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

Directors
Salikoko S. Mufwene, Interim Faculty Director
Tracye A. Matthews, Executive Director

Faculty
• Daniel Abede - Law School
• Anjali Adukia- Public Policy
• Jessica Swanston Baker- Music
• Kathleen Belew- History
• Lauren Berlant- English
• Philip Bohlman- Music and the Humanities in the College
• Dain Borges- History
• Larissa Brewer-Garcia- Romance Languages & Literatures
• 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 of Public Policy
• Yoon Sun Choi- School of Social Service Administration
• Julie Chu- Anthropology
• Catho 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
• Justin Driver- Law School
• Darby English- Art History
• Matthew Epperson - School of Social Service Administration
• Curtis Evans- Divinity
• Eve Ewing - School of Social Service Administration
• Leah Feldman - Comparative Literature
• Allyson Nadia Field- Cinema and Media Studies
• Brodlyn Fischer- History
• Raymond Fogelson- Anthropology
• Anton Ford- Philosophy
• Craig Futterman- Law School
• Rachel Galvin- English
• Angela Garcia- School of Social Service Administration
• Marco Garrido- Sociology
• Theaster Gates- Visual Arts
• Adom Getachew- Political Science
• Melissa Gilliam- Medicine; Vice Provost for Academic Leadership, Advancement, and Diversity
• Adam Green- History
• Yanilda María González- School of Social Service Administration
• Ramón Gutiérrez- History
• Angie Heo- Divinity School
• Kimberly Kay Hoang- Sociology
Funding and Opportunities

The CSRPC has many resources for masters and doctoral students who work on topics around race and ethnicity. The Center offers a CSRPC Dissertation Fellowship, currently providing one or two ABD students a year with a stipend of $23,000, some research funding, and an office at the Center. The CSRPC Residential Fellowship provides office space and research funding. Jointly with the Center for the Study of Gender and Sexuality, the Center offers a dissertation fellowship (also with a stipend, research funding, and office space) for a student working on an intersectional topic. Finally, the CSRPC gives a total of at least $12,000 per year in research grants to students working on relevant topics.

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

For additional information about the Center for the Study of Race, Politics, and Culture, please see csrpc.uchicago.edu
Comparative Race and Ethnic Studies Courses

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

CRES 30173. Inequality in American Society. 100 Units.
This course is intended as a complement to SOCI 20103 for first- and second-year students who are majoring in sociology, but is open to other students who have had little exposure to current research in inequality. We cover the basic approaches sociologists have employed to understand the causes and consequences of inequality in the United States, with a focus on class, race, gender, and neighborhood. We begin by briefly discussing the main theoretical perspectives on inequality, which were born of nineteenth century efforts by sociologists to understand modernization in Europe. Then, turning to contemporary American society, we examine whether different forms of inequality are persisting, increasing, or decreasing—and why. Topics include culture, skills, discrimination, preferences, the family, and institutional processes, addressing both the logic behind existing theories and the evidence (or lack thereof) in support of them.
Instructor(s): M. Small Terms Offered: Spring
Equivalent Course(s): SOCI 20173, CRES 20173, SOCI 30173

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

CRES 31082. African-American Documentary. 100 Units.
Though a "documentary impulse" can be traced in Black cinema from actualities of Black soldiers in the 1910s to the social realism of contemporary fiction films, documentary is a distinct form of persuasive media making that relies on evidence and invites performances of expertise and authenticity. Documentary conventions and production contexts have emphasized giving voice to marginalized subjects, allowing little space for Black people to craft their own systems representation, distribution and exhibition. Watching films as varied as The Negro Soldier (1944), Still a Brother: Inside the Negro Middle Class (1968), Eyes on the Prize (1987-1990), Four Little Girls (1997) and 13th (2016), we will consider how documentary film form and culture have been used, critiqued and transformed by Black artists, activists and intellectuals seeking to document Black lives, investigate Black subjectivities, and affect social change. We will look at works and careers of prolific documentarians (William Greaves, Madeline Anderson, St. Clair Bourne, Henry Hampton, Marlon Riggs, Shola Lynch), filmmakers who move between fiction and documentary (Spike Lee, Charles Burnett, Yvonne Welbon, Ava DuVernay) and artists who work at provocative intersections of experimental and documentary film and video (Camille Billops and James V. Hatch, Barbara McCullough, Kevin Jerome Everson, Martine Syms). Class work includes developing a pitch for a documentary about Black documentary.
Instructor(s): J. Stewart Terms Offered: Winter
Equivalent Course(s): CMST 31082, CMST 21082, CRES 21082

