

CRITICAL RACE AND ETHNIC STUDIES

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

PROGRAM OF STUDY

*With the founding of a new Department of Race, Diaspora, and Indigeneity (<https://news.uchicago.edu/story/department-race-diaspora-and-indigeneity-established-university-chicago/>), the *Critical Race and Ethnic Studies (CRES)* program will transition to a new major/minor in *Race, Diaspora, and Indigeneity (RDI)*. The College Class of 2025 will be the last class with the option to complete a CRES major or minor. The RDI program of study and requirements will appear in the 2023–24 catalog.*

The BA program in Critical Race and Ethnic Studies (CRES) offers an interdisciplinary curriculum that leads students to examine both the processes through which members of the human population have been constructed as racial and ethnic groups, and the political, historical, social, and cultural effects of this constitution. It trains students to think critically and comparatively about the varying ways in which race and ethnicity have been constructed in different parts of the world and in different historical periods. Focusing on conquest, subjugation, genocide, slavery, segregation, migration, and diasporas, as well as resistance to these historic and contemporary practices of subjugation, CRES prompts students to examine the political, social, and cultural practices and institutions of minority or marginalized populations in pre-colonial, colonial, and postcolonial settings. These populations include, for example, Indigenous peoples in the Americas, Africa, Australia, and elsewhere who have been subjugated to subaltern positions by colonizers in their own homelands, and populations across the Americas who originated in Africa, Asia, Europe, the Caribbean, Latin America, as well as diasporic communities therein who have been subject to enduring global processes of racialization and its material impact.

The program enables students to understand not only the historical emergence of race and ethnicity but also the conditions that have contributed to the persistence of these ascriptions in various polities, especially as they affect access to education, to the job market, and to welfare services, as well as participation in politics, in power, in the national economy, and in the arts.

A degree in CRES offers training designed to develop fundamental skills in critical thinking, comparative analysis, social theory, reading practices, and research methods regarding social classifications and cultural expressions. A student who obtains a BA in CRES will be well prepared to pursue graduate studies in the humanities, the social sciences, law, medicine, public health, social work, business, or international affairs, as well as in education, journalism, politics, or creative writing.

PROGRAM REQUIREMENTS

Students are encouraged to meet the general education requirements of the College before declaring CRES as their major. They also have the option of combining CRES with any major in the College. They must meet with the director of undergraduate studies or assistant director of student affairs to discuss a plan of study as soon as they declare CRES as their major, no later than the end of Spring Quarter of their third year. They should also consult with the director of undergraduate studies to chart their progression in their course of study. It will help them to write a prospectus of what they intend to accomplish and discuss this with the director.

The major requires 13 courses, which must include the following common core: two courses in theories of race and ethnicity; one advanced theory seminar on race and ethnicity; a senior methods/practicum in Critical Race and Ethnic Studies; and a BA thesis or capstone senior project. Students will meet the remaining requirements by selecting from the CRES course list eight other courses that are consistent with the guidelines articulated in the next paragraphs. Four (4) of these courses must help them develop a specialty area, such as Ethnicity on the American Stage, Race in the American Public Sphere, Racial Capitalism in the Caribbean, Race and Slavery, Native Americans in the Colonization of the Americas, and Asians in American History. The options are numerous and cannot be articulated exhaustively here. Students will meet with the director of undergraduate studies to customize the combination of available courses that can help them define a personalized specialty area. This can be topical or geographic, grounded in history. The remaining four (4) courses are free electives that students can take in any combination, based on their availability, bearing in mind that they are pursuing a degree in CRES. Since CRES is an interdisciplinary major, students should bridge divisions in selecting courses for their specialty areas and their electives. They should select courses from at least two different divisions or professional schools, viz., the Humanities, the Social Sciences, the School of Social Service Administration, the Biological Sciences, the Law School, etc. Students will complete their major by either working on a capstone senior project or writing a BA thesis under the supervision of a faculty member teaching in CRES or who is an affiliate of the Center for the Study of Race, Politics, and Culture.

Students will follow one of two options in their requirements for the major beyond the CRES core:

Option 1: Four courses in a specialty area, as explained above, and four other courses drawn from the remaining electives. For example, one may choose to take four courses focused on African Americans, two others dealing exclusively with Asian Americans, and two others on another ethnic or racial diaspora. Students can satisfy their intellectual interests in any combination they like, provided the courses have a CRES number and are consistent with the program requirements articulated above. A student may specialize on any geographic area

where racialized or ethnicized groups have been oppressed in or marginalized from the dominant political or socioeconomic structures of their polities.

Option 2: Students who wish to graduate with a double major in CRES and some other traditional discipline will first have to meet the CRES common core course requirements. They can use some courses in the traditional major to meet the CRES four-course requirement to customize a specialty area, by approval of the director of undergraduate studies. They will also have the option of including courses they have taken to meet their traditional-major requirements in their selection of the four remaining electives, provided the courses have a CRES number.

Students have the option of completing one of two senior projects—a capstone senior project or a BA thesis—in their fourth year in the College under the supervision of a CRES adviser who is an affiliate of the Center for the Study of Race, Politics, and Culture.

All CRES majors must take the senior colloquium in Critical Race and Ethnic Studies in Autumn and Winter Quarters of their fourth year, which is meant to help synthesize the vast knowledge they have gained and to prepare them to write their BA thesis/capstone senior project. Students planning a double major in CRES and a traditional discipline write the same thesis for both. They must thus select a topic that is acceptable to both academic units.

The BA Thesis/Capstone Senior Project

The capstone senior project offers a chance to apply training in the major to tackle issues of race and ethnicity in a variety of settings and media. It could include: planning and organizing an undergraduate conference; creating a performance, play, art installation, or photo-essay; or participating in civic engagement in Chicagoland, among many options. The project can be carried out individually or in collaboration with other graduating seniors.

The BA thesis enables students to apply their CRES coursework toward the development of original, critical research on a topic of their choice.

Students pursuing a double major should consult with the directors of undergraduate studies in both CRES and their other major before starting work related to the BA thesis. A consent form, to be signed by both directors of undergraduate studies, 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.

Students must identify a faculty advisor for their project or paper and submit a short proposal to the director of undergraduate studies by the end of autumn quarter of their fourth year. The BA theses/projects are due by Friday of the fifth week of the student's quarter of graduation. Students will present their work at the CRES Symposium during the week before graduation. A recommendation of the adviser is required for honors.

MAJOR IN CRITICAL RACE AND ETHNIC STUDIES

With the founding of a new Department of Race, Diaspora, and Indigeneity (<https://news.uchicago.edu/story/department-race-diaspora-and-indigeneity-established-university-chicago/>), the Critical Race and Ethnic Studies (CRES) program will transition to a new major/minor in Race, Diaspora, and Indigeneity (RDI). The College Class of 2025 will be the last class with the option to complete a CRES major or minor. The RDI program of study and requirements will appear in the 2023–24 catalog.

SUMMARY OF REQUIREMENTS: MAJOR IN CRITICAL RACE AND ETHNIC STUDIES

2 courses in theories of race and ethnicity		200
1 advanced theory seminar		100
4 courses in one specific area of specialization*		400
4 CRES electives		400
CRES 29800	BA Colloquium: Theory and Methods in Critical Race and Ethnic Studies	100
CRES 29900	Preparation for the BA Essay	100
Total Units		1300

* Courses should come from at least two different divisions or professional schools, viz., the Humanities Division, the Social Sciences Division, the Crown Family School of Social Work, Policy, and Practice, the Biological Sciences Division, the Law School, etc.

THEORIES OF RACE AND ETHNICITY

The two courses in theories of race and ethnicity may be selected from the following courses:

All 12xxx CRES courses		
CRES 12100	Contentious Natures: Race, Nature, and Power	100
CRES 12200	Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives	100

CRES 12300	Reading Race	100
CRES 12400	Introduction to Critical Race Theory/Black Studies	100
CRES 12500	Intersections of Gender and Race Throughout the Modern Middle East	100
CRES 12503	Sociology of Race and Racism	100

ADVANCED THEORY SEMINAR

The advanced theory seminar may be selected from the following courses:

All 22xxx CRES courses

CRES 22000	Lethal Landscapes, Toxic Worlds: Geographies of Race, Risk, and Contingency	100
CRES 22775	Racial Melancholia	100
CRES 22100	Islands of Diaspora: The Making of Race in the Caribbean	100
CRES 22161	21st Century Ethnic American Literature	100
CRES 22200	Welcome to the Good Life: The Black/Queer Edition	100
CRES 22250	Race, Performance, Performativity	100

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 thesis/capstone senior project.

ADVISING

Students are expected to have consulted with the assistant director of student affairs 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). Each student must choose a BA thesis/capstone adviser who is a member of the Critical Race and Ethnic Studies core faculty (<https://csrpc.uchicago.edu/people/faculty/>) by the Autumn quarter of their fourth year. Students may continue to seek advice from both the assistant director of student affairs and the director of undergraduate studies while completing their programs of study.

MINOR IN CRITICAL RACE AND ETHNIC STUDIES

The minor in Critical Race and Ethnic Studies (CRES) consists of five courses. 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 approval of the minor program by the director of undergraduate studies or assistant director of student affairs on the Consent to Complete a Minor Program (https://humanities-web.s3.us-east-2.amazonaws.com/college-prod/s3fs-public/documents/Consent_Minor_Program.pdf) form obtained from their College adviser or online. This form must then be returned to the College adviser by the end of Spring Quarter of the student's third year.

Courses in the minor may not be double-counted with the student's major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades unless a course only offers a P/F grading option, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

SUMMARY OF REQUIREMENTS: MINOR IN CRITICAL RACE AND ETHNIC STUDIES

2 courses in theories of race and ethnicity	200
3 additional CRES courses	300
<hr/> Total Units	<hr/> 500

COMPARATIVE RACE AND ETHNIC STUDIES COURSES

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 10600. Power and Resistance in the Black Atlantic. 100 Units.

Beginning with the arrival of European explorers on the West African coast in the fifteenth century and culminating with the stunning success of radical abolitionist movements across the Americas in the nineteenth

century, the formation of the Black Atlantic irrevocably reshaped the modern world. This class will examine large-scale historical processes, including the transatlantic slave trade, the development of plantation economies, and the birth of liberal democracy. Next, we will explore the lives of individual Africans and their American descendants, the communities they built, and the cultures they created. We will consider the diversity of the Black Atlantic by examining the lives of a broad array of individuals, including black intellectuals, statesmen, soldiers, religious leaders, healers, and rebels. We will examine African diasporic subjects as creative rather than reactive historical agents and their unique contributions to Atlantic cultures, societies, and ideas. Within this geographically and temporally expansive history students will explore a key set of animating questions: What is the Black Atlantic? How can we understand both the commonalities and diversity of the experiences of Africans in the Diaspora? What kinds of communities, affinities, and identities did Africans create after being uprooted by the slave trade? What methods do scholars use to understand this history? And finally, what is the historical and political legacy of the Black Atlantic?

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

Note(s): Assignments: short and long papers.

Equivalent Course(s): LACS 10600, HIST 10600

CRES 12220. Race, Gender, and Class: Introduction to Cultural Studies. 100 Units.

This course provides an introduction to the interdisciplinary field of Cultural Studies by way of a tripartite investigation of the field's three key categories: Race, Class, and Gender. Where do these categories come from, and what role do they play in shaping our collective social reality? Rather than advancing static definitions of these three terms, the course will introduce a set of tools and strategies for "reading" race, class, and gender as evolving and intersecting modes of human differentiation. We will thus attend to these concepts' dual status as real material structures and symbolic constructs which shape how we relate to larger social collectivities like "peoples" and "nations." Readings will include theorizations of race, gender, and class from a variety of intellectual traditions, with an emphasis on writers who have employed these categories in various modes of cultural analysis (Stuart Hall, Paul Gilroy, Raymond Williams, Hazel Carby, Saidiya Hartman, and Lisa Lowe, to name a few). Attention will also be given to dissident cultural formations which have adopted these categories as rallying cries to challenge dominant social orders (i.e., anti-racist, working-class, and feminist movements.) Students will develop their skills as cultural studies analysts through a sequence of exercises which ask them to interpret the raced, classed, and gendered dimensions of a variety of cultural objects: songs, films, "memes," advertisements, political speeches, etc.

