

Comparative Race and Ethnic Studies

Department Website: <http://csrpe.uchicago.edu>

Program of Study

The BA program in Comparative Race and Ethnic Studies offers an interdisciplinary curriculum through which students can examine the histories, languages, and cultures of the racial and ethnic groups in and of themselves, in relationship to each other, and, particularly, in structural contexts of power. Focusing on genocide, slavery, conquest, confinement, immigration, and the diaspora of peoples around the globe, Comparative Race and Ethnic Studies examines the material, artistic, and literary expressions of peoples who originated in Africa, Latin America, Asia, and Europe, who moved voluntarily or were forcefully bound over to the Americas and here evolved stigmatized identities, which were tied to the cultures and histories of their natal lands in complicated ways.

A student who obtains a BA in Comparative Race and Ethnic Studies will be well prepared for admission to graduate programs in the humanities and social sciences, to professional schools in law, medicine, public health, social work, business, or international affairs, and to careers in education, journalism, politics, creative writing, and the nonprofit sector. A degree in Comparative Race and Ethnic Studies offers training designed to impart fundamental skills in critical thinking, comparative analysis, social theory, research methods, and written expression.

Areas of specialization include: Africa Past and Present, African American Studies, Latino/a Studies, Asian American Studies, and Native American Studies. This major/minor is also available to students interested in the study of Africa in a comparative framework.

Program Requirements

Students are encouraged to meet the general education requirement in the humanities and/or social sciences before declaring their major. Students must meet with the student affairs administrator to discuss a plan of study as soon as they declare their major (no later than the end of Spring Quarter of their third year). Students are also required to consult with the student affairs administrator to chart their progression through their course of study.

A. Civilization Requirement

The major requires eleven to twelve courses, depending on whether the student counts two or three civilization studies courses chosen from those listed below. The CRES civilization requirement can only be fulfilled by taking courses from those listed below (other civilization sequences may be approved by petition). Courses can be taken in any order, but they must be in the same sequence. For example, a student can take Colonizations III and then Colonizations I, but they cannot fulfill the civilization requirement by taking Colonizations III and Introduction to Latin American Civilization I. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.

CRES 24001-24002-24003	Colonizations I-II-III	300
CRES 24001	Colonizations I	
CRES 24002	Colonizations II	
CRES 24003	Colonizations III	
SOSC 22551-22552-22553	African Civilizations: Colonialism, Migration, Diaspora I-II-III	300
SOSC 22551	African Civilizations: Colonialism, Migration, Diaspora I	
SOSC 22552	African Civilizations: Colonialism, Migration, Diaspora II	
SOSC 22553	African Civilizations: Colonialism, Migration, Diaspora III	
LACS 16100-16200-16300	Introduction to Latin American Civilization I-II-III	300
LACS 16100	Introduction to Latin American Civilization I	
LACS 16200	Introduction to Latin American Civilization II	
LACS 16300	Introduction to Latin American Civilization III	
SOSC 24302-24402-24502	Latin American Civilization in Oaxaca I-II-III	300
SOSC 24302	Latin American Civilization in Oaxaca I	
SOSC 24402	Latin American Civilization in Oaxaca II	
SOSC 24502	Latin American Civilization in Oaxaca III	
HIST 10101-10102	Introduction to African Civilization I-II & CRES 24003 Colonizations III	300
HIST 10101	Introduction to African Civilization I	
HIST 10102	Introduction to African Civilization II	
CRES 24003	Colonizations III	
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
SALC 20100	Introduction to the Civilizations of South Asia I	
SALC 20200	Introduction to the Civilizations of South Asia II	
EALC 10800-10900-11000	Introduction to the Civilizations of East Asia I-II-III	300

EALC 10800	Introduction to the Civilizations of East Asia I	
EALC 10900	Introduction to the Civilizations of East Asia II	
EALC 11000	Introduction to the Civilizations of East Asia III	
JWSC 20120 through 20199 OR 20220 through 20299	Jewish Civilization*	300

* Consult the Jewish Studies page of this catalog for specifics.

