Terms Offered: Spring
Prerequisite(s): (PQ Graduate section involves an extra hour of discussion.)

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 Terms Offered: Spring

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 50530. Inspiration and Immunity, Life and World: Reading Peter Sloterdijk. 100 Units.
This seminar is a collaborative enterprise between Professors Naisargi Dave (U Toronto) and William Mazzarella (U Chicago), bringing groups of students in Toronto and Chicago into virtual interaction around a series of close readings of the work of the contemporary philosopher and cultural critic Peter Sloterdijk. We hope to use these readings as a point of departure for a collective conversation on critique, relation, ontology, posthumanism, ecology, dwelling, crisis and vitality.
Instructor(s): W. Mazzarella, N. Dave Terms Offered: Winter

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, problématiques, and concerns.
Instructor(s): F. Richard

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 51100. Situations. 100 Units.
What distinguishes ethnography as science? What constitutes rigor of descriptions in actually ethnographic study of situations? Can we clarify what distinguishes ethnography from other kinds of intrinsically political and scientific writing? This course will read interesting recent ethnographies, perhaps Taussig, Shamanism, Colonialism and the Wild Man (1991); Adams Doctors for Democracy (1998); Ohnuki-Tierney Kamikaze, Cherry Blossoms, and Nationalisms (2002); Cody, The Light of Knowledge (2013); de la Cadena, Earth Beings (2015); Wilder, Freedom Time (2015). We will also read a few classic twentieth-century ethnographies and contemporary discussions of their contexts and politics, perhaps Benedict's The Chrysanthemum and the Sword and Evans-Pritchard's Witchcraft, Oracles and Magic Among the Azande as well as Leach on highland Burma. This course is intended for students already committed to ethnographic work of their own, in quest of best practices.
Instructor(s): Kelly, John Terms Offered: Spring
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 51935. Anthropologies of the Line: Cartography, Materiality, Design. 100 Units.
Maps can be approached in many ways: as models for spatial and material refashioning, as symptoms of historical erasure and territorial transformation, or as techniques of colonial displacement and dispossession. As evident in recent (and ongoing) struggles over pipe-lines, lines also arise as infrastructural forces of mobility and extraction to which particular histories of spatial attachment and displacement adhere. This course pushes the study of cartography beyond the problem of territory and governance, refocusing attention on the manifold labors of “the line.” Lines are the basis for borders, constructing modern states and dividing landscapes, but they are also graphic media for writing and thus embody the powers of representation historically associated with that form. How do we think the relationship between writing and cartographic design, desires for intelligibility and projects of geographic remaking, modes of mediation and the material (physical, territorial, ecological, bodily) worlds that are variously crafted, transformed, and undone through the rendering of a line? Building from anthropology as well as geography, aesthetic theory, cartographic studies, postcolonial theory, environmental studies, and theories of representation/design, this course pursues new ways of thinking with and about lines as they reshape landscapes and re-form bodies, rendering design a renewed site both of political struggle and desire, of claim-making and aesthetic critique.
Instructor(s): M. Winchell Terms Offered: Winter

ANTH 51940. Thinking with Infrastructure. 100 Units.
Maps can be approached in many ways: as models for spatial and material refashioning, as symptoms of historical erasure and territorial transformation, or as techniques of colonial displacement and dispossession. As evident in recent (and ongoing) struggles over pipe-lines, lines also arise as infrastructural forces of mobility and extraction to which particular histories of spatial attachment and displacement adhere. This course pushes the study of cartography beyond the problem of territory and governance, refocusing attention on the manifold labors of “the line.” Lines are the basis for borders, constructing modern states and dividing landscapes, but they are also graphic media for writing and thus embody the powers of representation historically associated with that form. How do we think the relationship between writing and cartographic design, desires for intelligibility and projects of geographic remaking, modes of mediation and the material (physical, territorial, ecological, bodily) worlds that are variously crafted, transformed, and undone through the rendering of a line? Building from anthropology as well as geography, aesthetic theory, cartographic studies, postcolonial theory, environmental studies, and theories of representation/design, this course pursues new ways of thinking with and about lines as they reshape landscapes and re-form bodies, rendering design a renewed site both of political struggle and desire, of claim-making and aesthetic critique.
Instructor(s): M. Fisch Terms Offered: Winter

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.
In a world of interlocking complex systems of finance, politics, militarism, and ecology, where agency is often distant and occluded, what kinds of insight and intuition matter? What work does theory do in helping us establish an understanding of both complexity and agency? This seminar considers the emerging terms of epistemology today as well as the limits of theory. It argues that there is a fundamental relationship between the “conspiratorial” and the “theoretical” that goes beyond the hermeneutics of suspicion or psychopathology. Reading across ethnography, psychoanalysis, history, and critical theory — this seminar interrogates the politics of living at a political moment that is not transparent but undergoing constant structural change. This will be a collaborative and experimental seminar.
Instructor(s): J. Masco Terms Offered: TBD
Prerequisite(s): Consent of Instructor
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 techno-scientific, military, financial, environmental, and health domains).
Instructor(s): J. Masco

ANTH 53010. Multi-Sighted Ethnography. 100 Units.
This course makes the case for thinking about multi-sited ethnography as a conceptual topology rather than a literalist methodology. The argument of the course is that multi-sited research is something other than simply proliferating the physical sites of one’s research; it is rather about the constitutive imbrication of questions of scale and perception in research design. In other words, a multi-sited sensibility is also necessarily a multi-sighted sensibility, requiring a proliferation of modes of sensory and conceptual perception.

The course develops a second argument alongside, concerning the ways in which a multi-sited sensibility is postcolonial in its ethos. To elaborate this, we will turn to critiques of representation in the human sciences, in order to read them as promissory calls for proliferating the norms and forms of ethnographic practice in ways that are adequate to a contemporary globalizing moment. The hope is to develop and understand an affirmatively deconstructive spirit of ethnographic perception and inquiry, in ways that problematize and re-conceptualize both site and sight.
Instructor(s): K. Sunder Rajan Terms Offered: Winter

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 53506. Critical Ethnographies. 100 Units.
This seminar explores recent experiments in ethnographical writing. The project is to consider the current status of the book-length ethnography (focusing on conceptual innovations, issues of voice, and material layout). It is also to consider current techniques for writing the imbrication of local forms of everyday life with global forces (across finance, politics, militarism, and the environment). We will consider the methodological innovations as well as writerly form of current ethnographic work, and posit how ethnography as a genre is evolving in light of efforts to engage increasingly complex and distributed phenomena. Participation in this upper level seminar is limited.
Instructor(s): J. Masco Terms Offered: Autumn
Prerequisite(s): Consent of Instructor
Equivalent Course(s): ANTH 22925

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 54100. Professionalization. 100 Units.
This is a course designed for Anthropology students planning to be on the job market in the near future and deals with such issues and creation of a CV, job letters, on-campus interviews, first year in an academic job, publication, working toward tenure, etc.
Instructor(s): M. Silverstein Terms Offered: Spring
Prerequisite(s): Designed for post-field students thinking about the job market.

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 medially 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 Marx, the distillation of the Dialectics of Nature that humans have named and conceptualized.

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.

ANTH 54810. Figuration of the Non-Human: Animals, Spirits, Machines. 100 Units.
It may seem odd for a course in Anthropology, the self-declared “Science of Man” to consider the Non-Human. But of course, humans have interacted with the “non-human” from the moment that hominization began. As Marx (and now Actor-Network Theory) have taught us, this moment inevitably entailed the recruitment of non-human “actants” into properly human projects. But it also entails the capacity to linguistically classify, and so name, the distinction between certain kinds of selves and the non-human others enrolled in projects evolving within historically (and perhaps evolutionarily) specific environments. Thus while other species are bound to forms of self- and non-self recognition on a biotic basis (e.g. through their immune system’s reactions to invasive pathogenic entities, the calibration of their perceptual apparatus to their ecological niches, by species-specific boundaries to sexual reproduction, or zoo-semiotic capabilities), humans appear to be the only animals that cannot only name the difference, and are (therefore) also capable of re-drawing conceptual boundaries between claimed collective selves and their contrastively significant others – whether these are conceded the status of humanity, or not. What is more, as Marx’s once argued, being the “universal animal” humans not only confront the world of “nature” but a “second nature” that they themselves have produced. We could add to this a Third Nature that humans have named and conceptualized.

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 class will consider the ethnographic terms and theoretical implications of living post-nature.

Instructor(s): J. Masco
ANTH 55300. 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
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 55535. Law and Empire. 100 Units.
This seminar starts from the premise that the ideal of nation-states as the basic units of law-making – either as sovereigns who reign supreme in their own territory or as formally equal units in an international system – is historically the exception rather than the norm. Instead of treating empires as historical relics to be condemned or celebrated, it explores the history of empires to revisit and reframe basic questions about sovereignty, jurisdiction, constitutionalism, regulation, and rights. This seminar accordingly focuses on a central concern in the history of law - i.e., the management of racial and religious difference. International law in particular has generally oscillated between two approaches: attempting to manage such differences as tolerable variations on universal themes on the one hand and using such differences to exclude categories of people wholesale from the ambit of law and its protections on the other. We will explore both dynamics by reading some classic debates as well as recent scholarship at the intersection of anthropology, law, and history. In so doing, we will explore dilemmas over the management of difference and how have played an important role in shaping law; and how groups deemed marginal, backwards, or even inhuman have sought to engage and define law and the world system; and how such hierarchies and exclusions were transformed after decolonization ushered in a world order based on formally sovereign nation states.
Instructor(s): D. Li
Terms Offered: Winter

ANTH 55540. Captivity. 100 Units.
The premise for this course is that anthropology, as well as other domains of social inquiry, have unacknowledged and unredeemed debts to captivity as structure, experience, and event, from the penal colony to the slave plantation. This course is an attempt to begin to think about those debts through readings in anthropology, history, and philosophy.
Instructor(s): D. Li
Terms Offered: Spring

ANTH 55545. Constitutionalism and the Subject of Rights. 100 Units.
This course thinks through the question of constitutionalism and its relationship to rights, in historical and conceptual registers. Can constitutions be revolutionary instruments, and if so in what ways? How do constitutions enable or constrain imaginaries of justice or democracy? How do we understand the contemporary proliferation of “global Southern” constitutions in relation to histories of Euro-American constitutionalism? In what ways are constitutions legacies of colonialism, and in what ways are they the articulation of quintessentially postcolonial forms of contemporary politics? How do we think about constitutions as formal documents in relation to constitutionalism as a constantly emergent, open-ended and interpretive process? And finally, how do we think about the constitution, as often bounded within the nation-state, in relation both to transnational mobilities and legal imaginaries, and to something as aspirationally universalist as human rights? This course considers material concerned with, and thought out of, the United States, France, India and South Africa, in order to develop comparative entry-points into some of these questions.
Instructor(s): K. Sunder Rajan
Terms Offered: Autumn
Prerequisite(s): Undergraduate only with permission of the instructor, in special circumstances

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 55615. Gift, Theft, and Debt. 100 Units.
This course draws together debates in classic anthropology, social and political theory, and contemporary ethnography to consider gift, theft, and debt as social scientific analytics as well as historical artifacts. We begin with the gift, tracing anthropological approaches to exchange, value, gender, circulation, morality, and cultural re/production. The second part of the course probes the politics of failed exchange, including accusations of theft, greed, refusal, and denied reciprocity. How might theft mark an historical and theoretical interlude between gift and debt, registering the transformation of existing exchange systems following colonial, republican, and liberalizing interventions in economic life? Relatedly, what historical imaginaries come into play in critiques of neo-colonial extraction as theft? The final section of the course turns to recent debates about debt in its ties to neoliberal systems of value, the crumbling of state welfare, humanitarian and evangelizing missions, and the emergence (or resurgence?) of arrangements of labor contract, paternalism, and bondage long assumed to have been displaced by “free” exchange. While approaching analytics as historical artifacts, the course also foregrounds the instabilities of this modernizing telos, including the creation of new gift regimes and the longevity of debt. By situating social scientific analytics within specific trajectories of thought and history, the course raises new questions about the evalua
Instructor(s): M. Winchell Terms Offered: Autumn

ANTH 55730. Reading Talal Asad. 100 Units.
Reading and discussion of the works of Talal Asad.
Instructor(s): H. Agrama Terms Offered: Winter

ANTH 55974. Frenchness. 100 Units.
This course explores the conflicted histories underlying and disrupting modern constructions of “Frenchness.” These issues have come to the fore in the recent debates on multiculturalism launched by Nicolas Sarkozy in 2009, or indeed the conversations sparked by the rise and mainstreaming of extreme right political parties; that said, they are also echoed in many earlier moments of collective anxiety over who is or isn’t a Frenchwoman or Frenchman – speaking directly to the many exclusions, silences, and exceptions at the heart of the nation. Using a perspective of the long-term linking France’s colonial past and its postcolonial present, we will interrogate the contradictions that have driven the various political projects informing the idea of French identity. In the course of our readings, we will critically examine France’s relationship to itself in the light of legal debates over citizenship, the Haitian and Algerian Revolutions, colonial humanism, republicanism, secularism, Islam, sexual equality, race, immigration, human rights, and liberal democracy. There is no language requirement for this course, but reading knowledge of French and oral comprehension are strongly recommended.
Instructor(s): F. Richard Terms Offered: Autumn
Prerequisite(s): There is no language requirement for this course, but reading knowledge of French and oral comprehension are strongly recommended.

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 56115. Archaeology of Bronze Age China Advanced Seminar. 100 Units.

“Bronze Age” in China conventionally refers to the time period from ca. 2000 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 archaeology, architecture, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.

Instructor(s): Y. Li
Terms Offered: Spring
Equivalent Course(s): EALC 51010

ANTH 56201. 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 18th century to the present. We will explore multiple, contradictory strands of social thought regarding Human/Environment interactions, including the concepts of Descartes, Thoreau, Linneaus, 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
Terms Offered: Spring

ANTH 56310. Time and Temporality. 100 Units.

How is time understood, experienced, and represented by different human societies? How do pastness, presentism, and imagined futures shape lived experience, political possibilities, and the framing of our research? The approach will be interdisciplinary, incorporating both classic (Zeno, Benjamin, Fabian, Munn, Thompson) and new works (Hartog, Virilio) in the study of time and temporality in anthropological and philosophical modes. This year’s iteration of the course will focus especially on futures (speculative, apocalyptic, utopian).

Instructor(s): S. Dawdy
Terms Offered: Spring

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. Dieter

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 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/traditions, 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

ANTH 57718. Linguistic Anthropology Seminar: Politics of Translation: Circulations and Commensurations Across Social Domains. 100 Units.
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 misconmunication, 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?
Instructor(s): S. Gal
ANTH 57724. Seminar: Introductions to Linguistic Anthropology. 100 Units.
The plethora of handbooks, encyclopedias, companions, etc. (not to mention journals and book series) for what is captioned “linguistic anthropology” – notably overlapping with what is termed “sociolinguistics,” though not of the variationist coloration – has now been joined by a number of teaching texts, most recently one from Cambridge University Press. What, actually, are these texts introducing to undergraduates in the way of a presumed (sub)discipline that has reached a clarity for codification as an area of study? What topics are “in”; which possible others are overlooked or neglected, perhaps the subject matter for other pedagogies? Do these treatments each cohere in some discernible conceptual framework from which derives a narrative about the sociocultural life – and meta-life – of language? Is there an intellectual periodization revealed in the longer intellectual trajectories of what have become related and intersecting/diverging self-conscious “disciplines” dealing with language—culture—social formations—mind—etc.? What seems to become of “linguistic anthropology” when this area of research and publication is turned into the focus of an elementary teaching text?
Instructor(s): M Silverstein Terms Offered: Autumn
Equivalent Course(s): LING 57724

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

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 impossiblymutable. 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 Terms Offered: TBD
ANTH 58516. Creativity. 100 Units.
Creativity is increasingly viewed as an ascendant force capable of rejuvenating post-industrial urban life. What is meant by creativity has historically been a trickier matter however? Is it an impulse, a faculty, or an agency? How did it come to acquire value and become identified as a “good?” This seminar examines creativity as an idea circulating in the domains of art, design, religion, and science. We trace the historical and intellectual roots of the concept and attend to the roles of making, imagination, and ability in an effort to develop an approach beyond the realm of aesthetic activity. Is it possible to speak of novelty and innovation outside of the arts? How can novelty be generated in the technical space of a workshop and factory?
Instructor(s): Y. Yao Terms Offered: Spring

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 Terms Offered: Winter

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 58715. Being and Death. 100 Units.
This course is an intensive critical reading seminar on classic and recent works regarding the dead body and mortuary practices in contemporary societies. We will also review works in the anthropology of ontology in an effort to articulate connections between current theory and ethnography. Suited to graduate students with well-developed research interests in these areas.
Instructor(s): S. Dawdy Terms Offered: Autumn
Prerequisite(s): Consent of Instructor

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
The Department of Comparative Human Development is an interdisciplinary program at the critical edge of thought and research in the social sciences. We believe that social life is too complex and too exciting to be left within any single discipline. Consequently, we bring together anthropologists, biologists, linguists, psychologists, sociologists and methodologists whose methods and theories cross individual social science disciplines. We aim to advance the understanding of human development through innovative approaches that are balanced with the need for productive synergy and a coherent training program.

Faculty and students’ current research examines issues of central concern to life course development, education, health, family, community, and society at large. We examine the ways social and political contexts as well as cultural and ethnic traditions shape individual and interpersonal functioning, the interplay between individual trajectories and broader processes of historical transformation, the mechanisms integrating biological and social levels of organization, and the cultural, linguistic, and psychological processes that mediate representations of and responses to vulnerability and distress. In addressing those issues, we highlight shifting categories such as race, class, nationality, age, gender, sexuality, and ability.

Our research is informed by theoretical perspectives from a plethora of interdisciplinary fields. These include socio-cultural anthropology, medical anthropology, medical sociology, behavioral biology, biopsychology, language and thought, cognitive and developmental psychology, cultural psychology, cultural sociology, social
psychology, educational psychology, and educational sociology. We employ a multitude of research methods ranging from experiments, surveys, network analysis, causal inference, to ethnography and discourse analysis.

- Comparative: To understand is to compare. ‘Comparative’ means attention to likeness and difference. Work in the Department looks at how practices, ideologies, capabilities, behaviors, and experiences vary across time, between cultures, between demographic groups, between political and economic contexts, and between species.

- Human: What makes us human? Research in the Department explores the socio-cultural, psychological and biological processes that humans share with, and that distinguish them from, each other and from non-human animals.

- Development: This complex and vexed term highlights change over time. It raises debates about cultural values and provokes disagreement about desired states. Work in the Department critically examines understandings about development in relation to both individuals and societies, and it analyzes practices and policies that may promote or prevent it.

Students in the Department have pursued innovative and successful careers in anthropology, biology, education, human development, psychology, sociology, and quantitative research methodology.

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.

**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:

The University of Chicago
Division of the Social Sciences
Admissions Office, Foster 107
1130 East 59th Street
Chicago, IL 60637

**HUMAN DEVELOPMENT REQUIREMENTS**

**TERMS:**

**Required** - Every Comparative Human Development Graduate Student must take this course

**Distribution** - Students need to take at least one qualified course in each of the 5 Graduate areas

**Specialization** - Students must take two additional courses in one of the 5 areas in which they wish to focus their studies

**EVERY CHD STUDENT MUST TAKE THE FOLLOWING COURSES FOR A QUALITY GRADE:**

1. CHDV 40000 HD Concepts (Required)
2. Five distribution courses, one in each of the first five program areas. Each of these program areas is identified by a number 1-5. All courses in the CHD online Graduate Course Catalog are assigned a number which refers to the program area. Numbers that are followed by an asterisk such as 1*, 2*, 3*, 4* and 5* satisfy the distribution requirement. Numbers that do have an asterisk do not satisfy distribution requirements, but will satisfy specialization requirements.
   - 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)

3. Applied Statistics (one course requirement) from among the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<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>SOCI 30004</td>
<td>Statistical Methods of Research</td>
<td>100</td>
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<td>SOCI 30005</td>
<td>Statistical Methods of Research-2</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22600</td>
<td>Analysis of Categorical Data</td>
<td>100</td>
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</table>

(**) Both courses must be taken in sequence to fulfill requirement

4. A second Methods course (Required)

5. CHDV 42401 Trial Research in Human Development-I and CHDV 42402 Trial Research in Human Development-II (Required).

6. 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 major areas of inquiry in the Department of Comparative Human Development. This course is taken during the fall quarter of the first 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. The seminar is taken in the spring quarter of the first year and the fall quarter of the second year. Trial Research papers are due by the beginning of the spring quarter of the second year. The trial research project must be completed and formally approved by the faculty during the spring quarter of the student’s second year, then presented at the student Trial Research Conference. Students are expected to report regularly on the progress of their research to the trial research seminars. The trial research is carried out under the direction of the research advisor and is read by one other faculty member.

The one-course requirement in methods is meant to provide the students with the basic quantitative analytic skills necessary to understand and evaluate past research and to conduct research. This requirement should be met within the first two years. The requirement for a second method course can be fulfilled by choosing from an elective list. Examples of methods courses include Mixed Methods Approaches to Policy Research, Ethnographic Writing, Ethnographic Methods, Behavior Observations, Language Analysis in the Social Sciences, Social Experiments, Introduction to Causal Inference, Mediation, Moderation, and Spillover Effects, Applications of Hierarchical Linear Models, Applied Longitudinal Data Analysis, Spatial Regression Analysis, Demographic Technique, Maximum Likelihood, Statistical Applications, Logic of Social Science Inquiry, and others.

In addition, students will participate in elective courses in the Department and the University and are encouraged to participate in workshops outside the Department in consultation with their advisors.

A quality grade of B or better is required to satisfy the requirements of these courses. Students are expected to maintain an average of B+ or better. A student may petition courses to meet a needed requirement. 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.

Although students are not required to complete their course requirements by the end of their second year, a student must have received five quality grades by the spring of the first year, and ten quality grades by the end of the second year. On average a graduate student should take at least two courses for quality grades in each quarter of their first two years.
Program Counseling

Each student is given faculty assistance in (1) planning a program of courses and training; (2) fulfilling the Divisional and Departmental steps leading to the Ph.D. degree; (3) obtaining a professional position after graduation. Each entering student is assigned to a faculty advisor who will serve until the student chooses a research advisor.

Every student must have an advisor. The CHD Chair will assign an advisor to entering students. As students progress through the program and define their interests, they may wish to change advisors in line with their research activities. The Department Administrator should be informed in writing of such changes. The faculty should be actively consulted in connection with registration and other academic matters.

Evaluations

All students are evaluated each year in the program. To be considered in good standing and for continuation of financial aid, first and second year students must have earned at minimum five quality grades (B or better) over autumn and winter quarters during the year by the time of the spring review, with satisfactory spring grades expected to follow.

First - Fourth year students should schedule a meeting with the departmental administrator within the first two weeks of May to review his/her transcript, grades and status of the fulfillment of distribution requirements.

Each student will be formally evaluated early in the Spring quarter of their second year. The purpose of the evaluation will be to determine if the student is to be allowed to continue studies leading to the Ph.D. degree or is instead to be awarded a terminal M.A. degree. Financial aid recommendations will also be based on this review.

Three sets of data will be used to evaluate each student: course grades, faculty evaluations, and a Trial Research paper.

1. Course grades received by each student will be a part of the evaluation process. Given their special relevance, the CHD distribution courses must be taken for letter grades. Three of the five required distribution courses must be completed by the end of the winter quarter of the second year. All five must be completed by the end of the spring quarter of that year.

2. Faculty members who have worked with the student will be asked for their evaluation of the student. Students who have worked with non-CHD faculty may request the faculty member to submit a letter about them to the CHD evaluation committee.

3. The CHD evaluation committee will be responsible for collecting the evaluation data, conducting a preliminary review, and then presenting the data and their review for the consideration of the entire faculty. During the spring quarter of each year, the faculty, after reviewing the materials on each second-year student, will vote to award the student a terminal M.A. degree or to advance the student to further Ph.D. study.

Workshops

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 C (http://timeschedules.uchicago.edu)lass Search.

PROGRAM OF STUDY

The program of study is in many respects unique for each student. In addition to a basic program of courses, it includes other courses and seminars offered by the Comparative Human Development faculty, courses offered in related programs and departments in the University, and the resources of nearby institutions.

COMPARATIVE BEHAVIORAL BIOLOGY (1)

This area of study investigates behavioral and mental processes at the social, psychological and biological levels of organization in both humans and nonhuman animals. Current research is concentrated in three main areas. In the area of behavioral and reproductive endocrinology, research conducted with rodents and humans investigates the social and behavioral control of fertility and health and the role of hormone-behavior interactions in development throughout the life span. Specific topics of interest include mechanisms and function of menstrual synchrony, pheromonal communication, reproductive senescence, and the social behavioral modulation of aging and illness. In the area of comparative development, we use nonhuman primate and rodent models of parenting and development to investigate social, emotional, and endocrine aspects of mother
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.