Instructor(s): Noah Hansen Terms Offered: Autumn

Equivalent Course(s): GNSE 12117

CRES 12225. Racing Research: The evolution and impact of racial understanding in the U.S. Social Sciences. 100 Units.

What does it mean to research race in the United States? Understandings of race in the contemporary U.S. have evolved significantly from rationales of biological determinism to a more modern understanding of race as a social construct. In this course, students will explore the evolution of the science of/study of race. We will grapple with the social reality of race and racism in order to consider the implications of how we have chosen and continue to choose to racialize various populations in the U.S. We will consider questions such as: How does the way we present race in our studies influence the way that greater society understands and engages race and racial categories? How have our scientific understandings of race changed the way we study and make meaning of racial categories? How do studies of racial categories and the ways we operationalize them impact our perception of racialized bodies? What does it mean to take race as an object, a static variable to be considered, versus as a subject, or the central substance of study? What are the social and political implications of racialized research? We will approach these questions from an interdisciplinary perspective considering racial ideologies from across the social sciences in order to reflect on how racial categorization and understanding in the social sciences have impacted mainstream discussions of race and racism.

Instructor(s): H. Tackie Terms Offered: Spring

Equivalent Course(s): CHDV 25225

CRES 12300. Reading Race. 100 Units.

Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in *Homo sapiens* have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to its role in retarding social progress, and the extermination and exploitation of some populations and individuals.

Instructor(s): Russell Tuttle Terms Offered: Autumn, Autumn 2022

Equivalent Course(s): HIPS 20003, ANTH 38305, ANTH 20003

CRES 12500. Intersections of Gender and Race Throughout the Modern Middle East. 100 Units.

This course will explore how parts of the modern Middle East confronted questions and definitions of race and gender that were often first defined in the west. Organized thematically and covering a region that spans from North Africa to Iran, we will use the analytics of race and gender in an intersecting way to explore topics in the Middle East such as: colonialism, slavery, Arab Nationalism, Zionism, whiteness, racism, eugenics and scientific racism, and global solidarity movements. In so doing, our course will reveal that race is an operative category in the study of Middle East history, the historical racial logics operating in various Middle Eastern countries, and how race and gender intersect at the site of individual as well as the effects of this. This course is designed

for anyone interested in race theory, gender theory, intersectionality, and Middle East history. By the end of this course, students will have the tools to think in a gendered and raced multidimensional way about aspects of Middle East history that do not often receive such an intersectional treatment. Additionally, they will develop the methodological tools to discern local race and gender logics that might be different than what they're most familiar with. Finally, through coming to understand their relationship to the knowledge of our course, students will also be able to use the course as a springboard for continued learning in other courses that treat race, gender, and the Middle East.

Instructor(s): Chelsie May Terms Offered: Autumn

Equivalent Course(s): GNSE 22509, NEHC 22500

CRES 12600. Racial Formations. 100 Units.

Race is arguably the most significant social category shaping the fabric and trajectory of American life-and yet, it is also one of the most poorly understood and eagerly avoided topics in our public consciousness. In this course, we will examine paradigms for understanding race in both academic and popular contexts. Using theoretical constructs, historical case studies, contemporary topics in politics and culture, and empirical research on racial attitudes and disparities, this course explores questions such as: what are the racial boundaries that shape our lives? Where did they come from, how have they changed over time, and how are they continuing to evolve? Whose interests do they serve? We will also draw on news and current events to observe and analyze the ways that racial boundaries and the social meaning of race impact public policy and public debate.

Instructor(s): Eve L. Ewing Terms Offered: Winter

Prerequisite(s): None

CRES 12700. Diaspora/Diasporas. 100 Units.

This class will orient students to the practices, frameworks, and geographies of diasporic communities from the early modern period to the present. The term's initial origins in Jewish experiences of forced dispersal and migration underscores how its meaning is shaped by histories of collective displacement and loss, as well as invention and heritage. The discourse of diaspora remains foundational for several interdisciplinary fields, including Black studies, Asian American studies, Indigenous studies, Latinx studies, and more. Within these intellectual orientations, diasporic identities are notably expansive and unfixed. As observed by the late cultural theorist Stuart Hall, "diaspora identities are those which are constantly producing and reproducing themselves anew, through transformation and difference," bridging old and new traditions of worldmaking, resistance, and solidarities within and across distinct diasporic sensibilities." Students in this class will work with scholarly, literary, sonic, and visual materials demonstrating how use of diaspora alternately mobilizes and roots people, in ways that claim pasts and futures at once.

Instructor(s): Adam Green Terms Offered: Spring

Equivalent Course(s): HIST 12706, GLST 22700

CRES 12800. Indigeneity. 100 Units.

Whose land are we on? What does it mean to be Indigenous, for generations past and in the twenty-first century? From debates over claims of Indigenous ancestry by political actors to the struggles of sacred lands protection against natural resource extraction, understanding the stakes of these concerns for Indigenous peoples and nations is more relevant than ever. This seminar-part of the sequence for majors in the Department of Race, Diaspora, and Indigeneity-introduces students to core texts and concepts in the field of Native American and Indigenous Studies (NAIS). Topics will include sovereignty and governance, settler colonialism, citizenship and nationhood, blood quantum and racialization, diasporas and urban indigeneity, and relationships to land and environment. Course activities may include engagement with Indigenous films, dialogues with visiting Indigenous scholars, and field trips to Chicago-area cultural institutions.

Instructor(s): Teresa Montoya and Matthew Krueger Terms Offered: Autumn

Equivalent Course(s): HIST 17800

CRES 13201. London Program: Literature, Property, and Violence. 100 Units.

Ranging from the spectacular to the hidden, from the national to the domestic, affecting people unequally across races and genders, violence often confounds our expectations for representation. Similarly, property, itself unequally distributed, either appears or disappears depending on how we tell a story. Narrative is a crucial aspect of how we both reveal and conceal the presence of violence and property in everyday life. Taking its material from US literature prior to the twenty-first century, this course examines how both violence and property intertwine throughout the literary history of the United States. In this course, we will focus on the ways that literary texts, primarily prose narrative, represent these confusing phenomena to understand the political, aesthetic, and historical implications of both property and violence. We will read a variety of literary texts, including work by Harriet Jacobs, Herman Melville, and Toni Morrison with supplemental readings from a variety of critical and theoretical perspectives. (Fiction, 1830-1940)

Instructor(s): Adam Fales Terms Offered: Autumn

Prerequisite(s): Admission to the London Program (study abroad) is required.

Equivalent Course(s): ENGL 10102

CRES 15470. Sexual Violence in Asian America. 100 Units.

The course will make connections across historical and everyday violence on Asian American women to think about why violence against Asian women in wartime is hypervisible, yet everyday sexual violence against Asian American women is invisible. Reading texts from Asian American studies and Black and women of color

feminism, we will consider the socialization of sexual violence and rape culture historically and within the present. (Fiction, Theory)

Instructor(s): Thaomi Michelle Dinh Terms Offered: Spring

Equivalent Course(s): GNSE 23134, ENGL 15470

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.

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. The courses in this sequence may be taken in any order.

Instructor(s): A. Kolata & S. Newman Terms Offered: Autumn

Equivalent Course(s): ANTH 23101, HIST 16101, LACS 34600, LACS 16100, SOSC 26100, HIST 36101

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

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): M. Hicks Terms Offered: Winter

Equivalent Course(s): SOSC 26200, ANTH 23102, HIST 16102, LACS 16200, PPHA 39770, HIST 36102, LACS 34700

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

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

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

Equivalent Course(s): LACS 34800, SOSC 26300, ANTH 23103, PPHA 39780, HIST 16103, HIST 36103, LACS 16300

CRES 17105. Race and Racisms in the Americas. 100 Units.

This course seeks to explore the variegated ways the idea, and the consequences, of race has affected the history of the Americas from the eighteenth to the early twentieth century. The course emphasizes comparisons and different forms of racisms in Canada, the United States, Mexico, Cuba, and Brazil.

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

Note(s): History in the World courses use history as a valuable tool to help students critically examine our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): LACS 17105, HIST 17105

CRES 17606. American Revolutions. 100 Units.

In 1750, "British America" was a diverse and fractious collection of colonies huddled along the eastern seaboard, on the margins of the churning waters of the Atlantic world. Forty years later, thirteen of those remote American settlements had become, through rebellion and war, into a revolutionary nation. The traumatic passage of this transformation established the world's first modern republic and set in motion an age of democratic revolutions that reverberated in Europe, the Caribbean, Latin America, and western North America. This course explores this remarkable epoch in early American history. Topics include the first global military struggle (the Seven Years War); the transformation from scattered urban riots against taxes into a rebellion against the world's strongest imperial power; the everyday experience of occupation, insurgency, and civil war; Black and Native American struggles for independence; experiments in women's rights, radical democracy, and religious freedom; the fragility of the new union and the ragged road toward a federal nation-state; and the revolutionary idealism that inspired revolutions in France, Haiti, and the Americas, with consequences that shaped the early United States and all its diverse peoples. Grades will be based on three short papers and one final paper. This lecture course is open to non-History majors and does not presume any previous history coursework.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): AMER 17606, HIST 17606, LLSO 27606

CRES 17808. Reforming America: Social & Political Change from the Gilded Age to the New Deal. 100 Units.

At the beginning of the twentieth century, the American state was a creaking, antiquated apparatus struggling to manage the social and economic changes that had occurred in the previous fifty years. From the turn of the century through World War II, the country underwent a profound program of political change—earning this period the name "the age of reform." In this class we examine the relationship between social and economic upheaval (industrialization, urbanization, immigration, depression, war) and political movements and activism (agrarian populism, the Ku Klux Klan, the early civil and women's rights movements, organized labor) in order to explain how government in America was transformed for new conditions.

Instructor(s): G. Winant Terms Offered: Spring

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): GNSE 17818, HIST 17808, LLSO 17808

CRES 17906. Haunted Histories: Slavery and Memory. 100 Units.

This course draws on an eclectic range of primary sources, historical monographs, and interdisciplinary texts to examine the creative and deeply contested modes of remembering (and forgetting) chattel slavery in the United States. It begins with a brief introduction to the history of slavery before pivoting to particularly telling episodes of representation, reinterpretation, and erasure. Specific topics to be addressed include public history, dark tourism, cultural performances, early reparations movements, and popular culture. In placing these episodes into their historical contexts, we better appreciate the ways in which debates over depictions of slavery themselves illuminate the contested history of race and resistance.

Instructor(s): R. Johnson Terms Offered: Winter

Equivalent Course(s): HIST 17906

CRES 18202. Histories of Racial Capitalism. 100 Units.

What is the relationship between race and capitalism? This course introduces students to 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. Spanning the colonization of North America to the era of mass incarceration, topics include the slave trade, indigenous dispossession, antebellum slavery, the Mexican-American War, "new imperialism," the welfare state, and civil rights. This class neither presumes a background in economics, nor previous coursework in history.

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

Equivalent Course(s): HIST 18202, AMER 18202, LLSO 28204

CRES 18702. Race, Politics, and Sports in the United States. 100 Units.

Kneeling or standing for the national anthem? Breaking the glass ceiling, coming out of the closet, or crossing the color line in sports? This course will take up the question of why sports are so central to American identity and what historic role sports and athletes have played in American political life. Muhammad Ali, Billie Jean King, Jackie Robinson, and Bill Russell are only a few of the athletes who fought for freedom, inclusion, and equality in sports and American life. Through close critical readings of popular and scholarly writing, memoirs, and visual culture (film and television), we will examine the seminal overlapping events in sports history and American history to understand the collision and convergence of our politics and sports culture.

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

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): HIST 18702

CRES 18703. Early America, 1492-1815. 100 Units.

This course explores the development of American culture, society, and politics from the first contact between Native Americans and Europeans to the emergence of a stable American nation by the end of the War of 1812. It emphasizes the diverse experiences of the many kinds of Americans and the different meanings that they attached to the events in their lives. Topics include the meeting of Indigenous, African, and European peoples, the diversity of colonial projects, piracy and the Atlantic slave trade, the surprising emergence of a strong British identity, the coming of the American Revolution, the range of Americans' struggles for independence, and the role of the trans-Appalachian West in shaping the early republic. This lecture course is open to nonmajors and does not presume any previous history coursework. Assignments: Two papers.

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

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): HIST 18703, AMER 18703, LLSO 28703

CRES 18804. America in the Nineteenth Century. 100 Units.