B. Research Project or Essay Requirement

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Comparative Race and Ethnic Studies adviser, who is a member of the program's core faculty. Students must choose an essay adviser and submit a formal BA proposal to the student affairs administrator by the end of their third year of study. BA essays are due on May 1 of their fourth year or by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the required consent of both program chairs. Students should also consult with the chairs by the earliest BA proposal deadline or, if one program fails to publish a deadline, by the end of their third year. A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

C. BA Colloquium Requirement

Students must attend a BA colloquium that begins with a general meeting and individual meetings during the second half of Spring Quarter of their third year and continues through Autumn, Winter, and Spring Quarters of their fourth year. They may register for **CRES 29800 BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies** in any one of those quarters, though most majors register for it during Autumn Quarter. They submit a completed thesis during Spring Quarter of their fourth year. (Students who plan to graduate before the Spring Quarter of their fourth year will need to register for the BA Colloquium earlier and should meet with the student affairs administrator to plan an appropriate program.) This course is designed to introduce students to a range of qualitative research methods and to help determine which method would fit a research project of their own design in the field of race and ethnic studies. It functions as a research workshop in which students identify a research topic, develop a research question, and explore a range of methods that may or may not be appropriate for the research project.

D. Requirements for the Major and the Minor

THE MAJOR

Students have two ways to fulfill the elective requirements for the major:

Option 1 allows students to focus four courses on one specific area of specialization—Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, or Native American Studies (other diasporic communities may qualify by petition)—and a second four-course cluster drawn from a different area or four comparative courses. For example, one may choose to take four courses focused on African American Studies and choose a second four courses focused exclusively on Asian American Studies or four courses in the Comparative/General Studies category.

Option 2 is designed for students who wish to explore comparative race and ethnic studies primarily through a disciplinary (e.g., anthropology, English, history) or interdisciplinary program focus (e.g., gender studies, Latin American studies), or who wish to graduate with a double major in Comparative Race and Ethnic Studies. Accordingly, one four-course cluster of electives must be focused on one area (Africa Past and Present, African American Studies, Asian American Studies, Latina/o Studies, Native American Studies). A second cluster of four courses should fall within a specific discipline or interdisciplinary area.

The requirements for Options 1 and 2 are virtually identical: one or two civilization studies courses, eight electives, a BA colloquium, and a BA essay. The BA program in CRES consists of eleven to twelve courses, of which at least seven courses must be chosen from those listed or cross-listed as CRES courses. One upper-level language course may be used to meet the major requirements. The course requires approval by the student affairs administrator.

Summary of Requirements: Major in Comparative Race and Ethnic Studies

1–2 course(s) of a single civilization sequence*		100-200
4 courses in one specific area of specialization**		400
4 courses in a second area of specialization or 4 comparative courses***		400
CRES 29800	BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies	100
CRES 29900	Preparation for the BA Essay	100
Total Units		1100-1200

* If the first two quarters of a civilization studies sequence are taken to fulfill the general education requirement, the third quarter will count towards the major; if a non-CRES civilization sequence is used to fulfill the general education requirement, then two quarters must be included in the major. If a student has counted all three civilization courses towards general education, then a CRES elective must be added.

** Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies.

*** Students completing a second major may choose four courses within a single discipline or interdisciplinary field (e.g., history, gender and sexuality studies, sociology, political science) that focus on race and ethnic issues.

Sample CRES Major Specializing in Asian American Studies

CRES 24003	Colonizations III *	100
CRES 21264	Political Struggles of Highland Asia	100
CRES 24210	Oral History and the Politics of Memory in Socialist China	100
CRES 14400	Japan and the West: 19th Century	100
CRES 17602	Introduction to Asian/Pacific Islander American History	100
CRES 20104	Urban Structure and Process	100
CRES 20173	Inequality in American Society	100
CRES 21807	Nationalism and Ethnicity: A Comparative Perspective	100
CRES 28703	Baseball and American Culture, 1840 to Present	100
CRES 29800	BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies	100
CRES 29900	Preparation for the BA Essay	100
Total Units		1100

* Only one civilization course was required, because this student took Colonizations I and II to meet the general education requirement.