CRES 31562. Third World Women's Writing. 100 Units.
Though a term initially coined by French anthropologist Alfred Sauvy to categorized "developing" nations unaligned with major world powers during the Cold War, this course asks how African, Asian, Caribbean, and other Third Worldist women writers reclaimed the "Third World" as a project of people-centered unity, and engineered what political and cultural possibilities Third Worldist literature might realize for women in the anti- and post-colonial eras and today. Students will read critical transnational feminist theory and scholarship alongside novels and short stories by such authors as Maryse Conde, Marie NDiaye, and Salwa Al Neimi. (20th/21st)
Instructor(s): Sophia Azeb Terms Offered: Winter
Equivalent Course(s): GNSE 31562, ENGL 31562
CRES 31900. ¿Cueros Desechables? Estéticas de la No-Vida en las Literaturas Hispanoamericanas. 100 Units.
In this seminar we will conduct a theoretical exploration of the aesthetic procedures through which human life has been represented as expendable in Spanish-American literature from the Conquest to the twenty-first century, as well as an examination of the historical and philosophical contexts within which such figurations emerged. The course will focus on case studies that correspond to four key moments in the history of the region: conquest and colonization, slavery and the formation of national states in the nineteenth century, the triumph of a capitalist export economy at the turn of the twentieth, and the violent challenges posed by globalization and narcotráfico in the contemporary context. Among the issues and texts we may engage are Fray Bartolomé de las Casas and Francisco de Vitoria's sixteenth-century dispute on the right of conquest and the Brevísima relación de la destrucción de las Indias, Esteban Echevarría's El matadero, Lucio Mansilla's Una excursión a los indios ranqueles, Juan F. Manzano's Autobiografía de un esclavo, Manuel Zeno Gandía's La charca, and Fernando Vallejo's La virgen de los sicarios.
Instructor(s): A. Lugo-Ortiz Terms Offered: Spring
Equivalent Course(s): SPAN 31900, HMRT 31901, LACS 31900

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: Autumn
Equivalent Course(s): MAAD 16001, EALC 43000, EALC 23001

CRES 33101. Love, Conjugalit, and Capital: Intimacy in the Modern World. 100 Units.
A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.
Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): CHDV 22212, CHDV 33212, SALC 33101, GNSE 23120, ANTH 32220, GNSE 31700, HIST 36903, ANTH 21525, CRES 23101, SALC 43101, HIST 26903

CRES 33500. Caribbean Fiction: Self-Understanding and Exoticism. 100 Units.
The Caribbean is often described as enigmatic, uncommon, and supernatural. While foreigners assume that the Caribbean is exotic, this course will explore this assumption from a Caribbean perspective. We will examine the links between Caribbean and Old World imagination, the relationship between exoticism and Caribbean notions of superstition, and the way in which the Caribbean fictional universe derives from a variety of cultural myths.
Instructor(s): D. Desormeaux Terms Offered: Winter
Prerequisite(s): FREN 20500 or 20503
Note(s): Taught in English. A weekly session in French will be held for majors/minors and graduate students in French and Comparative Literature.
Equivalent Course(s): FREN 33500, CMLT 21801, FREN 23500, LACS 33500, LACS 23500, CRES 23500, CMLT 31801