CHDV 30901 Biopsychology of Sex Differences 100
CHDV 34300 Primate Behavior and Ecology 100
CHDV 34800 Kinship and Social Systems 100
CHDV 37500 Research Seminar in Animal Behavior I 100
CHDV 37502 Research Seminar in Animal Behavior II 100
CHDV 37503 Research Seminar in Animal Behavior III 100
CHDV 37950 Evolution and Economics of Human Behavior 100
CHDV 40900 Behavioral Ecology 100
CHDV 41451 Evolutionary Psychology 100
PSYC 48001 Mind and Biology Proseminar I (=CHDV 38000) 000
PSYC 48002 Mind and Biology Proseminar II (=CHDV 38100) 000
PSYC 48003 Mind and Biology Proseminar III (=CHDV 38200) 100
CHDV 48414 Evolution of Human Development 100

(*) 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 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, schools, and neighborhoods on individual trajectories and outcomes; the role of youth and generational change in contemporary social life; and how early exposure to social and psychological deprivation or privilege due to educational and economic inequality contributes to subsequent vulnerability or resilience. A particular strength of the Department is the study of how children learn in school settings and the role of gesture in learning and cognition. Faculty focused on education have unique expertise in the quantitative analysis of large data sets to examine how changes in social policies or school-based interventions generate impacts on a series of developmental experiences associated with age, gender, race/ethnicity and social class. We also seek to develop new experimental 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, and India. Example courses listed below have been offered in previous years but may not be offered in this academic year.

CHDV 23900 Introduction to Language Development 100
CHDV 30304 Urban Neighborhoods and Urban Schools: Community Economic Opportunity and the Schools 100
CHDV 30305 Inequality in Urban Spaces 100
CHDV 31000 Cultural Psychology: Philosophical and Theoretical Foundations 100
CHDV 31600 Seminar in Language Development 100
CHDV 31901 Language, Culture, and Thought 100
CHDV 32100 Culture, Power, Subjectivity 100
CHDV 32101 Culture and Power, Part II: Discourse and Performativity 100
CHDV 40207 Development in Adolescents 100
CHDV 40306 Academic and Behavior Gender Gaps Along the Pathway to Degree Attainment 100
CHDV 41160 New Perspectives on Vulnerability 100
PSYC 43200 Seminar in Language Development (=CHDV 41601) 100
PSYC 46650 Embodiment, Thinking, and Learning 100
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 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 political, economic, as well as ethnic and cultural sources of diversity in emotional and bodily functioning, conceptions of disability, 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.

CHDV 30117 Transnational Kinship, Intimacy and Migration 100
CHDV 30320 Violence and Trauma 100
CHDV 30401 Intensive Study of a Culture: Lowland Maya History and Ethnography 100
CHDV 30600 Social Psychology 100
CHDV 31000 Cultural Psychology: Philosophical and Theoretical Foundations 100
CHDV 31901 Language, Culture, and Thought 100
CHDV 32100 Culture, Power, Subjectivity 100
CHDV 32101 Culture and Power, Part II: Discourse and Performativity 100
CHDV 32212 Love, Capital and Conjugalitly: Africa and India in Comparative Perspective 100
CHDV 33302 Disordered States 100
CHDV 41160 New Perspectives on Vulnerability 100
CHDV 42214 Ethnographic Writing 100
CHDV 43302 Illness and Subjectivity 100
CHDV 43600 Processes of Judgement and Decision Making 100
CHDV 44700 Seminar: Topics in Judgement and Decision Making 100
CHDV 45601 Moral Psychology and Comparative Ethics 100
CHDV 45699 When Cultures Collide: Multiculturalism in Liberal Democracies 100
CHDV 48415 Displaced Nations and the Politics of Belonging 100

(*) Satisfies the distribution requirement.

Health, Vulnerability and Culture (4)

The Department maintains a tradition of examining health, illness, disability, and vulnerability from a variety of social science perspectives. We understand health, illness, disability, 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, disability, and vulnerability become embodied in particular persons, as we are with the cultural and linguistic processes through which concepts such as “health,” “illness,” “disability,” and “vulnerability” are produced, enacted, institutionalized and contested. A particular strength of our program is the study of mental health and illness and of psychiatry as a social institution. Current areas of research include culture and mental health; the comparative study of medical and healing systems; psychopathology and resilience across the life course; the psychosocial determinants of malignant and infectious disease; diffusion of suicide through social ties, disability and vulnerability as conditions of ethical and political life; colonialism and traumatic social memory; the social consequences of the neurosciences and genetics; and illness, subjectivity and embodiment. Faculty and students employ a range of ethnographic, experimental and epidemiological methods, and have carried out fieldwork in settings including China, France, India, Madagascar, Russia, Scandinavia and
the United States. Example courses listed below have been offered in previous years but may not be offered in this academic year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHDV 30320</td>
<td>Violence and Trauma</td>
<td>100</td>
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<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>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>
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<tr>
<td>CHDV 43400</td>
<td>The Social Lives of Brains</td>
<td>100</td>
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<tr>
<td>CHDV 44200</td>
<td>Emerging Concepts in Medical and Psychological Anthropology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 45205</td>
<td>Pushing the Boundary: Current Debates on Animals and the Species Divide</td>
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(*) Satisfies the distribution requirement.

**LANGUAGE AND COMMUNICATION IN THOUGHT AND INTERACTION (5)**

This area of study 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>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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>
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<tr>
<td>PSYC 43200</td>
<td>Seminar in Language Development (=CHDV 41601)</td>
<td>100</td>
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<tr>
<td>CHDV 43550</td>
<td>Gesture</td>
<td>100</td>
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<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>
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</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, causal inference methods for revealing moderation, mediation, and spillover effects, modeling of human growth, analysis of qualitative data, and methods for cross-cultural analysis. Current research interests include (a) assessment of individual growth and change in important domains of development that are often intertwined, (b) examination and measurement of the structure, process, and quality of individual and group experiences in institutionalized settings such as families, schools, clinics, and neighborhoods, and (c) evaluation of the impact of societal changes or interventions on human development via changes in individual and group experiences, with particular interest in the heterogeneity of growth, process, and impact across demographic sub-populations and across social cultural contexts. Example courses listed below have been offered in previous years but may not be offered in this academic year.

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<thead>
<tr>
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<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>
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</table>
**Comparative Human Development Courses**

**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 prerequisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”

Instructor(s): K. Yamaguchi 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 30901. Biopsychology of Sex Differences. 100 Units.**
This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.

Instructor(s): J. Mateo Terms Offered: Autumn
Note(s): CHDV Distributions: A; 1* Equivalent Course(s): EVOL 36900, GNSE 30901, PSYC 31600
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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience, computers closed, iphones off.
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 31901. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution: B, C; 2*, 3*
Equivalent Course(s): ANTH 27605, ANTH 37605, PSYC 21950, PSYC 31900, LING 27605, LING 37605, CHDV 21901

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 33360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature, such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): D. Brentari, S. Goldin-Meadow Terms Offered: Autumn
Note(s): CHDV Distribution: M; M*
Equivalent Course(s): CHDV 23360, PSYC 33360, LING 23360, LING 33360, PSYC 23360

CHDV 33930. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.
Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A
Equivalent Course(s): CHDV 23930, ANTH 28615, ANTH 38615, LING 11100, CHSS 37900, LING 39286, BIOS 29286, HIPS 23900, PHIL 22500, PHIL 32500, NCDV 27400, BPRO 23900
CHDV 34501. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred Terms Offered: Autumn, Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): ANTH 34502, CRES 34501, MAPS 34500, SOSC 34500, ANTH 24511

CHDV 35401. Advanced Topics in Mesoamerican Language and Culture. 100 Units.
A seminar that considers recent research in the ethnography of language in the Mesoamerican region (especially Guatemala and southern Mexico). The course is intended for advanced students with prior experience studying the indigenous languages and cultures of the region through coursework and/or fieldwork. Class effort will be devoted to reading and discussion of selected contemporary ethnographic works, complemented by a few relevant classics. The substantive foci will vary over time but may include language standardization, multilingualism, language socialization, and aspects of the broader communicative ecology including migration, missionization, nonverbal communication, and new media. Special attention will be given to the place of community-based fieldwork in a contemporary context that increasingly demands both narrower topical and broader contextualizing perspectives (whether these be historical, regional, or global).
Instructor(s): J. Lucy Terms Offered: Autumn
Prerequisite(s): CHDV 20400/30401, ANTH 21230/30705, LACS 20400/30401, CRES 20400, or instructor permission. All undergraduates require permission to register.
Equivalent Course(s): LACS 35401

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): C. Nakassis Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): LING 31100, PSYC 47001, ANTH 37201

CHDV 37202. Language in Culture II. 100 Units.
The second half of the sequence takes up basic concepts in sociolinguistics and their critique.
Instructor(s): Kristina Wirtz Terms Offered: Spring
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): LING 31200, PSYC 47002, ANTH 37202

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
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
Note(s): CHDV Distribution: A; 1*
Equivalent Course(s): PSYC 27950, PSYC 37950, BIOS 29265, ECON 14810, CHDV 27950

CHDV 39900. Readings: Human Development. 100 Units.
This course is often taken with the student's advisor in preparation for their thesis proposal.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Instructor consent required.
CHDV 40000. HD Concepts. 100 Units.
Our assumptions about the processes underlying development shape how we read the literature, design studies, and interpret results. The purpose of this course is two-fold in that, first, it makes explicit both our own assumptions as well as commonly held philosophical perspectives that impact the ways in which human development is understood. Second, the course provides an overview of theories and domain-specific perspectives related to individual development across the life-course. The emphasis is on issues and questions that have dominated the field over time and, which continue to provide impetus for research, its interpretation, and the character of policy decisions and their implementation. Stated differently, theories have utility and are powerful tools. Accordingly, the course provides a broad basis for appreciating theoretical approaches to the study of development and for understanding the use of theory in the design of research and its application. Most significant, theories represent heuristic devices for “real time” interpretations of daily experiences and broad media disseminated messages.
Instructor(s): J. Lucy Terms Offered: Autumn
Prerequisite(s): CHD Grad Students Only
Note(s): Required Course for Comparative Human Development Graduate Students

CHDV 40128. Sociology of Education. 100 Units.
Education plays a fundamental role in society, both because it determines individuals’ life chances and because it has the power to reproduce or ameliorate inequality in society. In this course, we will discuss theoretical and empirical research that examines how schools both perpetuate socioeconomic inequality and provide opportunities for social mobility. We will pay particular attention to the role of schools in the intergenerational transmission of social status, especially based on race, class, gender, and immigrant status and with an emphasis on the U.S. We will also discuss the social side of schools, delving into (1) the role of adolescent culture(s) in youths’ educational experiences and human development and (2) social psychological aspects of schooling. Schools are the primary extra-familial socializing institution that youth experience; thus, understanding how schools work is central to understanding the very structure of societies as well as the transition from childhood to adulthood.
Instructor(s): A. Mueller Terms Offered: Autumn
Note(s): CHDV Distribution: 2*
Equivalent Course(s): SOCI 40225

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: Autumn
Note(s): CHDV Distribution: B, 2*
Equivalent Course(s): CRES 20305, PBPL 20305, CHDV 20305

CHDV 40852. Topics in Developmental Psychology II. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Note(s): CHDV Distribution: 2*
Equivalent Course(s): PSYC 40852
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, CHDV 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): Required Course for Comparative Human Development Graduate Students

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

CHDV 43345. The Work of “Care”: Managing Life in the 21st Century. 100 Units.
In recent years it has become increasingly clear that the biopolitical project associated with the liberal polity has undergone radical transformation, and that these transformations have been accompanied by increasing social precarity in many parts of the world. In response to the unsettling of older ways of governing people and growing populations, anthropologists have increasingly begun to examine new, emergent ways of fostering life and belonging. This course will examine a range of such works in order to interrogate on the one hand, how governments or other bureaucratic entities may be reformulating their modes of governance and on the other, how people respond with new ways of belonging and care. Potential readings include texts by Anne Allison, Veena Das, Clara Han, Annemarie Mol, Elizabeth Povinelli, China Scherz, Lisa Stevenson, and others.
Instructor(s): J. Cole, E. Raikhel Terms Offered: Autumn
Note(s): CHDV Distribution: 2*, 3*, 4*
Equivalent Course(s): ANTH 45115

CHDV 43550. Gesture. 100 Units.
This course will examine the spontaneous movements that we produce when we talk—our gestures. We will first consider what gesture is (and is not), and then explore gesture in relation to communication, thinking, learning, action, and the brain, ending with an exploration of gesture as it becomes language, on-the-spot and over longer periods of time.
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): PSYC 43550
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 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 45501. Cognition and Education. 100 Units.
Cognition and Education will explore research bridging basic theories of cognition with rigorous studies of educational practice. This exciting pairing yields insights for both psychological theories of cognition and educational theories of practice. Complete psychological theories of cognition must be able to explain thinking and learning in dynamic, everyday contexts. At the same time, this work cannot impact practice without being well grounded in teachers and students' everyday activities. Course readings will include psychological studies of cognition and learning, developmental studies of children's thinking, and educational studies of teaching in STEM (Science, Technology, Engineering, and Mathematics) fields. Instructor(s): L. Richland Terms Offered: Spring
Prerequisite(s): Permission required for undergraduates.
Note(s): CHDV Distribution: B; 5*

CHDV 45601. Moral Psychology and Comparative Ethics. 100 Units.
Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) "goodness" or "rightness" are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions are moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions. Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: B; C; 3
Equivalent Course(s): PSYC 44000

CHDV 45699. When Cultures Collide: Multiculturalism in Liberal Democracies. 100 Units.
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States. Instructor(s): R. Shweder Terms Offered: Winter
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: C; 3*
Equivalent Course(s): PSYC 45300, ANTH 45600, HMRT 35600, GNDR 45600
CHDV 46460. Disability, Dependency, and the Good Life. 100 Units.
Disability studies is an interdisciplinary area of study that focuses on the experiences and representation of
disability across multiple realms – including the social, environmental, cultural, regional, historical, economic
and political. Additionally, with the emergence of increasingly sophisticated prenatal testing technologies and
technological interventions such as cochlear implants, the binary between disabled and non-disabled is becoming
increasingly porous: disability is both the new normal and a category ever more in flux. This course will take
an anthropological approach to disability in exploring some of the foundational concepts utilized by disabled
activists and communities both in the United States and internationally. We will explore the concepts of inter/
dependency, accessibility, inclusion, participation, and justice as disabled actors in daily life mobilize them to
both create livable worlds and to make claims of other individuals, organizations, and states. In doing so, we will
consider the works of scholars writing about dependency and interdependency and we will consider the ethical
stakes of different ethical moral, and political frameworks for thinking about disabled peoples’ experiences.
Instructor(s): M. Friedner Terms Offered: Spring
Note(s): CHDV Distribution: 2*, 4*

CHDV 46661. Advanced Topics in Behavioral Genomics. 100 Units.
One of the great opportunities in this post-genome age is to use DNA to better understand behavior. It
is increasingly obvious that the interactions between genes and behavior are complex. Thus, identifying
meaningful connections between them requires careful consideration of both. This seminar course will use
primary literature as a platform to consider how behavior is influenced by, and itself alters, the genome,
including the epigenome. The course will cover examples from a variety of animals including humans, various
methods for measuring the epigenome, genome and behavior, and the relevant neurobiology for each system.
Instructor(s): S. London Terms Offered: Winter
Equivalent Course(s): NURB 36661, PSYC 46661

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): L. Kay Terms Offered: Autumn
Prerequisite(s): Consent only
Equivalent Course(s): PSYC 48001

CHDV 48412. Publications, Grants, and the Academic Job Market. 100 Units.
In this graduate seminar we will discuss how to write and publish scientific articles, prepare grant applications,
write CV’s and job applications, and give job talks and interviews. In other words, everything students always
wanted to know about being successful in academia but were afraid to ask.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Equivalent Course(s): PSYC 48412, EVOL 48412

CHDV 49900. Research in Human Development. 100 Units.
This course is often taken with the student’s adviser in preparation for their dissertation.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Instructor consent required. CHD graduate students only.
Committee on Conceptual and Historical Studies of Science

Chair

• Adrian Johns

Professors

• Fredrik Albritton Jonsson, History
• Lorraine Daston, Social Thought
• Arnold Davidson, Philosophy
• James A. Evans, Sociology
• Judith B. Farquhar, Anthropology
• Jan Goldstein, History
• Adrian Johns, History
• Karin Knorr Cetina, Sociology and Anthropology
• Joseph Masco, Anthropology
• Karl Matlin, Department of Surgery
• Salikoko Mufwene, Linguistics
• Robert J. Richards, History
• Michael Rossi, History
• James T. Sparrow, History
• Stephen M. Stigler, Statistics

Emeritus Faculty

• Robert Perlman, Pediatrics
• William C. Wimsatt, Philosophy

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 materials - 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 30927. Knowledge on a Platter: Comparative Perspectives on Knowledge Texts in the Ancient World. 100 Units.

In various ancient cultures, sages created the new ways of systematizing what was known in fields as diverse as medicine, politics, sex, dreams, and mathematics. These texts did more than present what was known; they exemplified what it means to know - and also why reflective, systematic knowledge should be valued more highly than the knowledge gained from common sense or experience. Drawing on texts from Ancient India, Greece, Rome, and the Near East, this course will explore these early templates for the highest form of knowledge and compare their ways of creating fields of inquiry: the first disciplines. Texts include the Arthashastra, the Hippocratic corpus, Deuteronomy, the Kama Sutra, and Aristotle’s Parva naturalia.

Instructor(s): Lorraine Daston and Wendy Doniger Terms Offered: Spring. course taught spring 2018

Prerequisite(s): Graduate seminar - consent is required. Course is taught the first five weeks of the quarter (3/26/18-4/30/18) twice a week.

Equivalent Course(s): HREL 30927,SALC 30927,KNOW 31415,SCTH 30927
CHSS 32000. Colloquium: Introduction to Science Studies. 100 Units.
This course explores the interdisciplinary study of science as an enterprise. During the twentieth century, sociologists, historians, philosophers, and anthropologists all raised interesting and consequential questions about the sciences. Taken together their various approaches came to constitute a field, "science studies." The course provides an introduction to this field. Students will not only investigate how the field coalesced and why, but will also apply science-studies perspectives in a fieldwork project focused on a science or science-policy setting. Among the topics we may examine are the sociology of scientific knowledge and its applications, actor-network theories of science, constructivism and the history of science, images of normal and revolutionary science, accounts of research in the commercial university, and the examined links between science and policy. 
Instructor(s): A. Johns, K. Knorr Cetina 
Terms Offered: Autumn
Equivalent Course(s): ANTH 32305,HIST 56800,SOCI 40137

CHSS 32708. Planetary Britain, 1600–1900. 100 Units.
What were the causes behind Britain’s Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Instructor(s): F. Albritton Jonsson 
Terms Offered: Winter
Equivalent Course(s): HIST 32708,ENST 22708,HIPS 22708,HIST 22708

CHSS 32800. Phenomenology & Madness—Perspectives from Cultural Psychiatry. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Francis McKay 
Terms Offered: Spring,TBD
Prerequisite(s): Upper level undergraduates admitted with consent.
Equivalent Course(s): HIPS 22800,ANTH 24355,ANTH 35135,MAPS 32800

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: TBD
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): HIPS 25600,STAT 36700,STAT 26700

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): T. Fashby 
Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109,HIST 35109,PHIL 32000,HIPS 22000,PHIL 22000
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): T. Pashby 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 predicate logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Löwenheim-Skolem theorem and Lindström’s theorem. (B) (II)
Instructor(s): A. Vasudevan Terms Offered: Winter
Prerequisite(s): Elementary Logic or the equivalent.
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 35309. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIST 35309,HIPS 25309,KNOW 21404,KNOW 31404,ANTH 24308,ANTH 34308,HIST 25309

CHSS 35415. History of Information. 100 Units.
"Information" in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctive and modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): HIST 35415,LLSO 23501,HIPS 25415,HIST 25415

CHSS 35421. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417,CLAS 35417,HIST 35421,HIPS 25421,KNOW 21403,KNOW 31403,RLST 22121,HREL 34309,SIGN 26010,HIST 25421
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 37900. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution.
This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.
Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Winter
Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.
Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A
Equivalent Course(s): CHDV 23930,ANTH 28615,ANTH 38615,LING 11100,LING 39286,CHDV 33930,CHSS 29286,HIPS 23900,PHIL 22500,PHIL 32500,NCDV 27400,BPRO 23900

CHSS 38307. Global Environmental Humanities. 100 Units.
This course is an introduction to the interdisciplinary field of environmental humanities, which calls on us to study the global environment, and the threats posed by globalization and climate change, using the tools of history, cultural studies, philosophy, and literature. Reading texts from these and other disciplines, we will attend to the ways that "environment" registers in political, aesthetic, and social life across the globe. Sample authors: Fernand Braudel, William Cronon, Dipesh Chakrabarty, Amitav Ghosh, Ursula Heise, Joseph Masco, Jed Purdy, Anna Tsing.
Instructor(s): Gabel, Isabel Terms Offered: Autumn. Autumn 2017
Prerequisite(s): 2nd year undergrads or later
Note(s): Seminar.
Equivalent Course(s): HIST 25422,HIPS 28307

CHSS 38308. Science and Selfhood in Modern Europe. 100 Units.
This course explores the role of the sciences in changing ideas of selfhood in 19th- and 20th-century Europe. How did the proliferation of new forms of knowledge about humans (biological, psychiatric, evolutionary, sociological, anthropological) transform peoples’ understandings of themselves as biological beings, as bearers of consciousness, as subjects and citizens? This course pairs primary sources with secondary texts from European history, history of science, and history of the human sciences.
Instructor(s): Gabel, Isabel Terms Offered: Winter. Winter 2018
Prerequisite(s): 2nd year undergraduates or later.
Note(s): Seminar
Equivalent Course(s): HIST 25423,HIPS 28308

CHSS 39516. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): HIST 39516,CLCV 28517,CLAS 38517,HIPS 29516,KNOW 21406,KNOW 31406,RLST 22123,HREL 39516,SIGN 26011,HIST 29516
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, HIST 66606, PHIL 43011

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, CHDV 21920, LING 41920

CHSS 42300. Scientific/Technological Change. 100 Units.
No description available.
Equivalent Course(s): HIPS 20300

CHSS 58108. The Philosophy of Howard Stein. 100 Units.
Howard Stein’s impressive body of work is notable for its tight integration of history of science with philosophy of science. Topics include: theories of spacetime structure (Newtonian and relativistic), the conceptual structure of quantum mechanics, the methodology of science in general and the character of scientific knowledge, and the history of physics and mathematics. Readings by Stein will be supplemented by primary historical texts and secondary philosophical literature, including selections from a forthcoming edited collection on Stein. (II)
Instructor(s): T. Pashby Terms Offered: Winter
Equivalent Course(s): PHIL 58108
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 Hortaçsu
• Greg Kaplan
• Steven Levitt
• John List
• Casey Mulligan
• Kevin M. Murphy
• Roger B. Myerson
• Derek A. Neal
• Philip J. Reny
• Azeem Shaikh
• Robert Shimer
• Nancy L. Stokey
• Harald Uhlig

Assistant Professor
• Ufuk Akcigit
• Leo Bursztyn
• Michael Dinerstein
• Manasi Deshpande
• Brent Hickman
• Doron Ravid
• Lawrence Schmidt
• Pietro Tebaldi
• Richard Van Weelden
• Alessandra Voena

Senior Lecturers
• Victor O. Lima
• Allen R. Sanderson
• Grace Tsiang

Lecturers
• Melissa Tartari
• Kotaro Yoshida

Emeritus Faculty
• Arnold C. Harberger
• Robert E. Lucas, Jr.
• Hugo F. Sonnenschein
• Lester G. Telser
• George S. Tolley
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 bio, 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 ssd-admissions@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): Roger Myerson, Phil Reny 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): Roger Myerson, Phil Reny Terms Offered: Spring

**ECON 30400. Introduction to Mathematical Methods in Economics. 000 Units.**
This optional three-week course for incoming graduate students meets in early September and introduces some basic mathematical concepts used in economic theory: a "briefing" of the math students will encounter in the Core classes. Emphasis is placed on problem-solving, but also on some fairly abstract math you might not see otherwise. Cooperative work is strongly encouraged.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Econ PhD students only

**ECON 30510. Topics in Repeated Games. 100 Units.**
This course will cover a range of topics in the theory of repeated games, with an emphasis on those areas of research that are currently active. The material covered will include recursive methods in discrete and continuous time, public monitoring, stochastic games, folk theorems, bargaining, reputation, and computational methods. The primary text for the course will be Mailath and Samuelson's "Repeated games and reputations."
Instructor(s): B. Brooks Terms Offered: Winter

**ECON 30520. Models of Choice and Attention. 100 Units.**
The course will introduce the students to the models and methodology of studying choice within economic theory, with a focus on models of choice with limited attention. The course will begin by introducing students to the classical theoretical choice frameworks and issues by going over seminal models such as random utility, subjective expected utility, max-min EU, preferences for flexibility & self control, etc. We will then turn to studying how these frameworks and tools are used to characterize models of limited attention, such as rational inattention, random and deterministic consider sets, and revealed reference points. Course grade will be based on class participation, referee reports and student presentations.
Instructor(s): Ravid, Doron Terms Offered: Autumn
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.
The course will review some of the classical methods you were introduced to in previous quarters and give examples of their use in applied microeconomic research. Our focus will be on exploring and understanding data sets, evaluating predictions of economic models, and identifying and estimating the parameters of economic models. The methods we will build on include regression techniques, maximum likelihood, method of moments estimators, as well as some non-parametric methods. Lectures and homework assignments will seek to build proficiency in the correct application of these methods to economic research questions.
Instructor(s): Stephané Bonhomme Terms Offered: Spring

ECON 31703. Topics in Econometrics. 100 Units.
Graduate course covering recent research on the field of econometrics.
Instructor(s): Bonhomme, Stephane Terms Offered: Spring