THE MINOR

The minor in Comparative Race and Ethnic Studies consists of five to seven courses, depending upon whether the two civilization studies courses are taken for general education. Credit toward the minor for courses taken at any other institution must be discussed with the director of undergraduate studies in advance of registration. Language courses may not be used to fulfill the CRES minor requirements. Students must receive the student affairs administrator's approval of the minor program on a form obtained from their College adviser. This form must then be returned to their College adviser by the end of Spring Quarter of their third year.

Courses in the minor program may not be (1) double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. Courses taken to complete a minor are counted toward electives.

Summary of Requirements: Minor in Comparative Race and Ethnic Studies

Up to 2 courses of a single civilization sequence *	000-200
4 courses in one specific area of specialization (Africa Past and Present, African American Studies, Latina/o Studies, Asian American Studies, or Native American Studies)	400
1 comparative course	100
Total Units	500-700

* Depending on whether the civilization studies courses are taken to meet the general education requirement.

Sample CRES Minor Specializing in African American Studies

CRES 16101	Introduction to Latin American Civilization I	100
CRES 16102	Introduction to Latin American Civilization II	100
CRES 21201	Chicago Blues	100
CRES 21806	Race at Work: African Americans in the Labor Movement 1865-1989	100
CRES 22150	Contemporary African American Politics	100
CRES 24601	Martin and Malcolm: Life and Belief	100
CRES 25102	The Politics of Blackness in the Americas	100
Total Units		700

Grading

All courses must be taken for a quality grade unless a course only offers a P/F grading option.

Honors

The BA with honors is awarded to all students who meet the following requirements: a GPA of at least 3.25 overall and 3.5 in the major, and a grade of A- or above on the BA essay.

Advising

Each student must choose an adviser who is a member of the Comparative Race and Ethnic Studies core faculty listed below by the time the BA essay proposal is turned in at the end of the third year. Students are expected to have consulted with the student affairs administrator to identify a faculty adviser and to design their program of study by the beginning of their third year (after the declaration of the major). Students may continue to seek advice from both the student affairs administrator and their faculty adviser while completing their programs of study.

Degree Listing

Students who major or minor in Comparative Race and Ethnic Studies will have their area of specialization listed on their transcript. Thus a student with an African American Studies focus will have the degree listed as "Comparative Race and Ethnic Studies, with African American Studies." The same will apply for those students who focus on Africa Past and Present, Asian American Studies, Latina/o Studies, and Native American Studies.

Courses: Africa Past and Present

CRES 20701-20702. Introduction to African Civilization I-II.

Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a two-quarter sequence.

CRES 20701. Introduction to African Civilization I. 100 Units.

Part one considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic world. Case studies include the empires of Ghana, Mali, and Great Zimbabwe. The course also treats the diffusion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade. Completion of the general education requirement in social sciences recommended.

Instructor(s): E. Fretwell Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies. CHDV Distribution: C

Equivalent Course(s): ANTH 20701, CHDV 21411, HIST 10101

CRES 20702. Introduction to African Civilization II. 100 Units.

Part two takes a more anthropological focus, concentrating on Eastern and Southern Africa, including Madagascar. We explore various aspects of colonial and postcolonial society. Topics covered include the institution of colonial rule, ethnicity and interethnic violence, ritual and the body, love, marriage, money, youth and popular culture.

Instructor(s): J. Cole Terms Offered: Winter

CRES 22205. Slavery and Unfree Labor. 100 Units.

This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.