CRES 33700. Capitalism, Colonialism, and Nationalism in the Pacific. 100 Units.
This course compares colonial capitalist projects and their dialogic transformations up to present political dilemmas, with special attention to Fiji, New Zealand, and Hawai`i, and a focus on the labor diaspora, the fates of indigenous polities, and tensions in contemporary citizenship. We will compare Wakefield's “scientific colonization” in New Zealand, Gordon’s social experiments and indentured labor in Fiji, and the plantations, American annexation, tourism, and the military in Hawai`i. We will compare the colonial experiences of the Maori, Hawaiians, and Indigenous Fijians, and also those of the immigrant laborers and their descendants, especially white New Zealanders, the South Asians in Fiji, and the Japanese in Hawai`i. General propositions about nationalism, capitalism “late” and otherwise, global cultural flows, and postcolonial subject positions will be juxtaposed with contemporary Pacific conflicts.
Instructor(s): J. Kelly Terms Offered: Spring
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 33700, CRES 23710, ANTH 23700
CRES 34111. The Soviet Empire. 100 Units.
What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of
gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation
of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal,
Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia
answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from
the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia
across linguistics, anthropology, and geography.
Instructor(s): Leah Feldman Terms Offered: Autumn
Equivalent Course(s): REES 34110, NEHC 34110, CMLT 24111, CMLT 34111, NEHC 24110, CRES 24111, REES 24110
CRES 35106. Slavery and Freedom in South America. 100 Units.
This seminar will examine the historiography of African slavery in South America. It will compare the responses of Africans
and their descendants to the experiences of enslavement and freedom from the 16th century to the 19th century, addressing
the major debates around the Atlantic Slave Trade along with comparative histories of enslavement, freedom, abolition and
post-abolition in Spanish America and Brazil. Urban slavery, manumission, slave life and slave resistance, as well as the
experiences of free Blacks who lived in slave societies, will also be examined.
Equivalent Course(s): CRES 25106, HIST 26216, LACS 25106, HMRT 35115, HMRT 25115, HIST 36216, LACS 35106
CRES 35107. Public history & the Memory of Slavery in Brazil and the U.S. 100 Units.
This course will address the contemporary discussion about public history and the memory of slavery in Brazil and the
United States. Like the United States, Brazil declared its independence without abolishing slavery. Unlike citizens of the US,
however, Brazilians constructed their notions of citizenship and nationality in a context in which racial identities were only
loosely demarcated. In the nineteenth century, Brazil was the country with the largest number of Africans and the largest
number of free Afro-descendants in the Americas. It also underwent an unprecedented period of economic growth, based in
the coffee economy and slave labor. This growth did not, however, lead to an industrial transformation comparable to that
of the US during the same period. This course will examine the paradoxes on the history of slavery and abolition in Brazil
and the United States, exploring the ways in which both countries deal with their past in the present. Built on historical
scholarship, movies (documentaries and historical motion pictures), digital projects and museum exhibits, this course aims
to discuss the public role of historians and of historical research in new approaches about the public memory of slavery in
Brazil and the United States.
Equivalent Course(s): CRES 25107, LACS 25107, HMRT 35117, HIST 26217, LACS 35107, HIST 36217
CRES 35113. From Mestizaje to the Mexican Genome. 100 Units.
As the Kingdom of New Spain became independent Mexico, how did a society structured around status, caste and
 corporative bodies imagine itself as a republic of equal citizens? This course will explore the categories of class, culture
and, particularly, race, with which, for over two hundred years, Mexican politicians and public writers, scientists and
intellectuals have sought to make sense of the nation, decipher its ethnic, linguistic and cultural diversity, assuage the
profound inequalities that have riddled it, and forge a "national identity".
Equivalent Course(s): LACS 35113, HIST 26124, CRES 25113, HIST 36124, LACS 25113
CRES 36500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis
on the connections between economic developments, social justice, and political organization. Topics include fin de siècle
modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern
Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture,
and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence
and narco-trafficking; the end of PRI rule; and AMLO's new government. Assignments: Class presentations, take-home
midterm, and final essays.
Instructor(s): E. Kourí Terms Offered: Autumn
Equivalent Course(s): LACS 36500, LLSS 26500, HIST 26500, LACS 26500, HIST 36500, CRES 26500
CRES 36660. The Rise of the Global New Right. 100 Units.
This course traces the intellectual genealogies of the rise of a Global New Right in relation to the contexts of late capitalist
neoliberalism, the fall of the Soviet Union, as well as the rise of social media. The course will explore the intertwining
political and intellectual histories of the Russian Eurasianist movement, Hungarian Jobbik, the American Traditional
Workers Party, the French GRECE, Greek Golden Dawn, and others through their published essays, blogs, vlogs and social
media. Perhaps most importantly, the course asks: can we use f-word (fascism) to describe this problem? In order to pose
this question we will explore the aesthetic concerns of the New Right in relation to postmodern theory, and the affective
politics of nationalism. This course thus frames the rise of a global new right interdisciplinary and comparatively as a
historical, geopolitical and aesthetic problem.
Instructor(s): Leah Feldman Terms Offered: Autumn
Equivalent Course(s): CMLT 26660, SIGN 26050, ENGL 36661, REES 26660, REES 36661, CRES 26660, ENGL 26660,
CMLT 36660
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 hepcats, pachucos, and yuppies? 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?
Equivalent Course(s): AMER 47002, HIST 47002

