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

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• P. Sean Brotherton-- Anthropology
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• Thomas Fisher– Medicine
• Raymond Fogelson– Anthropology
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• Cécile Fromont– Art History
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• Henry Ginard– Surgery
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• Adam Green– History
• Roberto Gonzalez– Social Service Administration
• Ramón Gutiérrez– United States History and the College
• Thomas Holt– History
• Dwight Hopkins– Theology in the Divinity School
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• 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
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• 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 32300. Marxism and Modern Culture. 100 Units.
This course covers the classics in the field of marxist social theory (Marx, Engels, Lenin, Gramsci, Reich, Lukacs, Fanon) as well as key figures in the development of Marxist aesthetics (Adorno, Benjamin, Brecht, Marcuse, Williams) and recent developments in Marxist critiques of new media, post-colonial theory and other contemporary topics. It is suitable for graduate students in literature depts. and art history. It is not suitable for students in the social sciences. TuTh 1:30-2:50 for all students; If ten or more MAPH students enroll, they will also attend a tutorial session on Friday 8:30-10:20.
Instructor(s): L. Kruger Terms Offered: Spring
Prerequisite(s): Intro to African Studies or Intro to Film. 3rd & 4th year undergrad and grad
Equivalent Course(s): CMLT 31600, ENGL 32300
CRES 33001. Censorship in East Asia: The Case of Colonial Korea. 100 Units.
This course examines the operation and consequences of censorship in the Japanese Empire, with focus on its effects in colonial Korea. It begins with two basic premises: first, both the Japanese colonial authorities’ measures of repression, and the Korean responses to them, can be understood as noticeably more staunch and sophisticated when compared to any other region of the Empire; and second, the censorship practices in Korea offers itself as a case that is in itself an effective point of comparison to better understand other censorship operations in general and the impact of these operations across different regions. With a view to probing an inter-and intra-relationship between censorship practices among a variety of imperial/colonial regions, this course studies the institutions related to censorship, the human agents involved in censorship—both external and internal—and texts and translations that were produced in and outside of Korea, and were subject to censorship. Overall, the course stresses the importance of establishing a comparative understanding of the functions of censorship, and on the basis of this comparative thinking we will strive to conceptualize the characteristics of Japanese colonial censorship in Korea.
Instructor(s): K. Choi Terms Offered: Spring
Equivalent Course(s): EALC 23001,EALC 43000

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

CRES 35952. Reading the Suburbs. 100 Units.
From midcentury writers like John Cheever, John Updike, and Richard Yates to the more contemporary work of Richard Ford, Tom Perrotta and shows like The Real Housewives the suburbs have largely been thought of as a place of homogenous unhappiness. In this class, we will both look at how this narrative has been constructed over the last sixty years while also interrogating the centrality of this claim by looking at works troubling its claims by authors such as Anne Petry, Chang Rae Lee, Vladimir Nabokov, and Alice Childress. Alongside fiction, we will be looking at history, advertising, and film that contextualize the rise of the suburbs, helping us understand the key role the suburbs played and continue to play in the accumulation of wealth, racial mobility, second wave feminism, and policing.
Instructor(s): A. Brown Terms Offered: Spring
Equivalent Course(s): ENGL 35952

CRES 36183. Migrations, Refugees, Races. 100 Units.
This MA/BA-level course introduces students to globalization theory, with particular attention to readings that showcase the displacements and migrations that characterize the era of advanced global capitalism. Fleeing economic, social, and climatological collapse, migrants hardly find a second home; they become refugees without refuge. The limits on their flourishing extend far beyond the national borders that they cross in search of livable life. Wherever they go, they are discriminated and psychologically segregated by discourses of race nationalism, discourses in which migrations give rise to races. This course will focus on this process of migrant racialization—all the more pressing in light of current world events—with a curriculum that includes works by Weber, Simmel, Smohalla, Benedict Anderson, Anzaldúa, Appadurai, Brathwaite, Walter Benjamin, Celan, Derrida, Eggers, Ghosh, Le Guin, Glissant, Vine Deloria Jr., Woody Guthrie, Mbembe, Haraway, Tsing, Giddens, Negri and Hardt, Jason Moore, Bhabha, August Wilson, Sterling Brown, Big Bill Broonzy, Jacob Lawrence, Miguel Méndez, Mary Louise Pratt, Momaday, Silko, Canclini, Karen Tei Yamashita, Heise, Gikandi, Schmidt-Camacho, Fields and Fields, Bonilla-Silva, and Massey, in addition to film screenings and field exercises. (H)
Instructor(s): E. Garcia Terms Offered: Spring
Equivalent Course(s): ENGL 36183, LACS 26183, CRES 25011, ENGL 25011
CRES 36220. Witches, Sinners, and Saints. 100 Units.
This course examines representations of women's bodies and sexualities in colonial Latin American writings. In doing so, we will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch's body as a site of sexual excess, the mystic's body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of New World women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.
Instructor(s): L. Brewer-García Terms Offered: Winter
Equivalent Course(s): SPAN 36210, LACS 26212, LACS 36212, GNSE 26210, GNSE 36210, CRES 26220, SPAN 26210