This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries' attempts to seize upon or challenge the nation's commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?

Instructor(s): N. Maor Terms Offered: Winter

Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): GNSE 18804, AMER 18804, LLSO 22106, HIST 18804

CRES 18805. 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 ring 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. Equivalent Course(s): AMER 18805, HIST 18805, GNSE 18805

CRES 18806. Introduction to Black Chicago, 1893-2010. 100 Units.

This course surveys the history of African Americans in Chicago, from before the twentieth century to the near present. In referring to that history, we treat a variety of themes, including migration and its impact, the origins and effects of class stratification, the relation of culture and cultural endeavor to collective consciousness, the rise of institutionalized religions, facts and fictions of political empowerment, and the correspondence of Black lives and living to indices of city wellness (services, schools, safety, general civic feeling). This is a history class that situates itself within a robust interdisciplinary conversation. Students can expect to engage works of autobiography and poetry, sociology, documentary photography, and political science as well as more straightforward historical analysis. By the end of the class, students should have grounding in Black Chicago's history and an appreciation of how this history outlines and anticipates Black life and racial politics in the modern United States.

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

Equivalent Course(s): CHST 18806, LLSO 28806, AMER 18806, HIST 18806

CRES 18860. Black Shakespeare. 100 Units.

This course explores the role played by the Shakespearean canon in the shaping of Western ideas about Blackness, in long-term processes of racial formation, and in global racial struggles from the early modern period to the present. Students will read Shakespearean plays portraying Black characters (Othello, Titus Andronicus, The Tempest, and Antony and Cleopatra) in conversation with African-American, Caribbean, and Post-colonial rewritings of those plays by playwrights Toni Morrison, Amiri Baraka, Bernard Jackson, Djanet Sears, Keith Hamilton Cobb, Aimé Césaire, Derek Walcott, Lolita Chakrabarti, and film-makers Max Julien and Jordan Peele. This course is open to MAPH students and to PhD students upon request. (Drama, Pre-1650 ; Med/Ren)

Instructor(s): Noémie Ndiaye Terms Offered: Spring

Equivalent Course(s): TAPS 20040, ENGL 18860, TAPS 30040, ENGL 38860

CRES 18901. Inequality, Politics, and Government in US History. 100 Units.

This class explores the relationship between social inequality and political democracy in US history. How have American political institutions dealt with and reflected the contradictions of "all men are created equal"? What is the meaning of political citizenship in a socially stratified society? How have social movements and conflicts shaped the institutions of state and the meaning of citizenship? The class touches on slavery and freedom; land and colonialism; racial discrimination; labor relations; gender and sexuality; social welfare policy; taxation and regulation; urban development; immigration; policing and incarceration. Assignments: One primary document analysis (2-3 pages), one secondary reading paper (3-5 pages), and a final paper analyzing a particular political movement, conflict, or policy (10-12 pages).

Instructor(s): G. Winant Terms Offered: Spring

Note(s): History in the World courses use history as a valuable tool to help students critically exam our society, culture, and politics. Preference given to 1st- and 2nd-yr students.

Equivalent Course(s): LLSO 18901, HIST 18901, GNSE 18901, AMER 18901

CRES 20004. Introduction to Asian American Studies. 100 Units.

This course seeks to examine the historical context and pragmatic implications of the ethno-political category "Asian American." How has this category invented or domesticated norms of Asianness even as it elides, or seeks to merge, intra-ethnic and geopolitical tensions? What is the nature of the relationship between "Asia" and "America," and how does being "Asian American" regiment transnational relations and the politics of identity? Discussions will cover the Chinese Exclusion Act, Japanese internment camps, the Korean and Vietnam wars, affirmative action debates, model minority and perpetual foreigner tropes, as well as responses to COVID-19. How does Asian Americanness inform approaches to race and ethnicity? In other words, what difference does it make? Through the works of Mae M. Ngai, Rey Chow, Dorinne Kondo, Yén Lê Espiritu, Jasbir Puar, Jodi Kim, and others, students will be introduced to a variety of ways forward.

Instructor(s): Alice Yeh Terms Offered: Winter

Equivalent Course(s): ANTH 23608, HIST 28001, GLST 20004

CRES 20110. Trans-Saharan Africa. 100 Units.

Should Mediterranean and sub-Saharan Africa be treated as one or two historical units? What was the global and regional significance of medieval and early modern trans-Saharan caravan trade? How are we to understand the vast empires that sprang up in the West and Central Sudan during this era? How and in what form did Islam and the broader culture that accompanied it spread across this entire region? What was the role of slavery in the economic and cultural development of both North and West-West Central Africa? To what extent did European

colonial rule and its aftermath alter or encourage the social and cultural processes initiated by trans-Saharan contacts? We will consider these questions in this course, which will mix lectures on Tuesdays with discussion of readings on Thursdays. Assignments: Two short 3-5-page critical papers on specialized readings and one longer final essay of 10-12 pages.

Instructor(s): R. Austen Terms Offered: Spring

Equivalent Course(s): CRES 30110, HIST 20110, HIST 30110

CRES 20111. History of Death. 100 Units.

From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death-coming from histories of the body, social history, and the study of slavery-and ends by asking the question: "Is it possible to have a global history of death?"

Instructor(s): K. Hickerson Terms Offered: Autumn

Note(s): Assignments: short papers, in-class presentation, alternative projects.

Equivalent Course(s): GNSE 21111, HLTH 20111, RLST 20111, HIST 20111

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: Autumn

Equivalent Course(s): CHDV 20140, SOCI 20140

CRES 20180. Constitutional Law and the Palestinian-Arab Minority in Israel. 100 Units.

This course will provide an introduction to Israeli constitutional law with an emphasis on the case of the Arab and Palestinian citizens in Israel's ethnic democracy. It explores the scope of the individual and group rights they enjoy, as well as their various limitations. The course will discuss constitutional issues arising inside Israel and issues arising with respect to the Occupied Territories. Students will be offered the opportunity to examine and critically evaluate key features of constitutional jurisprudence in Israel such as the concept "defensive democracy" plays in Israeli constitutional law, judicial decision concerning voting rights, freedom of expression, housing, equality and anti-discrimination, social rights, and cultural rights. The course assumes no previous knowledge of law or Israeli legal system. It is available for both undergraduate and graduate students.

Terms Offered: Spring

Equivalent Course(s): RLST 27180, NEHC 30180, GLST 20180, NEHC 20180, JWSC 20444

CRES 20205. Race in African History. 100 Units.

This course examines how the category of race has been identified and discussed in African history from the nineteenth century to the contemporary era. The course combines cultural and social history with recent research from the history of science, gender and sexuality studies, and the history of slavery in Islamic Africa to illuminate the debates, actors, and encounters that animate this dynamic field. Students will analyze case studies from across the continent-from Ghana to Sudan to South Africa-while also keeping an eye to transnational debates about difference, diaspora, imperialism, and nationalism. With readings ranging from classics in Pan-African thought to comparative studies of white settler colonialism, this course will highlight the ways in which race has shaped and continues to shape African states and societies. Students will also consider film, literature, music, fashion, and studies of the built environment.

Terms Offered: Winter

Note(s): Students who have not take African Civilizations I, II, and III are asked to read African History: A Very Short Introduction (Oxford, 2007) in preparation for this course.

Equivalent Course(s): GNSE 22225, HIST 20205, HIPS 20205

CRES 20233. Race in Contemporary American Society. 100 Units.

This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journalism. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only

Equivalent Course(s): SOCI 20233, SOCI 30233, MAPS 30233

CRES 20240. Religion in Israeli-Palestinian Conflict and Peacemaking. 100 Units.

The Israeli-Palestinian conflict is arguably the most intractable political conflict at present. The conflict has been subjected to various historiographies and narrative explorations, offering often-competing explanations in an attempt to understand its origin and involvement, and also the failure of its resolution. This course explores the

role of religion in the historical development of the conflict and in its contemporary manifestation, while at the same time probing the potential role of religion in the resolution of the conflict and outlining the history of attempts for religious peace-making in Israel/Palestine. Combining concrete historical analysis and intellectual history, the course will focus on the Jewish, Muslim and Christian views of the conflict and its potential resolution, relating to such themes as covenant, messianism, political theology, the sanctity of the land and the role of Jerusalem. These concepts and others will be explored against the backdrop of the concrete history of the conflict, focusing initially on the formative period of 1897-1948, pivoting to the 1967 war and its aftermath and concluding with the religionization of politics in recent decades and its far-reaching consequences.

Instructor(s): David Barak-Gorodetsky Terms Offered: Spring

Equivalent Course(s): RLST 22040, JWSC 24040, HMRT 22040, HIST 25900

CRES 20282. Immigrant America. 100 Units.

Nearly 60 million immigrants have arrived in the U.S. in the past 50 years, mostly from Latin America and Asia, but also from Africa and the Middle-East. Today, a near-record 14% of the country's population is foreign born compared with just 5% in 1965. These profound demographic changes raise critical questions: Why do immigrants come to the U.S.? What impact do they have on U.S. society? Are today's immigrants fundamentally different from previous waves of immigrants? Are these immigrants assimilating to the U.S. or retaining their culture? Why do some immigrant groups appear to fare better than others? This course will expose students to the latest social science research on contemporary immigration to the United States. We will explore its origins, adaptation patterns, and long-term effects on American society.

Instructor(s): R. Flores Terms Offered: Autumn

Equivalent Course(s): SOCI 20282

CRES 20303. Introduction to African Civilization III. 100 Units.

Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of personhood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.

Instructor(s): K. Takabvirwa & Staff Terms Offered: Spring

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

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

Equivalent Course(s): HIST 10103, ANTH 20703

CRES 20572. Humor in Muslim Literature: 600 - Present. 100 Units.

In this course, we will explore the theoretical and practical aspects of humor in Muslim literatures. The material studied in this course spans over a millennium and a half, beginning in the century prior to the emergence of Islam until the modern period, and includes texts translated from a variety of languages from Islamic civilizations (e.g., Arabic, Persian, Turkish). By focusing on humor-by which we mean material created to entertain and make one laugh-we will trace the development of Muslim literature while engaging the material on a linguistic, formal, and cultural level. Humor presents the opportunity to address issues such as race, religion, class, sexuality, and even pre-modern daily life; the material can be difficult, often vulgar, contentious, and deeply offensive at times. However, this class will treat this difficulty as an opportunity to reflect upon how humor interacts with humankind's less attractive qualities. This course is intended for both students with no exposure to Muslim literatures and those with an extensive background in the field. Secondary readings will treat the authors and texts as well as critical approaches to humor. The instructor will lecture for a small amount of time each class, but the bulk of the class will be spent discussing the text and its place in the history of Muslim literatures.

Instructor(s): Tynan Kelly Terms Offered: Spring

Equivalent Course(s): NEHC 20572

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. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the transatlantic trade in enslaved human beings.

Instructor(s): K. Hickerson & E. Osborn Terms Offered: Autumn

Equivalent Course(s): ANTH 20701, HIST 10101, MDVL 10101

CRES 20755. Making "I'll Take You There: The Life of Mavis Staples" at Court Theatre. 100 Units.

Court Theatre has acquired the rights to Greg Kot's 2014 biography of Chicago-born music legend Mavis Staples, "I'll Take You There: Mavis Staples, the Staple Singers, and the Music that Shaped the Civil Rights Era." Kot joins Court as consultant as the theater starts the work of adapting Mavis Staples's life for the stage. He is the former music critic for the Chicago Tribune, editorial director of the multimedia music platform the Coda Collection, and co-host of Sound Opinions. This course invites students to take a lead role in Court's creative development process for the Mavis Staples story. Using the methods of history, dramaturgy, biography and musicology, students will work with Kot and Court's artistic team to map the story's rich historical landscape, excavate the

essential characters and identify the key events-social, political and musical-that a playwright might explore. Students will pursue individual research projects grounded in the epic journey of the Staples family and its powerful mobilizing role in the Civil Rights movement. Mavis Staples continues to blend gospel, blues, folk, rock and protest music in her work; her collaborators have included Bob Dylan, Prince, David Byrne, and Chuck D. Students will trace the Staples family's story via multiple archives to build a portfolio of sound recordings, oral history interviews, photographs, newspapers, film and video recordings that will help the bring the production to life. Kot will be a regular guest in class.