ECON 31720. Applied Microeconometrics. 100 Units.
This course is about empirical strategies that are commonly used in applied microeconomics. The topics will include: control variables (matching), instrumental variables, regression discontinuity and kink designs, panel data, difference-in-differences, and quantile regression. The emphasis of the course is on identification and practical implementation. The course also covers the shortcomings of commonly used tools, and discusses recent theoretical research aimed at addressing these deficiencies.
Instructor(s): Torgovitsky, Alex Terms Offered: Autumn

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): Nancy Stokey 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): Robert Shimer 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: Winter

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: Autumn

ECON 34602. Household Decisions and Labor Markets. 100 Units.
This course focuses on household decision making in labor economics. We will examine unitary, cooperative and non-cooperative models of the household, and especially the collective model and dynamic extensions of the collective model with frictions. We will then discuss empirical applications of these models to labor supply, retirement behavior, human capital accumulation, the division of labor within the family and migration decisions.
Instructor(s): Voena, Alessandra Terms Offered: Spring

ECON 35003. Human Capital, Markets, and the Family. 100 Units.
Graduate course focusing on recent economic literature relating to human capital, markets and family economics.
Instructor(s): Heckman, James Terms Offered: Winter

ECON 36770. Economics of Education Markets. 100 Units.
Graduate level economics course relating to the economics of education markets.
Instructor(s): Dinerstein, Michael Terms Offered: Spring

ECON 36820. Empirical Topics in Social Insurance. 100 Units.
Graduate course focusing on recent empirical economic literature in social insurance.
Instructor(s): Deshpande, Manasi Terms Offered: Spring

ECON 37601. Topics in Economics Growth. 100 Units.
This course will examine models of economic growth, looking at both advanced and developing economies. For advanced economies the focus will be on models of human capital accumulation, diffusion of ideas, and innovation. For developing economies, we will look at explanations of cross-country differences in productivity levels and growth rates, the role of technology diffusion, and the role of structural transformation. Both theoretical and empirical papers will be included, although with emphasis on the former.
Instructor(s): Nancy Stokey Terms Offered: Autumn

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): Staff Terms Offered: Spring
Prerequisite(s): ECON 39001 / BUSF 35902. A solid background in advanced microeconomics is highly recommended.
Equivalent Course(s): BUSF 35903

ECON 39600. Topics in Asset Pricing. 100 Units.
This course covers topics in the area of dynamic asset pricing, including standard complete market models, incomplete markets, portfolio constraints and transaction costs, learning and uncertainty, asymmetric information and other recent developments such as non-time additive preferences. The course will also cover selected topics in the area of derivative pricing and term structure models.
Instructor(s): Pietro Veronesi Terms Offered: Spring
Equivalent Course(s): BUSF 35907

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 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 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 21020 or ECON 21030
Equivalent Course(s): ECON 21800

ECON 41120. Topics in Behavioral Economics. 100 Units.
This class covers recent work in behavioral economics. Topics include social influence and social pressure, the role of identity in economics, the psychology of poverty, and social preferences. Applications will cover a wide range of fields, including labor economics, finance, political economy, and development economics.
Instructor(s): L. Bursztyn Terms Offered: Winter

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

ECON 60200. Working Group: Applied Micro. 100 Units.
Faculty and graduate student led working group presenting graduate student research in applied microeconomics.
Instructor(s): Mogstad, Magne Dinerstein, Michael Voena, Alessandra Levitt, Steve Greenstone, Michael Terms Offered: Autumn, Spring, Winter

ECON 60250. Student Applied Micro Working Group. 100 Units.
No description available.
Instructor(s): Steve Levitt Terms Offered: Autumn, Spring, Winter

ECON 61500. Trade Working Group. 100 Units.
Faculty and graduate student led working group presenting graduate student research in trade economics.
Instructor(s): Tintelnot, Felix, Dingel, Jonathan Terms Offered: Autumn, Spring, Winter

ECON 63100. Macro Reading Group. 100 Units.
This is a "Sargent-style" reading group for PhD students in their third year or above with an interest in macroeconomics, very broadly defined. Students are required to read a paper of their choice every week, attend a 1.5 hr meeting each week and give regular presentations of various forms and lengths. Active and regular participation is compulsory.
Instructor(s): Greg Kaplan Terms Offered: Autumn, Spring, Winter
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): Staff Terms Offered: Winter
Equivalent Course(s): ENST 25900,GEOG 20100

**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: Spring
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 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): 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 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 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 41700. History of Geography. 100 Units.
A broad introduction to the intellectual development of the discipline of geography. Students will undertake a program of collective reading and discussion, and individually select a specific topic for research, with the instructors consent, leading to a final research paper.
Instructor(s): M. Mikesell Terms Offered: Autumn,Spring,Winter
Note(s): Consent of instructor. Must be taken for a quality grade.

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

GEOG 51300. Cultural Geography. 100 Units.
This course is intended for individual study of selected problems in cultural geography, with periodic meetings with the instructor to discuss progress, leading to a final research paper.
Instructor(s): M. Mikesell Terms Offered: Autumn,Spring,Winter
Note(s): Consent of instructor. Must be taken for a quality grade.
GEOG 51500. Urban Geography. 100 Units.
This course is intended for individual study of selected problems in urban geography, with periodic meetings with the instructor to discuss progress, leading to a final research paper.
Instructor(s): M. Conzen, E. Talen. Terms Offered: Autumn, Spring, Winter
Note(s): Consent of instructor.

GEOG 51700. Rsch: History of Geography. 100 Units.
This course is intended for individual study of selected problems in the history of geography, with periodic meetings with the instructor to discuss progress, leading to a final research paper.
Instructor(s): M. Mikesell Terms Offered: Autumn, Spring, Winter
Note(s): Consent of instructor

GEOG 51800. Rsch: Historical Geography. 100 Units.
This course is intended for individual study of selected problems in historical geography, with periodic meetings with the instructor to discuss progress, leading to a final research paper.
Instructor(s): M. Conzen Terms Offered: Autumn, Spring, Winter

GEOG 51900. Rsch: Historical Geography of the U.S. and Canada. 100 Units.
This course is intended for individual study of selected problems in the historical geography of the United States and Canada, with periodic meetings with the instructor to discuss progress, leading to a final research paper.
Instructor(s): M. Conzen Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor

GEOG 52500. Rsch: American Urbanization. 100 Units.
This course is intended for individual study of selected problems in American urbanization, with periodic meetings with the instructor to discuss progress, leading to a final research paper.
Instructor(s): M. Conzen, E. Talen Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor

GEOG 59800. Rsch: Topics in Geography. 100 Units.
This course is intended for individual study of selected problems in geography, with periodic meetings with the instructor to discuss progress, leading to a final research paper.
Instructor(s): M. Mikesell, M. Conzen, L. Anselin, E. Talen. Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor
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
- 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
- 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
- Faith Hillis
- Jonathan Lyon
- Emily Osborn
- James Sparrow
- Amy Dru Stanley

Assistant Professors
- Kathleen Belew
- Eleanor Gilburd
- Alice Goff
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, Race and Religion, Reproduction of Race and Racial Ideologies, Russian Studies, and US History. Workshops ensure dissertation writing students a supportive intellectual community within which both students and faculty are able to present and comment upon research in progress.

For more detailed information on History Department faculty and the graduate program, please visit the Department's website at http://history.uchicago.edu/.

ADMISSION

Requirements for admission are:

1. The degree of Bachelor of Arts or its equivalent
2. A distinguished undergraduate record
3. High competence in foreign language

Four parts of the application are critically important: the student's academic record, letters of recommendation submitted by persons able to describe the student's achievements and promise, a significant example of the student's work, (bachelor's essay, master's thesis, research or course paper) and, finally, the student's statement of purpose which describes the intellectual issues and historical subjects to be explored at the University of Chicago. Although many graduate students change their focus in the course of their studies, it is helpful to have the clearest possible idea of applicants' interests and any research experience 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 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 October 20th of the third year. Students are examined in three Ph.D. fields in a two hour oral examination. By the end of the third year, the student presents the dissertation proposal at a hearing, and it must be approved by the dissertation committee. The student is then admitted to candidacy for the doctoral degree after the hearing and all other requirements are complete.

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 including departmental fellowships funded by the Duncan and Barnard families and the Quinn foundation. 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 nine years from the date of matriculation for students entering the program in Autumn 2016 or later, 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

http://history.uchicago.edu/page/graduate-courses

HIST 30307. The Spartan Divergence. 100 Units.
Sparta was a Greek city, but of what type? The ancient tradition, or at least the larger part of it, paints the portrait of an ideal city-state. The city was supposed to be stable and moderately prosperous. Its citizens were allegedly models of virtue. For many centuries the city did not experience revolutions and its army was invincible on the battlefield. This success was attributed to its perfect institutions. Following the track opened by Ollier’s Spartan Mirage, modern scholarship has scrupulously and successfully deconstructed this image of an ideal city. But what do we find if we go beyond the looking glass? Was Sparta really a city “like all the others”? This class will show that we must go deeper into our evidence in order to make sense of the extraordinary success followed by the brutal collapse of this very special city-state.
Equivalent Course(s): CLAS 34017, HIST 20307, CLAS 24017

HIST 30308. Gods and God in Imperial Asia Minor (1–300 CE) 100 Units.
Roman Asia Minor in the Imperial period provides an extraordinary case of religious plurality and creativity. Pagans, Jews, Christians, even already Christian heretics, interacted in the same space. The frontiers between Jewish and Christian communities were, at least at the beginning, more fluid than was long thought. But even the frontiers between paganism and Judaism or Christianity were certainly not as rigid as was later imagined. This does not mean, however, that there were no tensions between the various groups. This class will examine the various aspects of this religious diversity as well as the social and political factors that may explain the religious equilibrium prevailing at that time in Asia Minor.
Equivalent Course(s): CLCV 26017, HIST 20308, CLAS 36017
HIST 31004. Roman Law. 100 Units.
The course will treat several problems arising in the historical development of Roman law: the history of procedure; the rise and accommodation of multiple sources of law, including the emperor; the dispersal of the Roman community from the environs of Rome to the wider Mediterranean world; and developments in the law of persons. We will discuss problems like the relationship between religion and law from the archaic city to the Christian empire, and between the law of Rome and the legal systems of its subject communities.
Instructor(s): C. Ando Terms Offered: Spring
Equivalent Course(s): CLAS 35808, HIST 21004, SIGN 26017, CLCV 25808

HIST 31902. History Christian Thought-2. 100 Units.
This second class in the History of Christian Thought sequence deals with the period from Late Antiquity until the end of the Early Middle Ages, stretching roughly from 450 through 1350. The following authors and themes will be analyzed and discussed: 1. The transition from Roman antiquity to the medieval period: Boethius and Cassiodorus; 2. The rise of asceticism in the West: the Rule of St. Benedict and Gregory the Great; 3. Connecting East and West: Dionysius the Areopagite and John Scottus Eriugena; 4. Monastic and Scholastic paragons: Anselm of Canterbury, Peter Abelard; 5. High-medieval monastic developments: Cistercians (Bernard of Clairvaux) and Victorines (Hugh and Richard of St. Victor), beguines (Hadewijch) and mendicants (Bonaventure); 6. Scholastic synthesis and spiritual alternatives: Thomas Aquinas, Marguerite Porete and Eckhart.
Instructor(s): Willemien Otten Terms Offered: Autumn
Equivalent Course(s): HCHR 30200, THEO 30200

HIST 32407. Medieval England. 100 Units.
How merry was ‘Olde England’? This course is intended as an introduction to the history of England from the withdrawal of the Roman legions in the early fifth century to the defeat of Richard III at the Battle of Bosworth Field in AD 1485. Sources will include chronicles, biographies, laws, charters, spiritual and political treatises, romances and parodies. Themes will include the conversion of the Anglo-Saxons to Christianity, the Viking and Norman invasions, the development of the monarchy and parliament, monastic, peasant, and town life, the role of literacy and education in the development of a peculiarly “English” society, and the place of devotion, art, and architecture in medieval English culture. Students will have the opportunity to do a research paper or craft a project of their choice based on the themes of the course.
Instructor(s): R. Fulton Brown Terms Offered: Spring
Equivalent Course(s): HIST 22407

HIST 32708. Planetary Britain, 1600–1900. 100 Units.
What were the causes behind Britain’s Industrial Revolution? In the vast scholarship on this problem, one particularly heated debate has focused on the imperial origins of industrialization. How much did colonial resources and markets contribute to economic growth and technological innovation in the metropole? The second part of the course will consider the global effects of British industrialization. To what extent can we trace anthropogenic climate change and other planetary crises back to the environmental transformation wrought by the British Empire? Topics include ecological imperialism, metabolic rift, the sugar revolution, the slave trade, naval construction and forestry, the East India Company, free trade and agriculture, energy use and climate change.
Instructor(s): F. Albritton Jonsson Terms Offered: Winter
Equivalent Course(s): ENST 22708, HIPS 22708, CHSS 32708, HIST 22708

HIST 33006. Looting in Modern European History. 100 Units.
At the end of the eighteenth century Europeans recognized the seizure of enemy property to be a time honored practice of warfare and subjugation. At the same time, however, new ideas about human rights, cultural heritage, and international law began to reshape the place of looting in the exercise of power. This course will take up the history of looting in European cultural and political life from the late eighteenth through the twentieth centuries as a tool of nationalism, imperialism, totalitarianism, and scholarship. How was looting defined, who defined it, and what kinds of ethical and legal codes governed its use? How was the seizure of personal property, cultural artifacts, and sacred objects legitimized by its practitioners and experienced by its victims? In what ways did looting change the meaning of objects and why? How do we understand looting in relationship to other forms of violence and destruction in the modern period? While the focus of the course will be on Europe, we will necessarily be concerned with a global frame as we follow cases of looting in colonial contexts, through migration, exploration, and during war. Course materials will including primary texts, images, objects, and historical accounts. Students will be required to write a final historiographical essay.
Instructor(s): A. Goff Terms Offered: Autumn
Equivalent Course(s): HIST 23006
HIST 33414. Central Europe, 1740 to 1914. 100 Units.
The purpose of this course is to provide a general introduction to major themes in the political, social, and international history of Germany and of the Hapsburg Empire from 1740 until 1914. The course will be evenly balanced between consideration of the history of Prussia and later of kleindeutsch Germany, and of the history of the Austrian lands. A primary concern of the course will be to identify and to elaborate key comparative, developmental features common both to the German and the Austrian experience, and, at the same time, to understand the ways in which German and Austrian history manifest distinctive patterns, based on different state and social traditions. There is no language requirement, although students with a command of German will be encouraged to use it.
Instructor(s): J. Boyer Terms Offered: Spring
Equivalent Course(s): HIST 23414

HIST 33609. Returning the Gaze: The West and the Rest. 100 Units.
This course provides insight into the existential predicament of internalized Otherness. We investigate 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 will focus on self-representational strategies of the “Rest” (primarily Southeastern Europe and Russia), and the inherent internalization of the imagined western gaze whom the collective peripheral selves aim to seduce but also defy. Two discourses on identity will help us understand these self-representations: the Lacanian concepts of symbolic and imaginary identification, and various readings of the Hegelian recognition by the other in the East European context. Identifying symbolically with a site of normative humanity outside oneself places the self in a precarious position. The responses are varied but acutely felt: from self-consciousness to defiance and arrogance, to self-exoticization and self-mythicization, to self-abjection, all of which can be viewed as forms of a quest for dignity. We will also consider how these responses have been incorporated in the texture of the national, gender, and social identities in European and other peripheries. Fyodor Dostoevsky, Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): REES 39023, CMLT 29023, CMLT 39023, HIST 23609, NEHC 39023, NEHC 29023

HIST 33707. Revolution. 100 Units.
Revolution primarily denotes radical political change, but this definition is both too narrow and too broad. Too broad, because since the late eighteenth century revolution has been associated specifically with an emancipatory politics, from American democracy to Soviet communism. Too narrow, because revolutionary political change is always accompanied by change in other spheres, from philosophy to everyday life. We investigate the history of revolution from 1776 to the present, with a particular focus on the Bolshevik revolution of 1917, in order to ascertain how social revolutions have been constituted, conducted, and enshrined in political and cultural institutions. We also ask what the conditions and prospects of revolution are today. Readings will be drawn from a variety of fields, from philosophy to social history. Most readings will be primary documents, from Rousseau and Marx to Bill Ayers, but will also include major statements in the historiography of revolution.
Instructor(s): Robert Bird and Sheila Fitzpatrick Terms Offered: Autumn
Equivalent Course(s): REES 36064, HIST 23707, REES 26064

HIST 34213. Contact Zones: Japan’s Treaty Ports, 1854–1899. 100 Units.
A series of treaties signed by the Tokugawa shogunate with Western powers in the 1850s designated port towns such as Nagasaki, Yokohama, Hakodate, and Kobe “treaty ports.” Semicolonial sites in which Western citizens benefited from rights, such as extraterritoriality, the treaty ports were complicated places that both challenged Japan’s sovereignty while also becoming conduits of economic, social, and cultural change. This seminar will explore the evolution of the treaty ports. The main assignment will be an original research paper on a topic of the student’s choice.
Instructor(s): S. Burns Terms Offered: Spring
Equivalent Course(s): EALC 24213, EALC 34213, GLST 26806, HIST 23414

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: Autumn
Prerequisite(s): Third-year Chinese level or approval of instructor.
Equivalent Course(s): EALC 24500, EALC 34500, HIST 24500

HIST 35109. 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, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (B) (II)
Instructor(s): T. Pashby Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109, PHIL 32000, CHSS 33300, HIPS 22000, PHIL 22000
HIST 35300. American Revolution, 1763 to 1789. 100 Units.
This lecture and discussion course explores the background of the American Revolution and the problem of organizing a new nation. The first half of the course uses the theory of revolutionary stages to organize a framework for the events of the 1760s and 1770s, and the second half of the course examines the period of constitution making (1776–1789) for evidence on the ways in which the Revolution was truly revolutionary.
Instructor(s): E. Cook Terms Offered: Winter
Equivalent Course(s): LLSO 20601,HIST 25300

HIST 35309. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Instructor(s): M. Rossi Terms Offered: Winter
Prerequisite(s): Upper-level undergraduate
Equivalent Course(s): HIPS 25309,CHSS 35309,KNOW 21404,KNOW 31404,ANTH 24308,ANTH 34308,HIST 25309

HIST 35415. History of Information. 100 Units.
"Information" in all its forms is perhaps the defining phenomenon of our age. But although we tend to think of it as something distinctively modern, in fact it came into being through a long history of thought, practice, and technology. This course will therefore suggest how to think historically about information. Using examples that range from the Middle Ages to the twenty-first century, we shall explore how different societies have conceptualized the subject, and how they have sought to control it. We shall address how information has been collected, classified, circulated, contested, and destroyed. The aim is to provide a different kind of understanding of information practices—one that can be put to use in other historical inquiries, as well as casting an unfamiliar light on our own everyday lives.
Instructor(s): A. Johns Terms Offered: Winter
Equivalent Course(s): CHSS 35415,LLSO 23501,HIPS 25415,HIST 25415

HIST 35421. Censorship from the Inquisition to the Present. 100 Units.
Collaborative research seminar on the history of censorship and information control, with a focus on the history of books and information technologies. The class will meet in Special Collections, and students will work with the professor to prepare an exhibit, The History of Censorship, to be held in the Special Collections exhibit space in the spring. Students will work with rare books and archival materials, design exhibit cases, write exhibit labels, and contribute to the exhibit catalog. Half the course will focus on censorship in early modern Europe, including the Inquisition, the spread of the printing press, and clandestine literature in the Renaissance and Enlightenment. Special focus on the effects of censorship on classical literature, both newly rediscovered works like Lucretius and lost books of Plato, and authors like Pliny the Elder and Seneca who had been available in the Middle Ages but became newly controversial in the Renaissance. The other half of the course will look at modern and contemporary censorship issues, from wartime censorship, to the censorship of comic books, to digital-rights management, to free speech on our own campus. Students may choose whether to focus their own research and exhibit cases on classical, early modern, modern, or contemporary censorship. This course is part of the College Course Cluster, The Renaissance.
Instructor(s): A. Palmer & S. McManus Terms Offered: Autumn
Prerequisite(s): Admission by consent of instructor
Equivalent Course(s): CLCV 25417,CLAS 35417,HIPS 25421,CHSS 35421,KNOW 21403,KNOW 31403,RLST 22121,HREL 34308,SIGN 26010,HIST 25421

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): Staff Terms Offered: Autumn
Equivalent Course(s): NEHC 30601,RLST 20401,SOSC 22000,HIST 25610,ISLM 30601,NEHC 20601

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 35901. Radical Islamic Pieties, 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 25901,RLST 20840,NEHC 20840

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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.
Instructor(s): E. Kourí 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.
May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. 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.
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). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): ANTH 23103,CRES 16103,HIST 16103,LACS 34800,SOSC 26300,LACS 16300

HIST 36106. Tropical Commodities in Latin America. 100 Units.
This course explores selected aspects of the social, economic, and cultural history of tropical export commodities from Latin America, e.g., coffee, bananas, sugar, tobacco, henequen, rubber, vanilla, and cocaine. Topics include land, labor, capital, markets, transport, geopolitics, power, taste, and consumption.
Instructor(s): E. Kourí Terms Offered: Autumn
Equivalent Course(s): LACS 26106,LACS 36106,HIST 26106

HIST 36127. Latin America during the Age of Revolutions, c. 1750–1850. 100 Units.
During the period known as the Age of Revolutions, roughly spanning between 1750 and 1850, Latin American territories went from being colonies of two Iberian empires to being a collection of independent countries. This course examines the tumultuous history that led to the dissolution of the Spanish and Portuguese empires and the birth of new republics and monarchies in the Americas. The course begins by analyzing the imperial reforms of the eighteenth century and their relationship to Enlightenment thought. The course also considers the many tax revolts and indigenous and slave rebellions that surfaced in reaction to imperial reforms. The course then proceeds to examine the traumatic effects of the Napoleonic wars in the Iberian world, as well as the many innovative political experiments that came about in an effort to safeguard the Spanish and Portuguese empires. Finally, the course examines the many conflicts, wars, and liberation projects that ultimately culminated with Latin American independence. By the end of the course, students will have a firm understanding of the process of Latin American independence and its contribution to the formation of a new global order in the nineteenth century.
Instructor(s): F. Tavárez Terms Offered: Winter
Equivalent Course(s): LACS 26127,LACS 36127,HIST 26127

HIST 36220. Brazil: Another American History. 100 Units.
Brazil is in many ways a mirror image of the United States: an almost continental democracy, rich in natural resources, populated by the descendants of three continents, shaped by colonialism, slavery, and sui generis liberal capitalism. Why, then, has Brazil’s historical path been so distinct? To explore this question, this course will focus on the history of economic development, race, citizenship, urbanization, the environment, popular culture, violence, and the challenge of democracy.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): LACS 26220,LACS 36220,HIST 26220

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 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 37900. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.
Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): CRES 27900,EALC 27907,EALC 37907,HIST 27900
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: Spring
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
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 even years.
Equivalent Course(s): GEOG 26100,ENST 26100,GEOG 36100,HIST 28900

HIST 38906. Nineteenth-Century American Mass Entertainment. 100 Units.
Popular culture filters, reflects, and occasionally refracts many of the central values, prejudices, and preoccupations of a given society. From the Industrial Revolution to the advent of feature films in the early twentieth century, American audiences sought both entertainment and reassurance from performers, daredevils, amusement parks, lecturers, magicians, panoramas, athletes, and photographers. Amidst the Civil War, they paid for portraits that purportedly revealed the ghosts of lost loved ones; in an age of imperialism, they forked over hard-earned cash to relive the glories of western settlement, adventure, and conquest in Buffalo Bill’s Wild West. Mass entertainment not only echoed the central events of the age it helped shape them: from phrenology as the channel for antebellum convictions about outward appearance (and racial identity), to the race riots following Jack Johnson’s boxing victory over Jim Jeffries. Many of these entertainment forms became economic juggernauts in their own right, and in the process of achieving unprecedented popularity, they also shaped collective memory, gender roles, race relations, and the public’s sense of acceptable beliefs and behaviors. This lecture course will examine the history of modern American entertainment over the course of the long nineteenth century. Requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): CRES 28906,CRES 38906,GNSE 28906,GNSE 38906,HIST 28906

HIST 39304. Human Rights: Contemporary Issues. 100 Units.
This interdisciplinary course presents an overview of several major contemporary human rights problems as a means to explore the use of human rights norms and mechanisms. The course addresses the roles of states, intergovernmental bodies, national courts, civil society actors including NGOs, victims, and their families, and other non-state actors. Topics are likely to include universalism, enforceability of human rights norms, the prohibition against torture, U.S. exceptionalism, and the rights of women, racial minorities, and non-citizens.
Instructor(s): S. Czesh Terms Offered: Autumn
Equivalent Course(s): LACS 21001,LACS 31001,HIST 29304,LAWS 43245,LLSO 21001,HMRT 31001,HMRT 21001

HIST 39319. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002,PHIL 31002,HIST 29319,LLSO 21002,MAPH 42002,LAWS 97119,HMRT 31002,INRE 31602,HMRT 21002
HIST 39516. History of Skepticism. 100 Units.
Before we ask what is true or false, we must ask how we can know what is true or false. This course examines the vital role doubt and philosophical skepticism have played in the Western intellectual tradition, from pre-Socratic Greece through the Enlightenment, with a focus on how Criteria of Truth—what kinds of arguments are considered legitimate sources of certainty—have changed over time. The course will examine dialog between skeptical and dogmatic thinkers, and how many of the most fertile systems in the history of philosophy have been hybrid systems which divided the world into things which can be known, and things which cannot. The course will touch on the history of atheism, heresy and free thought, on fideism and skeptical religion, and will examine how the Scientific Method is itself a form of philosophical skepticism. Primary source readings will include Plato, Sextus Empiricus, Lucretius, Ockham, Pierre Bayle, Montaigne, Descartes, Francis Bacon, Hobbes, Voltaire, Diderot, and others.
Instructor(s): A. Palmer Terms Offered: Winter
Note(s): No prerequisites; first-year students welcome.
Equivalent Course(s): CLCV 28517,CLAS 38517,HIPS 29516,CHSS 39516,KNOW 21406,KNOW 31406,RLST 22123,HREL 39516,SIGN 26011,HIST 29516

HIST 39519. Histories of Racial Capitalism. 100 Units.
This course takes as its starting point the insistence that the movement, settlement, and hierarchical arrangements of people of African descent is inseparable from regimes of capital accumulation. It builds on the concept of "racial capitalism," which rejects treatments of race as external to a purely economic project and counters the idea that racism is an externality, cultural overflow, or aberration from the so-called real workings of capitalism. With a focus on the African diaspora, this course will cover topics such as racial slavery, labor in Jamaica, banking in the Caribbean, black capitalism in Miami, the under development of Africa, mass incarceration, and the contemporary demand for racial reparations.
Instructor(s): D. Jenkins Terms Offered: Autumn
Equivalent Course(s): CRES 29519,CRES 39519,HIST 29519

HIST 39905. History of the Megalopolis in the Americas. 100 Units.
The megalopolis comprises a unique phenomenon where social conflicts, such as violence and inequality, and ecological devastation occur simultaneously with social mobility and economic, cultural, and political opportunities. And all occur at exponential rates. What historical factors made such monsters possible in the Americas? What do they tell us about larger urban, social, and cultural assumptions about history? The course will explore these questions, focused on such cities as Mexico City, Rio de Janeiro, São Paulo, Buenos Aires, New York City, Los Angeles, and Chicago.
Instructor(s): M. Tenorio Terms Offered: Spring
Equivalent Course(s): AMER 29905,AMER 39905,LACS 29905,LACS 39905,HIST 29905

HIST 42105. Cities and Towns in the Middle Ages. 100 Units.
It is true: most people in medieval Europe did not live in cities or towns. And yet, cities lay at the heart of the medieval world. Christians looked to become citizens of the heavenly Jerusalem, emperors and kings modeled their courts on Rome, scholars traveled to study in Paris, merchants and artisans set up shop in Venice and Bruges, Franciscans and Dominicans preached to the people in the market squares. This course explores the role of the city in medieval life as both idea and environment. Themes include the construction of cities, the occupations of the city, its political, economic, legal, educational, and administrative importance, life in the city with special emphasis on students, Jews, entertainers, and women, the virtues and aesthetics of the city, the city in warfare, and the change in the importance of cities and towns from the sack of Rome in AD 410 to the rise of the Hansa and the Italian city-states by the later fourteenth century.
Instructor(s): R. Fulton Brown Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor

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 43801. Russia and the World. 100 Units.
Interrogating the image of Russia as an inward-looking power that has pursued its own historical path, this seminar will examine Russia's interactions with the outside world in the early modern and modern periods. Topics to be considered include Russian participation in international trade and diplomacy, the role of European and Asian cultures in Russian intellectual life, Russia's role in migration and colonization processes, the status of minorities in the Russian empire and the Soviet Union, and Russia's role in the production of transnational ideologies. This is a reading-intensive seminar taught at the graduate level; it is open to undergraduates with solid knowledge of Russian/Soviet history who have obtained the instructor's permission. Knowledge of Russian is not necessary. Instructor(s): F. Hillis Terms Offered: Autumn
Prerequisite(s): Ugrads with consent of instructor & prior Russian history experience.

