THE CENTER FOR THE STUDY OF RACE, POLITICS, AND CULTURE

Staff

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

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

Dara Epison, Program Coordinator
Phone: 773.795.3328

Sarah Tuohey, Student Affairs Administrator
Phone: 773.702.2365

Marcus Board, Preceptor
Email: board@uchicago.edu
Phone: 773.834.8737

Alfredo Gonzalez, Workshop Coordinator
Email: lesurea@uchicago.edu
Phone: 773.834.8737

Faculty

• Leora Auslander– History
• Ralph A. Austen– History Emeritus
• Lauren Berlant– English
• Philip Bohlman– Music and the Humanities in the College
• Dain Borges– History
• Matthew Briones– American History and the College
• Chad Broughton– Public Policy & Chicago Studies Program
• Adrienne Brown– English
• Melvin Butler– Music
• Kerwin Charles– Harris School
• Yoon Sun Choi– School of Social Service Administration
• Cathy Cohen– Political Science
• Jennifer Cole– Human Development
• Herschella Conyers– Law School
• Jane Dailey– American History
• Shannon Dawdy– Anthropology
• Michael Dawson– Political Science
• Daniel Desormeaux– French Literature
• Curtis Evans– Divinity
• Thomas Fisher– Medicine
• Raymond Fogelson– Anthropology
• Anton Ford– Philosophy
• Cécile Fromont– Art History
• Craig Futterman– Law School
• Melissa Gilliam– Obstetrics/Gynecology and Pediatrics
• Henry Ginard– Surgery
• John A. Goldsmith– Linguistics
• Adam Green– History
• Roberto Gonzalez– Social Service Administration
• Ramón Gutiérrez– United States History and the College
• Thomas Holt– History
• Dwight Hopkins– Theology in the Divinity School
• Dennis Hutchinson– College and Law School
• Reginald Jackson– East Asian Lang & Civilizations
• 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
• Virginia Parks– Social Service Administration
• Charles Payne– Social Service Administration
• Monica Peek– Biological Sciences Division
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 $20,000 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_programs/course/

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
Prerequisite(s): Advanced standing and consent of instructor

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: Winter
Equivalent Course(s): EALC 23001, EALC 43000

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.
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.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 24511, ANTH 34502, CHDV 38101, MAPS
34500, SOSC 34500

CRES 34502. Anthropology of Museums II. 100 Units.
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.
Instructor(s): M. Fred Terms Offered: Spring
Prerequisite(s): Advanced standing or consent of instructor
Equivalent Course(s): ANTH 24512, SOSC 34600

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.
Instructor(s): Keila Grinberg, Tinker Visiting Professor in History Terms Offered:
Autumn
Equivalent Course(s): HMRT 25115, HMRT 35115, HIST 26216, HIST 26216, CRES
25106, 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-descendents 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.
Instructor(s): Keila Grinberg, Tinker Visiting Professor in History Terms Offered: Winter
Equivalent Course(s): CRES 25107,HIST 26217,HIST 36217,LACS 35107

CRES 36500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, 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; the zapatista rebellion in Chiapas; and the end of PRI rule.
Instructor(s): E. Kourí Terms Offered: Autumn
Equivalent Course(s): CRES 26500,HIST 36500,LACS 26500,LACS 36500,LLSO 26500,HIST 26500
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 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): M. Briones Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): HIST 47002

CRES 37605. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.
Instructor(s): A. Stanley Terms Offered: Autumn
Equivalent Course(s): AMER 27605, CRES 27605, GNSE 27605, HMRT 27061, LLSO 28010, HIST 37605, GNSE 37605, HMRT 37605, HIST 27605
CRES 38406. Nineteenth-Century Segment of the United States History Survey. 100 Units.
The nineteenth-century survey will examine the experiences and the conflicts that made up the history of modern American society, as it unfolded over the course of the 1800s. This is where modern America begins. Before there was a Great Recession or an Occupy Wall Street, there was the nineteenth-century roller coaster of prosperity and panic; the robber barons and newfound workers’ unions of the Gilded Age; the passionate public debates over the central bank, monetary policy, and the national currency. Before the Tea Party, the Founders themselves debated the best ways to make their revolution realized, enduring, and meaningful in daily interactions as well as institutions. To understand the implications of Iraq War and its aftermath, we must return to the origins of American imperialism in the 1800s. To appreciate the significance and symbolism of the first African American president, we have to revisit the nation’s long history of slavery, racism, and segregation. The immigration policy issues covered ad nauseam on the cable news channels have their roots in the ebbs and flows of global migrations that began over a century and a half ago. The American feminist movement for equal rights and opportunities began in the nineteenth century; yet in 2008, US women still earned only 77 cents on the male dollar, and in 2011, more than 40 percent of households headed by women lived in poverty. Returning to the contentious (and ongoing) history of Anglo-Indian relations is an essential component of contextualizing today’s sobering statistics, when some reservations face unemployment rates of up to 80 percent, and one quarter of all Native Americans live in poverty. Course requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 28406, HIST 38406, AMER 28406, AMER 38406, CRES 28406, GNSE 28406, GNSE 38406, LLSO 28406
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. Reading knowledge of French or German would be very helpful, but is not required.
Instructor(s): L. Auslander Terms Offered: Winter
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): GNSE 43505, HIST 43505

CRES 47101. Colloquium: Re-imagining the US Civil War and Reconstruction. 100 Units.
This course explores the conflicts and contestations opened by efforts to reestablish new basis of national life in the aftermath of the political dismantling of slavery during the era of the Civil War and Reconstruction. Course readings and discussions explore ways to reconceive of US Reconstruction as a national and indeed even international phenomenon, rather than as an exclusively regional process. Readings and discussions will give particular attention to territorial expansion and annexation in American national and domestic life during the nineteenth century, the politics and economics of national reunification of former Confederate states and new western territories, and changes in the material, moral, and political meanings of freedom during the postwar acceleration of capitalist industrial and agricultural development. What is the role of violence in social change? What new political, economic, and cultural conflicts were opened by slavery’s abolition? How did former slaveowners, former slaves, government policymakers, and abolitionists envision the promises and dangers of emancipation? What labor systems replaced slavery? Through consideration of such questions we explore the material and symbolic efforts to define and change the terms of participation in a postemancipation world as they relate to contradictions of modern freedom and to the production of histories about this era.
Instructor(s): J. Saville Terms Offered: Winter
Prerequisite(s): Advanced undergraduates with consent of instructor.
Equivalent Course(s): HIST 47101
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.
Instructor(s): J. Saville Terms Offered: Autumn
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): HMRT 49100, LACS 49100, HIST 49100

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 2015-16, the first quarter of the seminar will be devoted to the issue of inequality in Latin American historiography. Students will gain an understanding of the role that issues of inequality have played in shaping Latin American history; we will also play close attention to the ways in which broader intellectual trends and shifting methodologies have shaped Latin American historical narratives. Issues covered will include colonialism, slavery, citizenship, social movements, and the Latin American manifestations of global inequalities. This seminar can be taken either as a two-quarter seminar sequence, which culminates in a winter-quarter research paper, or as a fall-quarter colloquium.
Instructor(s): B. Fischer Terms Offered: Autumn
Prerequisite(s): Graduate students only.
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): B. Fischer Terms Offered: Winter
Prerequisite(s): HIST 79101, part 1
Equivalent Course(s): LACS 79102, HIST 79102