Instructor(s): N. Titone Terms Offered: Autumn

Equivalent Course(s): HIST 20300, RLST 28755, TAPS 20755, CHST 20755, MUSI 20755

CRES 20802. Introduction to African Civilization II. 100 Units.

Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.

Instructor(s): K. Hickerson Terms Offered: Winter

Equivalent Course(s): ANTH 20702, HIST 10102

CRES 20817. Race, Social Movements and American Politics. 100 Units.

Throughout history it has often been the collective action of the most oppressed groups that has changed political systems and hierarchies in unprecedented ways, providing a vehicle for the participation of the those formally disempowered. It is just such collective political action that we will examine in this course. Throughout the quarter we will concentrate on one particular form of collective resistance-social movements. Given the rise of race-based social movements such as the Immigrant's Rights Movement and the Movement for Black Lives, exploring this form of mobilization, voice and political participation seems especially pertinent to the study of American politics today. Under consideration throughout the quarter will be such questions as: What counts as a social movement? What motivates people to engage in such activity? What are the challenges that movements and their leaders face? What impact do social movements have on the distribution of the lives of marginal communities and the general functioning of the state?

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

Equivalent Course(s): PLSC 20817

CRES 21000. Race & American Public Schools. 100 Units.

This course explores the fundamental role that race and racism have played in the structure, stratification, and social functioning of American public schools. Working within and between historical perspectives, contemporary policy challenges, theory, and empirical research, we will explore questions of purpose, identity, otherness, and justice. What can the histories of Black and Indigenous schooling reveal about the educational project of the nation? How does the notion of whiteness as property shape public presumptions about what makes a "good" school? Perhaps most fundamentally, can schools be engines for racial justice, and if so, how?

Equivalent Course(s): EDSO 21000, HMRT 21000, SSAD 21000

CRES 21008. The Philosophy of Civic Engagement. 100 Units.

What is "civic engagement" and why should colleges, universities, and other educational institutions practice and encourage it? How, for example, does the University of Chicago's Office of Civic Engagement define the theory and practice of civic engagement, fitting it within the University's core mission and valorizing certain approaches to it for students, faculty, staff, and the University as a whole? What alternative models might be available? And what are the limitations of such institutionalized efforts, as highlighted in efforts to "decolonize" institutions of higher education? When, in short, does such institutionalized civic engagement conflict with efforts to move beyond the discourses of diversity and civic education to embrace more critical perspectives on the settler colonial ideologies informing educational institutions in current neoliberal societies? This course will be developed in active collaboration with the UChicago Civic Knowledge Project, which for two decades has explored alternatives visions of civic friendship on Chicago's South Side. (A) (I) (IV)

Instructor(s): B. Schultz Terms Offered: Winter

Equivalent Course(s): CRES 31008, PHIL 31008, PHIL 21008

CRES 21100. Cultural Psychology. 100 Units.

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and

cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.

Instructor(s): R. Shweder Terms Offered: Autumn

Prerequisite(s): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

Equivalent Course(s): ANTH 24320, GNSE 31000, EDSO 21100, PSYC 33000, AMER 33000, PSYC 23000, GNSE 21001, CHDV 31000, CHDV 21000, ANTH 35110

CRES 21202. Anthropology of Caste. 100 Units.

This seminar course explores anthropological approaches to caste. We will survey colonial ethnological accounts to structuralist, transactionalist, historical anthropological, and contemporary ethnographic accounts of forms of caste difference, identity, and violence in South and East Asia, with an eye to comparison to other forms of invidious social difference in other times and cultures.

Instructor(s): Constantine Nakassis Terms Offered: Not offered 2021-22; may be offered 2022-23

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): ANTH 32202, SALC 32202, ANTH 22202

CRES 21206. Philosophy of Race and Racism. 100 Units.

The idea that there exist different "races" of human beings is something that many—perhaps even most—people in the United States today take for granted. And yet modern notions of "race" and "racial difference" raise deep philosophical problems: What exactly is race? Is race a natural kind (like water) or a social kind (like citizenship)? If race is a social kind—i.e. something human beings have constructed—are there any good reasons to keep using it? According to many philosophers, these questions cannot be properly analyzed in abstraction from the history of modern racism and the liberation struggles racial oppression has given rise to. Together, we'll read classic and contemporary texts on these themes by authors such as W.E.B. Du Bois, Frantz Fanon, Angela Davis, Charles Mills, Naomi Zack, Chike Jeffers, Kwame Anthony Appiah, and Lucius Outlaw. (A)

Instructor(s): T. Zimmer Terms Offered: Autumn

Equivalent Course(s): PHIL 21206

CRES 21207. Ecocentrism and Environmental Racism. 100 Units.

The aim of this course is to explore the tensions and convergences between two of the most profoundly important areas of environmental philosophy. "Ecocentrism" is the view that holistic systems such as ecosystems can be ethically considerable or "count" in a way somewhat comparable to human persons, and such a philosophical perspective has been shared by many prominent forms of environmentalism, from Aldo Leopold's Land Ethic to Deep Ecology to the worldviews of many Native American and Indigenous peoples. For some prominent environmental philosophers, a commitment to ecocentrism is the defining test of whether one is truly an environmental philosopher. "Environmental Racism" is one of the defining elements of environmental injustice, the way in which environmental crises and existential threats often reflect systemic discrimination, oppression, and domination in their disproportionate adverse impact on peoples of color, women, the global poor, LGBTQ populations, and Indigenous Peoples. Although historically, some have claimed that ecocentric organizations such as Greenpeace have neglected the problems of environmental injustice and racism in their quest to, e.g., "save the whales," a deeper analysis reveals a far more complicated picture, with many affinities and alliances between ecocentrists and activists seeking environmental justice. (A)

Instructor(s): B. Schultz Terms Offered: Autumn

Equivalent Course(s): HMRT 21207, CHST 21207, ENST 21207, PLSC 21207, PHIL 21207, MAPH 31207

CRES 21217. Reimagining Justice in the Chicago Police Torture Cases. 100 Units.

From 1972 to 1991, former Chicago police commander Jon Burge and white detectives under his command systematically tortured over 117 Black people in police custody. In May 2015, 43 years after the first known instance of torture, Chicago became the first municipality in the U.S. to provide reparations to those harmed by racially-motivated law enforcement violence, passing legislation for survivors of the Burge police torture regime. This course explores the evolution of decades of community activism and creative organizing undertaken in the Jon Burge torture cases. We will consider the following questions: What do these cases and the activism surrounding them reveal about policing and the criminal legal system? What role did torture survivors and those directly impacted by Burge torture play in struggles for justice? How can we reimagine systems of justice and accountability? How can society reckon with legacies of state violence and their ongoing impact in communities today?

Instructor(s): Alice Kim, Pozen Center for Human Rights Lab Director Terms Offered: Winter

Note(s): Consent Required

Equivalent Course(s): HMRT 22217, CHST 22217

CRES 21275. Theologies from Africa, Asia, and Latin America. 100 Units.

What are the life factors and specific contexts that amazingly gave rise to religious thinking in the 1960s Third World theologies? And what are the relations among gender, culture, politics, and economics in these global theologies? This class compares and contrasts various systems and methods in contemporary theologies, male and female, in Africa, Asia, and Latin America. As we engage these systems of thought, we want to examine the logic of their theologies and the sources used to construct knowledge – particularly the relation between the materiality of context and the imagination of theology.

Instructor(s): Dwight Hopkins Terms Offered: Winter

Equivalent Course(s): LACS 21275, RLST 21275

CRES 21303. Christianity and Slavery in America, 1619-1865. 100 Units.

This seminar will examine the relationship between Christian thought and the practice of slavery as they evolved historically, especially in the context of European enslavement of peoples of African descent in the colonies of British North America and in the antebellum South. Emphasis will be placed on the ways in which Christianity functioned as an ideological justification of the institution of slavery and an amelioration of practices deemed abusive within slave societies. The following questions will be addressed in some form: Why did some Christians oppose slavery at a specific time and in a particular historical context? In other words, why did slavery become a moral problem for an influential though minority segment of the United States by the early 19th century? What was the process by which and why did white evangelical Christians, especially in the South, become the most prominent defenders of slavery as it was increasingly confined to the South? What were some of the consequences of debates about slavery in regard to efforts to engage broader social reform? What role did race play in the historical development of slavery? How did people of African descent shape and practice Christianity in British North America and the Southern States of the United States? Although our focus is on what became the United States of America, we also linger on discussions about the broader international dimensions of slavery and slavery's importance in the development of the Americas.

Instructor(s): Curtis Evans Terms Offered: Spring

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): HCHR 42901, RAME 42901, RLST 21303, HIST 47102, KNOW 42901

CRES 21306. Sovereign Rights: Decolonization and the Cold War in Image and Word. 100 Units.

This course explores two historical processes often discussed in isolation: decolonization and the Cold War. Through our particular emphasis on solidarity movements arising from the global South, we consider a point in time during which shouts for political and economic equality among nations envisioned potential futures that would alter the global landscape. What transformed perceptions of the 'Third World' from a loose coalition of governments that sought to upend contemporary global structures, into an amorphous constitution of states perpetually in need of humanitarian aid? Over the course of the quarter we will explore these trajectories through a mixture of primary documents and visual sources, contextualized by both foundational historical scholarship and more recent interventions. Short writing assignments, library and museum visits, and class discussions will culminate in an opportunity for students to use course themes to design their own exhibit according to their own interests.

Instructor(s): Eilin Rafael Pérez, Graduate Lecturer Terms Offered: Spring

Equivalent Course(s): GLST 24406, HMRT 23406

CRES 21357. The American Scam: Race, Finance, Infrastructure. 100 Units.

This course takes the art of the scam as a practical analytic through which to translate the abstract workings of financial capital and the historical injustices it exacerbates. Thinking across predatory lending, credit traps, Ponzi schemes, confidence men, and speculative bubbles, we will investigate how both instruments and sensibilities of law and order are paradoxically integral to, while flouted by, these breeds of scamming. In the process, we will explore how aspirations underwritten by whiteness and notions of risk charged with anti-blackness are put into play in the scam's promise, alongside how anxieties over finding oneself the dupe serve to perpetuate the game. Alongside examples from ethnography, history, films, and fictional literature, students will have the opportunity to research their own case study to critically reconstruct a scam (from hook, line, to sinker). Across these cases, we will collectively track patterns of American scam culture and plot evasive maneuvers.

Instructor(s): Cunningham, Molly Terms Offered: Spring, Spring 2022

Equivalent Course(s): ANTH 21357

CRES 21403. Race and Religion in the Americas. 100 Units.

This course explores the intricate and complex relationships between race and religion. To do this, the class will focus on examples from religions of the Caribbean and the United States from the 19th and 20th centuries, including Christianity, Hinduism, Islam, and Afro-Caribbean religions. We will use these examples to understand and compare the different ways in which religion and race have been constructed together, and to think through key terms and concepts for the study of religion and race, such as diaspora, cultural continuity and change, hybridization, and nationalism. (A)

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

Equivalent Course(s): RLST 21403

CRES 21405. Inventing Race in the British Empire. 100 Units.

This course reveals how the British encounter with racial difference in the Caribbean, Australasia, and India both validated and subverted the project of empire-building. We begin by examining clashes within London scholarly societies over the question of racial differentiation in the nineteenth century. We then determine how the British deployed these "scientific" theories of race in the colonies: Did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? Key topics include acts of resistance to prejudicial racialization, post-Emancipation labor systems, miscegenation, colonial classification schemes, public health controls, and fears of European degeneration in tropical climates. We will use primary sources (anthropological treatises, missionary accounts, public speeches, and fictional works) to critique the British narrative of a "civilizing mission" and to investigate how an array of actors used race as an instrument to accomplish specific objectives.

Instructor(s): Z. Leonard Terms Offered: Spring
Equivalent Course(s): HIST 21405, GLST 21405, SALC 21405

CRES 21410. Politics of Technoscience in Africa. 100 Units.

Euro-American discourse has often portrayed Africa as either a place without science and technology or as the home of deep and ancient wisdom. European imperialists used the alleged absence of science and technology as a justification for colonialism while pharmaceutical companies sought out African knowledge about healing plants. In addition to their practical applications, science and technology carry significant symbolic weight in discussions about Africa. In this class, we examine the politics of scientific and technical knowledge in Africa with a focus on colonialism and its aftermath. How have different people produced and used knowledge about the environment, medicine, and technology? What kinds of knowledge count as indigenous and who gets credit for innovation? How have independent African governments dealt with the imperial legacies of science? From the interpretation of archaeological ruins to the design of new medical technologies, this class will examine science and technology as political practice in Africa.