HIST 43902. Colloquium: Stalinism. 100 Units.
We will explore Stalin as a personality and Stalinism as a political order, an economy, a cultural system, a set of beliefs and rituals, and a way of life. Topics include the dictator, his entourage, and his culture; decision making and the new elite; industrialization, collectivization, and the economy of shortages; revolution and conservatism; nationalism, internationalism, and ethnic cleansing; political terror, mass murder, and the Gulag; communal apartments, survival strategies, and intimate life; media and the socialist-realist dreamworld; legacies and historical consciousness. Readings include classics in the field and newest hits as well as works of fiction. Instructor(s): E. Gilburd Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor and prior coursework on 20th-C Russia or Russian Civ.
Equivalent Course(s): REES 43902

HIST 44802. Coll: Developmt of Mod Chin Hist Field in the West, 1950–2010. 100 Units.
Reading and discussion of classics of historical literature in modern Chinese history from 1950 through the present. Emphasis on how historiographical changes during this period are manifest in each work. Each week students read and discuss the assigned monograph and write a review essay emphasizing its relationship to its historical context. The final requirement is a term paper in which the student constructs an analytical history of the historical literature of the period. Instructor(s): G. Alitto Terms Offered: Spring
Prerequisite(s): HIST 44801
Note(s): EALC title needs to be updated to reflect new course title.
Equivalent Course(s): EALC 44802

HIST 45100. The Art of Healing: Medical Aesthetics in Russia & the U.S. 100 Units.
What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? How are these responses shaped by the rhetorical practices of doctors, researchers, and pharmaceutical companies, by the physical appearance of hospitals, offices, and instruments, or by smells and sounds? Why does the color of a pill influence its effectiveness, and how can placebos achieve what less inert medication cannot? How do predictions of success or failure effect treatment responses? When does technology instill confidence, and when does it produce a sense of degradation? Is the doctor seen primarily as a caregiver or a scientist, and how does this affect treatment outcomes? What is the aesthetic experience of being “sick”? In this course we will consider these problems from the vantage points of a medical professional and a cultural historian, focusing on material from the United States and Soviet/post-Soviet Russia. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. Instructor(s): William Nickell Terms Offered: Spring
Note(s): Consent of instructor required for undergraduates.
Equivalent Course(s): CDIN 43903, REES 43903

HIST 47002. Colloquium: Interracial America. 100 Units.
This course will examine the interaction between different racialized and ethnic groups in America (and beyond) from the eighteenth-century to our present moment. Conventional studies rely on a simplistic black-white paradigm of US race relations. This seminar aims to move beyond that dichotomy and searches for broader historical models, which include yellow, brown, red, and ethnic white. For example, how do we interpret recently excavated histories of Afro-Cherokee relations in antebellum America? What are hepcats, pachucos, and yogores? What is a “model minority,” and why did Asians inherit the mantle from Jews? What is a “protest minority,” and why were Blacks and Jews labeled as such during the civil rights movement? How does race operate differently in an ostensibly racial paradise like Hawai’i? How do we understand race, nation, and decolonization in a global context, as evidenced by radical activism in California in the 1960s and ‘70s? We will critically interrogate the history of contact that exists between and among these diverse “groups.” If conflicted, what factors have prevented meaningful alliances? If confluent, what goals have elicited cooperation? Instructor(s): M. Briones Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): CRES 37002, AMER 47002
HIST 47503. Colloquium: Chicago in United States Urban History. 100 Units.
This graduate colloquium will use Chicago as a lens through which to examine the history and historiography of the American urban experience from the early nineteenth century to the present.
Instructor(s): K. Conzen Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.

HIST 48400. Colloquium: United States Intellectual History. 100 Units.
The practice of intellectual history has famously been described as "like nailing jelly to the wall." In this course, we will look at different methods, modes, and strategies employed by contemporary scholars in order to get a handle on the slippery topic of ideas in United States history. In addition to examining major trends in American thought since the nineteenth century, we will consider what the writing of ideas entails; where and how the disciplinary borders of history are drawn; how ideas travel; and how to think about ideas, ideologies, concepts, and thoughts in conjunction with the people, places, institutions, environments, non-human organisms, and material things that form the substrate of historical narratives.
Instructor(s): M. Rossi Terms Offered: Spring
Prerequisite(s): Advanced undergraduates with consent of instructor
Equivalent Course(s): AMER 48400

HIST 49502. 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 49504. Colloquium: History of the Human Sciences, 1700-1900. 100 Units.
In eighteenth- and nineteenth-century Europe several strands of inquiry into the human world, typically emulating the model of the natural sciences, underwent a process of expansion, methodological clarification, and, in some cases, institutional consolidation. In so doing they evolved into the now familiar disciplines of the modern research university, among them, anthropology, history, philology, sociology, political economy, and psychology. Through the reading of both primary and secondary sources, we will explore the rise of all of these human sciences, paying attention to the social, political, and economic context of their development during the Enlightenment, the decades of political upheaval that began in 1789, and the attempted stabilization after 1815. Following upon Jürgen Habermas's insight that psychology and political economy are the master disciplines of an emergent bourgeois society, we shall place particular emphasis upon the development of these sciences in France and Britain Primary sources may include Mandeville, Montesquieu, Locke, Condillac, Adam Smith, Condorcet, Malthus, Comte, Renan, Durkheim. While the course readings of the first quarter will focus on France and Britain in the eighteenth and nineteenth centuries, graduate students taking the course as a two-quarter research seminar may write papers outside those geographical and chronological boundaries.
Instructor(s): P. Cheney & J. Goldstein Terms Offered: Autumn
Prerequisite(s): Open to graduate students by consent of instructors; for students taking the 1-qtr colloquium, all readings are in English. Meets with HIST 73504.

HIST 53502. Colloquium: History of the Human Sciences, 1700-1900. 100 Units.
In eighteenth- and nineteenth-century Europe several strands of inquiry into the human world, typically emulating the model of the natural sciences, underwent a process of expansion, methodological clarification, and, in some cases, institutional consolidation. In so doing they evolved into the now familiar disciplines of the modern research university, among them, anthropology, history, philology, sociology, political economy, and psychology. Through the reading of both primary and secondary sources, we will explore the rise of all of these human sciences, paying attention to the social, political, and economic context of their development during the Enlightenment, the decades of political upheaval that began in 1789, and the attempted stabilization after 1815. Following upon Jürgen Habermas's insight that psychology and political economy are the master disciplines of an emergent bourgeois society, we shall place particular emphasis upon the development of these sciences in France and Britain Primary sources may include Mandeville, Montesquieu, Locke, Condillac, Adam Smith, Condorcet, Malthus, Comte, Renan, Durkheim. While the course readings of the first quarter will focus on France and Britain in the eighteenth and nineteenth centuries, graduate students taking the course as a two-quarter research seminar may write papers outside those geographical and chronological boundaries.
Instructor(s): P. Cheney & J. Goldstein Terms Offered: Autumn
Prerequisite(s): Open to graduate students by consent of instructors; for students taking the 1-qtr colloquium, all readings are in English. Meets with HIST 73504.

HIST 55901. Coll: Politics and Culture in the German Democratic Republic. 100 Units.
This course approaches the history of the German Democratic Republic through a cultural lens. Guided by recent scholarship on material culture, consumerism, the arts, history and memory, industrialism, and urban space, we will aim to move beyond traditional bifurcations between the realm of high politics and the realm of everyday life to pay particular attention to the complex relationship between the two. How exactly did state socialism inflect East German culture? How were political subjectivities formed within and beyond the boundaries of the East German state? Where and how did resistance occur? The last two weeks will be spent thinking concretely about how the answers to these questions ought to shape the ways historians, writers, archivists and curators approach telling the history of the GDR today.
Instructor(s): A. Goff Terms Offered: Spring
Prerequisite(s): Reading proficiency in German is welcome but not required.
HIST 56605. Colloquium: Chinese Nationalism(s) 100 Units.
An exploration of the development, spread, and nature of Chinese nationalism since roughly 1895, but with attention to how legacies from the imperial period have shaped these phenomena. (Those legacies include the borders and ethnic complexity inherited from the Qing by modern state-builders, as well as the still older legacies of a common written language and literary culture, elements of a common religious system, and a variety of labels for “Chineseness”—Hua, Han, etc.—with which people identified to varying degrees.) Attention will be paid both to state leaders’ attempts to create and mobilize nationalist sentiment and to various movements and practices originating elsewhere in society. Comparisons to nationalisms elsewhere, and general theories of nationalism, are not the main foci of the course, but will be invoked where they seem useful. Required readings will be in English, with recommendations available for material in Chinese. One short paper (5–7 pages) on one of a set of given topics; one longer paper (approximately 15 pages), with individualized topics; and one or two additional very short projects (1–2 pages each).
Instructor(s): K. Pomeranz Terms Offered: Spring
Equivalent Course(s): EALC 56605

HIST 56705. Colloquium: Modern Korean History 1. 100 Units.
By modern, we mean Korea since its “opening” in 1876. We read about one book per week in the autumn. Before each session, one student will write a three- to four-page paper on the reading, with another student commenting on it. In the winter, students present the subject, method, and rationale for a research paper. Papers should be about forty pages and based in primary materials; ideally this means Korean materials, but ability to read scholarly materials in Korean, Japanese, or Chinese is not a requirement for taking the colloquium. Students may also choose a comparative and theoretical approach, examining some problems in modern Korean history in the light of similar problems elsewhere, or through the vision of a body of theory.
Instructor(s): B. Cumings Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent.
Equivalent Course(s): EALC 56705

HIST 56706. Colloquium: Modern Korean History 2. 100 Units.
Students present the subject, method, and rationale for a research paper. Papers should be about forty pages and based in primary materials; ideally this means Korean materials, but ability to read scholarly materials in Korean, Japanese, or Chinese is not a requirement for taking the colloquium. Students may also choose a comparative and theoretical approach, examining some problems in modern Korean history in the light of similar problems elsewhere, or through the vision of a body of theory.
Instructor(s): B. Cumings Terms Offered: Winter
Prerequisite(s): HIST 56705; open to upper-level undergraduates with consent.
Equivalent Course(s): EALC 56706

HIST 56800. Colloquium: Introduction to Science Studies. 100 Units.
This course explores the interdisciplinary study of science as an enterprise. During the twentieth century, sociologists, historians, philosophers, and anthropologists all raised interesting and consequential questions about the sciences. Taken together their various approaches came to constitute a field, “science studies.” The course provides an introduction to this field. Students will not only investigate how the field coalesced and why, but will also apply science-studies perspectives in a fieldwork project focused on a science or science-policy setting. Among the topics we may examine are the sociology of scientific knowledge and its applications, actor-network theories of science, constructivism and the history of science, images of normal and revolutionary science, accounts of research in the commercial university, and the examined links between science and policy.
Instructor(s): A. Johns, K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): ANTH 32305, SOCI 40137, CHSS 32000

HIST 58301. Advanced Ottoman Historical Texts. 100 Units.
Based on selected readings from major Ottoman Chronicles from the fifteenth to the seventeenth centuries, the course provides an introduction to the use of primary narrative materials and an overview of the development and range of Ottoman historical writing. Knowledge of modern and Ottoman Turkish required.
Instructor(s): C. Fleischer Terms Offered: Autumn, Spring
Prerequisite(s): Consent required
Equivalent Course(s): TURK 40589
HIST 58302. Seminar: Ottoman World/Suleyman I. 100 Units.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): C. Fleischer Terms Offered: Autumn
Prerequisite(s): Upper level undergrads with consent only; reading knowledge of at least 1 European Language recommended
Equivalent Course(s): NEHC 30852

HIST 58303. Seminar: Ottoman World/Suleyman II. 100 Units.
No description available.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): NEHC 30852
Equivalent Course(s): NEHC 30853

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): Open to upper-level undergraduates with consent of instructor.
Equivalent Course(s): CMES 58601, NEHC 30943

HIST 58602. Colloquium: Iran and Central Asia 2. 100 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 58601; open to upper-level undergraduates with consent
Equivalent Course(s): CMES 58602, NEHC 30944

HIST 60606. Virginity and the Body in Late Antiquity & Early Middle Ages. 100 Units.
What did virginity mean to Christians in Late Antiquity, and how did this change and develop in the early medieval period? What notions of the body and bodilyness did an ideal of virginity encourage and support? We will begin by reading Peter Brown’s classic, The Body and Society: Men, Women and Sexual Renunciation in Early Christianity, together with some of the primary sources Brown uses to make his case, and selected recent studies. We will take this theme into the early Middle Ages through a reading of monastic rules, hagiographies, and other texts.
Instructor(s): Lucy Pick Terms Offered: Spring
Equivalent Course(s): GNSE 44804, THEO 44804, HCHR 44804

HIST 60611. Colloquium: Corruption in Premodern Europe. 100 Units.
In this course we will examine the forms that political corruption took in premodern Europe. While we will emphasize reading and discussing secondary scholarship clustered around the themes of corruption and governmentality, we will also analyze medieval and early modern sources (in translation) that offer premodern perspectives on bad government and corrupt officials. Our goal will be to understand the different perceptions of corruption that existed in premodern Europe and to track how these perceptions changed under different political regimes.
Instructor(s): J. Lyon Terms Offered: Spring

HIST 61805. Colloquium: South Asian Political Thought—A Genealogy. 100 Units.
This course will look at some key texts of the colonial and postcolonial periods of South Asian history to see how the domain of the political has been understood and debated in the subcontinent since the beginning of the twentieth century.
Instructor(s): D. Chakrabarty Terms Offered: Spring
Equivalent Course(s): SALC 61805
HIST 62505. Colloquium: US Legal History—Sovereignty, Property, Rights. 100 Units.
This course explores classic, recent, and theoretical/conceptual works in legal history, as well as selected landmark legal cases. Key themes include sovereignty and democracy, equality and difference, property and power, rights and equity. We will consider how the rule of law is studied in light of major historical transformations—the birth of the Republic, capitalist development, slavery abolition, and the emergence of the welfare state.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): AMER 62505

HIST 63002. US Politics & Soc Movements 20th Century. 100 Units.
This course will examine the role played by social movements in twentieth century U.S. politics. We will analyze the historical trajectories of social movements centered around civil rights, labor, women's rights, environmental protection, and consumer rights, as well as conservative movements from progressive era social policing to the rise of fundamentalism and the New Right. The course will compare these movements to other sources of political mobilization and influence, such as elected officials and other political elites, interest groups and lobbies, policy makers and bureaucrats, scientific and technical experts, coalitions, voluntary associations, and other NGOs.
Instructor(s): E. Clemens Terms Offered: Autumn
Note(s): Not being offered in 2017/2018
Equivalent Course(s): SOCI 50043

HIST 63904. Colloquium: Rise of the Carceral State. 100 Units.
This course explores the historical roots and late-twentieth century rise of mass incarceration in the United States. We will focus on three major themes: the emergence of the prison-industrial complex, histories of racialized prison labor, and local economies around prisons; racialized and militarized policing, mandatory minimums, and the war on drugs; and militarism more broadly in American life and culture. Within these historical trajectories, we will focus on mass incarceration as continuity and change with earlier moments; race and gender as rendered through the carceral state; and how the state itself has shifted to promote and accommodate militarized policing and large numbers of incarcerated people.
Instructor(s): K. Belew Terms Offered: Winter
Equivalent Course(s): AMER 63904

HIST 64301. Augustine Confessions. 100 Units.
This seminar is based on an in-depth reading of the *Confessions*, with use of the Latin text. Topics to be covered will be determined by consensus during the first week, but they may include the genesis of the work in relation to Augustine's life and literary oeuvre (e.g. vis-à-vis the partly contemporary *De Doctrina* and *De Trinitate*); its structure (including the relationship between books I-X and XI-XIII) and narrative technique; its meditative versus dialogical character; Augustine's representation of the self and his method of Biblical exegesis; Manichean and Neoplatonic influences; and ancient (Pelagius) and postmodern readings of the *Confessions* (Lyotard, Marion). Once-weekly meetings will consist of discussions, lectures, and reports.
Instructor(s): W. Otten and P. White Terms Offered: Spring
Equivalent Course(s): HCHR 47717, THEO 47717, LATN 47717

HIST 65600. Extra-Ordinary Ordinary: Rdgs & Writing Grassroots & Microhist. 100 Units.
This graduate seminar confronts the challenges of writing history from the bottom up. We will consider the theoretical legacies and challenges of postcolonial history writing, the linguistic turn, subaltern studies, and microhistory. The course pays special attention to different ways to grapple with sources and the construction of diverse archives.
Instructor(s): J. Ransmeier Terms Offered: Spring

HIST 66003. Theological Criticism: Christology. 100 Units.
The seminar on theological criticism aims to explore the problem of how constructive theology can best make use of historical sources and do so in responsible fashion. While simply adhering to one's confessional tradition yields uncritical positions, an eclectic attitude towards historical sources may not be a wise alternative. Without forcing theologians to become historians, this seminar deals with the larger issue of how to select and use one's source material in such a way that the historical work is methodologically sound and the theological end product accessible and informative, while remaining properly constructive. The seminar concentrates especially but not exclusively on the use of premodern sources but other, later sources will also be brought to the discussion. As the seminar is in large part student-driven, students are invited to bring in sources of their choice to the table as well. This year's theological critical focus will be on Christology and is loosely structured around Kathryn Tanner's *Christ the Key*. Authors to be included are Athanasius, Gregory of Nyssa, Augustine, Aquinas, Eckhart, Calvin, Schleiermacher, Barth, Rahner.
Instructor(s): Willemien Otten Terms Offered: Spring
Equivalent Course(s): THEO 57103, HCHR 51703
HIST 66208. The Religious Thought of Emerson and W. James. 100 Units.
This seminar focuses on late nineteenth-century American religious thought, centering on R.W. Emerson and William James, to see how their thought can be used productively today in light of contemporary constructive theological pressures. The theme will be on the interplay of nature and human nature, both in Emerson’s view of nature, moral perfectionism and religion, and in James’ view of religion. The work of Stanley Cavell (for Emerson) and Charles Taylor (on W. James) among others will help guide our discussions.
Instructor(s): Willemien Otten Terms Offered: Autumn
Equivalent Course(s): HCHR 42999

HIST 66606. 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, CHSS 40201, PHIL 43011

HIST 68901. Modern Theories of the State. 100 Units.
The course will explore the context and content of late medieval and early modern theories of the state. We will read normative political and legal theory from Italy, England, Germany, Switzerland, and the Netherlands. Questions to be posed include: What is revealed about the claims made on behalf of states and sovereignty by commencing from an understanding of contemporary states as infrastructurally weak rather than strong? Early modern states evolved from earlier political forms. What political and normative work was performed by focusing, as so many theorists did, on fictive moments of origin? The overwhelming majority of macroregional powers in world history to that point had understood themselves to be empires. What contribution did thinking about empire make to the emerging notion of the national state?
Instructor(s): C. Ando, J. Pitts Terms Offered: Winter
Equivalent Course(s): PLSC 41302

HIST 73504. Seminar: History of the Human Sciences 1, 1700–1900. 100 Units.
In eighteenth- and nineteenth-century Europe several strands of inquiry into the human world, typically emulating the model of the natural sciences, underwent a process of expansion, methodological clarification, and, in some cases, institutional consolidation. In so doing they evolved into the now familiar disciplines of the modern research university, among them, anthropology, history, philology, sociology, political economy, and psychology. Through the reading of both primary and secondary sources, we will explore the rise of all of these human sciences, paying attention to the social, political, and economic context of their development during the Enlightenment, the decades of political upheaval that began in 1789, and the attempted stabilization after 1815. Following upon Jürgen Habermas’s insight that psychology and political economy are the master disciplines of an emergent bourgeois society, we shall place particular emphasis upon the development of these sciences in France and Britain. Primary sources may include Mandeville, Montesquieu, Locke, Condillac, Adam Smith, Condorcet, Malthus, Comte, Renan, Durkheim. While the course readings of the first quarter will focus on France and Britain in the eighteenth and nineteenth centuries, graduate students taking the course as a two-quarter research seminar may write papers outside those geographical and chronological boundaries.
Instructor(s): P. Cheney and J. Goldstein Terms Offered: Autumn
Prerequisite(s): Open to graduate students by consent of instructors; for students taking the 2-qtr seminar, a reading knowledge of a foreign language for research is required. Meets with HIST 53202.

