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

Staff

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Faculty

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

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

Many teaching opportunities can be found at CSRPC as well. Several teaching internships and lectureships for the civilization sequence "Colonizations" are available each year, and the Center offers six stand alone courses from among those proposed by advanced graduate students.

The Center sponsors a Council on Advanced Studies graduate workshop, the Reproduction of Race and Racial Ideologies Workshop.

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

Comparative Race and Ethnic Studies Courses

CRES 30104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past U.S. experience as a way of developing worldwide urban policy.
Instructor(s): O. McRoberts Terms Offered: Spring

CRES 31800. Religious Movements in Native North America. 100 Units.
Religious beliefs and practices are assumed to be primordial, eternal, and invariable. However a closer examination reveals that Native American religions are highly dynamic and adaptive, ever reactive to internal pressure and external circumstances. Perhaps the most dramatic forms of religious change are the transformations that anthropologists recognize as nativistic or revitalization movements. These movements on one level represent conscious breaks with an immediate negative past, and they anticipate a positive future in which present sources of oppression are overcome. Many contemporary Native American movements, political and/or religious, can be understood as sharing similar dynamics to past movements. We examine classic accounts of the Ghost Dance, often considered to be the prototypical Native American religious movement; the analysis of the Handsome Lake religion among the Senecas; and other Native American religious movements.
Instructor(s): R. Fogelson Terms Offered: TBD
Prerequisite(s): Advanced standing and consent of instructor
CRES 33110. Anthropology of Indigeneity. 100 Units.
Around the world, appeals to indigeneity undergird contentious struggles over land, territory, and resources. While indigeneity is often treated as an instrument of political representation and legal appeal, this course explores the historical and relational underpinnings from which so-called ethnic movements draw. Building from ethnographic and historical texts, the course begins with a careful examination of how embodied orientations to place have given way to distinct articulations of political belonging, particularly in the Andean region of South America. We then consider how these place-based modes of collectivity have been shaped by various events including colonial land dispossession, republican projects of national integration and citizenship, labor movements and new extractive economies, multicultural reforms, and anti-imperialist projects of ethnic revivalism. In the final part of the course, we track the unexpected ways that these older orientations to place and collectivity are creatively redeployed within newer struggles for indigenous and environmental justice. By exploring the ways that specific histories of attachment shape contemporary demands for rights and political belonging, the course aims to foster new ways of approaching indigeneity in anthropology and beyond.
Instructor(s): M. Winchell Terms Offered: TBD
Prerequisite(s): Presumes working knowledge of postcolonial theory. Open to 3rd & 4th year undergrads with consent of instructor.
Equivalent Course(s): ANTH 33110,CRES 22610,LACS 22610,LACS 33610,ANTH 22610

CRES 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: Spring
Prerequisite(s): Upper-level undergraduates with consent of instructor.
Equivalent Course(s): AMER 47002,HIST 47002
CRES 38703. Baseball and American Culture, 1840 to Present. 100 Units.
This course will examine the rise and fall of baseball as America's national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.
Instructor(s): M. Briones Terms Offered: Spring
Equivalent Course(s): CRES 28703, HIST 38703, HIST 28703

CRES 38906. Nineteenth-Century American Mass Entertainment. 100 Units.
Popular culture filters, reflects, and occasionally refracts many of the central values, prejudices, and preoccupations of a given society. From the Industrial Revolution to the advent of feature films in the early twentieth century, American audiences sought both entertainment and reassurance from performers, daredevils, amusement parks, lecturers, magicians, panoramas, athletes, and photographers. Amidst the Civil War, they paid for portraits that purportedly revealed the ghosts of lost loved ones; in an age of imperialism, they forked over hard-earned cash to relive the glories of western settlement, adventure, and conquest in Buffalo Bill's Wild West. Mass entertainment not only echoed the central events of the age it helped shape them: from phrenology as the channel for antebellum convictions about outward appearance (and racial identity), to the race riots following Jack Johnson's boxing victory over Jim Jeffries. Many of these entertainment forms became economic juggernauts in their own right, and in the process of achieving unprecedented popularity, they also shaped collective memory, gender roles, race relations, and the public's sense of acceptable beliefs and behaviors. This lecture course will examine the history of modern American entertainment over the course of the long nineteenth century. Requirements include careful reading, active and thoughtful participation, and written assignments.
Instructor(s): A. Lippert Terms Offered: Winter
Equivalent Course(s): HIST 38906, CRES 28906, GNSE 28906, GNSE 38906, HIST 28906
CRES 39117. Theater and Performance in Latin America. 100 Units.
This course is an introduction to theatre, performance, and visual art in Latin America and the Caribbean. We will examine the intersection of performance and social life by looking at performance practices in key historical moments in Latin America and the Caribbean. We ask: how have embodied practice, theatre and visual art been used to negotiate particular moments in Latin American history? We will study performances during independence, revolution, dictatorships, processes of democratization, truth and reconciliation, as well as the rise of neoliberalism. In our investigation, we will pay close attention to how ideologies of race, gender, and sexuality are articulated and disseminated within these performances at critical historical junctures. Our corpus may include blackface performance traditions in the Caribbean, indigenous performance, queer performance and we will look closely at the artistic works of Coco Fusco, Neo Bustamante, Las Yeguas del Apocalipsis, Yuyachkani, Griselda Gámbaro, and others. We will also read key theoretical work in Performance Studies including the work Joseph Roach, Richard Schechner, Diana Taylor, Jill Lane, and others.
Instructor(s): D. Roper Terms Offered: 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: Autumn
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CHDV 40207
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.