Equivalent Course(s): ANTH 22165, HIPS 21410, KNOW 21410

CRES 21411. Sex, Race, and Empire. 100 Units.

This course surveys how science, race, and gender interacted in the early modern Atlantic world from 1500-1800. We will critically examine how new modes of scientific inquiry brought Africans, Americans, and Europeans into contact and conflict. Along the way, we will ask how, why, and with consequences imperial science created new knowledge claims about human inequality, especially racial and sexual difference. We will draw primarily on British, Iberian, and French imperial agendas in order to track the experiences of men and women from all corners of the Atlantic world, including indigenous peoples, enslaved black Africans, free people of color, and white Europeans. Through a variety of primary and secondary sources, we will uncover European aspirations to curate, control, and exploit the natural world and the agency of subjugated peoples in responding to and resisting these designs. Topics covered include natural history collecting and classification; the invention of racial theory; slavery and maroons; women, gender, and reproduction; consumption; and violence, resistance, and revolution.

Equivalent Course(s): HIST 25315, GNSE 21411, HIPS 21411, KNOW 21411

CRES 21416. Reproduction and Motherhood in Multimedia (1800-present) 100 Units.

What do artificial wombs, monstrous creations, and dystopian medical landscapes have in common? Answers to these questions are the subject of this interdisciplinary course in which we explore the many ways in which human reproduction has entered multimedia from the eighteenth century through present. In our course, the concept of "reproduction" will be problematized through film, advertising, texts, literature, and objects. Through these sources, we will critically explore how popular representations of human reproduction have shaped the status of the female body and notions of motherhood over time. We will also see how the liberating potential of new forms of multimedia have often served to reinforce--rather than resist or re-imagine--longstanding motifs and beliefs surrounding the maternal body and womanhood, from the image of the hysterical woman to that of the monstrous mother. Themes covered include the science of reproduction, hysteria, monstrosities, maternal imagination, artificial life, race, contraception, in/fertility, and sex education.

Instructor(s): Margaret Carlyle Terms Offered: Autumn
Equivalent Course(s): HIPS 21416, KNOW 21416, GNSE 21416

CRES 21417. American Modernities. 100 Units.

This seminar covers social thought in the United States from the Progressive Era to the present. The central theme will be the highly charged concept of modernity. Modernity is often thought of as an attribute or invention of Western Europe, but what if we see it as a family of experiences shared by many interconnecting peoples? After framing the concept of modernity globally, drawing on Baudelaire, Weber, and Taylor, we will move to the United States. There, three historical processes of rupture and renascence--the Atlantic slave trade; the indigenous cataclysm brought about by European settlement; and transnational migration--yielded forms of modernity autochthonous to the Americas. Part I, Sources of Modernity; Part II, Rupture and Reweaving; Part III, Disciplines of Witnessing; Part IV, Deconstructing Modernity

Instructor(s): Isaiah Lorado Wilner Terms Offered: Autumn
Equivalent Course(s): HIPS 21417, KNOW 21417, HIST 27014

CRES 21419. Indigenous Knowledge and the Foundations of Modern Social Theory. 100 Units.

Indigenous people are often seen as "objects" of social theory; this course considers their role as subjects of social theory-makers of modern knowledge who made foundational contributions to basic ideas about humanity. We will take up three case studies, each of which highlights an indigenous people who unleashed a cascade of fresh thinking: the Australian Aborigines who influenced the ideas of Émile Durkheim and Sigmund Freud; the Native peoples of the Northwest Coast of America who stimulated Franz Boas to reconstruct the concept of culture; and the indigenous peoples of the Trobriand Islands who shaped Bronisław Malinowski's ideas about gifts, hospitality, and reciprocity. As we will see, much of what we call social theory turns out to rely on a vast archive of nonstate knowledge generated by indigenous intellectuals.

Instructor(s): Isaiah Lorado Wilner Terms Offered: Spring
Equivalent Course(s): KNOW 21419, HIPS 21419

CRES 21501. Indigenous Religions, Health, and Healing. 100 Units.

This course introduces students to the dynamic, often-contested understandings of health, healing, and religion among the Indigenous peoples of the Americas. Our task will be threefold: first, to examine the drastic effects of settler colonialism upon the social determinants of health for Indigenous peoples throughout the Americas, including the Caribbean, Mexico, United States, and Hawaii. Second, we shall attempt to understand healing practices as they are steeped in and curated by Indigenous traditions and religious beliefs. Our goal is to counteract centuries-old stereotypical images of Native peoples and challenge our preconceived notions of wellness, selfhood, and the boundaries of medicine. Third, we will reflect upon contemporary Indigenous approaches to health and healing with particular attention to the postcolonial hybridity of these practices. Throughout the course we will attend to a generative diversity of epistemologies, anthropologies, and religious worldviews with the ultimate goal that a renewed understanding of Indigenous healing traditions will augment our own approaches to global/public health and the study of religion.

Instructor(s): Mark M. Lambert Terms Offered: Winter

Equivalent Course(s): RLST 27501, HIPS 27520, HLTH 27501, CHST 27501, CCTS 21016

CRES 21505. Critical Approaches to Labor Studies. 100 Units.

Work occupies a central role in our lives. This course will provide a critical overview of labor studies. We will cover topics such as the concept of the working class; labor process theory; perspectives on labor market segmentation based on race, ethnicity, gender, class and migrant status; the types of jobs that are available in the labor market, and what they mean for the workers who hold them. While covering the entire field of labor studies is beyond the scope of any single course, we will draw upon selected readings examining occupations in agriculture, manufacturing, services and the gig economy from different parts of the world. We will also cover issues around informal work and emotional labor. This course is open to students across disciplines interested in critical labor studies. It is particularly recommended for thesis proposal writers. All class meetings are mandatory.

Instructor(s): Amit Anshumali Terms Offered: Spring

Equivalent Course(s): SOSO 21505, MAPS 31505, SOCI 30322, GNSE 31505, GNSE 21504

CRES 21512. Practical Anarchism. 100 Units.

The history of anarchism, or cooperative politics without leaders, is itself anarchic, coming in a rich diversity of forms and contexts. But from Bakunin's anarchist critique of Marx and Kropotkin's re-reading of evolutionary cooperation, through the Haymarket martyrs, Voltairine de Cleyre, Emma Goldman, and Helen Keller, down to Colin Ward, Bertrand Russell, Noam Chomsky, Ursula La Guin, and David Graeber, anarchism has repeatedly generated electrifying forms of political critique and mobilization, with political and ethical imaginaries that proved visionary. This course will explore the rich legacy of anarchist movements and philosophies, emphasizing how relevant they are to addressing the global political crises of the world today, particularly in the form of Green and Eco-anarchism, crucial forces in the movements for environmental justice and animal liberation. (A)

Instructor(s): B. Schultz Terms Offered: Winter

Equivalent Course(s): PHIL 21512

CRES 21733. Marxism, Anarchism, and the Black Radical Tradition. 100 Units.

This course serves as an introduction to Black Radical Tradition as an insurgent political formation and intellectual practice. While many genealogies of Black Studies depart from the formal institutionalization of Black Studies departments and programs in the latter half of the 20th Century, this course is differently attuned to the dialectic of Black thought and Black insurgency in which the latter-what C.L.R. James describes as a history of Pan-African revolt against the plantation and its afterlives-is always a precondition of the former. As a critical survey of said histories and the ideas derived from them, this course will examine the relationship between knowledge production (theory) and material struggle (praxis) in the Black Radical Tradition alongside adjacent but distinct political traditions such as Marxism and anarchism. Born out of a protracted "state of emergency," the Black Radical Tradition permits us to appraise, critique, and confront the alarms raised by the COVID-19 pandemic and global climate collapse alongside settler colonialism and plantation slavery in the *longue duree*. To this end, students will consult non-fiction, literature, art, and film from authors and creators such as James, Audre Lorde, Lizzie Borden, W.E.B. Du Bois, Josina Machel, Kimathi Mohammed, and Lorenzo Ervin.

Instructor(s): Ryan Jobson Terms Offered: Winter. Winter 2022

Equivalent Course(s): ANTH 22733

CRES 21813. Race and Nation in Latin America. 100 Units.

How does race operate in Latin America and the Caribbean, and in what ways does it intersect with the concept of nation and national belonging? This course follows the history of race and national formation in the region, from the wake of the independence movements of the early nineteenth century to the present. It draws on historical, anthropological, sociological, artistic, and literary approaches to identifying, analyzing, and interpreting the varied meanings of race and nation throughout the region. We will discuss changing notions of race over time and their relationship to contemporaneous social theories; we will analyze notions of citizenship, equality, and race both in ideas and in practice; and we will examine the intersection of racial formation and gender and sexual politics.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Winter

Equivalent Course(s): HIST 26510, LACS 21813, GLST 21813, SOCI 20532, HIPS 21813

CRES 21915. Body of Rights: Women's Rights and Human Rights in the 20th Century. 100 Units.

This course will consider the political, religious, and social debates in the United States and Europe over sex, marriage, birth control, abortion, and rape as a lens through which to understand the evolution of women's human rights in the 20th century. Along the way, we will touch on eugenics and the "battle for births" in the World War II era; the birth control movement in the United States; fetal personhood and women's citizenship; the medicalization of women's bodies; maternity leave, childcare policies, and women's economic mobility; and the effects of Christian Conservatism on the anti-abortion movement. This course will explore the extent to which political debates over women's sexual and reproductive rights have served as stand-ins for discussions over women's rights and over women's place in society more generally. How have governments used women's fertility and status as mothers to expand or curtail women's rights? What are the political, social, and cultural effects of legislating aspects of sex and reproduction-and, more pertinently, what are the effects of doing so on the human rights of women?

Equivalent Course(s): HMRT 21907, GNSE 21915

CRES 21950. Latin American Literatures and Cultures: Colonial and 19th-Century. 100 Units.

This course introduces students to the writing produced in Hispanic and Portuguese America during the period marked by the early processes of European colonization in the sixteenth century through the revolutionary movements that, in the nineteenth century, led to the establishment of independent nation-states across the continent. The assigned texts relate to the first encounters between Indigenous, Black, and European populations in the region, to the emergence of distinct ("New World") notions of cultural identity (along with the invention of new racial categories), and to the disputes over the meaning of nationhood that characterized the anti-colonial struggles for independence. Issues covered in this survey include the idea of texts as spaces of cultural and political conflict; the relationships between Christianization, secularization, and practices of racialization; the transatlantic slave trade; the uses of the colonial past in early nationalist projects; and the aesthetic languages through which this production was partly articulated (such as the Barroco de Indias, or "New World baroque," Neoclassicism, Romanticism, and Modernismo, among others). In addition to enhancing your knowledge of Latin American cultural history and improving your close reading and critical thinking skills, this course is designed to continue building on your linguistic competence in Spanish.

Instructor(s): Larissa Brewer-García (autumn); Juan Diego Mariátegui (spring) Terms Offered: Autumn Spring

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish. This course is the equivalent of SPAN 21903.

Equivalent Course(s): LACS 21900, SPAN 21905

CRES 21955. Latin American Literatures and Cultures: 20th and 21st Centuries. 100 Units.

This course will survey some of the main literary and cultural tendencies in Latin America from the beginning of the twentieth century to the present. We will pay special attention to their aesthetic dimensions, as well as the socio-historical and political conditions that made them possible, and in which they simultaneously intervened. Questions to be studied might include the innovations of the Modernist and avant-garde movements, fantastic literature, the novel of the so-called "Boom," cultural production associated with revolutionary movements, military dictatorships, and the Cold War, as well as new currents in literary and theatrical practices. Likewise, the course will foreground some of the following concepts relevant to the study of this production: modernity and modernization; development and neoliberalism; neo-colonialism and empire; cultural autonomy and ideas of poetic and cultural renewal; the epic vs. the novel; realism and non-verisimilitude; and performativity, among others. In addition to enhancing your knowledge of Latin American cultural history and improving your close reading and critical thinking skills, this course is designed to continue building on your linguistic competence in Spanish.

Instructor(s): Eduardo Leão (winter), Danielle Roper (spring) Terms Offered: Spring Winter

Prerequisite(s): SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish. This course is the equivalent of SPAN 22003.