HIST 73505. Seminar: History of the Human Sciences 2, 1700–1900. 100 Units.
In the second quarter we focus on research topics for students writing the seminar paper.
Instructor(s): P. Cheney and J. Goldstein Terms Offered: Winter
Prerequisite(s): Terms Offered: HIST 73504

HIST 76003. Seminar: Modern Chinese History I. 100 Units.
This two-quarter graduate seminar examines the social and cultural history of twentieth-century China from the last decades of the Qing to the death of Mao and the early post-Mao reforms. Topics will include the social, political, and economic transformations from the late-nineteenth to the late-twentieth century, including the rise of modern mass media and mass politics, urban and rural revolutions, the reorganization of everyday life under the Guomindang and Communist regimes, political campaigns under Mao, and the changes taking place after Mao’s death. We will pay more attention to changes at the grassroots level of society than to politics at the highest level, even though the latter cannot be entirely ignored. The focus will be on the English-language secondary literature but we will also discuss what published and unpublished sources are available for different periods, how the Chinese archives are structured, and how to read official documents.
Instructor(s): J. Eyferth Terms Offered: Autumn
Equivalent Course(s): EALC 40502
HIST 76004. Seminar: Modern Chinese History 2. 100 Units.
The winter quarter will be devoted to the preparation of a research paper.
Instructor(s): J. Eyferth Terms Offered: Winter
Prerequisite(s): HIST 76001
Equivalent Course(s): EALC 40503

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): J. Ketelaar Terms Offered: Autumn
Prerequisite(s): Graduate students only
Equivalent Course(s): EALC 52300

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

HIST 79301. Seminar: Inequality in Latin American History 1. 100 Units.
This course is devoted to the issue of inequality in Latin America's history and historiography. We will consider
the role that inequality has played in shaping Latin American societies; we will also play close attention to the
ways in which political and intellectual constructions of inequality have impacted the development of Latin
American historiography. Throughout the course, we will pay particular attention to historical methodology.
How do historians formulate their questions? How do theory and research inform one another? What constitutes
creative and rigorous historical investigation? Issues covered will include colonialism, slavery, citizenship, social
movements, and the Latin American manifestations of global inequalities.
Instructor(s): B. Fischer Terms Offered: Autumn
Prerequisite(s): Non-PhD students by consent of instructor.
Equivalent Course(s): LACS 79301

HIST 79302. Seminar: Inequality in Latin American History 2. 100 Units.
Students write the seminar paper in the winter quarter.
Instructor(s): B. Fischer Terms Offered: Winter
Prerequisite(s): HIST 79301
Equivalent Course(s): LACS 79302

HIST 84801. Seminar: Twentieth-Century US History 1. 100 Units.
This seminar will acquaint students with recent trends and development in twentieth-century US historical
scholarship. Among the core themes will be assessing the emergence and consequence of state power and
function; understanding the "progressive," "liberal," and "conservative" turns in politics; situating the rights
revolution; considering the reorientation of society toward consumption and the fashioned self; mapping the
scope and intensity of global ambitions, alignments, and authority; reckoning with the relation of American
ascendancy with war and empire. This quarter, in addition to introducing students to key works addressing these
and other questions, will also embark upon the crafting of research proposals for required seminar papers, to be
completed immediately after winter quarter in the second half of this course.
Instructor(s): A. Green Terms Offered: Autumn

HIST 84802. Seminar: Twentieth-Century US History 2. 100 Units.
Students write the seminar paper in the winter quarter.
Instructor(s): A. Green Terms Offered: Winter

HIST 89000. Sem: Race in the 20th-Century Atlantic World 1. 100 Units.
This seminar explores the "work" that race does on both sides of the Atlantic, focusing on the period from the
turn of the twentieth century to the present. Topics covered will include national variations in how "race" is
defined and invoked, including policies on the naming, gathering, and use of racial statistics; the changing uses
of race in advertising and popular culture; the transatlantic impact of military service during World War I and
II; how race figures in the politics and practices of biological reproduction and adoption; presentations of race
in children's books, toys, and films; and how sports and the media shape and are shaped by racial ideologies.
We will explore these topics as relatively autonomous developments within the nation-states composing the
Atlantic world (with a particular focus on the United States, France, and Germany), but also note the transfers,
connections, and influences across that body of water. Comparative references will be made to Great Britain, the
Caribbean, and Brazil where most pertinent.
Instructor(s): L. Auslander and T. Holt Terms Offered: Autumn
Prerequisite(s): Open to graduate students only

HIST 89001. Sem: Race in the 20th-Century Atlantic World 2. 100 Units.
Students research and write the seminar paper in the winter quarter.
Instructor(s): L. Auslander and T. Holt Terms Offered: Winter
Prerequisite(s): HIST 89000
HIST 90000. Reading and Research: History Grad. 100 Units.
Independent study with history faculty. Graduate students only.
Instructor(s): Arr. Terms Offered: Autumn, Spring, Summer, Winter
Note(s): Select section from Faculty List.

HIST 90600. Orals Fields Preparation: History. 100 Units.
Independent study with history faculty to prepare for the history PhD oral-fields examination.
Instructor(s): Arr. Terms Offered: Autumn, Spring, Summer, Winter
Note(s): Enter section from faculty list.
Committee on International Relations

Chair

- Mark Phillip Bradley

Professors

- Michael Albertus, Political Science
- Ralph A. Austen (Emeritus), History
- Kathleen Belew, History
- John W. Boyer, History
- Austin Carson, Political Science
- Dipesh Chakrabarty, South Asian Languages and Civilizations, History
- Chiara Cordelli, Political Science
- Terry Clark, Sociology
- Bruce Cumings, History
- Tom Ginsberg, Political Science
- Andreas Glaeser, Sociology
- Robert Gulotty, Political Science
- Susan Gzesh, Law
- Gary B. Herrigel, Political Science
- James Hevia, History
- Kimberley Kay Hoang, Sociology
- William Howell, Political Science
- Benjamin Lessing, Political Science
- Charles Lipson, Political Science
- Joseph P. Masco, Anthropology
- John J. Mearsheimer, Political Science
- Monika Nalepa, Political Science
- Robert Pape, Political Science
- Jennifer Pitts, Political Science
- Paul Poast, Political Science
- Eric Posner, Law
- Dan Slater, Political Science
- Paul Staniland, Political Science
- Nathan Tarcov, Political Science, Social Thought
- Jennifer Trinitapoli, Sociology
- Lisa Wedeen, Political Science
- Dali Yang, Political Science
- Dingxin Zhao, Sociology
- Marvin Zonis, Business

Instructor

- Matthias Staisch, International Relations

Senior Lecturer

- Michael Reese, International Relations

General Information

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
Committee on International Relations

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
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 eugenbar@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 31602. Human Rights: Philosophical Foundations. 100 Units.
Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of this elementary and crucial form of justice. Among topics to be considered are the role that dignity and humanity play in grounding such rights, their relation to political and economic institutions, and the distinction between duties of justice and claims of charity or humanitarian aid. Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide. (A) (I)
Instructor(s): B. Laurence Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 through 06. Graduates enroll in section 07.
Equivalent Course(s): PHIL 21002, PHIL 31002, HIST 29319, HIST 39319, LLSO 21002, MAPH 42002, LAWS 97119, HMRT 31002, HMRT 21002

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 has three goals. 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 territoriality 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 network theory, because the conventional toolkit already came with rudimentary network-theoretic devices that simply needed sharpening; or did some changes in the real international economy prompt the shift? Finally, students will critically assess the ability of SNT to be a vehicle for innovative social science. They will do this, in part, by devising a research proposal of their own that assesses the validity and utility of testing a single network-theoretic proposition against some conventional competitor.
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

INRE 49700. Reading/Research: International Relations. 100 Units.
This course allows students the opportunity to receive course-credit for their thesis research. It may only be taken once.
Instructor(s): M. Bradley Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Open only to 1st year CIR students
Department of Political Science

Chair
- William Howell

Professors
- John J. Brehm
- Cathy Cohen
- Michael Dawson
- John 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
- Justin Grimmer
- Patchen Markell
- Sankar Muthu
- Monika Nalepa
- Jennifer Pitts
- Gerald N. Rosenberg
- Paul Staniland

Assistant Professors
- Michael Albertus
- Ruth Bloch Rubin
- Austin Carson
- Chiara Cordelli
- Adom Getachew
- Robert Gulotty
- Demetra Kasimis
- Matthew Landauer
- Benjamin Lessing
- Paul Poast
- James Wilson

Emeritus Faculty
- Leonard Binder
- Morton A. Kaplan
- William Sewell
- Bernard S. Silberman
- Duncan Snidal
- Ronald Suny
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/.

Questions pertaining to admissions and aid should be directed to ssd-admissions@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 concerns itself with the interpretation and critical analysis of political phenomena: it addresses questions of how we do, and how we ought to, order collective life. It does so by a variety of means, including conceptual clarification and debate (of concepts such as power, legitimacy, authority, obligation, the nation-state, justice, domination, action); interpretation of and critical engagement with historical texts of political thought; and normative argument about politics and policy. It recognizes the importance of political questions that cannot be resolved through the methods of scientific research alone and draws on historical, philosophical, and interpretive approaches to frame and address its questions.

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 provides the means by which scholars can systematically study politics. The department offers formal theory, qualitative, and quantitative approaches in a wide range of dedicated courses in the department. Formal theory employs mathematical models to derive specific theorems about politics including problems such as: the means by which politics may arrive at equitable distributions of goods; strategic choices by candidates, parties, and officials; or counterintuitive effects of investment in education on political and social standing. Qualitative approaches seek to describe, interpret, and/or explain political action and institutions through direct and systematic analysis of specific empirical contexts. Quantitative methods use statistical tools to
both understand politics, and to make predictions about future outcomes in problems including the duration of political coalitions and regimes, appraising the composition of political attitudes, assessment of the consequences of communications between elected officials and citizens, or comprehending the reasons behind choices to engage in or influence politics. The department regularly employs all these methods in its other fields, and a strong comprehension is essential for modern political science. The department offers comprehensive exams in methodology for advanced students.

The department website offers descriptions of graduate courses scheduled for the current academic year: http://political-science.uchicago.edu/

**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): K. Yamaguchi 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 30301. American Politics Field Seminar I. 100 Units.**
A survey of some of the main themes, topics and approaches in the study of American politics and government.
Instructor(s): R. Bloch Rubin, E. Oliver Terms Offered: Autumn

**PLSC 30401. American Politics Field Seminar II. 100 Units.**
A survey of some of the main themes, topics and approaches in the study of American politics and government.
Instructor(s): C. Cohen, W. Howell Terms Offered: Winter

**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): Staff Terms Offered: Autumn
Prerequisite(s): Open to Political Science PhD students only.

**PLSC 30600. Causal Inference. 100 Units.**
This is the second course in quantitative methods in Chicago’s political science Ph.D. program. The course serves as both an introduction for the mechanisms by which political scientists draw causal inferences using quantitative data as well as an introduction for the basic statistical tools necessary for quantitative research in the social sciences. (E)
Instructor(s): Staff Terms Offered: Winter
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): J. Brehm Terms Offered: Winter

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 course serves as a prerequisite for Game Theory II offered in the Winter Quarter. (E)
 Instructor(s): J. Patty Terms Offered: Autumn
Equivalent Course(s): PLSC 29102

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.
Equivalent Course(s): PLSC 29103

PLSC 31802. Global Justice and the Politics of Empire. 100 Units.
Over the last four decades, political theorists and philosophers have transcended the nation-state form and taken their concerns about redistribution, democracy, and rights global. Though often not explicitly acknowledged, this global turn emerged just at the tail end of decolonization when political and economic crises from large-scale famines to authoritarianism and ethnic violence rocked the newly emerging post-colonial world. This course will examine how contemporary debates around global justice broadly construed interact and intersect with the legacies of imperialism and decolonization. In exploring questions of redistributive justice, global democracy, human rights, and humanitarian intervention, we will consider the following questions: (1) in what ways are debates about global justice responding to the legacies of imperial rule, (2) how are the historical and contemporary manifestations of international hierarchy challenged and retrenched, and (3) is contemporary cosmopolitanism an alibi for new forms of imperialism?
 Instructor(s): A. Getachew, J. Wilson Terms Offered: Autumn
Equivalent Course(s): PLSC 21802

PLSC 32100. Machiavelli: Discourses on Livy and The Prince. 100 Units.
This course is devoted to reading and discussing Machiavelli’s Discourses on Livy and The Prince, supplemented by substantial selections from Livy’s History of Rome, followed by a brief reading of Machiavelli’s comedy Mandragola. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political effects of pagan and Christian religion and morality; war and empire; founding and reform; virtue and fortune; corruption and liberty; the relevance of ancient history to modern experience; reading and writing; and theory and practice.
 Instructor(s): Nathan Tarcov Terms Offered: Winter. Course taught Winter 2018
Prerequisite(s): Open to undergrads by consent of instructor
Equivalent Course(s): FNDL 29300, LLSO 21710, PLSC 20800, SCTR 31710

PLSC 33300. Interpretive Methods in the Social Sciences. 100 Units.
This course is designed to provide students with an introduction to interpretive methods in the social sciences. Students will learn to “read” texts and images while also becoming familiar with contemporary thinking about interpretation, narrative, ethnography, and social construction. Among the methods we shall explore are: semiotics, hermeneutics, ordinary language theory, and discourse analysis. (E)
 Instructor(s): L. Wedeen Terms Offered: Spring
PLSC 33901. Xenophon on Leadership. 100 Units.
An introductory reading of one of the classic treatments of political leadership Xenophon's *The Education of Cyrus*. We will consider Xenophon's art of writing and the literary character of the book. Themes will include the qualities and motives of a successful leader or ruler, especially in acquiring and expanding rule, relations between rulers and ruled, the relation between political and military leadership and more broadly between politics and war, the tension between empire and freedom, Cyrus’s bi-cultural education and multinational rule, the roles of morality, religion, and love
Instructor(s): Nathan Tarcov Terms Offered: Autumn. Course taught autumn 2017
Prerequisite(s): Open to Social Thought Students. All others required consent of instructor.
Equivalent Course(s): SCTH 31714

PLSC 34806. Strategies of Power, Resistance, and Change. 100 Units.
As the forces of populism, isolationism, ethnocentrism, and polarization increasingly shape U.S. politics, how can citizens actually affect politics and policy? What are the tools and strategies for pursuing (or resisting) change? How is power actually exerted in the modern state? In this course, we will consider how people exert, resist, and manipulate political power in modern states. We will compare and contrast democratic and authoritarian regimes; formal and informal processes; and economic, moral, and social policies.
Instructor(s): J. Patty Terms Offered: Autumn
Equivalent Course(s): PLSC 24806

PLSC 35002. Race and the American State. 100 Units.
This course explores how the politics of race have shaped the American state, and how that state’s governing institutions have, in turn, altered the meaning and place of race in our polity. Drawing on work by sociologists, historians, and political scientists broadly situated at the intersection of race and institutions, we will attempt to put the U.S. in comparative perspective. Key questions we will tackle include the following: how has race affected the construction of the American state, and the composition and development of its key institutions? How has race affected national policymaking on both social and economic issues? How have state actors deployed race as a tool of governance, and how have those efforts changed over time? (B)
Instructor(s): R. Bloch Rubin Terms Offered: Winter

PLSC 35311. Models of Ancient Politics I: Athens, Sparta, Rome. 100 Units.
This course begins a two-quarter sequence on Athens, Sparta, and Rome as models of politics and their subsequent reception and appropriation in the history of Western political thought. This quarter, we will focus on understanding the institutions, political culture, and political theory of ancient Greece and Rome through an engagement with ancient texts and modern scholarship. Readings will include Thucydides, Plato, Aristotle, Xenophon, Plutarch, Polybius, Livy, and Sallust.
Instructor(s): M. Landauer Terms Offered: Autumn
Equivalent Course(s): PLSC 25311

PLSC 35312. Models of Ancient Politics II: Modern Receptions. 100 Units.
This is the second course in a two-quarter sequence on the importance of Athens, Sparta, and Rome for Western political theory. This quarter we will focus on the reception and appropriation of ancient political models in modern European political thought. Authors to be read include Machiavelli, Montesquieu, Adams, Hume, Rousseau, Mill, and Grote, as well as modern scholars.
Instructor(s): M. Landauer Terms Offered: Winter
Equivalent Course(s): PLSC 25312

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. (B)
Instructor(s): E. Oliver Terms Offered: Winter

PLSC 36102. The French Enlightenment’s Legacy in Political Theory. 100 Units.
The course is an introduction to the main aspects of the French Enlightenment’s political thought and its contemporary legacy. We will study major philosophers (Montesquieu, Rousseau, Voltaire, Diderot) and examine their influence on contemporary controversies on Democracy, Justice, Civilization, Europe and Empire. We will read Foucault, Habermas, Philipp Pettit, Charles Taylor and challenge the idea of a “Radical Enlightenment.”
Instructor(s): C. Spector Terms Offered: Spring
Note(s): For those enrolled FREN 26118 or FREN 36118, there will be a weekly discussion session in French.
Equivalent Course(s): FREN 26118,FREN 36118,PLSC 26102

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 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 37600. War and the Nation State. 100 Units.
The aim of this course is to examine the phenomenon of war in its broader socio-economic context during the years between the emergence of the modern nation-state in the late eighteenth century and the end of World War II.
Instructor(s): J. Mearsheimer Terms Offered: Winter
Equivalent Course(s): PLSC 27600

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 examines how China is governed and looks at China’s domestic governance and international policies. 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. 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, corruption, population and environment, and the role of the armed forces. Third, it examines the interaction between domestic and international factors in China’s development and considers the global implications of China’s struggle to develop. 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 38510. Jews and Arabs: Three Moralities, Historiographies & Roadmaps. 100 Units.
A distinction will be made between mainly three approaches to Zionism: essentialist-proprietary, constructivist-egalitarian, and critical-dismissive. This will be followed by an explanation of these approaches’ implications for four issues: pre-Zionist Jewish history; institutional and territorial arrangements in Israel/Palestine concerning the relationships between Jews and the Palestinians; the relationships between Israeli Jews and world Jewry; and the implications of these approaches for the future of Israel/Palestine and the future of Judaism.
Instructor(s): C. Gans Terms Offered: Autumn
Note(s): This course may be used to fulfill the general education requirement in civilization studies.
Equivalent Course(s): JWSC 20233, NEHC 24800, NEHC 34800, PLSC 28510

PLSC 39601. The Political Economy of International Trade. 100 Units.
This graduate seminar focuses on the political economy of international trade. We will draw on insights from international law, economics, and political science to answer research questions in international political economy and provide the foundations for the evaluation and production of empirical research. Topics include the determinants of trade policy preferences, the rationale for international trade agreements and the workings of the global trade regime. A central goal of the course is to generate ideas for student research, including papers and dissertation topics.
Instructor(s): R. Gulotty Terms Offered: Spring
Note(s): Students are expected to have taken PLSC 43401: Mathematical Foundations of Political Methodology.

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: Spring
Equivalent Course(s): PLSC 28900

PLSC 40600. Seminar on IR Theory. 100 Units.
This course is a PhD-level introductory survey of the major scholarly traditions in the field of International Relations. It provides an introduction to the central theoretical approaches including realism, liberalism, and constructivism and their variants. The course also exposes students to more recent non-paradigmatic research programs, reflections on the field’s development over time, and the recurring “meta-debates” which underlie many of the differences in applied areas. Seminar discussion will identify and criticize the central arguments advanced by different scholars in order to assess the relative merits of different theoretical perspectives. The course is designed to help students prepare for the Department’s IR general exam: assigned and suggested readings are a starting point for building a reading list; the course offers practice with answering exam questions; students will exercise modes of critical analysis during seminar critical to passing the exam. (D)
Instructor(s): A. Carson Terms Offered: Autumn
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 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: Spring

PLSC 40801. Social Choice Theory. 100 Units.
This course will provide you with an introduction to the field of social choice theory, the study of aggregating
the preferences of individuals into a ‘collective preference.’ It will focus primarily on classic theorems and proof
techniques, with the aim of examining the properties of different collective choice procedures and characterizing
procedures that yield desirable outcomes. The classic social choice results speak not only to the difficulties in
aggregating the preferences of individuals, but also to the difficulties in aggregating any set of diverse criteria
that we deem important to making a choice or generating a ranking. Specific topics we will cover include
preference aggregation, rationalizable choice, tournaments, sophisticated voting, domain restrictions, and the
implicit trade-offs made by game theoretic versus social choice theoretic approaches to modeling. (E)
Instructor(s): E. Penn Terms Offered: Winter

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 41302. Modern Theories of the State. 100 Units.
The course will explore the context and content of late medieval and early modern theories of the state. We
will read normative political and legal theory from Italy, England, Germany, Switzerland, and the Netherlands.
Questions to be posed include: What is revealed about the claims made on behalf of states and sovereignty
by commencing from an understanding of contemporary states as infrastructurally weak rather than strong?
Early modern states evolved from earlier political forms. What political and normative work was performed by
focusing, as so many theorists did, on fictive moments of origin? The overwhelming majority of macroregional
powers in world history to that point had understood themselves to be empires. What contribution did thinking
about empire make to the emergent notion of the national state?
Instructor(s): C. Ando, J. Pitts Terms Offered: Winter
Equivalent Course(s): HIST 68901

PLSC 41500. Nationalism in the Age of Globalization. 100 Units.
Nationalism has been the most powerful political ideology in the world for the past two centuries. This
course examines its future in the age of globalization, focusing in particular on the widespread belief that it
is an outmoded ideology. Specific topics covered in the course include: the causes of nationalism, its effects
on international stability, nationalism and empires, globalization and the future of the state, globalization
and national identities, the clash of civilizations, American nationalism, and the clash between Zionism and
Palestinian nationalism. (D)
Instructor(s): J. Mearsheimer Terms Offered: Spring

PLSC 41510. Nationalism and Multiculturalism. 100 Units.
The main goal of the course is to conduct a critical discussion of the different types of multicultural and national
rights, their possible justifications, and the way they should apply in Israel, compared to some other cases. In
order to facilitate this, two general topics will be discussed: the concepts of the nation and of cultural groups; a
normative typology of nationalist ideologies and types of multicultural programs. These then will be applied
to more particular issues such as national self-determination, cultural preservation rights, nationalism and
immigration, with special attention to the Israeli case (e.g. Israel’s Law of Return, refusal to allow the return of
Palestinian refugees, etc.).
Instructor(s): C. Gans Terms Offered: Autumn
Equivalent Course(s): NEHC 34801
PLSC 42515. The Political Nature of the American Judicial System. 100 Units.
The purpose of this course is to introduce students to the political nature of the American judicial system. In examining foundational parts of the political science literature on courts understood as political institutions, the course will focus on the relationship between courts, other political institutions, and the broader society. The sorts of questions to be asked include: Are there interests that courts are particularly prone to support? What factors influence judicial decision-making? Are judicial decisions influenced by public opinion? What effects do congressional or executive actions have on court decisions? What impact do court decisions have? While the answers will not always be clear, students should complete the course with an awareness of and sensitivity to the political nature of the American judicial system. The course is not case-based. No prior knowledge of the judicial system is necessary.
Instructor(s): G. Rosenberg Terms Offered: Winter
Equivalent Course(s): LLSO 24011,PLSC 22515

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, central-local relations, media and censorship, corruption and anticorruption, subnational governance, the politics of law and order, regulatory politics, and political reforms. Throughout the course we’ll 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

PLSC 42912. Hobbes, Rousseau, Kant. 100 Units.
A comparative examination of the political thought of Thomas Hobbes, Jean-Jacques Rousseau, and Immanuel Kant, with a focus upon the interrelated themes of freedom and authority; resistance and domination; and equality and inequality.
Instructor(s): S. Muthu Terms Offered: Spring

PLSC 43001. The Refugee. 100 Units.
This is a graduate class that critically explores the meaning of the refugee and some related questions of migration, asylum, borders, membership, diaspora, gender, and Europeanness in a wide range of texts (political, legal, literary, visual) in both contemporary and historical perspectives. How is a refugee different from a migrant? Can we talk about the refugee outside of a modern human rights framework? What relation is there between the ancient Greek notion of asylum and today’s practice? Particular attention may be paid to the case of modern Greece as a nation that not only sits at the intersections of Europe, Middle East, and North Africa and at the crossroads of immigration and emigration but also possesses a particular self-understanding as diasporic and hospitable. (A)
Instructor(s): D. Kasimis Terms Offered: Autumn

PLSC 43100. Maximum Likelihood. 100 Units.
The purpose of this course is to familiarize students with the estimation and interpretation of maximum likelihood, a statistical method which permits a close linkage of deductive theory and empirical estimation. Among the problems considered in this course include: models of dichotomous choice, such as turnout and vote choice; models of limited categorical data, such as those for multi-party elections and survey responses; models for counts of uncorrelated events, such as executive orders and bookburnings; models for duration, such as the length of parliamentary coalitions or the tenure of bureaucracies; models for compositional data, such as allocation of time by bureaucrats to task and district vote shares; and models for latent variables, such as for predispositions. The emphasis in this course will be on the extraction of information about political and social phenomena, not upon properties of estimators. (E)
Instructor(s): J. Brehm Terms Offered: Autumn
Prerequisite(s): PLSC 30700 Intro to Linear Models or 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. (E)
Instructor(s): R. Gulotty, E. Penn Terms Offered: Autumn
Prerequisite(s): Students are expected to have completed SOCS 30100: Mathematics for Social Sciences.
PLSC 43502. Machine Learning. 100 Units.
This course introduces techniques to collect, analyze, and utilize large collections of data for social science inferences. The ultimate goal of the course is to introduce students to modern machine learning techniques and provide the skills necessary to apply the methods widely. In achieving this ultimate goal, students will also: 1) Learn about core concepts in machine learning and statistics, developing skills that are transferable to other types of data and inference problems. 2) Develop their programming abilities in R and be introduced to Python. 3) Be introduced to substantive problems.
Instructor(s): J. Grimmer Terms Offered: Winter

PLSC 43600. The Political Thought of W. E. B. Du Bois. 100 Units.
The course will survey the political thought of leading American and international intellectual W.E.B Du Bois. Because Du Bois’s intellectual and activist contributions range across the fields of history, sociology, education, fiction, philosophy, political theory, literary theory, biography, and autobiography, the course samples works by him in each of these fields. Central themes include: (1) Du Bois’s shifting understanding of race as a concept, (2) his internationalist and Pan-African orientation, (3) his turn to Marxist analysis and political commitments. The seminar will be particularly concerned with situating Du Bois thought in historical context and understanding the transformations in his thinking. (A)
Instructor(s): A. Getachew Terms Offered: Winter

PLSC 44501. Marx’s Capital and its Readers I. 100 Units.
This is a two-semester seminar on the critique of political economy in Karl Marx’s Capital (mainly volume 1), and on how a series of mainly 20th-century and contemporary readers from a variety of intellectual traditions have interpreted, criticized, mobilized, and elaborated Marx’s work. For graduate students. Enrollment in both quarters is not required, but students who wish to enroll in Part II without having taken Part I must attend the first day of the Spring quarter class and thereafter request the consent of the instructor.
Instructor(s): P. Markell Terms Offered: Winter