CRES 37110. Égalité des races dans la francophonie. 100 Units.
Equivalent Course(s): FREN 27100, CRES 27100, FREN 37100

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

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.
Equivalent Course(s): AMER 37207, GNSE 27207, HIST 27207, GNSE 37207, AMER 27207, CRES 37207, HIST 37207

CRES 37300. African American History since 1883. 100 Units.
A lecture course discussing selected topics in the African American experience (economic, political, social) from Reconstruction Era protections of African American civil rights through social and political movements in the twentieth and twenty-first centuries seeking their restoration. Course evaluations via online quizzes and take-home essays.
Instructor(s): T. Holt Terms Offered: Spring
Equivalent Course(s): CRES 37300, LLSO 28800, HIST 27300, HIST 37300

CRES 37401. Literaturas Del Caribe Hispanico en el siglo XX. 100 Units.
This course will explore some key examples of the literatures of the Spanish-speaking Caribbean (Cuba, Puerto Rico, and Santo Domingo) during the twentieth century, including those of its migrant and exile communities. Questions concerning the literary elaboration of the region’s histories of slavery and colonialism, militarization, and territorial displacements will be at the center of our discussions. Among the authors we may read are Fernando Ortiz, Antonio Pedreira, Pedro Henríquez Ureña, Luis Palés Matos, Nicolás Guillén, René Marqués, Pedro Pietri, Alejo Carpentier, Ana Lydia Vega, Eduardo Lalo, and Pedro Juan Gutiérrez.
Equivalent Course(s): CRES 27401, LACS 37401, SPAN 37401, SPAN 27401, LACS 27401

CRES 37403. African American Lives and Times. 100 Units.
This colloquium will examine selected topics and issues in African American history during a dynamic and critical decade, 1893 and 1903, that witnessed the redefinition of American national and sectional identities, social and labor relations, and race and gender relations. A principal premise of the course is that African American life and work was at the nexus of the birth of modern America, as reflected in labor and consumption, in transnational relations (especially Africa), in cultural expression (especially music and literature), and in the resistance or contestation to many of these developments. The course will focus on the Chicago World’s Fair and the publication of Du Bois’s Souls of Black Folk as seminal moments in the era. Our discussions will be framed by diverse primary materials, including visual and aural sources, juxtaposed with interpretations of the era by various historians. A principal goal of the course is that students gain a greater appreciation for interpreting historical processes through in-depth examination of the complex and multiple currents of an defined era-a slice of time-as well as skills in interpreting diverse primary sources.
Instructor(s): T. Holt Terms Offered: Winter
CRES 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: Winter
Equivalent Course(s): HIST 37705, HIST 27705, LLSO 22209, AMER 27705, CRES 27705, AMER 37705

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

CRES 37900. 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 to 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, HIST 37900, EALC 27907, EALC 37907, HIST 27900

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
Prerequisite(s): High-school US history or a college (100-level) US history course, if possible.
Equivalent Course(s): HIST 28703, CRES 28703, HIST 38703

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 course will examine the history of modern American entertainment over the course of the long nineteenth century. Requirements include careful reading, active and thoughtful participation, and written assignments.
Equivalent Course(s): GNSE 38906, GNSE 28906, CRES 28906, HIST 38906, HIST 28906
CRES 39117. Theater and Performance in Latin America. 100 Units.
What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an overview of Latin American performance including blackface performance, indigenous performance, as well as performance and activism.
Prerequisite(s): Undergraduates must be in their third or fourth year
Note(s): Taught in English.
Equivalent Course(s): SPAN 29117, GNSE 29117, TAPS 38479, CRES 29117, TAPS 28479, LACS 29117, GNSE 39117, LACS 39117, SPAN 39117

CRES 39421. Politics of Commenoration. 100 Units.
Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? Who paid for them? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars' efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.
Instructor(s): L. Auslander Terms Offered: Spring
Equivalent Course(s): GLST 29526, HIST 29421, CRES 29421, HIST 39421, JWSC 29421, LLSO 29421

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. Roper Terms Offered: Winter
Equivalent Course(s): CRES 29519, HIST 29519, HIST 39519