Equivalent Course(s): SPAN 22005, LACS 22005

CRES 22111. Black Death. 100 Units.

Karla FC Holloway proposes the concept of "black death," arguing that "African Americans' particular vulnerability to an untimely death in the United States intimately affects how black culture both represents itself and is represented." Whether attributable to Holloway or not, the term 'Black death' circulates in scholarship, popular media, and political discourses arguably because it apprehends a commonsensical, albeit unfortunate, understanding of the relationship between death and Black people. This seminar-style course surveys death as an object of inquiry, metaphor, political occasion, and inspiration for aesthetic creation. The course is primarily Black Studies in its frameworks and subject matter- reading texts and other materials across disciplines, genres, and media. The course recognizes that the threads of race and death are inherently global and connected to European colonial imperial expansion, racism, capitalism, and modernity. Throughout the course we ask: What is the relationship between Black people or blackness and death? Is "Black death" unique? How do we take seriously ubiquitous legacies of violence while also accounting for socio-historical specificity? What are the attendant practices, creations, and modes of thinking and being associated with Black death? At the end of the course, students will have honed skills in close reading, critical thinking, and thoughtful discussion through the study of race and death.

Instructor(s): LaShaya Howie Terms Offered: Spring

Prerequisite(s): This is an advanced level course; students should have taken at least one course introductory critical race theories course prior to enrolling.

Equivalent Course(s): ANTH 22111

CRES 22112. African American Political Thought: Democracy's Reconstruction. 100 Units.

This course investigates the major themes, debates, and tensions that animate African American thought from the American war for independence through the present day. We will explore how enslaved Africans and free African Americans confronted the changing racial regimes in American history, resisted forms of racial domination, and reimagined the values at the heart of American democracy. Such a survey of African American thought raises critical questions about the possibility of articulating a unifying African American experience, the costs of forming political attachments to states and national identities as well as the prospects for establishing a multiracial democratic society in the U.S. We will approach these debates with an historical-comparative method, seeking to understand how the terms of political debate have shifted over the course of the past two centuries. Authors that we will cover include Phillis Wheatley, Frederick Douglass, Harriet Jacobs, Martin Delaney, Ida B. Wells, James Baldwin, Audre Lorde, Angela Davis, and Clarence Thomas.

Instructor(s): Larry Svabek Terms Offered: Winter

Prerequisite(s): This is an advanced level course; students should have taken at least one course introductory critical race theories course prior to enrolling.

Equivalent Course(s): PLSC 22212

CRES 22141. Structural -isms. 100 Units.

What does it mean to designate "structure" as the operative force in discrimination against categories of person-as in appeals to structural racism or structural violence on the basis of gender? And how can we approach this question by attending to aesthetic uses of structure and form, especially as these have been understood in such paradigms as structuralism and recent literary formalisms? How do we read for structure, in reading for racism and for systemic discrimination on other bases? We'll focus on intersections of race, gender, and class (in U.S. contexts) as these categories have been reconfigured in the past half century or so. To explore appeals to structure, we'll consider definitions of literary and aesthetic form, debates about structure vs. agency, and questions of individual and collective action as mediated by institutions. Readings will balance theory with examples drawn from fiction, documentary film, built form, and other media. Throughout, we'll pay particular attention to problems of structure construed as problems of narrative, as we develop sharper terms for understanding how discrimination proceeds structurally.

Instructor(s): Rowan Bayne Terms Offered: Spring

Note(s): Instructor consent required for undergraduates.

Equivalent Course(s): MAPH 40141, CRES 40141, ENGL 20242, GNSE 45141, ENGL 40141, GNSE 25141

CRES 22161. 21st Century Ethnic American Literature. 100 Units.

This class will read US novels and short stories by African-American, American Indian, Asian-American, and Latinx writers from the last twenty years to conceptualize the shifting categories of race and ethnicity, paired with critical and theoretical works in critical cultural race studies. (20th/21st)

Instructor(s): Megan Tusler Terms Offered: Winter

Equivalent Course(s): ENGL 20161, MAPH 40161, AMER 40161, ENGL 40161, CRES 40161

CRES 22210. Decolonization and Culture. 100 Units.

This course introduces students to the various theories of militant or "fighting" cultures engendered by global struggles for decolonization throughout the twentieth century. Beginning with the global upswell of revolutionary movements at the end of World War I, intellectuals and artists from the colonial world began to enlist poetry, novels, art, music and other cultural forms in the struggle for decolonization. At the same time that culture was instrumentalized for larger political struggles, meanwhile, "culture" itself was increasingly understood as a distinct site of struggle: The decolonization of culture was part and parcel of the decolonization of peoples. This course traces this evolving global discourse linking culture and decolonization across the twentieth century, exploring how writers and activists from the colonial world articulated a new cultural agenda within the context of broader programs of social transformation. Throughout we will contend with key questions and dilemmas faced by culture producers in the age of decolonization: What is the role of artists in a revolution? How does culture serve as a staging-ground larger political and ideological conflicts? What are the promises and pitfalls of treating decolonization as a metaphor? To answer these and other related questions, we will draw on case studies from the Harlem Renaissance, the Proletarian Literature movement, Haitian and Latin American Indigenous movements, Négritude, and Third Worldism.

Instructor(s): Noah Hansen Terms Offered: Spring

Equivalent Course(s): CMLT 22210

CRES 22211. Against Caste and Race: A Parallel History of Discrimination in India and in the United States. 100 Units.

The present moment represents a critical juncture in the history of movements against race-based discrimination in the United States, and caste-based oppression in India and in the Indian diaspora across the world. Since 2021, several educational institutions and corporations in the US have recognized caste as a protected category. Against this background, the course invites students to pay attention to caste as an emergent and recent form of discrimination in the US, and evaluate it against the oldest, race. The course will provide students with an overview of the major intellectual trajectories of the two movements and identify notable moments of

synchronicity and solidarity between them. To this end, students will read seminal works by anti-caste and anti-race intellectuals and activists. Together, we will seek to understand the affective experiences at stake by watching films, listening to podcasts, and reading poetry and fiction. The focus will be on the analysis of innovative strategies of resistance offered against caste and race, and modes through which the discriminated claimed selfhood and emerged as subjects. Students will also examine how race and caste privileges that operate at an everyday level are directly linked with histories of discrimination and perpetuate structural exploitation. Finally, we will have a chance to compare the emergence of Critical Caste Studies as a new disciplinary approach alongside the rise of Critical Race Studies.

Instructor(s): Sanjukta Poddar Terms Offered: Winter

Equivalent Course(s): SALC 25324, GLST 22211, HIST 26814

CRES 22450. Performing Black Feeling. 100 Units.

What does it feel like to be Black? And how does that Black feeling perform itself? In this course, with contributors from Audre Lorde to Chance the Rapper, we'll take up a bevy of performances by Black folks of Black feeling. The quarter's aim is to discover together methodologies for understanding Black subjectivity through the recognition of Black peoples' heterogenous capacity for deep feeling. We trace Black feeling through the cultural, historical, and political contexts that it emerges in the 1960s to the affective resonance and reception of its performance in popular culture, activist performance, poetry, and on the stage today.

Instructor(s): G. Randle Terms Offered: Spring

Equivalent Course(s): TAPS 22450

CRES 22506. Race, Gender, and the Production of Knowledge. 100 Units.

To what extent does "what we know" have to do with who we are? This advanced undergraduate seminar explores the field of "social epistemology" with a special emphasis on gender and race. We will examine classical models of knowledge in contrast to contemporary models of epistemic interdependence, focusing on how the production of knowledge is impacted by group social structures and what social practices must be in place to ensure that voices of the marginalized are heard and believed. Looking at examples from literature and our ordinary lives, we will investigate how race and gender intersect with these issues, especially on the topics of testimony, White ignorance, and epistemic injustice. Finally we will explore the possibility of an ethical epistemic future, asking how we can redress wrongdoing and construct communities of epistemic resistance and epistemic justice.

Instructor(s): E. Dupree Terms Offered: Spring

Prerequisite(s): Third-year and above philosophy or fundamentals majors.

Equivalent Course(s): PHIL 25406, KNOW 25406, GNSE 25406

CRES 22520. Slavery as Metaphor in Latin America. 100 Units.

This course will examine the long-lived trope of slavery as a metaphor-for love, sex, god, and imperial domination-in the Iberian Atlantic from the seventeenth to the late-nineteenth centuries. Focusing on literary, spiritual, and political texts, we will explore the ways in which slavery as a metaphor has informed understandings and conceptions of actual slavery in Ibero-America. What happens when a captive writes a poem about being enslaved to their lover? What does it mean for a slave master to define their relationship to Europe in terms of bondage? How must we read spiritual writings and religious sermons depicting God as a "true master" in slave-holding territories? In addition to these questions, we will analyze the presence of enslaved people in literary texts written by white Creole authors in order to explore how they shape modern conceptions of freedom and whiteness. Readings will include literary texts by Cuban and Brazilian authors, religious sermons, literature written by slaves and former slaves, as well as independentist letters and pamphlets. In addressing the ubiquity of slavery both as a trope and as a concrete system of labor exploitation and capital accumulation, students will be able to better recognize the material implications of cultural artifacts, and to build connections between the Spanish, Portuguese, and Brazilian empires.

Instructor(s): I. Fraga Terms Offered: Autumn

Note(s): Class will be taught in English, with the possibility of extra sessions in Spanish for HLBS majors and minors.

Equivalent Course(s): LACS 22520, SPAN 22520

CRES 22800. African American Religion: Themes and Issues. 100 Units.

This course explores themes and topics that have marked the study of African American religion including but not limited to enslavement and Christianization, resistance and adjustment to slavery and Jim Crow segregation, urbanization and diversification of religious communities, and the lived experience of religious believers and practitioners. This class is a broad survey of religious beliefs and practices from the 17th century to the late 20th century.

Instructor(s): Curtis Evans Terms Offered: Winter

Equivalent Course(s): RLST 22800, HIST 20003

CRES 22845. Xenophobia and the Politics of Belonging. 100 Units.

What work does xenophobia do in the making and marking of nation-states? What does it mean to belong, in a world structured by migration? In this course, we will examine the practices and politics of exclusion, of othering and of unbelonging. Drawing on cases from North America and Sub-Saharan Africa, we will study xenophobia at different points along its spectrum of intensity - from mass atrocities to the seemingly banal ways in which othering and exclusion are baked into everyday life. We will study each case in depth in its own right,

as well as how it sits within broader experiences of exclusion and violence around the world and across time. In the course, we will explore theoretical debates surrounding nativism, autochthony, and different forms of nationalism, and the ways they relate to xenophobia. Scholars of migration and belonging have long shown that collective identities are constructed in large part in relation to an external other. Does (one person's) belonging necessitate (another's) unbelonging? In this course we ask: how does the 'stranger' come to be seen as threatening or destabilizing? How does one come to be seen as a 'stranger'?

Instructor(s): Kathryn Takabvirwa Terms Offered: Not Offered 2021-22; may be offered 2022-23

Equivalent Course(s): ANTH 22845

CRES 22910. bell hooks and Cornel West: Education for Resistance. 100 Units.

Cornel West and bell hooks are two of the most influential philosophers and cultural critics of the past half-century. Their writings—including their co-authored book—address pressing questions about politics, religion, race, education, film, and gender. In different ways, they each find resources for hope, love, and liberation in an unjust social order. In this course, we will read selections from their writings over the last forty years alongside the authors who influenced their thinking (including Du Bois, Freire, Morrison, King, and Baldwin). We will pay special attention to how hooks and West communicate to popular audiences, how they engage religious traditions (their own and others'), and the role of dialogue in their thought and practice. The goal of the course is not just to think about hooks and West, but to think with them about ethics, writing, American culture, and the aims of education. No prior familiarity with either author is required.

Instructor(s): Russell Johnson Terms Offered: Winter

Equivalent Course(s): GNSE 25910, RLST 25910, FNDL 25911

CRES 23001. 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 23002. Schooling and Identity. 100 Units.

This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement and achievement. We will consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.

Instructor(s): Lisa Rosen Terms Offered: Winter. Offered 2022-23

Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.

Equivalent Course(s): EDSO 23002, CHDV 23003, EDSO 33002, SOCI 30530, SOCI 20530

CRES 23005. Education and Social Inequality. 100 Units.