CRES 37207. The North American West, 1500–1900. 100 Units.
"Go west, young man, go west!" newspaper editor Horace Greeley allegedly proclaimed. Although he only visited the region himself, his proclamation referred to the host of opportunities thought to be lying in wait among the uncharted territories out yonder. The West has embodied both the American dream and an American nightmare. This co-taught class will examine the changing delineations, demographics, conceptualizations, and significance of the North American West across four centuries and several empires.
Instructor(s): R. Gutiérrez, A. Lippert Terms Offered: Autumn
Equivalent Course(s): HIST 37207, AMER 27207, AMER 37207, CRES 27207, GNSE 27207, GNDR 37207, HIST 27207

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

CRES 37500. Language and Globalization. 100 Units.
Globalization has been a buzz word in our lives over the past few decades. It is also one of those terms whose varying meanings have become more and more challenging to characterize in a uniform way. The phenomena it names have been associated with important transformations in our cultures, including the languages we speak. Distinguishing myths from facts, this course articulates the different meanings of globalization, anchors them in a long history of socioeconomic colonization, and highlights the specific ways in which the phenomena it names have affected the structures and vitalities of languages around the world. We learn about the dynamics of population contact in class and their impact on the evolution of languages.
Instructor(s): Salikoko Mufwene Terms Offered: Spring
Equivalent Course(s): ANTH 27705, ANTH 47905, CRES 27500, LING 27500, LING 37500
CRES 37705. Introduction to Black Chicago, 1893 to 2010. 100 Units.
This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.
Instructor(s): A. Green Terms Offered: Spring
Equivalent Course(s): LLSO 22209, AMER 27705, AMER 37705, HIST 37705, CRES 27705, HIST 27705

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

CRES 38703. Baseball and American Culture, 1840 to Present. 100 Units.
This course will examine the rise and fall of baseball as America's national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.
Instructor(s): M. Briones Terms Offered: Winter
Equivalent Course(s): CRES 28703, HIST 38703, HIST 28703
CRES 39117. Theater and Performance in Latin America. 100 Units.
This course is an introduction to theatre, performance, and visual art in Latin America and the Caribbean. We will examine the intersection of performance and social life by looking at performance practices in key historical moments in Latin America and the Caribbean. We ask: how have embodied practice, theatre and visual art been used to negotiate particular moments in Latin American history? We will study performances during independence, revolution, dictatorships, processes of democratization, truth and reconciliation, as well as the rise of neoliberalism. In our investigation, we will pay close attention to how ideologies of race, gender, and sexuality are articulated and disseminated within these performances at critical historical junctures. Our corpus may include blackface performance traditions in the Caribbean, indigenous performance, queer performance and we will look closely at the artistic works of Coco Fusco, Neo Bustamante, Las Yeguas del Apocalipsis, Yuyachkani, Griselda Gámbaro, and others. We will also read key theoretical work in Performance Studies including the work Joseph Roach, Richard Schechner, Diana Taylor, Jill Lane, and others.
Instructor(s): D. Roper Terms Offered: Winter
Note(s): Taught in English.
Equivalent Course(s): TAPS 28479, SPAN 39117, LACS 29117, LACS 39117, TAPS 34879, GNSE 29117, GNSE 39117, CRES 29117, SPAN 29117

CRES 40207. Development in Adolescents. 100 Units.
Adolescence is a period of rapid growth and development irrespective of circumstances, contextual conditions and supports; thus, it represents both significant challenges and unique opportunities. The conceptual orientation taken acknowledges the noted difficulties but also speculates about the predictors of resiliency and the sources of positive youth development achieved. The course delineates the developmental period's complexity made worse by the many contextual and cultural forces due to socially structured conditions; that fact interact with youths' unavoidable and unique meaning-making processes. As a function of some youths' privileging circumstances versus the low resource and chronic conditions of others, both coping and identity formation processes are emphasized as highly consequential. Thus, stage specific developmental processes are explored for understanding gap findings for a society's diverse youth given citizenship requirements expected of all. In sum, the course presents the experiences of diverse youth from a variety of theoretical perspectives. The strategy improves our understanding about the "what" of human development as well as dynamic insights about the "how" and "why." Ultimately, the conceptual orientation described is critical for 1) designing better social policy, 2) improving the training and support of socializing agents (e.g., teachers), and 3) enhancing human developmental outcomes (e.g., resilient patterns).
Instructor(s): M. Spencer Terms Offered: Winter
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CHDV 40207
CRES 44214. Gender, Health & Medicine. 100 Units.
From the day we are born til the day we die, we experience a gendered world that shapes our opportunities, our social interactions, and even our physical health and wellbeing. This course will provide an introduction to sociological perspectives on gender, physical and mental health, and medicine while also providing a deep interrogation of the social, institutional, and biological links between gender and health. We will discuss inequalities in morbidity, mortality, and health behaviors of women, men, and transgendered individuals from different race, ethnic, and class backgrounds, and we will use sociological concepts, theories, and methods to understand why these differences appear. Finally, we will examine how medicine as an institution and medical practices as organizations sometimes contribute to and combat gender inequality in health. By the end of the course, you will be familiar with social scientific perspectives on (1) gender, (2) mental and physical health, and (3) the practice of medicine, as well as some of the fundamental debates in current medical sociology and sociology of gender.
Instructor(s): A. Mueller Terms Offered: Spring
Note(s): CHDV Distribution: 2*, 4*
Equivalent Course(s): SOCI 40221, GNSE 42214, PBHS 31414, CHDV 44214