PLSC 44502. Marx’s Capital and its Readers II. 100 Units.
This is a two-semester seminar on the critique of political economy in Karl Marx’s Capital (mainly volume 1), and on how a series of mainly 20th-century and contemporary readers from a variety of intellectual traditions have interpreted, criticized, mobilized, and elaborated Marx’s work. For graduate students. Enrollment in both quarters is not required, but students who wish to enroll in Part II without having taken Part I must attend the first day of the Spring quarter class and thereafter request the consent of the instructor.
Instructor(s): P. Markell Terms Offered: Spring
Prerequisite(s): PLSC 44501

PLSC 44701. Comparative Approaches to Civil War. 100 Units.
This course blends theoretical, empirical, and conceptual work on civil conflict with detailed studies of cases. It will assess research on civil war “onset,” mobilization, violence, civilian agency, and resolution, while linking these broader literatures to conflicts in the Middle East and South Asia. The course will emphasize theoretical innovations grounded in detailed empirical knowledge, including primary texts, ethnographies, films, and other forms of cultural production. (C)
Instructor(s): P. Staniland, L. Wedeen Terms Offered: Spring

PLSC 45010. Social Theory and the Economy. 100 Units.
This course will survey a variety of works in economic sociology, political economy and organization theory. The focus will be substantively on the changing character of market process, the location of production and the governance of flows of labor and capital. Theoretically, we will survey recent work in Actor-Network Theory, Experimentalist Governance, field theory and institutionalism. Among others, we will read work by Polanyi, Sahlins, Beckert, Latour, Callon, Mackenzie, Fligstein, Boltanski, Sabel, Thelen. (C)
Instructor(s): G. Herrigel Terms Offered: Winter
Equivalent Course(s): SOCI 40227

PLSC 45706. The Sociology of Work in Industry, Agriculture and Services. 100 Units.
This course will survey sociological and political economic writings on work and the organization of production in the main domains of contemporary political economic life: industry, services and agriculture. The first part of the course will survey the main theoretical traditions in sociology, anthropology, economics and political science that have concerned themselves with work, while the second part of the course will focus on cases and ethnographies of contemporary workplaces and production processes in both the developed and developing world. (C)
Instructor(s): G. Herrigel Terms Offered: Spring
Equivalent Course(s): SOCI 40228
PLSC 45804. Feminists Read the Greeks. 100 Units.
As one scholar puts it, feminist thought has “gone a long way… toward inscribing classical Greek philosophy at the origins of some of the most tenacious assumptions about sexual difference in the Western tradition.” Since the 1970s, writing on gender, sex, and sexuality has staged a series of generative, critical, and sometimes controversial encounters with ancient Greek thought and culture. We examine the ways in which the texts and practices of ancient Greece, if not the idea of “the Greeks,” have offered theoretical and symbolic resources for feminists and others to think critically about gender as a conceptual and political category. What sorts of interpretative and historical assumptions govern these engagements? To what extent are the trajectories of gender studies and classics intertwined? Was there a concept of “gender” in ancient Greece? Of sexuality? Is it fair to say, as many have, that classical ideas about gender and the sexed body are wholly opposed to those of the “moderns”? Readings range from feminist theory to Greek mythology, philosophy, and drama to scholarship on gender and sexuality in antiquity (including Foucault, Halperin, and Winkler).
Instructor(s): D. Kasimis Terms Offered: Winter
Equivalent Course(s): GNSE 25804, GNSE 45804, PLSC 25804

PLSC 45901. Contemporary Egalitarianism. 100 Units.
This seminar will examine different understandings of the idea of equality (moral, social and political) in contemporary analytical political thought. It will explore a series of questions that have been at the center of recent debates between egalitarians, including: what is the foundation of equal moral status between persons?; whether the main reasons for objecting to social inequalities are intrinsically egalitarian or rather derive from non-egalitarian values; what (if anything) should be equalized; how justice and equality relate to each other; whether the ideal of social equality should ultimately be understood as a relationship between persons or a distributive ideal; whether the ideal of social equality makes sense only within bounded political societies, or is instead broader in scope. We will read the work of, among others, Elizabeth Anderson, Richard Arneson, Charles Beitz, Simon Caney, G.A. Cohen, Ronald Dworkin, Thomas Nagel, Derek Parfit, John Rawls, Thomas Scanlon, Samuel Scheffler, Amartya Sen and Larry Temkin. (A)
Instructor(s): J. Wilson Terms Offered: Winter

PLSC 46013. Two Faces of Security. 100 Units.
This seminar lays out a new theory of international politics and explores some of the historical cases it should explain. Standard IR theories assume that states are the only actors and that the only security threats they face are posed by other states and sometimes terrorists. My approach is that, although states are the actors, each is controlled by a domestic regime, which faces both internal and external threats. That is, the regime can be threatened externally by war or coercive diplomacy. And it can be threatened internally by riots, coups d'état, civil wars, and revolutions. Since the overriding goal of all domestic regimes is to remain in power, they must cope with the full panoply of these threats. Because internal and external threats are often intertwined, they need to be considered in an integrated way. Approaching them in isolation is incomplete and often fundamentally misleading. To explore this theory, we will examine theoretical materials, plus three kinds of cases: (1) post-revolutionary regimes; (2) rebuilding after major wars; and (3) grand strategies of major powers. (D)
Instructor(s): C. Lipson Terms Offered: Autumn
Prerequisite(s): This course is limited to graduate students 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 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: Autumn

PLSC 48401. Quantitative Security. 100 Units.
Since Quincy Wright’s A Study of War, scholars of war and security have collected and analyzed data. This course guides students through an intellectual history of the quantitative study of war. The course begins with Wright, moves to the founding of the Correlates of War project in the late 1960s, and then explores the proliferation of quantitative conflict studies in the 1990s and 2000s. The course ends by considering the recent focus on experimental and quasi-experimental analysis. Throughout the course, students will be introduced to the empirical methods used to study conflict and the data issues facing quantitative conflict scholars. For students with limited training in quantitative methods, this course will serve as a useful introduction to such methods. For students with extensive experience with quantitative methods, this course will deepen their understanding of when and how to apply these methods. (D)
Instructor(s): P. Poast Terms Offered: Winter
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 49301. Emotion, Reason, and Law. 100 Units.
Emotions figure in many areas of the law, and many legal doctrines (from reasonable provocation in homicide to mercy in criminal sentencing) invite us to think about emotions and their relationship to reason. In addition, some prominent theories of the limits of law make reference to emotions: thus Lord Devlin and, more recently, Leon Kass have argued that the disgust of the average member of society is a sufficient reason for rendering a practice illegal, even though it does no harm to others. Emotions, however, are all too rarely studied closely, with the result that both theory and doctrine are often confused. (A) (I)
Instructor(s): M. Nussbaum Terms Offered: Spring
Note(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): RETH 32900,GNSE 28210,GNSE 38300,PHIL 35209,LAWS 43273,PHIL 25209

PLSC 50000. Dissertation Proposal Seminar. 100 Units.
A weekly seminar devoted to the presentation and collective discussion of several drafts of each student’s dissertation proposal.
Instructor(s): Staff Terms Offered: Winter

PLSC 51512. Law-Philosophy Workshop. 100 Units.
The theme for 2017-18 is “Animal Rights and Environmental Ethics.” About half of the sessions will discuss philosophical and legal issues related to animal rights, and the other half will discuss issues of environmental ethics, focusing on the ethics of climate change. This is a seminar/workshop many of whose participants are faculty from various related disciplines. It admits approximately ten students. Its aim is to study, each year, a topic that arises in both philosophy and the law and to ask how bringing the two fields together may yield mutual illumination. Most sessions are led by visiting speakers, from either outside institutions or our own faculty, who circulate their papers in advance. The session consists of a brief introduction by the speaker, followed by initial questioning by the two faculty coordinators, followed by general discussion, in which students are given priority. Several sessions involve students only, and are led by the instructors. Students write a 20-25 page seminar paper at the end of the year. The course satisfies the Law School Substantial Writing Requirement.
Instructor(s): M. Nussbaum; N. Delon Terms Offered: Autumn,Spring,Winter
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 email by September 20. Usual participants include graduate students in philosophy, political science, and divinity, and law students.
Note(s): Students must enroll for all three quarters to receive credit.
Equivalent Course(s): LAWS 61512,RETH 51301,GNSE 50101,HMRT 51301,PHIL 51200

PLSC 51516. Henry Sidgwick. 100 Units.
The most philosophically explicit and rigorous of the British Utilitarians, Henry Sidgwick made important contributions to normative ethics, political philosophy, and metaethics. His work also has important implication for law. His great work The Methods of Ethics, which will be the primary focus of this seminar, has been greatly admired even by those who deeply disagree with it – for example John Rawls, for whom Sidgwick was important both as a source and as a foil, and Bernard Williams, who wrote about him with particular hostility. Sidgwick provides the best defense of Utilitarianism we have, allowing us to see what it really looks like as a normative ethical and social theory. Sidgwick was also a practical philosopher and activist, writing on many topics, but especially on women’s higher education, which he did much to pioneer at Cambridge University, founding Newnham College with his wife Eleanor. A rationalist who helped to found the Society for Psychical Research, an ardent feminist who defended the ostracism of the “fallen woman,” a closeted gay man who attempted to justify the proscriptions of Victorian morality, Sidgwick is a philosopher full of deep tensions and fascinating contradictions, which work their way into his arguments. So we will also read the work of Sidgwick’s contorted relationship with his era. (I) (IV)
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.
Note(s): Admission by permission of the instructor. Permission must be sought in writing by September 15.
Equivalent Course(s): RETH 51516,LAWS 53396,PHIL 51516
PLSC 53000. Seminar on Great Power Politics. 100 Units.
The specific aim of this course is to introduce students to some of the key policy issues involving the great powers that dominate the post-Cold War world. Three topics will receive special emphasis: European security, Asian security, and the role of the United States in the larger world after the collapse of the Soviet Union. It is expected that all students in the class will be well-versed in international relations theory, and will bring their theoretical insights to bear on the relevant policy issues. The broad goal is to encourage students to appreciate that international relations theory and important policy issues are inextricably linked to each other. (D)
Instructor(s): J. Mearsheimer Terms Offered: Winter

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
• 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
• Jasmin Cloutier
• Jennifer Kubota
• Sarah London
• Gregory Norman
• Alex Shaw
• Daniel Yurovsky

Emeritus Faculty

• R. Darrell Bock
• Abraham Bookstein, Humanities Division
• Norman M. Bradburn
• Robert A. Butler, Surgery
• Mihaly Csikszentmihalyi
• Eugene T. Gendlin
• Sebastian P. Grossman
• Eric P. Hamp, Linguistics
• Philip W. Jackson, Education
• Jerre Levy
• Frederick F. Lighthall, Education
• Martha McClintock
• David McNeill
• Joel M. Pokorny, Ophthalmology and Visual Science
• Allan Rechtschaffen, Psychiatry
• Milton J. Rosenberg
• Vivianne Smith, Ophthalmology and Visual Science
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>Grade Requirement</th>
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<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>
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TRIAL RESEARCH SEMINAR

All graduate students are required to take the trial research seminar in the spring of the first year. The purpose of this seminar is to help students formulate and complete their trial research projects.
BREADTH REQUIREMENT

Students are required to take a minimum of three doctoral level courses in Psychology, extending across different areas of psychological science. These courses should be chosen in consultation with the student's advisor and program area. These courses must be passed with a grade of B or better.

DEPARTMENT OF PSYCHOLOGY RESEARCH REQUIREMENTS

TRIAL RESEARCH PROJECT

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

PSYC 31900. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution: B, C; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, LING 27605, LING 37605, CHDV 21901

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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience, computers closed, iphones off.
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 33360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature, such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): D. Brentari, S. Goldin-Meadow Terms Offered: Autumn
Note(s): CHDV Distribution: M; M*
Equivalent Course(s): CHDV 23360, CHDV 33360, LING 23360, LING 33360, PSYC 23360

PSYC 33550. The Psychopath: Mad or Bad? What Can We Learn About Morality. 100 Units.
Psychopathy can be considered as a disorder of the moral brain, because individuals with psychopathic traits seem to have the cognitive capacity to understand right from wrong but don’t care. They also exhibit a flagrant disregard for social and moral norms. Individuals with psychopathy provide “natural experiments” to examine the psychological and biological mechanisms involved in moral cognition and behavior.
Instructor(s): J. Decety Terms Offered: Winter

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: Winter

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: Summer
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 and three quarters of a Biological Sciences Fundamentals sequence or consent of the instructor
Equivalent Course(s): CPNS 31000,BIOS 26210

PSYC 36211. Mathematical Methods for Biological Sciences II. 100 Units.
This course is a continuation of BIOS 26210. The topics start with optimization problems, such as nonlinear least squares fitting, principal component analysis and sequence alignment. Stochastic models are introduced, such as Markov chains, birth-death processes, and diffusion processes, with applications including hidden Markov models, tumor population modeling, and networks of chemical reactions. In computer labs, students learn optimization methods and stochastic algorithms, e.g., Markov Chain, Monte Carlo, and Gillespie algorithm. Students complete an independent project on a topic of their interest.
Instructor(s): D. Kondrashov Terms Offered: Winter. L.
Prerequisite(s): BIOS 26210 or equivalent.
Equivalent Course(s): CPNS 31100,BIOS 26211

PSYC 37300-37900. Experimental Design I-II.
Experimental Design I-II

PSYC 37300. Experimental Design I. 100 Units.
This course covers topics in research design and analysis. They include multifactor, 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): Staff Terms Offered: Winter

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): TBA Terms Offered: Spring

PSYC 37400. Human Memory. 100 Units.
This course surveys the scientific study of human memory, emphasizing both theory and applications. Lectures will cover current research and methods in cognitive psychology and cognitive neuroscience, as well as historical precursors and classic studies. Topics include consciousness and nonconscious processes, corresponding neural systems, and various phenomena such as amnesia, memory distortion, mnemonics, and metacognition.
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
Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.
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 40300. Advanced Topics in Biological Psychology. 100 Units.
What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course provides an introduction to the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavior, action, motivation, and emotion.
Instructor(s): L. Kay Terms Offered: Winter

PSYC 40301. Topics in Psychology. 100 Units.
Current research in psychology.
Instructor(s): S. Levine Terms Offered: Autumn, Spring, Winter
Note(s): Registration by consent only.

PSYC 40300-40450-40451-40452. Topics in Cognition I-II-III.
Broadly speaking, this workshop will address fundamental topics in cognitive psychology such as attention, memory, learning, problem solving, and language. One unique aspect of this workshop is that we will not only explore topics central to the study of cognition, but we will also explore how the study of cognitive psychology can be used to enhance human potential and performance in a variety of contexts. These contexts range from an exploration of optimal teaching practices to enhance the acquisition of mathematical knowledge in the classroom, to issues regarding how individuals communicate best to foster the optimal exchange of information in, for instance, medical settings, to the optimal strategies older adults can use to help stave off the deleterious effects of aging on cognitive functioning and the performance of everyday activities.

PSYC 40450. Topics in Cognition I. 100 Units.
Discussion of current research in psychology.
Instructor(s): Staff

PSYC 40451. Topics in Cognition II. 100 Units.
Discussion of current research in psychology.
Instructor(s): TBA

PSYC 40452. Topics in Cognition III. 100 Units.
Discussion of current research in psychology.
Instructor(s): TBA

PSYC 40500. Advanced Seminar in Developmental Psychology. 100 Units.
This is an introductory course for graduate students in developmental psychology. Topics in biological, perceptual, cognitive, social, and language development will be covered. This course will satisfy one of Psychology graduate students’ core course requirements.
Instructor(s): A. Shaw, A. Woodward Terms Offered: Autumn

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): D. Yurovsky Terms Offered: Autumn

PSYC 40852. Topics in Developmental Psychology II. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CHDV 40852

PSYC 40853. Topics in Developmental Psychology III. 100 Units.
Brown-bag discussion of current research in psychology.
Instructor(s): A. Shaw
PSYC 41000. Advanced Topics in Color Vision. 100 Units.
No description available.
Instructor(s): S. Shevell Terms Offered: Autumn
Prerequisite(s): Permission of instructor.
Equivalent Course(s): OPTH 41000

PSYC 41210. Psychophysiology: Methods, Concepts, and Applications. 100 Units.
This course will provide an overview of the principles, theory, and applications of psychophysiological research. The course has two primary goals: (1) to provide an overview of major psychophysiological approaches and measures through discussion of contemporary research; and (2) to provide an introduction to theory and research in major areas of human psychophysiology with specific applications to the study of cognition, affect, and health.
Instructor(s): G. Norman Terms Offered: Spring

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, CHDV 21920, LING 41920

PSYC 42052. Genes and Environment in Language and Cognitive Development. 100 Units.
Children show tremendous variability in how quickly and how well they learn their native language. Where does this variability come from? We’ll explore both genetic and environmental contributions to language and cognitive development, aiming for an integrative understanding that moves beyond debates about nature and nurture. Readings will include work in behavioral genetics, environmental plasticity, niche inheritance, and cultural evolution and transmission.
Instructor(s): S. Levine, D. Yurovsky Terms Offered: Spring

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): S. London Terms Offered: Spring

PSYC 42260. Seminar on Advanced Topics in EEG Analysis. 100 Units.
Advanced seminar on EEG analysis.
Instructor(s): E. Awh Terms Offered: Winter

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: 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: Autumn

PSYC 42750. Advanced Topics in Chronobiology and Behavior. 100 Units.
This course will explore the developmental and adult functioning of the brain, the neuroendocrine system, and the immune system, all within the context of adaptive changes in behavior. In addition to being immersed in theoretical aspects of chronobiology, students will be trained in critical reading of primary research literature, the construction of testable hypotheses, and designing experiments to test these hypotheses. We will also discuss features of the scientific process that allow rapid progress in developing a scientific field.
Instructor(s): B. Prendergast Terms Offered: Spring
Prerequisite(s): Psychology PhD Student or consent.
PSYC 43550. Gesture. 100 Units.
This course will examine the spontaneous movements that we produce when we talk—our gestures. We will first consider what gesture is (and is not), and then explore gesture in relation to communication, thinking, learning, action, and the brain, ending with an exploration of gesture as it becomes language, on-the-spot and over longer periods of time.
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): CHDV 43550

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 44000. Moral Psychology and Comparative Ethics. 100 Units.
Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) “goodness” or “rightness” are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: B, C; 3
Equivalent Course(s): CHDV 45600

PSYC 44460. Advanced Seminar in Social Neuroscience. 100 Units.
This seminar provides an advanced overview of current methodological and theoretical issues central to social neuroscience with an emphasis on fmri research. Topics will include: the role and function of brain networks believed to support social cognition, neural correlates of person perception and evaluation; and neural regions involved in self-regulation.
Instructor(s): J. Cloutier, J. Kubota Terms Offered: Winter

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: Multiculturalism in Liberal Democracies. 100 Units.
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.
Instructor(s): R. Shweder Terms Offered: Winter
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: C; 3*
Equivalent Course(s): ANTH 45600, HMRT 35600, GNDR 45600, CHDV 45699
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 45950. Stereotyping and Prejudice. 100 Units.
This seminar provides an overview of the literature on stereotyping, prejudice, and discrimination. Topics will Include: the formation of stereotypes and prejudice; the processes that underlie stereotyping and prejudice; stereotyping and prejudice from the target's perspective; and prejudice and stereotype reduction.
Instructor(s): J. Kubota Terms Offered: Spring

PSYC 46661. Advanced Topics in Behavioral Genomics. 100 Units.
One of the great opportunities in this post-genome age is to use DNA to better understand behavior. It is increasingly obvious that the interactions between genes and behavior are complex. Thus, identifying meaningful connections between them requires careful consideration of both. This seminar course will use primary literature as a platform to consider how behavior is influenced by, and itself alters, the genome, including the epigenome. The course will cover examples from a variety of animals including humans, various methods for measuring the epigenome, genome and behavior, and the relevant neurobiology for each system.
Instructor(s): S. London Terms Offered: Winter
Equivalent Course(s): CHDV 46661,NURB 36661

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): C. Nakassis 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): Kristina Wirtz Terms Offered: Spring
Prerequisite(s): Consent of instructor
Note(s): CHDV Distribution: 5*
Equivalent Course(s): LING 31200,CHDV 37202,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): M. Berman 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): L. Kay 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): L. Kay 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): L. Kay Terms Offered: Spring

PSYC 48150. Graduate Seminar. 100 Units.
No description available.
Instructor(s): B. Keysar Terms Offered: Winter

PSYC 48412. Publications, Grants, and the Academic Job Market. 100 Units.
In this graduate seminar we will discuss how to write and publish scientific articles, prepare grant applications, write CVs and job applications, and give job talks and interviews. In other words, everything students always wanted to know about being successful in academia but were afraid to ask.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Equivalent Course(s): EVOL 48412, CHDV 48412
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
- Leon Kass
- Joel Kraemer
- Ralph Lerner
- James M. Redfield
- David Tracy

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 Charnides
• 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 Folk tale 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 Folk tale 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

Areas of study with the Committee are 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 ssd-admissions@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
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

Social Thought Courses

SCTH 3002. 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 3014. Heidegger's The Basic Problem of Phenomenology. 100 Units.
No description available.
Instructor(s): Ira D. Kimhi Terms Offered: Autumn

SCTH 30927. Knowledge on a Platter: Comparative Perspectives on Knowledge Texts in the Ancient World. 100 Units.
In various ancient cultures, sages created the new ways of systematizing what was known in fields as diverse as medicine, politics, sex, dreams, and mathematics. These texts did more than present what was known; they exemplified what it means to know - and also why reflective, systematic knowledge should be valued more highly than the knowledge gained from common sense or experience. Drawing on texts from Ancient India, Greece, Rome, and the Near East, this course will explore these early templates for the highest form of knowledge and compare their ways of creating fields of inquiry: the first disciplines. Texts include the Arthashastra, the Hippocratic corpus, Deuteronomy, the Kama Sutra, and Aristotle's Parva naturalia.
Instructor(s): Lorraine Daston and Wendy Doniger Terms Offered: Spring. course taught spring 2018
Prerequisite(s): Graduate seminar - consent is required. Course is taught the first five weeks of the quarter (3/26/18-4/30/18) twice a week.
Equivalent Course(s): HREL 30927, SALT 30927, KNOW 31415, CHSS 30927

SCTH 31223. Homer’s Odyssey: Estrangement and Homecoming. 100 Units.
One of the two foundational epics of so-called Western culture, the Odyssey features a wily hero whose journeys are extraordinary and whose longing for home is unbounded. The Odyssey offers a complex meditation on brotherhood, bestiality, sexuality, kinship, and power; it is the great epic of cross-cultural encounter, in all its seductive and violent aspects, as well as the great poem of marriage. An adventure in nostos (homecoming), the Odyssey shows us the pleasures and dangers of voyaging among strangers. Constantly exploring the boundaries between the civilized and the savage, the poem offers as well as a political critique of many ancient institutions, not least the family patriarchy, hospitality customs, and the band-of-brothers so central to epic ideology. And as a masterwork of narrative art, the Odyssey asks us to consider the relation of fiction to “truth.” We will explore these and other matters in the Odyssey, and may make a concluding foray into contemporary re-workings of Odyssean themes and characters.
Instructor(s): Laura Slatkin Terms Offered: Spring. Will be taught Spring 2017. This course will be taught the first five weeks of the quarter (March 27 thru April 26, 2017)
Prerequisite(s): Although no knowledge of Greek is required for this course, there will be assignment options for those who wish to do reading in Greek.
Note(s): Please note this course will be taught the first five weeks of the quarter (March 27, 2017 thru April 26, 2017.
Equivalent Course(s): CLAS 33616, FNDL 21223

SCTH 31613. Sophocles, Ajax. 100 Units.
A close literary and philological analysis of one of the most remarkable and perplexing of all Greek tragedies. We will consider the play’s portrayal of the nature and limits of one form of male heroism against the background of earlier poetry and contemporary history; and we will attempt constantly for elate philological and literary approaches to one another in order to understand better not only Sophocles’ play but also the strengths and limitations of the ways in which scholars try to come closer to it.
Instructor(s): Glenn Most Terms Offered: Winter. course taught winter 2018
Prerequisite(s): Either an adequate knowledge of ancient Greek or the consent of the instructor is required; students should have refreshed their familiarity with the Iliad and Odyssey. Open to undergrads.
Equivalent Course(s): CLAS 31717, CLCV 21717
SCTH 31614. The Return of Homer: The Iliad and Odyssey in Contemporary English Language Fiction and Poetry. 100 Units.
The course will examine the extraordinary flowering of English language novels and poems based on the Homeric epics in the past quarter century. We will ask how different contemporary poets and prose writers have interpreted Homer’s works and try to understand the appeal of this ancient poetry for modern authors, readers, and publishers. The reading will include such works as Margaret Atwood, The Penelopiad; Byrne Fone, War Stories: A Novel of the Trojan War; Christopher Logue, An Account of Homer’s Iliad; David Malouf, Ransom; Zachary Mason, The Lost Books of the Odyssey; Madeline Miller, The Son of Achilles; Alice Oswald, Memorial: A Version of Homer’s Iliad; Kate Quinn, et al., A Song of War; and Derek Walcott, Omeros. English translations of such foreign-language works as Alessandro Baricco’s An Iliad and Ismail Kadare’s The Fijile on H. may also be considered if students wish.
Instructor(s): Glenn Most Terms Offered: Winter. course taught winter 2018
Prerequisite(s): There is no language requirement, but students are expected to have refreshed their familiarity with the Iliad and Odyssey in translation before the course begins.
Equivalent Course(s): CLAS 31617