Instructor(s): S. Palmié Terms Offered: TBD

Equivalent Course(s): ANTH 31700, LACS 22205, LACS 31700, ANTH 22205

Courses: African American Studies

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): F. Stuart Terms Offered: Spring

Equivalent Course(s): GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100, SOCI 20104

CRES 21201. Chicago Blues. 100 Units.

This course is an anthropological and historical exploration of one of the most original and influential American musical genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues within the wider music industry.

Instructor(s): M. Dietler Terms Offered: TBD

Note(s): The course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 21201

CRES 22150. Contemporary African American Politics. 100 Units.

This course explores the issues, actions, and arguments that comprise black politics today. Our specific task is to explore the question of how do African Americans currently engage in politics and political struggles in the United States. This analysis is rooted in a discussion of contemporary issues, ranging from the election and reelection of Barack Obama, to the killing of black people such as Eric Garner, Michael Brown, and Renisha McBride, to the exponential incarceration of black Americans, to the role of hip-hop among black youth. Throughout the quarter we attempt to situate the politics of African Americans into the larger design we call American politics. Is there still such a thing as black politics? If there is, what does it tell us more generally about American politics? (B)

Instructor(s): C. Cohen Terms Offered: Winter

Equivalent Course(s): LLSO 25902, PLSC 22150

CRES 24601. Martin and Malcolm: Life and Belief. 100 Units.

This course examines the religious, social, cultural, political, and personal factors behind the two most prominent public leaders and public intellectuals emerging from the African American community in the 1950s and 1960s: Malcolm X and Martin Luther King Jr. We review their autobiographies, domestic trends within the United States, and larger international forces operating during their times. Their life stories provide the contexts for the sharp differences and surprising commonalities in their political thought and religious beliefs. The operative question is: What can Malcolm and Martin tell us about America during one of the most dynamic periods in the nation's personality metamorphosis? We use documentary videos of each man's speeches and of the social contexts in which they lived. (B)

Instructor(s): D. Hopkins Terms Offered: Autumn

Equivalent Course(s): RLST 24601

CRES 25405. Child Poverty and Chicago Schools. 100 Units.

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as "turnaround" schools, charter schools, Promise Neighborhoods, and stepped up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives—barriers that include social isolation, violence, and the educational system itself—will be identified and analyzed in-depth.

Instructor(s): C. Broughton

Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): PBPL 25405

CRES 27502. Africans in the Early Americas. 100 Units.

During the era of the transatlantic slave trade, more than 350,000 Africans were forcibly trafficked to what is now the United States. The experiences of these men and women and their descendants—particularly their exploitation under a system of racialized slavery—profoundly shaped the course of US history up to and including the present day. These individuals were significant, but they were also only one part of the more than 12 million people who came from Africa to the Americas in the colonial period. Focusing on the diverse experiences of Africans and their descendants—as slaves, but also as colonizers, soldiers, revolutionaries, family members, and free men and women—this course surveys the history of Africans in the Americas from the late fifteenth through the late nineteenth century. Adopting a broad geographic and temporal perspective allows for an exploration of the evolving relationships between labor, gender, and race in North, Central, and South America, including the Spanish, French, and English Caribbean. In this course we will ask: How did the experiences of Africans in the colonial and early republican United States compare with those of Africans in other parts of early America? How might learning about and comparing the experiences of free and enslaved Africans and Afro-descended peoples in different parts of the Americas re-shape our understanding of the multiple origins, meanings, and possibilities of race and national belonging?

Instructor(s): T. Murphy Terms Offered: Winter

Courses: Asian American Studies

CRES 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.

This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

CRES 10800. Introduction to the Civilizations of East Asia I. 100 Units.

East Asian Civilizations I covers China.

Instructor(s): G. Alitto Terms Offered: Summer, Winter

Prerequisite(s): Open to undergraduates only.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 10800, SOSC 23500, HIST 15100

CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.

East Asian Civilizations II covers Japan.

Instructor(s): J. Ketelaar Terms Offered: Autumn, Summer

Prerequisite(s): Open to undergraduates only.