CRES 40110. Color, Ethnicity, Cultural Context, and Human Vulnerability. 100 Units.
The specific level of vulnerability may vary across the life course; nevertheless, all humans are vulnerable and, thus, unavoidably possess both risks and protective factors. The level and character of human vulnerability matters and has implications for physical health, psychological well being, the character of culture, and mental health status. The balance between the two (i.e., risks and protective factors) can be influenced by ethnic group membership and identifiability (e.g., skin color). The cultural contexts where growth and development take place play a significant role in life course human development. As a globally admired cultural context with a particular national identity, one of America's foundational tenets is that citizenship promises the privilege of freedom, allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently makes it difficult to acknowledge that the depth of experience and its determinative nature may be but skin deep. In America, there continues to be an uneasiness and palpable personal discomfort whenever discussions concerning ethnic diversity, race, color, and the Constitutional promise and actual practice of equal opportunity occur. Other nations are populated with vulnerable humans, as well, and experience parallel dissonance concerning the social tolerance of human diversity. Given the shared status of human vulnerability, the course unpacks and analyzes how differences in ethnicity, skin color, and other indicators of group membership impact vulnerability and opportunity for diverse groups. Specifically, the course analyzes the balance between risk level and protective factor presence and examines the consequent physical health status, psychological well-being, and mental health outcomes for its dissimilar citizens. The course especially emphasizes the American cultural context but, in addition, highlights the unique experiences of ethnically varied individuals developing in multiple cultural contexts around the globe.
Instructor(s): M. Spencer Terms Offered: Autumn
Prerequisite(s): Undergraduates require permission from instructor.
Equivalent Course(s): CHDV 40110
CRES 40270. Development in Adolescents. 100 Units.
Adolescence is a period of rapid growth and development irrespective of circumstances, contextual conditions and supports; thus, it represents both significant challenges and unique opportunities. The conceptual orientation taken acknowledges the noted difficulties but also 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: Autumn
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CHDV 40207

CRES 40304. Between Nature and Artifice: The Formation of Scientific Knowledge. 100 Units.
This course critically examines concepts of “nature” and “artifice” in the formation of scientific knowledge, from the Babylonians to the Romantics, and the ways that this history has been written and problematized by both canonical and less canonical works in the history of science from the twentieth century to the present. Our course is guided by three overarching questions, approached with historical texts and historiography, that correspond to three modules of investigation: 1) Nature, 2) Artifice, and 3) Liminal: Neither Natural nor Artificial.
Instructor(s): Margaret Carlyle, Eduardo Escobar, Jennifer P. Daly Terms Offered: Spring
Note(s): This course fulfills part of the KNOW Core Seminar requirement to be eligible to apply for the SIFK Dissertation Research Fellowship. Ph.D. students must register with the KNOW 40304 course number in order for this course to meet the requirement.
Equivalent Course(s): HIST 34920, HIPS 40304, CHSS 40304, GNSE 40304, KNOW 40304

CRES 41500. Bodies of Transformation. 100 Units.
Drawing on trans studies, disability studies, histories of science, queer and postcolonial theory, this class contends with how bodies and bodies of knowledge change over time. Bodies of Transformation takes a historiographic approach to the social, political, and cultural underpinnings of corporeal meaning, practice and performance in the 19th and 20th centuries. Animating questions include: what is the corporeal real? how is race un/like gender? how does bodily transformation map the complex relationships between coercion and choice?
Instructor(s): C. Riley Snorton Terms Offered: Autumn
Equivalent Course(s): GNSE 41500, TAPS 41500, ENGL 41500

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

CRES 43505. Colloquium: Paris and Berlin in the Long Twentieth Century. 100 Units.
This colloquium will analyze the convergences and divergences, focusing on immigration, urban planning, and culture of two of Europe's great capitals from the turn of the twentieth century to its end. Starting with the massive intra- and international immigration into both cities in the 1880s, we will discuss how strangers were received and made their lives. Where did they live, work, eat, shop, play, and worship? How did they participate in the political lives of both cities? How did the experiences of postcolonial subjects and guest-workers vary? This population growth along with economic, technological, environmental, and political change challenged each metropolis's infrastructure. In the interwar period Berlin responded by expansion while Paris refused that strategy. Berlin's demolition during the Second World War was followed by forty years of division while Paris emerged from the war largely unscathed. Europeanification, followed by unification in the one case and massive postcolonial immigration in other, posed very different, but equally dramatic, challenges to both. Finally, both cities have been the centers of vibrant cultural production, including music, theater, the fine arts, film, and literature, with artists often moving between the two, carrying ideas and innovations. Films, novels, maps, memoirs, architectural drawings, photographs, city-planning treatises, tourist guides, and reports from world fairs will be the basis of class discussions, seconded by the research of the class.
Instructor(s): Margaret Carlyle, Eduardo Escobar, Jennifer P. Daly Terms Offered: Spring
Equivalent Course(s): THEO 42610