How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society's system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S, students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.

Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2022-23

Equivalent Course(s): EDSO 23005, CHDV 23005, CHST 23005, SOCI 20297

CRES 23007. Language, Culture, and Education. 100 Units.

In this course, we will examine current theories and research about differential educational achievement in U.S. schools, including: (1) theories that focus on the characteristics of people (e.g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e.g., ethnic group culture, school culture), and (3) theories that examine how cultural processes mediate political-economic constraints and human action. Course discussion will focus on understanding the ways in which language and/or culture are conceptualized in these positions and their educational consequences, especially for low income and ethnic and linguistically minority students in the US.

Instructor(s): Lily Ye Terms Offered: Winter. Offered 2022-23

Equivalent Course(s): CHDV 23007, EDSO 23007, SOCI 20538, ANTH 27215

CRES 23010. Sociology of Education. 100 Units.

This course examines the social organization of formal education - how schools are shaped by the social context in which they are situated, and how students' experiences in turn shape our society. It focuses specifically on schools as the link between macrosociological phenomena (e.g. culture, political systems, segregation, inequality) and the microsociological interactions of individual students and educators. The focus will be on contemporary American education, although lessons from the past and abroad will inform our learning. Prior introductory coursework in sociology will be useful but is not required. Topics to be considered: •Formation of schools - How students are sorted into schools, residential segregation and neighborhood schooling, school choice, selection of staffing and curricula •Organization of schools - School size, age grouping, tracking and ability grouping, informal organization and loose coupling, charter schools and novel organizational forms •Schools as agents of socialization - Development of social and cultural capital, school discipline, schools as sites of social engineering •Achievement gaps - Racial, socioeconomic, and gender disparities in academic outcomes, historical roots and contemporary causes, downstream consequences (non-educational social and economic outcomes)

Instructor(s): Jean, Marshall Terms Offered: Autumn. Offered 2020-21

Note(s): Prior introductory coursework in sociology will be useful, but is not required.

Equivalent Course(s): MAPS 30128, EDSO 23010, SOCI 20128

CRES 23100. Global Horrors: Film, Literature, Theory. 100 Units.

This course explores literary and cinematic works of horror from around the world. Subgenres of horror include gothic/uncanny, sci-fi horror, post-apocalyptic, paranormal, monsters, psychological horror, thrillers, killer/slasher, and gore/body-horror, among others. As a mode of speculative fiction, horror envisions possible or imagined worlds that center on curiosities, dreads, fears, terrors, phobias and paranoias that simultaneously repel and attract. Works of horror are most commonly concerned with anxieties about death, the unknown, the other, and our selves.

Instructor(s): Hoda El Shakry Terms Offered: Autumn

Note(s): Content warning: Course materials will feature graphic, violent, and oftentimes disturbing images and subjects. Enrolled students will be expected to watch, read, and discuss all course materials.

Equivalent Course(s): CMLT 34651, GNSE 32823, ENGL 24651, ENGL 34651, GNSE 22823, CMLT 24651

CRES 23111. Black Theology: Hopkins Versus Cone. 100 Units.

Black Theology of Liberation, an indigenous USA discipline and movement, began on July 31, 1966 and spread nationally and internationally when James H. Cone published his first book in March 1969. Since that time, a second generation has emerged. In this course, we will create a debate between the second generation (represented by Dwight N. Hopkins) and the first generation (represented by James H. Cone). We will look at the political, economic, cultural, gender, and sexual orientation parts of this debate.

Instructor(s): Dwight Hopkins Terms Offered: Spring

Equivalent Course(s): FNDL 25308, AMER 23111, RLST 23111, GLST 23111

CRES 23128. Home and Empire: From Little House on the Prairie to Refugee Camps. 100 Units.

What can living rooms tell us about Empires? What did it mean to be a housewife in an imperial society? This course answers these and other questions by exploring the relationship between domesticity and imperialism over the past three hundred years. We will explore how Catholic Native Potawatomi women decorated their homes in the early 18th century, how black South African maids interacted with white employers during apartheid, and how young male refugees in contemporary France try to make homes in the land of their former colonial ruler. Through this work students will unpack the racial, gendered, spatial, and political logics of imperial rule. This course is organized around three thematic phases: conquest and expansion, rule and resistance, and decolonization. After introducing theoretical approaches to the study of domesticity and imperialism, we will use case studies from across the globe to work through these thematic groups. We will discuss cases from North America, the Caribbean, Asia, Africa, Oceania, and Europe. By combining secondary literature with films, memoirs, domestic objects, and visual sources we will evaluate the intersections of imperialism and home-life. Students will ultimately conduct a final research project on a topic of their choosing to explore this courses' themes in depth. Students will work to challenge notions of home as an idyllic or a historical space and see the power and struggles that took place within walls.

Instructor(s): Greg Valdespino Terms Offered: Winter

Note(s): This course counts as a Concepts Course for GNSE majors

Equivalent Course(s): HIST 29506, GNSE 23128, ARCH 29506

CRES 23129. Sanctuary: Land Rights in Times of Rural Gentrification and Conservation Eviction. 100 Units.

How, today, do the power not to develop land and powerlessness to develop land converge? Drawing on African American studies scholar Nicole Waligora-Davis's definition of sanctuary (as a sacred space that at the same time also "demarcates the politically provisional") this course explores that question via the entanglements of two iconic sites of sanctuary, globally, today-the wildlife sanctuary/nature refuge and the sanctuary city, respectively. Centered on several book length ethnographic studies where these sites intersect in surprising manners, students will learn to grasp and grapple with linkages between environmental conservation governance, indigenous/peasant-led land struggles, forced population displacements, the politics of mass migration in a diverse set of global contexts.

Instructor(s): Matt Furlong, Pozen Center for Human Rights Teaching Fellow
Terms Offered: Winter
Equivalent Course(s): HMRT 23128, LACS 23128, HMRT 33128

CRES 23132. Activist Survival Kits: Feminism, Race, and the Politics of Movement Health. 100 Units.

What makes activism sustainable and accessible? Not just ideologically or politically, but physically, emotionally, and some would ask, spiritually? How do actors in progressive social justice movements enact care for movement survival? Conversely, when might care serve to depoliticize or otherwise undermine political action? Including the contested topics of burnout and self-care, questions of movement survival and activist sustainability touch on Marxist, Black, and Disabled feminisms, queer theory, the sociology of health and illness, critical theory, and other theoretical lineages. This course takes as its starting points Sarah Ahmed's concept of feminist "killjoy survival kits," Black feminist epistemology, adrienne marie brown's *Pleasure Activism*, and the sociology of lay health experiences. Ultimately, this course will analyze, theorize, and critique care in activism and social movements. At the same time, it will create space to discern what our own visions of sustainable, politically committed wellbeing look like.

Instructor(s): Allison Reed
Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors
Equivalent Course(s): SOCI 20535, GNSE 23132

CRES 23141. Social Reproduction: Labour, Life, and World-making. 100 Units.

Marxist feminists have defined social reproduction as the labour, with its attendant spaces and institutions, that is required for making and maintaining life in a capitalist world - from marriage to sexwork, schooling to child care, housing to healthcare, the affective to the intimate. This course explores theories, practices, histories and infrastructures of social reproduction in a transnational context, offering analytics for how life is constrained and sustained at different scales. It begins with an overview of early debates in social reproduction theory, and goes on to examine interventions from anthropology, geography, literature, history and political science that, both, focus on particular nodes that social reproduction feminists identify (such as domestic, education, service industry and healthcare spaces), as well as add other dimensions to the question of what sustains life in a capitalist world (such as fantasy and desire). Throughout our reading we will pay attention to how intersections of gender, sexuality, race, caste, class, and disability become integral to mobilizations of labour. The labour of social reproduction is often devalued and invisibilized, yet its life and world-making capacities can also offer contradictory and liberatory potentials for an everyday beyond capitalism. Thus the course also critically engages material that centres concepts of social reproduction to radically reimagine economies, bodies, the state, social relations, and futures.

Instructor(s): Tanima Sharma
Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors
Equivalent Course(s): GLST 23141, SOCI 20565, CHDV 23141, GNSE 23141, ANTH 23141

CRES 23205. Utopia's Eclipse? The Horizon of Political Hope in the Wake of Empire and Revolution. 100 Units.

The twentieth century was a time of extraordinary political hope associated with socialist and anti-colonial struggles that promised to usher in new forms of human freedom. However, by the 1980s, this hope had given way to catastrophe as the horizons of revolutionary aspiration characterizing these struggles collapsed. How do we reckon with this collapse, and what does it mean to make a life for oneself in the wake of these failed emancipatory projects? This course explores this question by examining the place of utopian thinking, broadly understood, in the projects of anticolonial and socialist struggle in the twentieth century and by reading this strain of thought in light of the doubts that certain thinkers have raised about the possibility of attaining utopia's promise. Taking as a starting point the idea that utopian thinking-at least in its modern, universalistic form-has always existed in a complex relationship to the figure of the "savage Other" and the project of Western imperialism, the first half of the course invites students to test this claim against the aspirations advanced by certain anti-colonial and left revolutionaries. In the second half of the course, we turn to recent reflections on the postcolonial predicament and to arguments for renewed utopian thinking to consider what we might learn from the revolutionary failures of the twentieth century and what critical resources this history has yielded to us.

Instructor(s): D. Grant
Terms Offered: Winter
Equivalent Course(s): LLSO 22205, PLSC 22205

CRES 23211. Black Ownership of Wealth: A Theological Consideration. 100 Units.

Since Africans were brought to the Virginia Colony (August 1619), throughout slavery and segregation until today, black Americans (men and women) have always owned wealth. They have always had human agency. These black families accumulated wealth and offered a concurrent narrative and framing from the mainstream

understanding of black Americans as victims. Who are these black families who remain mainly invisible from the dominant black story? What is material, financial wealth? Who has it? And how did they get it?

Instructor(s): Dwight Hopkins Terms Offered: Spring

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): THEO 45800, AMER 25800, RLST 25800

CRES 23235. Incarceration and Justice. 100 Units.

This course explores the impact of long-term sentencing practices in Illinois and nationwide. Largely neglected, even amid a robust and ongoing national conversation about mass incarceration, more than 200,000 people are serving life without parole (LWOP) or virtual life sentences in the United States. Current efforts to decarcerate often pit "non-violent offenders" against "violent offenders," those deserving versus those undeserving of mercy or second chances. Nelson Mandela, who was imprisoned for twenty-seven years in South Africa, said: "no one truly knows a nation until one has been inside its jails. A nation should not be judged by how it treats its highest citizens, but its lowest ones." We will deploy Mandela's standard to explore the long reach of long-term sentencing as we engage multiple mediums (memoir, personal testimony, poetry, film, art) to take an up-close and personal look at the lived experiences of those who have faced long-term removal from their communities into prison and how individuals, groups and communities are challenging what has been termed "death by incarceration."

Instructor(s): Alice Kim, Pozen Center for Human Rights Lab Director Terms Offered: Spring

Prerequisite(s): Students seeking consent to enroll in this course should pre-register for the course and/or email the instructor.

Equivalent Course(s): HMRT 22235

CRES 23275. Justice: Race, Digital Media, & Human Rights Activism. 100 Units.

How have digital media platforms influenced and motivated recent developments in human rights activism? Can literature, art, and film contribute to political debate and systemic change as much as on-the-ground protest? In this interdisciplinary seminar, we will explore a variety of ways that grassroots activists, writers, artists, and filmmakers have made inventive use of digital media to aid in political struggles for refugee rights, gender equality, environmental justice, police abolition, data protection and privacy, and an economy founded on fair labor practices. We will be especially attuned to how their practices advocate for communities of color and other marginalized groups, who are disproportionately impacted by regimes of surveillance, state violence, and capitalist expansion. In addition to resources and tools created by digital transparency activists, we will examine how cultural practitioners make political interventions and claims with literature, art, media, and other nontraditional forms of engagement. These cultural case studies will include films produced with iPhones and drones that document the global refugee crisis, digital poems concerning discrimination against immigrants, new media art installations that critique algorithm-driven predictive policing, and border-crossing robotic sculptures, among others.

Instructor(s): Maria A. Dikcis, Pozen Center for Human Rights, ACLS Emerging Voices Postdoctoral Fellow

Terms Offered: Spring

Equivalent Course(s): HMRT 33275, HMRT 23275, CRES 33275, MAAD 13275

CRES 23320. Short Stories of the Black Atlantic: A Francophone Perspective. 100 Units.