Note(s): Taking these courses in sequence is not required.

Equivalent Course(s): EALC 10900, SOSC 23600, HIST 15200

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.

East Asian Civilizations III covers Korea.
 Instructor(s): Staff Terms Offered: Spring
 Prerequisite(s): Open to undergraduates only.
 Note(s): Taking these courses in sequence is not required.
 Equivalent Course(s): EALC 11000,SOSC 23700,HIST 15300

CRES 21264. Political Struggles of Highland Asia. 100 Units.

As Edmund Leach noted in a later edition of *The Political Systems of Highland Burma*, massive changes largely occasioned by outside forces reshaped political relations in the later twentieth century. And not just in Highland Burma. This course compares political trajectories of societies across the arc of the Himalayan Highlands, from Burma to Afghanistan. From World War II, through decolonization and the cold war, and via many and disparate counterinsurgency campaigns, conflict and violence has marked the region, big states and small, old states and new. This course compares the recent political regimes, struggles and fortunes of Burma, Northeast India, Nepal, Tibet, and Afghanistan.

Instructor(s): J. Kelly Terms Offered: TBD
 Equivalent Course(s): ANTH 21264

CRES 24255. Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.

The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, socialism was as much about material changes as about politics: about the two-story brick houses, electric lights and telephones (loushang luxia, diandeng dianhua) that the revolution had promised; about new work regimes and new consumption patterns—or, to the contrary, about the absence of such change. If we want to understand what socialism meant for different groups of people, we have to look at the "new objects" of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people's daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people's life experiences out of material objects?

Instructor(s): J. Eyferth Terms Offered: Spring
 Equivalent Course(s): EALC 24255,EALC 34255,HIST 24507,HIST 34507

CRES 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.

This course will explore the cultural and cultural history of Edo/Tokyo from its origins in the early seventeenth century through circa 1945. Issues to be explored include the configuration of urban space and its transformation over time in relation to issues of status, class, and political authority; the formation of the "city person" as a form of identity; and the tensions between the real city of lived experience and the imagined city of art and literature. We will pay particular attention to two periods of transformation, the 1870s when the modernizing state made Tokyo its capital, and the period of reconstruction after the devastating earthquake of 1923. Assignments include a final research paper of approximately 15 to 18 pages.

Instructor(s): S. Burns Terms Offered: TBD
 Equivalent Course(s): HIST 34706,CRES 34706,EALC 34706,EALC 24706,HIST 24706

CRES 27900. Asian Wars of the Twentieth Century. 100 Units.

This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course we pay particular attention to just war doctrines and then use two to three books for each war (along with several films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their consequences.

Instructor(s): B. Cumings Terms Offered: Spring
 Equivalent Course(s): EALC 27907,EALC 37907,HIST 37900,HIST 27900

Courses: Latina/o Studies

CRES 16101-16102-16103. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

CRES 16101. Introduction to Latin American Civilization I. 100 Units.

May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America.

Instructor(s): E. Kourí Terms Offered: Autumn
 Equivalent Course(s): ANTH 23101,HIST 16101,HIST 36101,LACS 34600,SOSC 26100,LACS 16100

CRES 16102. Introduction to Latin American Civilization II. 100 Units.

May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. This course is offered every year. Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): D. Borges Terms Offered: Winter

Equivalent Course(s): ANTH 23102, HIST 16102, HIST 36102, LACS 34700, SOSC 26200, LACS 16200

CRES 16103. Introduction to Latin American Civilization III. 100 Units.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands). The third quarter focuses on the twentieth century, with special emphasis on economic development and its political, social, and cultural consequences.

Instructor(s): B. Fischer Terms Offered: Spring

Equivalent Course(s): ANTH 23103, HIST 16103, HIST 36103, LACS 34800, SOSC 26300, LACS 16300

CRES 21903. Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Bartolomé de las Casas, Sor Juana Inés de la Cruz, Simón Bolívar, and Eugenio María de Hostos.