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

CRES 49001. Colloquium: Slavery and Emancipations—Atlantic Histories. 100 Units.
This course explores political, economic, and cultural aspects of slave emancipations, emphasizing major transformations in Caribbean-Atlantic and North American slave systems since the first abolitionist measures of the mid-eighteenth through the early twentieth centuries. The interpretive possibilities opened by varying comparative frameworks will be considered in order to explore ways to think historically about material, ideological, and symbolic connections fashioned by slavery and the slave trade and the refashioning of these relationships in a world whose interconnections were increasingly premised on the illegitimacy of laws and many of the practices of enslavement.
Instructor(s): J. Saville Terms Offered: Autumn
Prerequisite(s): Graduate students only
Equivalent Course(s): LACS 69001, HIST 69001
CRES 50002. Colloq: Africa in the Era of the Transatlantic Slave Trade. 100 Units.
This graduate course explores major historiographic debates in precolonial African history from the fourteenth through the eighteenth centuries. We will examine the intertwined political, religious, and economic systems at work in the continent antecedent to European contact. Then we will investigate the emergence of the slave trade and consider its operation and ramifications. Themes of study include the uses and limitations of oral, archeological, and textual sources of history; Christianity, Islam, and state-craft; definitions and practices of slavery; the relations of gender, kinship, and warfare to enslavement; cultural transformations, creations, and recreations; and the making of the Atlantic World. While assignments will consist of historiographic essays, we will also spend time consulting and interpreting primary sources.

Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): GNSE 50002,HIST 50002

CRES 55300. I'm a Slave for You. 100 Units.
This course will trace the philosophical, juridical, and literary itinerary of modernity’s impossible subject: the person who enslaves himself. From Grotius to Vitoria through Hobbes and Locke up to Mill and beyond, the one thing that modernity’s self-possessive subject cannot will to alienate, sell, or give away is himself. From this perspective, slavery can only be a relation of domination or as a vanishing moment before the enslaved contracts into servitude. In the process of installing this perspective, philosophical modernity foreclosed myriad philosophical and legal traditions of self-enslavement at the precise moment that slavery itself was generalized as the Atlantic world’s foundational mode of political and social relation. This course will explore how this philosophical bracketing of the problem of auto-enslavement enabled Atlantic modernity to bracket slavery itself as an exceptional, pathological condition; we will then explore how the philosophical coding of humans as free by anthropological default affected the social, legal, and political life of the actually enslaved. The first part of this course will track the impossibilization of auto-enslavement in early modern and Enlightenment philosophical texts on international law, political theory, Biblical hermeneutics, and abolitionism. In the second part of this course, we will examine black and white improvisations with the figure of the self-enslaving subject, reading slave narratives, legal texts and cases. Instructor(s): C. Taylor Terms Offered: Spring
Equivalent Course(s): ENGL 55300
CRES 62604. Visual Culture in American Life, 1800-1915. 100 Units.
How has American society's insatiable thirst for visual media influenced the way US citizens have viewed one another and portrayed themselves to others? In this course we will explore the significance of what Raymond Williams called the "cultural revolution" for the lives of ordinary men and women in the United States. This history encompasses subjects that have retained their relevance in contemporary life, including racial and ethnic stereotypes, armchair travel, virtual versus lived reality, authenticity and artifice, mass entertainment, city life, celebrity, and gender. Readings will include a series of theoretical works in combination with articles and monographs, to provide a broader underpinning for the problems of perception and historical analysis at play in this realm of scholarly thought and practice.
Instructor(s): A. Lippert Terms Offered: Spring
Equivalent Course(s): AMER 62604, GNSE 62604, HIST 62604

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

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

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

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.