SCTH 31710. Machiavelli: Discourses on Livy and The Prince. 100 Units.
This course is devoted to reading and discussing Machiavelli’s Discourses on Livy and The Prince, supplemented by substantial selections from Livy’s History of Rome, followed by a brief reading of Machiavelli’s comedy Mandragola. Themes include the roles of princes, peoples, and elites; the merits of republics and principalities; the political effects of pagan and Christian religion and morality; war and empire; founding and reform; virtue and fortune; corruption and liberty; the relevance of ancient history to modern experience; reading and writing; and theory and practice.
Instructor(s): Nathan Tarcov Terms Offered: Winter. Course taught Winter 2018
Prerequisite(s): Open to undergrads by consent of instructor
Equivalent Course(s): FNDL 29300, PLSC 32100, LLSO 21710, PLSC 20800

SCTH 31714. Xenophon on Leadership. 100 Units.
An introductory reading of one of the classic treatments of political leadership Xenophon’s The Education of Cyrus. We will consider Xenophon’s art of writing and the literary character of the book. Themes will include the qualities and motives of a successful leader or ruler, especially in acquiring and expanding rule, relations between rulers and ruled, the relation between political and military leadership and more broadly between politics and war, the tension between empire and freedom, Cyrus’s bi-cultural education and multinational rule, the roles of morality, religion, and love
Instructor(s): Nathan Tarcov Terms Offered: Autumn. Course taught autumn 2017
Prerequisite(s): Open to Social Thought Students. All others required consent of instructor.
Equivalent Course(s): PLSC 33901

SCTH 31927. Reading Thucydides. 100 Units.
An exploration of the text in translation, or, if possible, in Greek.
Instructor(s): James Redfield Terms Offered: Spring, course taught spring 2018
Prerequisite(s): Open to undergrads by consent only
Equivalent Course(s): GREK 40917

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 33401. Conceptual Foundations of the Modern State. 100 Units.
The course will examine the evolution of western thinking about the modern concept of the state. The focus will be on Renaissance theories (Niccolò Machiavelli; Thomas More); theories of absolute sovereignty (especially Thomas Hobbes); theories about ‘free states’ (James Harrington, John Locke); and republican theories from the era of the Enlightenment.
Instructor(s): Q. Skinner Terms Offered: Autumn
Prerequisite(s): Open to undergraduates by consent of instructor.
Equivalent Course(s): PHIL 31399, PHIL 21399
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 acton, the Diderotian theory of acting, and the linguistic theory of speech acts, as well as to momentous historical events like the French Revolution, the rediscovery of antiquity, and the advent of photography and motion pictures. Paradigms that have been influential in one or another discipline like Michael Fried’s theory of theatricality (in art history), Heinrich Kleist’s theory of puppets (In German literature and theatre theory) and Friedrich Nietzsche’s theory of tragedy (in music and philosophy) and will also be scrutinized.
Instructor(s): Andrei Pop Terms Offered: Autumn

SCTH 35004. Goya and Manet. 100 Units.
Edouard Manet (1832–1883) is often regarded as the first modernist artist, but his practice was deeply rooted in the copying and emulation of Renaissance and Baroque painters, particularly Spaniards. Indeed, many of his subjects, and some of his techniques, from the use of firm outline to muted opaque tones with minimal modeling, are conspicuous in Francisco Goya (1746–1828), a Spanish court painter and moralist whose paintings and prints were received in the late nineteenth century, and in the twentieth, as prefiguring both modernist form and various crises of artistic meaning. This seminar proposes a binocular focus on the two artists, in their individual historical contexts and in dialogue, in order to understand the tension between tradition and innovation in modern art.
Instructor(s): A. Pop Terms Offered: Spring
Equivalent Course(s): ARTH 34720, ARTH 24720

SCTH 36002. Elizabeth Bishop and Robert Lowell. 100 Units.
An intensive study of these two poets, whose work differs radically, but whose friendship nourished some of the most enduring and original poetry of the American 20th century. Close attention to the poems, in the light of recent biographical work and new editions.
Instructor(s): Rosanna Warren Terms Offered: Spring, course taught Spring 2018
Equivalent Course(s): ENGL 36222

SCTH 36014. T.S. Eliot. 100 Units.
With the major new edition of Eliot’s poems by Jim McCue and Christopher Ricks, the new volumes of Eliot’s letters, and two separate new editions of Eliot’s complete prose, we are in a position to rethink the meanings and force of Eliot’s life work. The course will be devoted to careful reading of his poems, essays, plays, and correspondence, with attention to his literary, cultural, and political contexts.
Instructor(s): Rosanna Warren Terms Offered: Spring
Equivalent Course(s): FNDL 26614, ENGL 26614, ENGL 34850

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 37319. Nietzsche’s Beyond Good and Evil. 100 Units.
I shall present a new interpretation of Nietzsche’s Beyond Good and Evil and discuss Nietzsche’s book form the beginning to its end in detail.
Instructor(s): Heinrich Meier Terms Offered: Spring, course taught spring 2018
Prerequisite(s): Undergrads with consent only. This course will be taught twice a week the first five weeks of the quarter (3/26/18-4/30/18).
Equivalent Course(s): FNDL 27318, PHIL 37319
SCTH 37501. Psychoanalysis and Philosophy. 100 Units.
This course shall read the works of Sigmund Freud. We shall examine his views on the unconscious, on human sexuality, on repetition, transference, and neurotic suffering. We shall also consider what therapy and “cure” consist in, and how his technique might work. We shall consider certain ties to ancient Greek conceptions of human happiness—and ask the question: what is it about human being that makes living a fulfilling life problematic? Readings from Freud’s case studies as well as his essays on theory and technique.
Instructor(s): J. Lear Terms Offered: Winter
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Note(s): Undergrads enroll in sections 01, 02, 03, and 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 38209,HIPS 28101,FNDL 28210,PHIL 28210

SCTH 3805. Nietzsche's Critique of Morality. 100 Units.
Instructor(s): R. Pippin Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 through 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 24709,PHIL 34709

SCTH 38230. Victor Hugo: Les Misérables. 100 Units.
In this course we read Les Misérables and discuss the work’s message, structure, and aesthetic vision. We will be particularly attentive to Victor Hugo's role as an observer of nineteenth-century French society as well as an actor in the political life of his times.
Instructor(s): R. Morrissey Terms Offered: Spring
Prerequisite(s): FREN 20500
Note(s): All classes and texts in French; presentations preferred in French, but English will be acceptable depending on the concentration. Written work in French or English.
Equivalent Course(s): FREN 36103,FNDL 26100,FREN 26103

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 39117. Burke’s Politics. 100 Units.
A broad but intensive examination of Edmund Burke’s principles and political practice as exhibited in his writings and parliamentary speeches.
Instructor(s): Ralph Lerner and Gary Elden Terms Offered: Autumn. Course taught autumn 2018
Equivalent Course(s): FNDL 29117

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 39130. Montesquieu’s Persian Letters. 100 Units.
A close reading of a challenging critique of social and political thought.
Instructor(s): Ralph Lerner and Stuart Warner Terms Offered: Winter. Course taught winter 2018
Equivalent Course(s): FNDL 29130

SCTH 39911. Ancient Greek Aesthetics. 100 Units.
The ancient Greek philosophical tradition contains an enormously rich and influential body of reflection on
the practice of poetry. We will focus our attention on Plato and Aristotle, but will also spend some time with
Longinus and Plotinus. Topics will include: the analysis of poetry in terms of mimesis and image; poetry-making
as an exercise of craft, divine inspiration, or some other sort of knowledge; the emotional effect on the audience;
the role of poetry in forming moral character and, more broadly, its place in society; the relation between poetry,
 rhetoric, and philosophy; aesthetic values of beauty, wonder, truth, and grace. (A) (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 29911, CLAS 36517, CLCV 26517, PHIL 39911

SCTH 40305. Oedipus and Hamlet: On the Philosophy of Tragedy. 100 Units.
In this class we will consider closely attempts to understand tragedy philosophically. Sophocles’ Oedipus the King
and Shakespeare’s Hamlet, two texts that have particularly attracted philosophical attention will serve as constant
reference points, but other paradigmatic tragedies (Euripides Bacchae, Goethe’s Faust, Beckett’s Endgame) will also
be considered. Among the philosophical contributions to be considered are works by Aristotle, Schiller, Schelling,
Hegel, Schopenhauer, Nietzsche, Scheler, Schmitt, Benjamin, Murdoch, and Menke. Major issues to be dealt with:
the structure of tragic plot; the tragic affects; catharsis; ancient and modern tragedy; tragedy and the tragic; the
aesthetics of tragedy; tragedy and society; tragedy and the sacred.
Instructor(s): David Wellbery; Robert Pippin Terms Offered: Spring
Equivalent Course(s): TAPS 40305, PHIL 50305, GRMN 40305

SCTH 40701. Many Ramayanas. 100 Units.
This course is a close reading of the great Hindu Epic, the story of Rama’s recovery of his wife, Sita, from the
demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout
Indian history. Readings are in Paula Richman, Many Ramayanas and Questioning Ramayanas; the Ramayanas
of Valmiki (in translation by Goldman, Sattar, Shastri, and R. K. Narayan), Kampan, and Tulsi; the Yogavasistha-
Maharamayana; and contemporary comic books and films.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): FNDL 22901, RLST 26801, SALC 42501, HREL 42501

SCTH 42918. CDI Seminar: Exploratory Translation. 100 Units.
Focusing on the theory, history and practice of poetic translation, this seminar includes sessions with invited
theorists and practitioners from North and South America, Europe, and Asia. Taking translation to be an art of
making sense that is transmitted together with a craft of shapes and sequences, we aim to account for social and
intellectual pressures influencing translation projects. We deliberately foreground other frameworks beyond
“foreign to English” and “olden epochs to modern” — and other methods than the “equivalence of meaning” —
in order to aim at a truly general history and theory of translation that might both guide comparative cultural
history and enlarge the imaginative resources of translators and readers of translation. In addition to reading
and analysis of outside texts spanning such topics as semantic and grammatical interference, gain and loss,
bilingualism, self-translation, pidgin, code-switching, translationese, and foreignization vs. nativization, students
will be invited to try their hands at a range of tactics, aiming toward a final portfolio of annotated translations.
Instructor(s): J. Scappettone and H. Saussy Terms Offered: Winter
Equivalent Course(s): CDIN 42918, CMLT 42918, RLLT 42918, ENGL 42918
SCTH 50204. Destruction of Images, Books and Artifacts in Europe and South. 100 Units.
The course offers a comparative perspective on European and South Asian iconoclasm. In the European tradition, iconoclasm was predominantly aimed at images, whereas in South Asian traditions it was also enacted upon books and buildings. The combination of these traditions will allow us to extend the usual understanding of iconoclasm as the destruction of images to a broader phenomenon of destruction of cultural artifacts and help question the theories of image as they have been independently developed in Europe and South Asia, and occasionally in conversation with one another. We will ask how and why, in the context of particular political imaginaries and materials, were certain objects singled out for iconoclasm? Also, who was considered to be entitled or authorized to commit their destruction? Through a choice of concrete examples of iconoclasm, we will query how religious and political motivations are defined, redefined, and intertwined in each particular case. We will approach the iconoclastic events in Europe and South Asia through the lenses of philology, history, and material culture. Class discussions will incorporate not only textual materials, but also the close collaborative study of images, objects, and film. Case studies will make use of objects in the Art Institute of Chicago and Special Collections at the University Library.
Instructor(s): Tyler Williams and Olga Solovieva Terms Offered: Spring
Equivalent Course(s): SALC 50204, CMLT 50204, RLVC 50204, HREL 50204, ARTH 50204, CDIN 50204

SCTH 50211. Between Theology and Sociology: Ernest Troeltsch, H. Richard Niebuhr, Paul Tillich. 100 Units.
In the history of the scientific study of religion we find intense processes of mutual exchange between sociology and theology. They go far beyond a mere use of the other discipline as a source of information about society or religion. This course deals with three of the most important figures in this intellectual history: Ernest Troeltsch, whose epochal achievements have become overshadowed by the writings of his friend and rival Max Weber; H. Richard Niebuhr, the often neglected younger brother of the famous Reinhold, who, after having written a dissertation on Troeltsch, developed his crucial contributions on American religion and the tensions between “Christ and Culture”; and Paul Tillich who connected German and American intellectual traditions and became one of the most influential theologians ever including his role as inspiration for the lifework of the sociologist Robert Bellah.
Instructor(s): Hans Joas Terms Offered: Autumn. Course taught the first five weeks of the quarter - autumn 2018, twice a week.
Prerequisite(s): Graduate seminar - grads only
Equivalent Course(s): SOCI 50107, THEO 50211

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 besides 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 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
Prerequisite(s): Required readings: Reinhart Koselleck, FUTURES PAST; ON THE SEMANTICS OF HISTORICAL TIME, MIT 1985; Francois Hartog, REGIMES OF HISTORICITY, PRESENTISM AND EXPERIENCES OF TIME, Columbia, 2015.
SCTH 51401. Spinoza’s Psychological Politics. 100 Units.
Spinoza’s philosophy is classical in conception, in that it aims to show us how to live wisely. But his ethical
interpretation of wisdom is shaped by a psychological account of human affect and a firm sense of the
empowering role of politics. To live wisely we have to understand our affects and use them to create co-
operative ways of life. At the same time, we have to take account of the ways in which our affects are shaped
by political circumstances and ideals. This seminar will examine Spinoza’s account of the shifting relations
between these variables. Drawing on several of his writings (Ethics, Theologico-Political Treatise, Political Treatise,
Correspondence) we shall examine his central conceptions of affect, imagination, understanding, power and
politics. Our discussions will also address a sequence of questions. What constructive and destructive roles does
imagination play in political life? How is social co-operation related to understanding? How far can Spinoza’s
conception of imagination help us to develop a compelling theory of ideology? Is politics, as Spinoza conceives
it, fundamentally agonistic? What part does politics play in the blessed life envisioned at the end of the Ethics?
What makes this way of life more empowering than any other?
Instructor(s): S. James Terms Offered: Autumn
Equivalent Course(s): PHIL 57201

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 51715. Plato and Aristotle on Craft and Wisdom. 100 Units.
Plato and Aristotle both made extensive appeal to craft knowledge as a model for theorizing practical and
political wisdom. In this seminar we will examine their conceptions of craft and its relation to wisdom. Readings
will likely come from Plato’s Ion, Gorgias, Republic, and Statesman and Aristotle’s Nicomachean Ethics and
Metaphysics. (IV)
Instructor(s): G. Richardson-Lear Terms Offered: Autumn
Equivalent Course(s): PHIL 51715

SCTH 53501. Special Topics in Philosophy of Mind: Imagination. 100 Units.
What is imagination, and what functions does our power of imagination have in our lives? The seminar will
approach these general questions via more specific ones such as the following. What are the relations between
imagining, perceiving, remembering, and dreaming? Does our capacity for imagination play a role in enabling
us to perceive? Does imagining something involve forming a mental image or picture of that thing? If not,
how should we conceive of the objects of imagination? What is the nature of our engagement with what we
imagine, and how does this engagement explain our ability to feel emotions such as fear, pity, and sympathy for
imaginary beings? What is the role of imagination or fantasy in structuring our understanding of ourselves and
our relations to other persons? Is there such a thing as the virtuous state of the power of imagination? Readings
will be drawn from various classical discussions of imagination – e.g., Aristotle, Hume, Kant, Freud, Wittgenstein,
Sartre – and from some contemporary sources. (III)
Instructor(s): M. Boyle; J. Lear Terms Offered: Autumn
Prerequisite(s): Graduate students in Philosophy & Social Thought only, except with permission of instructor.
Equivalent Course(s): PHIL 53501

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

SCTH 55605. The Life and Acts of a Being that Says “I” 100 Units.
The being we will study in this course is a subject of thinking/judging and therefore in a sense, all things
(Aristotle, De Anima), at the same time she is a determinable substance whose determinations include moods,
sensations, feelings, intentions, actions. We shall explore the apparent tension between these two descriptions
of our being — as a subject-being and as a substance-being — and search for an understanding that resolves it.
Readings include sections from: Aristotle, Kant, Hegel. Sartre, Heidegger, Wittgenstein.
Instructor(s): I. Kimhi Terms Offered: Winter
Equivalent Course(s): PHIL 55605
Department of Sociology

Chair
• Karin Knorr Cetina

Professors
• Andrew Abbott
• Luc Anselin
• Terry N. Clark
• Elisabeth S. Clemens
• James A. Evans
• 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
• Omar M. McRoberts
• Kristen Schilt
• Jenny Trinitapoli

Assistant Professors
• Marco Garrido
• Kimberly Hoang
• Xi Song
• Forrest Stuart

Visiting Professor
• Hans Joas, Social Thought

Emeritus Faculty
• William L. Parish
• Richard Taub
• Gerald D. Suttles

Associated Faculty
• Chad Broughton, Public Policy
• Ronald S. Burt, Business
• Angela Garcia, School of Social Service Administration
• Sharon Hicks-Bartlett
• Gary Herrigel, Political Science
• Guanglei Hong, Comparative Human Development
• Nicole Marwell, School of Social Service Administration
• Susan E. Mayer, Public Policy
• Anna Mueller, Comparative Human Development
• John Padgett, Political Science
• Elizabeth Pontikes, Organizations and Markets
• Amanda Sharkey, Organizations and Markets
• Christopher Yenkey, Organizations and Strategy
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
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.

**SOCIETY 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): J. Martin 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): K. Hoang 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 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: Spring
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: Spring
Equivalent Course(s): CRES 20104, GEOG 22700, GEOG 32700, SOSC 25100, SOCI 20104

SOCI 30106. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. Theses competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology PhD. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): ENST 23500, PBPL 23600, SOCI 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): É. Laumann Terms Offered: Spring
Equivalent Course(s): Introductory social sciences course

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: Winter
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: Autumn
Equivalent Course(s): PBPL 24800, SOCI 20120

SOCI 30125. Rational Foundations of Social Theory. 100 Units.
This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.
Instructor(s): K. Yamaguchi Terms Offered: Spring
Equivalent Course(s): SOCI 20125

SOCI 30126. Japanese Society: Functional/Cultural Explanations. 100 Units.
The objective of this course is to provide an overview of social structural characteristics and the functioning of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. It will become clear these are complementary to each other. Substantively, the course primarily focuses on 1) the forms of social interaction and structure, 2) work organization and family, and 3) education, social inequality, and opportunity. The course also presents discussions of the extent to which Japan is “unique” among industrial societies. In covering a broad range of English-language literature on Japanese society, the course not only presents reviews and discussions of various alternative theoretical explanations of the characteristics of Japanese society, but also a profound opportunity to critically review and study selected sociological theories.
Instructor(s): K. Yamaguchi Terms Offered: Winter
Equivalent Course(s): SOCI 20126

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: Winter
Equivalent Course(s): SOCI 20192

SOCI 30224. Topics in Sociology of Culture. 100 Units.
This class surveys the historical bases and current extension of core readings in the sociology of culture. These works will be investigated not only in their own terms, but their position in central issues revolving around the independence (or lack of same) of cultural production communities; the omnivore/unibrow question; the role of culture in larger (and smaller) political and social environments; the use of hierarchical as opposed to non-hierarchical models of social structure; and the location of meaning.
Instructor(s): T. Clark, J. Martin Terms Offered: Autumn

SOCI 30233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn, Spring
Equivalent Course(s): SOCI 20233
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, spatial autocorrelation, cluster detection regionalization and spatial data mining. An important aspect of the course is to learn and apply open source software tools for the analysis of spatial data, such as R and GeoDa.
Instructor(s): L. Anselin Terms Offered: Autumn
Equivalent Course(s): GEOG 20500, MACS 54000, SOCI 20253

SOCI 30258. 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 provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.
Instructor(s): K. Knorr Cetina Terms Offered: Spring
Equivalent Course(s): ANTH 25440, ANTH 35405, SOCI 20258

SOCI 30261. 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
Equivalent Course(s): SOCI 20261

SOCI 30263. Human Migration. 100 Units.
At any moment, spatial location is a fixed, essential characteristic of people and the places they inhabit. Over time, individuals and groups of people change places. In the long run, the places themselves move in physical, social, economic and political space. These movements can be characterized by their origins and destinations, as intentional or accidental, forced or voluntary, individual or collective, within political borders (e.g. the farm-to-city migration of the 1940’s in the U.S), migration across political boundaries (e.g. “displacement” of pariah ethnicities after World War II), and by other criteria. All of these phenomena are aspects of migration This course reviews contemporary demographic research and theory concerning the nature of migration, and its extent, causes and consequences for individuals and collectivities. The demographic perspective absorbs a wide range of disciplinary perspectives, including those of psychology (e.g. individual decision-making), sociology (collective behavior, stratification, race and ethnicity), economics (rational behavior, macroeconomic conditions), and more.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20263

SOCI 30264. Wealth. 100 Units.
Wealth is the value of a person’s accumulated possessions and financial assets. Wealth is more difficult for social researchers to measure than earnings and income, and wealthy people are notoriously uncooperative with efforts to study them and their assets. Further, wealth data conveys less information than income data about the lives of the middle- and lower-classes – who tend to have little or no wealth at all. However, information about wealth gives fundamentally important insight into the values, attitudes, behavior, consumption patterns, social standing, political power, health, happiness and yet more characteristics of individuals and population subgroups. This course considers the causes and consequences of wealth accumulation for individuals, the social groups to which they belong, and the societies in which they dwell.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20264

SOCI 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 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): K. Yamaguchi 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 40103. Event History Analysis. 100 Units.
An introduction to the methods of event history analysis will be given. The methods allow for the analysis of duration data. Non-parametric methods and parametric regression models are available to investigate the influence of covariates on the duration until a certain event occurs. Applications of these methods will be discussed i.e., duration until marriage, social mobility processes organizational mortality, firm tenure, etc.
Instructor(s): K. Yamaguchi Terms Offered: Spring

SOCI 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 40137. Colloquium: Introduction to Science Studies. 100 Units.
This course explores the interdisciplinary study of science as an enterprise. During the twentieth century, sociologists, historians, philosophers, and anthropologists all raised interesting and consequential questions about the sciences. Taken together their various approaches came to constitute a field, "science studies." The course provides an introduction to this field. Students will not only investigate how the field coalesced and why, but will also apply science-studies perspectives in a fieldwork project focused on a science or science-policy setting. Among the topics we may examine are the sociology of scientific knowledge and its applications, actor-network theories of science, constructivism and the history of science, images of normal and revolutionary science, accounts of research in the commercial university, and the examined links between science and policy.
Instructor(s): A. Johns, K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): ANTH 32305,HIST 56800,CHSS 32000

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 40156. Hermeneutic Sociology. 100 Units.
The core ideas of a social hermeneutics, expanding textual hermeneutics, began to be developed in the late 18th and early 19th centuries. They can be summarized in a few intertwining propositions: First, discursive, emotive and sensory modalities of sense making, conscious and unconscious, characterize and differentiate social life forms. Second, sense making is acting, thus entangled in institutions. Third, sense making proceeds in diverse media whose structures and habits of use shape its process rendering form and style important. Fourth, sense making is structured by the relationships within which they take place. Fifth, sense making is crucial for the reproduction of all aspects of life forms. Sixth, sense making, life forms, and media are dialectically intertwined with each other. Seventh, social hermeneutics is itself sense-making. The course will explore these ideas by reading classical statements that highlight the core analytical concepts that social hermeneuticists employ such as symbolization, interpretation, mediation, rhetoric, performance, performativity, interpretive community, institutionalization. Every session combines a discussion of the readings with a practicum using these concepts. Authors read include: Herder, Aristotle, Burke, Austin, Ricoeur, Schütz, Bourdieu, Peirce, Panofsky, Ranciere, Lakoff, Mackenzie, Latour.
Instructor(s): A. Glaeser Terms Offered: Spring
Equivalent Course(s): ANTH 40150

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 Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn,Winter
Prerequisite(s): Open to Advanced Undergraduates. Advanced Undergraduates MUST obtain permission from the instructor to enroll.
Equivalent Course(s): MAPS 40164

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: Spring,Winter
Prerequisite(s): Graduate students only
Equivalent Course(s): MACS 30500
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: Spring
Prerequisite(s): Advanced Undergrads Consent of Instructor

SOCl 40225. Sociology of Education. 100 Units.
Education plays a fundamental role in society, both because it determines individuals’ life chances and because it has the power to reproduce or ameliorate inequality in society. In this course, we will discuss theoretical and empirical research that examines how schools both perpetuate socioeconomic inequality and provide opportunities for social mobility. We will pay particular attention to the role of schools in the intergenerational transmission of social status, especially based on race, class, gender, and immigrant status and with an emphasis on the U.S. We will also discuss the social side of schools, delving into (1) the role of adolescent culture(s) in youths’ educational experiences and human development and (2) social psychological aspects of schooling. Schools are the primary extra-familial socializing institution that youth experience; thus, understanding how schools work is central to understanding the very structure of societies as well as the transition from childhood to adulthood.
Instructor(s): A. Mueller Terms Offered: Autumn
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CHDV 40128