Instructor(s): J. Lefevre Terms Offered: Winter

Prerequisite(s): SPAN 20300 or consent of instructor; taught in Spanish

Equivalent Course(s): LACS 21903, SPAN 21903

CRES 27101. Introduction to Brazilian Culture: Essay, Fiction, Cinema, and Music. 100 Units.

During the twentieth century, literature, social thought, music and cinema were completely intertwined in Brazil. This class is an introduction to Brazilian culture through these four types of cultural production and their interaction. We will read authors such as Euclides da Cunha, Gilberto Freyre, Mario de Andrade, Clarice Lispector, and listen to samba, bossa nova, and tropicalismo.

Instructor(s): A. Melo Terms Offered: Spring

CRES 27303. Topics in US-Mexico Borderlands History. 100 Units.

This course explores the history of the U.S.-Mexican borderlands, from its native past to its present, as a geographical place and as a site of contested sovereignties. It is organized around major themes in the history of the region, including indigenous and European imperialism, settler colonialism, nationalism, migration, labor, and citizenship. Special attention will also be given to the themes of cultural hybridity, transculturation, and the fluidity of social identities defined by the categories of class, ethnicity, gender, nationality, and race. The structure of this course emphasizes the interaction of historical forces across imperial, national, and cultural boundaries, highlighting the dynamism of borderlands as historical phenomena and as a method of interpreting and understanding the past. Students enrolled in this course will gain critical thinking and analytical skills as well as a broader understanding of topics in U.S. and Mexican history that continue to influence contemporary political debates. They will be encouraged to look beyond the rigid dichotomies that often divide the borderlands and investigate the full spectrum of cultural, economic, and social relationships that bring people together as well as those that push them apart. Students will also learn to look for common patterns that emerge across time and space while remaining attentive to the nuances of local identities, cultures, and histories.

Instructor(s): D. Webb Terms Offered: Autumn

CRES 27504. Reading the Border: Gender, Texts, and Performance. 100 Units.

This course will focus on cultural and textual (re)presentations of the Central American-Mexico-U.S. borders. The course will cover the mid-1980s until contemporary times, a period tempered by the events of 9/11, which shifted configurations of the border into the discursive realms of "neoliberalism" and "globalization." We will be paying attention to three recurrent themes: (1) the sexualization and racialization of the borderlands; (2) "establishing shots," border pictures, "textual photographs," and performance as tropes of what we may call "undocumentation"; and (3) historical accounts of the symbiotic relationship between the built environments of the borderlands and theorizations of the border, borderlessness, and disposability. A study of these themes will lead us to a third post-contemporary shift that haunts this course's organization: the current levels of narco-violence in Mexico as an extended, gendered borderland and its implications for Central American migration.

Instructor(s): T. Jiménez Anglada Terms Offered: Spring

CRES 28000. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society.

Instructor(s): E. Kourí

Equivalent Course(s): AMER 28001,GNSE 28202,HIST 38000,LACS 28000,LACS 38000,CRES 38000,GNSE 38202,AMER 38001,HIST 28000

CRES 29000. Latin American Religions, New and Old. 100 Units.

This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; new and New-Age religions.

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

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

Courses: Native American Studies

CRES 27501. Urban Indians: Native Americans and the City. 100 Units.

The majority of Native Americans in the United States now live in urban areas and this has been the case for more than half a century, but discussions about cities rarely acknowledge their presence beyond (sometimes) lumping them in with catchall categories often labeled "Other." In this course, students will encounter and examine the distinct experiences and contributions of Native Americans in cities, large and small, past and present. We'll look, first, at the context in which the population shift away from rural and reservation spaces took place and discuss the ways in which being/becoming "urban" and the process of "urbanization" may not be as straightforward as expected. Students will then dive into studies of the daily struggles and successes of Native American city-dwellers, with an emphasis on mid-20th-century Chicago. Readings and in-class activities will explore issues related to: housing, work, stereotypes and discrimination, cultural survival and traditionalism, physical and mental health, the rise of pan-Indianism, activism, schooling, class divisions, multi/locality, generational differences, identity and intersectionality, representation and the arts, and the very recognition or lack thereof mentioned above. The knowledge and analytic skills developed in this course will therefore serve as an uncommon window into Native American studies and urban studies, as well as broader race- and place-conscious work in the social sciences and humanities.