CRES 44502. Black Theology: Liberation or Reconciliation. 100 Units.
Equivalent Course(s): THEO 44502
CRES 45503. The Study of Criminal Justice and Race in the United States. 100 Units.
This course will familiarize students with the major themes in recent scholarship on criminal justice and race in the United States. These include how racial hierarchies influence legislation, the role criminal justice plays in racial construction, the functioning of bureaucracies in racialized societies, and the political consequences of criminal justice policy. It will also take this scholarship as an object of study to critically assess the scope of questions being answered in this area, and examine the relationship between epistemological commitments, ontological premises, and the ability of systematic inquiry to serve or subvert racial hierarchies.
Terms Offered: Spring
Note(s): A. McCall
Equivalent Course(s): PLSC 45502

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

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

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

CRES 47101. Re-imaging US Civil War & Reconstruction. 100 Units.
Equivalent Course(s): AMER 47101, HIST 47101

CRES 48700. Colloquium: Social Movements in Chicago, 1950-2010. 100 Units.
This graduate colloquium considers the constellation of social movements that emerged in Chicago in the late 1960s, using old and new approaches to contentious politics. Chicago comprises an urban context that simultaneously encompasses a robust labor tradition, coherent expressions of situated or identity-oriented advocacy, a sustained radical intellectual tradition, localized community-oriented philosophy of organizing, and one of the fullest concentrations of municipal authority, as a party machine regime and also a law enforcement apparatus. Taken together, these conditions and others mark Chicago as among the most revealing crucibles for movement building in the United States over the past half century. The course seeks to survey emerging scholarship on the constitution, contradictions, and impact of movement building in Chicago, seen largely through four case studies—the Puerto Rican movement, radical feminism, LGBTQ liberation/rights, and African American struggles to achieve police accountability. Additionally, the course will survey classic and emerging models of social-movement theory, in order to offer models of analysis for a mode of politics, power, and social formation especially consequential to recent history and poised, it seems, to continue to exert significant influence. Finally, the course will introduce students to new archives, new source bases, and community-based principles and authorities, in order to suggest innovative and relevant research projects.
Instructor(s): A. Green Terms Offered: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): GNSE 48700, HIST 48700

CRES 49001. Colloquium: Slavery & Emancipations-Atlantic Histories. 100 Units.
This course explores political, economic, and cultural linkages among Europe, Africa, and the Americas, as they were fashioned and reconstructed through slavery and the slave trade, slave emancipations and post-emancipation labor regimes, post-abolition colonial projects and post-emancipation racial ideologies and anticolonial liberation movements. Toward the end of the twentieth century, academic historiography revived what in shorthand fashion is termed an "Atlantic world" as a frame of historical analysis. The premises of varying Atlantic frameworks will receive attention in order to explore ways to think historically about material, ideological, and symbolic connections fashioned by slavery and the slave trade and the refashioning of these relationships in a world whose inter-connections were increasingly not premised on the illegitimacy of laws and many practices of enslavement.
Instructor(s): J. Saville Terms Offered: Winter
Prerequisite(s): Graduate Students Only
Equivalent Course(s): HIST 69001, LACS 69001
CRES 49100. Colloquium: Haitian Revolution and Human Rights, 1790-2004. 100 Units.
This course explores the Haitian revolution as critical to the examination of slave emancipation, colonialism, comparative revolutions, and postcolonial governance and sovereignty. It especially aims to explore interpretive debates that explicitly (or implicitly) link the problems of slave emancipation to the contradictions of modern freedom. Course readings draw on historical, anthropological, and political studies, selected published documents, and historical fiction to think critically about ways of extending how this history and its implications have been explored.
Equivalent Course(s): LACS 49100, HMRT 49100, HIST 49100