SOCI 40227. Social Theory and the Economy. 100 Units.
This course will survey a variety of works in economic sociology, political economy and organization theory. The focus will be substantively on the changing character of market process, the location of production and the governance of flows of labor and capital. Theoretically, we will survey recent work in Actor-Network Theory, Experimentalist Governance, field theory and institutionalism. Among others, we will read work by Polanyi, Sahlins, Beckert, Latour, Callon, Mackenzie, Boltanski, Sabel, Thelen. (C)
Instructor(s): G. Herrigel Terms Offered: Winter
Equivalent Course(s): PLSC 45010

SOCI 40228. The Sociology of Work in Industry, Agriculture and Services. 100 Units.
This course will survey sociological and political economic writings on work and the organization of production in the main domains of contemporary political economic life: industry, services and agriculture. The first part of the course will survey the main theoretical traditions in sociology, anthropology, economics and political science that have concerned themselves with work, while the second part of the course will focus on cases and ethnographies of contemporary workplaces and production processes in both the developed and developing world. (C)
Instructor(s): G. Herrigel Terms Offered: Spring
Equivalent Course(s): PLSC 45706

SOCI 50043. US Politics & Soc Movements 20th Century. 100 Units.
This course will examine the scholarship of historians and “new institutionalist” social scientists to consider the role played by social movements in twentieth century U.S. politics. We will analyze the historical trajectories of social movements centered around civil rights, labor, women’s rights, environmental protection, and consumer rights, as well as conservative movements from progressive era social policing to the rise of fundamentalism and the New Right. The course will compare these movements to other sources of political mobilization and influence, such as elected officials and other political elites, interest groups and lobbies, policy makers and bureaucrats, scientific and technical experts, coalitions, voluntary associations, and other NGOs.
Instructor(s): E. Clemens Terms Offered: Autumn
Note(s): Not being offered in 2017/2018
Equivalent Course(s): HIST 63002

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: Spring
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 50106. Sem: The Social Process. 100 Units.
This course sets forth a general analysis of the social process, based on the exposition of a processual theoretical system. It begins with desiderata for the theory, then proceeds through the topics of orders, events, locality, lineage, stability, and entity processes to the usual micro and macro analyses of social life.
Instructor(s): A. Abbott Terms Offered: Autumn

SOCI 50107. Between Theology and Sociology: Ernest Troeltsch, H. Richard Niebuhr, Paul Tillich. 100 Units.
In the history of the scientific study of religion we find intense processes of mutual exchange between sociology and theology. They go far beyond a mere use of the other discipline as a source of information about society or religion. This course deals with three of the most important figures in this intellectual history: Ernest Troeltsch, whose epochal achievements have become overshadowed by the writings of his friend and rival Max Weber; H. Richard Niebuhr, the often neglected younger brother of the famous Reinhold, who, after having written a dissertation on Troeltsch, developed his crucial contributions on American religion and the tensions between "Christ and Culture"; and Paul Tillich who connected German and American intellectual traditions and became one of the most influential theologians ever including his role as inspiration for the lifework of the sociologist Robert Bellah.
Instructor(s): Hans Joas Terms Offered: Autumn. Course taught the first five weeks of the quarter - autumn 2018, twice a week.
Prerequisite(s): Graduate seminar - grads only
Equivalent Course(s): THEO 50211, SCTH 50211

SOCI 50108. Sem: Medical Sociology. 100 Units.
This graduate level seminar examines the notion that we cannot understand the topics of health and medicine by looking only at biological phenomena, but, instead, also consider a variety of social, political, economic, organizational, and cultural forces. This course is designed to provide a selective overview of how medical sociologists understand topics such as the social meanings of illness, how the law, economic factors, and organizational constraints shape the job of medical professionals; the functions that healthcare institutions play in our society, and the critical role that social movements play in what gets "medicalized."
Instructor(s): R. Vargas Terms Offered: Winter

SOCI 50109. Sem: Urban Ecology and Political Economy. 100 Units.
What should the social scientific study of cities look like? What purpose should it serve? And for whom? This course focuses on these questions and encourages students to formulate their own answers to them by providing a historical overview of the development and evolution of urban sociology. In many ways, the debates in urban sociology today reflect similar debates faced by scholars since the subfield's inception. The course chronologically follows the development of urban sociology from the debates between Booker T. Washington and W.E.B. DuBois in the late 19th century to the contemporary debates between the Chicago school of urban sociology and Marxist political economists. Along the way, students will be introduced to a variety of urban research topics such as housing, culture, neighborhoods, mass incarceration, and urban development while learning the ethnographic, statistical, and historical methodologies deployed to investigate them.
Instructor(s): R. Vargas Terms Offered: Spring

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).

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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)
- courses taken: part-time, full-time / weekday evenings and Saturday mornings
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)
- program structure, requirements, and application (https://grahamschool.uchicago.edu/credit/master-liberal-arts/index)
- location: Gleacher Center (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)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- full-time/weekday and evening classes available
- part-time / weekday evenings and Saturday mornings
- time to completion: 1-4 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, 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 Biomedical Informatics
- Concepts in Computer Programming OR Advanced Concepts in Computer Programming
- Applied Research/Clinical Informatics
- Ethics and Policy Questions: Genomics, Health Care and Big Data
Leadership and Management for Informaticians

Electives

- Healthcare Innovation and Entrepreneurship
- 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
- Advanced Concepts in Computer Programming
- Geographic Information Systems and Health Information

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 multi-disciplinary program of study designed to prepare health professionals, first responders, business 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; natural disasters; disease outbreaks; disruptions to business operations; chemical, radiological and nuclear threats; and more. As a student in the program you will gain knowledge about these areas from instructors who have both tactical and academic experience, take part in learning experiences inside and outside the classroom, and network and share lessons with colleagues, policy makers and other professionals.

- 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 equip 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/arabic/index)
- **location: Gleacher Center** (https://grahamschool.uchicago.edu/maps)
- **part-time / 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 (12-quarters), as well as some of the privileges of University of Chicago alumni.

- **program type: certificate**
- **courses** (https://grahamschool.uchicago.edu/courses?sku=&field_quarter_value=All&field_year_value[value]=&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/liberal-arts/basic-program/index)
- **location: Gleacher Center** (https://grahamschool.uchicago.edu/maps) and Hyde Park (http://visit.uchicago.edu/transportation.shtml/#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 comprehensive certificate program provides rigorous clinical research training across the entire clinical trials process, from the perspective of the clinical study site as well as that of the sponsor or monitor. The broad curriculum covers ICH good clinical practice guidelines, regulatory requirements and compliance, detecting fraud and misconduct, and statistics for clinical research. Students will build the skills and knowledge to initiate clinical research studies, apply monitoring methods, and write documents and reports, while understanding and abiding by FDA regulations and International Conference on Harmonization (ICH) guidelines.

- **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/professional-degrees-programs/pdp/clinical-trials/curriculum)
- **location: Gleacher Center** (https://grahamschool.uchicago.edu/maps) (3-day seminars). Program also offered online (4-5 weeks).
- **part-time**
- **time to completion: up to 5 years**

**EDITING**

The Editing certificate program offers a focused sequence of courses designed to prepare individuals to enter the publishing industry and to help current editing professionals build skills and knowledge for career advancement. In addition to core courses focused on manuscript editing, students have the opportunity to learn about the emerging technologies and marketing tools that dramatically affect publishing professionals today.

- **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/professional-degrees-programs/pdp/editing/curriculum)
The William B. and Catherine V. Graham School of Continuing Liberal and Professional Studies

- location: Gleacher Center (https://grahamschool.uchicago.edu/maps) (3-day seminars). Program also offered online (4-5 weeks).
- part-time
- time to completion: up to 5 years

**FINANCIAL DECISION MAKING**

The Financial Decision Making Certificate is designed for professionals who want to launch a career in finance, refocus on business management basics, or prepare for a top-ranked MBA program. The program offers foundational skill development in business accounting and finance, and the rigorous coursework builds core knowledge and understanding to enhance job effectiveness and for career advancement.

- 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=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/professional-degrees-programs/pdp/financial-decision-making/curriculum)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time / one night per week
- time to completion: up to 5 years

**INTEGRATED MARKETING**

The Integrated Marketing certificate is designed for professionals who want to launch their marketing career or refresh it with new skills. The courses in the certificate (https://grahamschool.uchicago.edu/professional-degrees-programs/pdp/integrated-marketing/curriculum) provide essential training within a range of marketing disciplines including marketing planning, brand development, advertising, digital marketing, market research, social media, and public relations. Professionals in the program engage in thinking and practices rooted in marketing results.

- 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=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/professional-degrees-programs/pdp/integrated-marketing/curriculum)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps)
- part-time / weekday evenings and, for each course, a Saturday is required
- time to completion: up to 5 years

**MEDICAL WRITING AND EDITING**

The Medical Writing and Editing certificate program is designed to teach students the fundamentals and best practices of crisp, clear, and sophisticated medical writing and editing. The comprehensive curriculum ensures students are trained in the industry standard AMA Manual of Style. Coursework includes accessing medical research, using appropriate terminology, and designing and presenting data visualizations.

- 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/professional-degrees-programs/pdp/medical-writing-editing/curriculum)
- location: Gleacher Center (https://grahamschool.uchicago.edu/maps) (3-day seminars). Program offered online (4-5 weeks).
- part-time
- time to completion: up to 5 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](https://grahamschool.uchicago.edu/noncredit/certificates/board-leadership/index)  
- **Location:** Hyde Park Campus and Gleacher Center [https://grahamschool.uchicago.edu/contact](https://grahamschool.uchicago.edu/contact)  
- **Part-time**  
- **Time to Completion:** 0.25 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](https://grahamschool.uchicago.edu/noncredit/certificates/project-management/index)  
- **Location:** Gleacher Center [https://grahamschool.uchicago.edu/maps](https://grahamschool.uchicago.edu/maps) and "Essentials of Project Management" is online  
- **Part-time/2-days per course (Thursday and Friday)**  
- **Time to Completion:** up to 5 years

### Essentials of Project Management

This program covers the essential managerial and technical aspects of modern project management. Additionally, it gives professionals direct experience using appropriate tools and techniques to successfully execute a project. By the end of this program, students will have a mastery of the basic theory and practice of project management. Included will be exposure to many of the "soft skills" inherent in successful project execution, such as communication, interpersonal relationships, and problem-solving.

This is a well-rounded intermediate program for individuals with limited project management and professional experience. Benefits include:

- All participants earn PDUs from the Project Management Institute.  
- Participants may earn this certificate online or in-person.  
- No application is required to enroll in Essentials of Project Management classes.

### Project Management Strategy

Professionals in roles as either team members or project managers who successfully complete the Project Management Strategy certificate will earn the knowledge and insight to successfully meet the challenges inherent in successful project completion. This certificate is designed for working professionals. Participants should already have significant professional experience and a desire to develop their understanding of the strategic, leadership, human resources, and operational aspects of project management. The program introduces the concepts of the PMI-sponsored Project Management Body of Knowledge (PMBOK®) as well as addressing the practical issues integral to achieving success. Participants will individualize their program by choosing from electives focused on different aspects of project management.

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

The purpose of the Advanced Project Management certificate program is to provide the experienced project practitioner with a forum for examining leading-edge concepts, best practices, and approaches to issues that will directly affect job performance and organizational success. Our Advanced Project Management courses are designed for participants with several years of project management experience. This certificate offers an opportunity for very experienced project managers to interact with their peers to learn and work with professionals who have similar levels of responsibility.
This program lets you take advantage of your experience while earning continuing education credits (PDUs) in a meaningful way. Benefits include:

- Interaction with peers in advanced courses – sharing similar levels of experiences.
- In-depth study of topics directly pertinent to organizational success.
- All participants earn PDUs from the Project Management Institute.
- Meet continuing educational requirements with courses that will hold your interest while expanding your knowledge base.
- Freedom to choose the courses that are the most important to you professionally.
- Students must have 3-5 years of progressive project management experience, and may take courses without enrolling in the program.

**VISUAL ARTS**

The Visual Arts Certificate Program was created to help emerging and mid-career artists access practical information and resources that allow them to enhance the success of their current artists practice. A partnership between the Hyde Park Art Center and the University of Chicago Graham School, the program brings together studio learning and professional development across five courses. We aim to foster a sense of artistic community, and to offer artists a positive space to engage in critical dialogue with others working in the arts.

- program type: certificate
- courses and course schedules (https://grahamschool.uchicago.edu/courses?sku=&field_quarter_value=All&field_year_value[value]=&field_program_tags_tid=41&field_course_tags_tid=All&field_professional_development_t_tid=All&field_personal_enrichment_tags_tid_1=All&field_last_name_inst_value=)
- program structure, location of courses, requirements, and application (https://grahamschool.uchicago.edu/noncredit/certificates/visual-arts/index)
- part-time
- time to completion: up to 3 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/known-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 cases and applied analyses as well as several opportunities to participate in experiential courses which provide hands-on learning with actual business challenges. Because of the school’s location in one of the world’s major commercial centers, students meet business, economic, labor, and political leaders at the numerous lecture and seminar series held on campus and through alumni and friends in Chicago’s business community.

Freedom of choice is a way of life at Chicago Booth. Professors are free to use the teaching method they believe to be most effective; students are free to choose the courses (https://intranet.chicagobooth.edu/pub/coursesearch/coursesearch) and professors (http://www.chicagobooth.edu/faculty/directory) from whom they can best learn. In addition, students are encouraged to make use of the resources of the entire university and take advantage of the critical and intellectual diversity that thrives on the campus. The Chicago Booth MBA is characterized by a willingness to experiment, to judge people by their performances rather than their origins, to try new 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 major business schools. Held during autumn quarter and lead by second-year student facilitators, the program provides a common educational experience within a curriculum that has always offered exceptional flexibility. This required, noncredit course for full-time program students is designed to enhance self-awareness and interpersonal effectiveness through a varied and highly interactive curriculum. Through these experiences, students will enhance their mastery of three of the most important aspects of leadership: building relationships, inspiring others, and influencing outcomes. Other class activities in autumn quarter revolve around the 10 student cohorts assigned during LEAD that help build a sense of community, instill the value of teamwork, and acquaint students with the school.

The school admits persons with a wide variety of backgrounds. The normal prerequisite is a four-year bachelor’s degree, or equivalent, from an accredited institution. Students who do not have a bachelor’s degree may apply to the school for special eligibility. Those interested in consideration for special eligibility must receive approval before an application is submitted and should, therefore, write to the director of admissions for further information.

Requests for an application and other inquiries should be addressed to the Office of Admissions and Financial Aid, The University of Chicago Booth School of Business, 5807 South Woodlawn Avenue, Chicago,
The 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 eight hundred degrees have been granted.

The program leading to the degree of doctor of philosophy is designed for students of outstanding ability who desire advanced studies in preparation for careers in university teaching and research. The number of students admitted to the program each year is small and, within the framework of the general requirements described below, programs of study are designed to fit individual interests. Students with a variety of backgrounds are admitted to the program; undergraduates with strong academic backgrounds (e.g., economics, mathematics, psychology, sociology) and strong research interests are encouraged to apply.

Information about the program and application materials are available online (http://www.chicagobooth.edu/programs/phd).

BOOTH BOOK FEE

Cases, articles, and simulations are delivered electronically through Canvas, faculty course webpages, or hard-copy in class. Students enrolled in a Booth course will incur a $25 per course fee, assessed via their tuition bill. Students may be required to purchase a text book in addition to this expense.
The Divinity School

Programs of Study

The Divinity School offers programs of study leading to the degrees of Master of Arts (M.A.), Master of Arts in Religious Studies (A.M.R.S.), Doctor of Philosophy (Ph.D.), and Master of Divinity (M.Div.).

The M.A. program is a two-year foundational program in the academic study of religion for students who wish to acquire the requisite skills to develop a research agenda for doctoral study, or to establish a basis for a career in such related fields as education, publishing, government service, nonprofit work, etc.

The M.A. in Religious Studies (A.M.R.S.) is a concentrated program in the study of religion for those in other professions (e.g., law, medicine, business, journalism, the arts) or those who seek greater knowledge of and sophistication in the study of religion. The degree may be pursued in one year, or over a period of three years, taking one or two courses per quarter, allowing students to balance study with existing professional commitments.

The Ph.D. program is a rigorous program of advanced study and research that prepares students for a lifetime of field-defining scholarship, intellectual leadership, and teaching in the academic study of religion.

The M.Div. program is an intensive cohort-based three-year course of study that prepares students for public religious leadership both in traditional ministerial professions and in new and emerging forms of ministry.

Additional information can be found in the Divinity School Announcements and website. (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 31100. Molecular Science and Engineering of Water. 100 Units.**
This course will cover the properties of the water molecule, hydrogen bonding, clusters, supercritical water, condensed phases, solutions, confined and interfacial water, clathrates, and nucleation. In addition, methods of water purification, water splitting and fuel cells, water in atmospheric and climate science, and water in biology, health and medicine will be discussed.
Instructor(s): James Skinner 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 Physics and Engineering. 100 Units.
This course is an advanced introduction to polymer physics and engineering taught at a level suitable for 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: Spring
Prerequisite(s): Background in thermodynamics and transport.

MENG 32510. 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.
Terms Offered: Autumn

MENG 32520. Polymer Synthesis. 100 Units.
This course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, step-growth polymerization, ring-opening, insertion, controlled addition polymerization, crosslinking and chemical modification of preformed polymers.
Instructor(s): Stuart Rowan Terms Offered: Spring

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 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, and vacuum technology, as well as statistical analysis and fitting of data will also be discussed.
Instructor(s): David Awschalom Terms Offered: Spring
Prerequisite(s): Completion of PHYS 23400 & PHYS 23500 for undergraduates.
Equivalent Course(s): MENG 23310

MENG 33330. Physics of Solid-State Nano-electronic Devices. 100 Units.
This course covers the fundamental concepts needed to understand nanoelectronic solid-state devices. After an overview of the basic properties of semiconductors and electronic transport in semiconductors, the p-n junction, the metal-insulator-semiconductor (MIS) structure and diode are introduced. Following this we will describe the physics behind four types of devices that all of us use everyday and which have collectively changed the world: transistors, light emitting diodes (LEDs), lasers and solid state memories. We will study the field effect transistor (FET) and describe metal-oxide-semiconductor-field-effect-transistor (MOSFET) technology, then introduce the light-emitting diode (LED) and the semiconductor injection laser. Following this we will cover the physics behind some of the most common memories used today: the dynamic random access memory (DRAM) and Flash memories. Some simple circuits using these solid-state elements will be covered if time permits. The course is specifically tailored for undergraduate students, however it is also appropriate for graduate students who have less exposure to device physics and would like to learn about the subject.
Instructor(s): Supratik Guha Terms Offered: Autumn
Prerequisite(s): PHYS 23400 or CMSC 12300 or CMSC 15200 or CMSC 16200
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 Schrödinger’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
Prerequisite(s): PHYS 22100 or equivalent
Equivalent Course(s): MENG 23700

MENG 33800. Introduction to Nanofabrication. 100 Units.
This class will cover the fundamentals of nanofabrication from a practical viewpoint, and will be very useful
for graduate students planning on pursuing research involving semiconductor processing technology, as well
as broader topics such as microelectromechanical systems (MEMS), quantum devices, optoelectronics and
microfluidics. This class will cover the theory and practice of lithographic patterning; physical and chemical
vapor deposition; reactive plasma etching; wet chemical processing; characterization techniques; and other
special topics related to state-of-the-art processes used in research and development of nanoscale devices. A good
grounding in introductory chemistry and physics is expected.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): PHYS 13300 and CHEM 10200 or equivalent.

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/Materials 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 and molecular biology; immunology and biochemistry; receptors, ligands, and their interactions; nanotechnology/biomechanics; enzyme kinetics; molecular probes; cellular and molecular imaging; single-cell genomics and proteomics; genetic and protein engineering; and drug delivery and gene delivery.
Instructor(s): Jun Huang Terms Offered: Winter
Prerequisite(s): Completion of first three quarters of Biological Fundamentals Sequence.
Equivalent Course(s): MENG 24310, BIOS 21508

MENG 34500. Microfluidics and Its Applications. 100 Units.
Precision control of fluids at the micrometer scale (hence microfluidics) provides unprecedented capabilities in manipulation and analysis of cells and proteins. Moreover, fluids and particles behave in fundamentally different ways when confined to small dimensions, making microfluidics an interesting topic of basic research. This course aims to provide students with theoretical knowledge and practical skills on the use of microfluidics for the manipulation and analysis of physical, chemical and biological systems. We will first survey theoretical concepts regarding microfluidics. We will then focus on design considerations and fabrication methods for multi-layer microfluidic chips using PDMS soft-lithography. We will learn how to fabricate, multiplex and control PDMS membrane valves and integrate them into high-throughput analytical systems. We will survey recent developments in microfluidics and its scientific and industrial applications. Biological systems analysis in cell sorting, culture, cell signaling, single molecule detection, digital nucleic acid and protein quantification, and biosensing are some of the applications we will cover. This course will have a Laboratory component where students will design, fabricate and use microfluidic devices and therefore acquire hands-on skills in microfluidic engineering.
Instructor(s): Savas Tay Terms Offered: Spring
Prerequisite(s): This course is open to graduate students from all STEM fields; undergraduates must have completed three quarters of a Biological Sciences Fundamentals Sequence or MENG 26202 or CHEM 26200 or PHYS 23500.

MENG 34600. Quantitative Systems Biology. 100 Units.
This course aims to provide students with knowledge on the use of modern methods for the analysis, manipulation and modeling of complex biological systems, and to introduce them to some of the most important applications in quantitative and systems biology. We will first survey theoretical concepts and tools for analysis and modeling of biological systems like biomolecules, gene networks, single cells and multicellular systems. Concepts from information theory, biochemical networks, control theory and linear systems will be introduced. Mathematical modeling of biological interactions will be discussed. We will then survey quantitative experimental methods currently used in systems biology. These methods include single cell genomic, transcriptomic and proteomic analysis techniques, in vivo and in vitro quantitative analysis of cellular and molecular interactions, single molecule methods, live cell imaging, high throughput microfluidic analysis, and gene editing. Finally, we will focus on case studies where the quantitative systems approach made a significant difference in understanding of fundamental phenomena like signaling, immunity, and development, and diseases like infection, autoimmunity, and cancer.
Instructor(s): Savas Tay Terms Offered: TBD, Winter

MENG 36300. Transport Phenomena. 100 Units.
This course covers essential aspects of molecular transport processes, including fluid dynamics, mass transport and diffusion processes, and energy and heat transport processes. It also discusses the coupling that arises between momentum, mass and energy transport processes.
Instructor(s): 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 37200. Electronic and Quantum Materials for Technology. 100 Units.
This is a one quarter introductory course on the science and engineering of electronic and quantum materials. The intended audience is upper level undergraduate students and first year graduate students in Molecular Engineering and other related fields, including Chemistry and Physics. We will learn the basics of electrical and optical properties of electronic materials, including semiconductor, metal, and insulators starting from a simple band picture and discuss how these materials enable modern electronic and optoelectronic devices and circuitry. We will also explore the modern synthesis techniques for these materials and the effects of reduced dimensions and emergent quantum properties. No comprehensive exposure to quantum mechanics, thermodynamics or advanced mathematical skills will be assumed, even though working knowledge of these topics will be helpful. Instructor(s): Jiwoong Park Terms Offered: Spring

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 (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 (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 (MSES), 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 (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 (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), a doctoral degree for students seeking research-related careers in academia or elsewhere.
- Master of Arts in Public Policy and International Relations (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.

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 (MPP/AM), a three year program combining public policy with modern Middle Eastern languages, history, and civilization.
- Divinity School (MPP/MDiv), a four year program combining public policy with issues related to public and urban ministry.
- Chicago 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/jointdegreepphpa) 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/jointdegreepphms) (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.

• 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, is 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), Education Lab (https://uel.uchicago.edu), the Network for College Success (http://necs.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, CalYOUTH (http://ssascholars.uchicago.edu/calyouth), 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 America, 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 fourth 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 develops 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://chas.uchicago.edu) 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. 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 SSA 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 policymakers committed to understanding and reducing youth violence in high burden communities in Chicago—communities with some of the highest rates of youth violence in the country. The core work of the Center is focused on studying the causes and consequences of youth violence and using those data to inform the development and testing of prevention interventions to support children, youth, families, and the communities in which they live.

The Center’s primary aims are: 1) to build a coalition of community, policy and academic partners to address the issues of youth and other forms of violence within Chicago neighborhoods; 2) to evaluate the process and impact of implementing a community-level prevention system in a high-risk urban community and to identify unique challenges and adaptations necessary for implementation in urban neighborhoods; 3) to evaluate and inform current policy strategies aimed at reducing youth and other forms of violence; 4) to provide training and technical assistance to build capacity for schools and community agencies to select and implement evidence-based interventions; 5) to evaluate the most promising existing interventions within the community; and 5) to use these data to inform policy and practice.

CRIME LAB

The University of Chicago Crime Lab (http://urbanlabs.uchicago.edu/labs/crime) 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 testing these new innovations using randomized controlled trials (RCTs). In 2011, the Crime Lab launched the Urban Education Lab (http://
urbanlabs.uchicago.edu/labs/education) 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, the Crime Lab announced the launch of the University of Chicago Crime Lab New York (http://urbanlabs.uchicago.edu/labs/crime-new-york). Leading researchers will provide New York policy makers with rigorous and 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 SSA through the Center for Health Administration Studies (CHAS) and the Chicago Center for Youth Violence Prevention (CCYVP).

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 enhances the capacity of the field to study employment instability at the lower end of the labor market and develops and evaluates 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 vulnerable populations in the United States. SHINE develops and evaluates 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.
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