Instructor(s): A. Jenkins Terms Offered: Winter

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 34501-34502. Anthropology of Museums I-II.

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

CRES 34501. Anthropology of Museums I. 100 Units.

Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Instructor(s): M. Fred Terms Offered: Autumn, Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): ANTH 34502, MAPS 34500, SOSC 34500, CHDV 34501, ANTH 24511

CRES 34502. Anthropology of Museums II. 100 Units.

No description available.

Instructor(s): M. Fred Terms Offered: Spring

Prerequisite(s): Advanced standing or consent of instructor

Equivalent Course(s): SOSC 34600, ANTH 24512

Courses: Comparative/General Studies

CRES 10200. Introduction to World Music. 100 Units.

This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored.

Terms Offered: Autumn, Spring, Winter

Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.

Equivalent Course(s): MUSI 10200

CRES 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): F. Stuart Terms Offered: Spring

Equivalent Course(s): GEOG 22700, GEOG 32700, SOCI 30104, SOSC 25100, SOCI 20104

CRES 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

Instructor(s): O. McRoberts Terms Offered: Spring. Not being offered in 2017/2018

Note(s): CHDV Distribution: M

Equivalent Course(s): CHDV 20140, SOCI 20140

CRES 20207. Race, Ethnicity, and Human Development. 100 Units.

Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the "standard" against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture.

Instructor(s): M. Spencer Terms Offered: Autumn

Prerequisite(s): Students should have one course in either Human Development or Psychology.

Note(s): CHDV Distribution, B*, C

Equivalent Course(s): CHDV 20207

CRES 21903. Introducción a las literaturas hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.

This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Bartolomé de las Casas, Sor Juana Inés de la Cruz, Simón Bolívar, and Eugenio María de Hostos.

Instructor(s): J. Lefevre Terms Offered: Winter

Prerequisite(s): SPAN 20300 or consent of instructor; taught in Spanish

Equivalent Course(s): LACS 21903, SPAN 21903

CRES 22205. Slavery and Unfree Labor. 100 Units.

This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the "modern world" and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice.

Instructor(s): S. Palmié Terms Offered: TBD

Equivalent Course(s): ANTH 31700,LACS 22205,LACS 31700,ANTH 22205

CRES 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

CRES 24001. Colonizations I. 100 Units.

Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter.

Terms Offered: Autumn, Winter

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24001,HIST 18301,SOSC 24001

CRES 24002. Colonizations II. 100 Units.

Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.

Terms Offered: Spring, Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24002,HIST 18302,SOSC 24002

CRES 24003. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24003,HIST 18303,SALC 20702,SOSC 24003

CRES 27302. Gender, Sexuality, Indigenous Women in the Colonial Encounter. 100 Units.

This course is premised on the belief that the history of gender and sexuality in colonial contexts is just as crucial and revealing as other more geopolitical, military, or diplomatic topics. In this sense, laws regulating marriage or Europeans exchanging of postcards of "exotic women" are just as significant as land annexations or military technology. Through the quarter, we will think through not only what the history of imperialism tells us about gender and sexuality, but also what this type of analysis reveals about colonialism and empire. What was the relationship between the socio-political organization of European empires and ideologies of gender and sexuality in both colony and metropole? We will also consider intersectional questions, such as the connections between regulating intimacy and the creation of race-based imperial hierarchies. To gain historical precision in examining these more abstract or theoretical questions, we will anchor our readings and discussion around particular indigenous woman and their contexts. While the study of gender and sexuality in a colonial context has come a long way in recent years, the majority of sources for examining gender and colonialism are about white women. To push back against this absence, we will take a case study approach to consider the lives and narratives surrounding indigenous women in colonial cultures.