CRES 50755. Race/Capital/Extraction. 100 Units.
In the concluding chapters of Capital, Vol. 1, Karl Marx describes the origins of capitalism as an enterprise "written in the annals of mankind in letters of blood and fire." This process that Marx christened as "so-called primitive accumulation" rests fundamentally on the extraction of raw materials through colonial regimes of enclosure and the brutal exploitation of racialized labor. Nonetheless, the relationship between race and capital is not sufficiently elaborated in Marx's oeuvre. In turn, this course will reconsider Marxist concepts and categories through a critical evaluation of the analytical domains of "race," "capital," and "extraction." Moreover, students will consider the extent to which these domains productively modify each other. Does capitalism as an economic system depend on race as its ideological substrate? Can race be understood as an extractive project founded the violent enslavement and mercantile transit of racialized laboring subjects? How are the production of race and the accumulation of capital transformed by extractive economies of fossil fuels and metallic ores? To this end, students will consult the writings of W.E.B. Du Bois, C.L.R. James, Claudia Jones, Walter Rodney, Sidney Mintz, Norman Girvan, Lloyd Best and Kari Polanyi Levitt.
Instructor(s): Ryan Jobson Terms Offered: Winter. Winter 2020
Equivalent Course(s): CHSS 50755, ANTH 50755

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

CRES 56300. The Global Plantation. 100 Units.
From its emergence in the late-medieval Mediterranean, to the slave societies of the New World, through its late colonial heritage in Africa, Asia, and the Pacific, the plantation has been a paradigmatic institution of racial-capitalist modernity. Through a range of texts that includes slave narratives, novels, political economy, sociological studies and recent histories of capitalism, this course explores how the plantation opened a vexed problem-space in which concepts central to the modern world (such as sovereignty, freedom, and labor) emerged, were debated, and continuously refigured. While the plantation is frequently figured as an institution of the past, this transnationally and transhistorically oriented course will examine a set of thinkers who argue for the aliveness of the plantation's present in the shaping of political, economic, and social trajectories in the postcolonial world.
Instructor(s): Christopher Taylor & Adam Getachew Terms Offered: Spring
Equivalent Course(s): CDIN 56300, ENGL 55603, PLSC 56300, ANTH 50405

CRES 56675. Violence, Trauma, Repair. 100 Units.
This course offers an interdisciplinary encounter with three concepts of abiding interest to scholars in the humanities and humanistic social sciences: violence, trauma, and repair. We begin with theoretical considerations about violence and its role in the founding of new political orders. The second part tackles the question of trauma, a concept that has achieved a remarkable prominence across many disciplines. But this ascendance also brought with it a number of critiques, among them that the concept is often deployed in apolitical and romanticized terms. We take on these critiques by bringing into conversation works from varying contexts: the Rwandan genocide, the Transatlantic Slave Trade, the Holocaust and Apartheid South Africa. The final part focuses on the consequences of violent acts and notions of repair formulated in the language of trauma, suffering and human rights. We ask: What is the operating rationale in this line of thinking about the contemporary world? How has it emerged, and through what kinds of institutions, interventions and techniques does it operate and extend its power across the globe?
Instructor(s): Sonali Thakkar & Natacha Nsabimana Terms Offered: Spring
Prerequisite(s): Consent required: Email Professor Nsabimana a paragraph long description about what you bring and what you hope to get out of this seminar.
Equivalent Course(s): CDIN 56675, ENGL 56675, ANTH 52510, HMRT 50005

CRES 61102. The L.A. Rebellion and the Politics of Black Cinema. 100 Units.
Equivalent Course(s): CMST 61102
CRES 62604. Visual Culture in American Life, 1800-1915. 100 Units.
How has American society's insatiable thirst for visual media influenced the way US citizens have viewed one another and portrayed themselves to others? In this course we will explore the significance of what Raymond Williams called the "cultural revolution" for the lives of ordinary men and women in the United States. This history encompasses subjects that have retained their relevance in contemporary life, including racial and ethnic stereotypes, armchair travel, virtual versus lived reality, authenticity and artifice, mass entertainment, city life, celebrity, and gender. Readings will include a series of theoretical works in combination with articles and monographs, to provide a broader underpinning for the problems of perception and historical analysis at play in this realm of scholarly thought and practice.
Instructor(s): A. Lippert Terms Offered: Spring
Equivalent Course(s): HIST 62604, AMER 62604, GNSE 62604

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

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

CRES 79101. Seminar: Topics in Latin American History I. 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. 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): D. Borges Terms Offered: Autumn
Equivalent Course(s): LACS 79101, HIST 79101

CRES 79102. Seminar: Topics in Latin American History II. 100 Units.
The second quarter is mainly for graduate students writing a History seminar paper.
Instructor(s): D. Borges Terms Offered: Winter
Prerequisite(s): HIST 79101
Equivalent Course(s): HIST 79102, LACS 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.