Instructor(s): E. Fransee Terms Offered: Autumn,TBD

CRES 27503. Racism without Race. 100 Units.

Theories of race and racial difference have largely been discredited, and there are no longer any official institutions, respected academics, or public individuals who espouse these. How then do we explain the continued salience of skin color, and what value is there in applying terms such as "race" and "racism" to describe it? The following course seeks to reframe the way we go about analyzing contemporary forms of social differentiation based on skin color. It looks at skin color as a culturally recognizable sign, which, like other signs, acquires significance only within the context of a broader set of semiotic ideologies and practices. This means directing our attention to the ways in which color-as-sign takes on meaning in the world we live in. Such an approach offers a conceptual framework for a comparative study of past and present forms of discrimination based on skin color while also remaining sensitive to the particularities that define these.

Instructor(s): Y. Hilal Terms Offered: Spring

CRES 27605. 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,GNSE 27605,HMRT 27061,LLSO 28010,HIST 27605

CRES 28011. Religions of the African Diaspora. 100 Units.

This course is intended as an introduction to religions of the African Diaspora. We will engage a range of themes relevant to the history, beliefs and practices, world-views, and communities of African-derived religions around the globe, including issues of race and race-making, class, gender, sexuality, the body, and representations in the media. We will begin with a discussion of the central terms and major challenges of the field. With those concerns in mind, we will trace the historical movements of Africans across the globe, examining the spread and development of religions through key themes and case studies. We will address a large number traditions, including Santeria, Condomble, Vodoun, Palo, Obeah, Christianity, Islam, and Judaism.

Instructor(s): E. Crews Terms Offered: Autumn

Equivalent Course(s): RLST 28011

CRES 29302. Human Rights: History and Theory. 100 Units.

This course is concerned with the theory and the historical evolution of the modern human rights regime. It discusses the emergence of a modern "human rights" culture as a product of the formation and expansion of the system of nation-states and the concurrent rise of value-driven social mobilizations. It proceeds to discuss human rights in two prevailing modalities. First, it explores rights as protection of the body and personhood and the modern, Western notion of individualism. Second, it inquires into rights as they affect groups (e.g., ethnicities and, potentially, transnational corporations) or states.

Instructor(s): Staff Terms Offered: TBD

Equivalent Course(s): HIST 29302,HIST 39302,HMRT 30200,INRE 31700,LAWS 41301,LLSO 27100,HMRT 20200

CRES 29800. BA Colloquium: Theory and Methods in Comparative Race and Ethnic Studies. 100 Units.

Please note: Students are encouraged to register for the BA Colloquium in the Spring Quarter of their third year. Third-year CRES majors will meet with the BA preceptor during the second half of Spring Quarter to get started on proposals, identifying a faculty adviser, and other preparatory tasks. This course is designed to introduce students to a range of qualitative research methods and to help determine which method would fit a research project of their own design in the field of race and ethnic studies. It functions as a research workshop in which students identify a research topic, develop a research question, and explore a range of methods that may or may not be appropriate for the research project. Students read each other's work and work through ideas that can serve as the proposal for a BA project.

Instructor(s): Staff Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and director of undergraduate studies

Note(s): Students are required to register for CRES 29800 in Spring Quarter of their third year.

CRES 29900. Preparation for the BA Essay. 100 Units.

Students may register for Preparation for the BA Essay during any quarter of their fourth year. Students should consult the CRES entry in the Time Schedules to locate the section numbers for faculty advisers.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): CRES 29800; consent of the faculty supervisor and director of undergraduate studies

Note(s): Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade.

These courses are for reference only. Please see Class Search (<http://registrar.uchicago.edu/classes>) for specific offerings. See the Center for the Study of Race, Politics, and Culture webpage for further information.



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.