Since the late eighteenth century, French writers have relied on the brevity and evocative powers of the short story to inform, shock, and impassion their readers with the realities of slavery, colonialism, and racial violence in the Atlantic World. From Germaine de Staël to Claire de Duras to Prosper Mérimée, the experiences of Africans and people of African descent on both sides of the Atlantic—enslaved or free—have served to shape the contours of a literary genre rooted in a set of romantic sentiments, exotic expectations, and sensationalistic ends. Soon enough, however, the subjects of these lived experiences took the pen to write their own (short) stories, thus cannibalizing the genre in order to fit the necessities of their own cultural settings and political agendas. In this course, we will trace the evolution of the short story as it traveled along the shores, around the themes, and across the traditions of the Francophone Black Atlantic. We will explore the ways in which writers from France, the Caribbean, and West Africa have dialogued with one another to further hybridize a literary genre often defined by its very indefinability. Along with canonical texts by Staël, Duras, and Mérimée, we will read nineteenth- and twentieth-century short stories by Victor Séjour (Louisiana), Frédéric Marcelin (Haiti), Paul Morand (France), Ousmane Sembène (Senegal), and Maryse Condé (Guadeloupe)—among others.

Instructor(s): B. Craipain Terms Offered: Winter

Prerequisite(s): FREN 20500 or 20503 for French majors and minors.

Note(s): Class discussions in English. All texts will be available in both French and English.

Equivalent Course(s): LACS 23320, FREN 23320

CRES 23335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately

bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremists. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard Terms Offered: Autumn. Autumn 2021 tentative

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.

Equivalent Course(s): FREN 23335, ANTH 23335, FREN 33335, ANTH 33335

CRES 23336. Religion, Nation, Race. 100 Units.

Religion, nation, race: as familiar as these terms and the categories they name may be, they prove strangely resistant to definition-especially when, as often happens, they are entangled with one another. This seminar course orients students in the busy field of contemporary theoretical writing on these categories and the myriad ways they mutually complicate one another. Our central texts will be two recent books addressing a pair of historically, culturally, and geographically disparate examples: Anustup Basu, *Hindutva as Political Monotheism* (2021), on Hindu right-wing nationalism in contemporary India, and Adi Ophir and Ishay Rosen-Zvi, *Goy* (2018), on the figure of the non-Jewish other in late-ancient Jewish literature. These books will be supplemented by shorter texts by philosophers, religionists, literary theorists, political scientists, and anthropologists. The major assignment for this course (in lieu of a final paper) is the collaborative production of a critical lexicon of keywords for the study of religion, nation, and race. Prerequisite: completion of a Social Sciences core sequence.

Instructor(s): Sam Catlin Terms Offered: Winter

Equivalent Course(s): RLST 23336, SALC 23336, JWSC 23336, HMRT 23336, CMLT 23336

CRES 23460. The Black Stage: History and Practice. 100 Units.

In this course students will analyze, critique, and produce dramatic work fueled by the question: What makes theatre Black and how can drama be utilized to affirm, celebrate, and amplify the specific and heterogeneous experiences of Black folks? Though our inquiry will be guided by our dramaturgical work on Court Theatre's summer 2021 production of *Othello*, we will also rigorously study and analyze other texts, productions, and companies--both contemporary and historic. Our course aim is to hone our ability not just to make our own creative work but also to think critically about the work of others.

Instructor(s): G. Randle-Bent Terms Offered: Spring

Equivalent Course(s): TAPS 22460

CRES 23478. Decarcerating Disability: Towards the Abolition of Carceral Spaces. 100 Units.

This advanced undergraduate seminar will bring together several literatures to foreground solidarities between disability justice, prison abolition movements, and anti-imperialist transnational organizing. The imperative to understand the relationships between carceral spaces and disability is greater than ever in the face of the rise of authoritarian governments under the guise of democracy; engulfing forms of disaster capitalism, climate change, and ecocide; refugee, immigration, and crises of abandoned populations; unprecedented levels of mass incarceration, policing, and counter terrorism surveillance; the consolidation of post-1971 speculative financial markets and the sustaining of US empire through privatized debt and deficit economies; repression of political protest, freedom of speech rights, and the right to assembly; the failure of human rights to stem state violence; and local, regional, transnational and global modes of resistance, refusal, and revolt.

Instructor(s): Jasbir Puar, Pozen Center for Human Rights Visiting Professor Terms Offered: Spring

Prerequisite(s): Third and fourth year undergraduates only.

Equivalent Course(s): HMRT 23478, GNSE 23478

CRES 23507. American Religion, Gender, and Race. 100 Units.

This seminar looks at the impact of religious identity on their understandings and performance of racial and gendered identities. This graduate-level course delves into the impact such intersectional identities have on one's movement within personal, political, and community spheres. We will pay particular attention to American religious denominations. Students can also expect to read and reflect on foundational works in the sociological study of religion.

Instructor(s): Painia, Brianne A. Terms Offered: Winter

Equivalent Course(s): MAPS 23504, GNSE 33503, GNSE 23507, SOCI 30334, MAPS 33504

CRES 23513. Musical Performances of Race/Gender/Sexuality. 100 Units.

This course explores the relationships between race, sexuality, and gender in the context of musical performances. Understanding categories of race, gender, and sexuality as intersectional, we will explore the various ways that people construct their subjectivities and organize around issues of race, class, gender, and sexuality. Within each of these categories, multiple subjectivities emerge, allowing for us to investigate how different embodied experiences condition divergent perspectives. Structures of race, gender, and sexuality exist within broader systems of power and are not uniform. Thus, we will explore various case studies from world musical cultures, contextualizing the historical and cultural parameters. Through locally grounded case studies we will investigate race, gender, and sexuality as embedded within hierarchical power structures. Moving beyond myopic interpretations of power and resistance, we begin with understanding conceptions of the self and ideological parameters as emergent, shifting, and continuously re-performed. We ask how people respond to the global phenomena of colonialism, neocolonialism, racism, sexism, capitalism, HIV/AIDS, and other forms of oppression through musical performance. Musical performance provides a fruitful ground for unearthing

the subversive potentialities of both articulated and unarticulated resistance movements. The literature of the course draws from multiple bodies of feminist theory such as Black feminist thought, postcolonial feminisms, poststructuralist feminism, and global feminist perspectives. We will also utilize theoretical frameworks that provide a lens for exploring identity politics such as critical race theory and queer theory. As we seek to untangle issues of musical performance, embodiment, movement, and representation, we will draw from ethnomusicology, performance studies, postmodern anthropology, and postcolonial theory. We will draw linkages between the various bodies of literature, examining the entry points for investigating race, gender, and sexuality as performed categories of being. These theoretical positions serve to inform our studies; I ask students to reintegrate their area studies interests through these theoretical perspectives. Noting that race, gender, and sexuality are not only academic discourses, but political positions as well, we will consider conversations outside of the academy as authorities. This includes poetry, art, theater, literature, film, music, ethnography, and everyday life. Going further, we will problematize the structures of power that authorize certain discourses as legitimate and authorial while marginalizing others.

Instructor(s): Sidra Lawrence Terms Offered: Winter 2013

Note(s): Meets with MUSI 23513

Equivalent Course(s): MUSI 33513, MUSI 23513

CRES 23526. Race, Decolonization, and Human Rights in the 20th Century. 100 Units.

This course draws on a wide range of materials including historical secondary literature, primary sources, works of political theory on Black political thought, and post-colonial literature and film. Topics will include the colonial civilizing missions of the 19th century, the history of self-determination as an idea, the international repercussions of Apartheid, violent and negotiated decolonization in East Africa, post-colonial migration to Europe and the racialized politics of deportation, among others. The primary geographic focus of this course is on Africa.

Instructor(s): Usama Rafi, Pozen Center for Human Rights Graduate Lecturer Terms Offered: Spring

Equivalent Course(s): GLST 23526, HMRT 23526

CRES 23607. The Immigrant as American Prototype. 100 Units.

This undergraduate seminar explores how the figure of "the immigrant" has come to mediate various origin myths and anticipatory imaginations of "Americanness" in contemporary political struggles. A central proposition of the course is that "the immigrant" should be seen NOT as an "original" founding subject of the United States and its "American Dream" but rather, as a modern prototype-forged only since the late 19th century-for stress-testing different models of American presence and power in the world. Importantly, this is a world increasingly ordered, as well as destabilized, by the expanding logics of industrial and corporate capital-a historical development with reverberating effects into our contemporary debates over the relation of "the immigrant" to American "values" and global "competitiveness." Drawing on various historical, anthropological and audiovisual resources, this seminar aims to situate the emergence of "the immigrant" as American prototype in relation to (1) earlier cultural-historical archetypes of mass migration, such as "the settler" and "the emigrant" and (2) current debates over nativist and cosmopolitan models of American security-cum-prosperity that take "the immigrant" as the limit case for evaluating "the human," "the normal," and "the good life" across nationalist and globalizing space-times. Besides conventional reading and writing assignments, this seminar will offer students the opportunity to experiment with multimedia methods for ethnographic research through a final web-based project in which students will draw from current news and popular media sources to assemble and critically present on their own version of "the Immigrant" as American prototype.

Instructor(s): Julie Chu Terms Offered: TBD. Not offered 2021-22; may be offered 2022-23

Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

Equivalent Course(s): ANTH 23607

CRES 23614. Rethinking Europe through Romani Studies. 100 Units.

This seminar introduces students to historical and contemporary approaches to minority studies in Central and Eastern Europe. It focuses on the historical and everyday experience of Roma, whose status as a minority people-whether ethnic or national-will be the subject of careful consideration. Using archival, historical, and ethnographic methodologies, we will question official and institutional accounts and uses of Romani identity in order to open up the history of Europe to renewed critical inquiry. The course has a wide geographical and temporal scope, covering developments in Germany, Austria, Hungary, Romania, Czechoslovakia, and the Soviet Union from the late nineteenth century to the present. It begins by examining how Roma are constituted as both idea and people, put to work by a variety of political entities. Next, we explore how these ways of narrating subjectivity intersect with the Holocaust and its histories. We conclude with a study of the category of statelessness in the postwar, and its relevance to contemporary debates about the crisis of European sovereignty and freedom of movement.

Instructor(s): R. Kimmey Terms Offered: Spring

Equivalent Course(s): REES 23614, HIST 23614, GRMN 23614, HMRT 23614

CRES 23710. 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): John Kelly Terms Offered: May be offered in 2021-22.

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

Equivalent Course(s): ANTH 33700, ANTH 23700, CRES 33700

CRES 23741. The Forever War: Theory, Method, Murder. 100 Units.

For the past two decades, the United States has led an effort to reorganize the planet along the lines of a "war on terrorism." This course takes stock of this campaign and dwells in its wake. In one sense, this course is a history of the present, surveying metastasizing forms including the invasions of Afghanistan and Iraq, proxy wars in Africa and Asia, extraterritorial forms of captivity (of which Guantánamo is only the most prominent), and regimes of surveillance and policing both inside the United States and abroad. In another sense, the course is a theoretical engagement with the forever war, organized around a series of unfinished conversations on key themes such as sovereignty, race, gender, religion, capitalism, and empire. Attention will also be paid to how the discipline of anthropology has (or has not) grappled with the forever war in debates over research ethics, methodologies, and the neoliberalization of the university.

Instructor(s): Darryl Li Terms Offered: Autumn

Equivalent Course(s): ANTH 22741

CRES 23755. The Idea of Africa. 100 Units.

The Idea of Africa, a new interdisciplinary course, offers undergraduates students an opportunity to engage critically with key philosophical and political debates about contemporary Africa on the continent and globally. The course takes its title from V.Y. Mudimbe's 1994 book which builds on his earlier work *The Invention of Africa*. It asks three questions: (1) How and to what purposes has Africa been conceived as metaphor and concept. (2) How might we locate Africa as a geographic site and conceptual space to think through contemporary debates about citizenship, migration and new structures of political economy? (3) What futures and modes of futurity are articulated from the space and metaphor of Africa? This lecture course co-thought in an interdisciplinary mode will include public guest lectures, field trips, and engagement with visual arts, and film related to the themes of the course. The course will be divided into the following four sections: 1) Inventing Africa; 2) Political Trajectories; 3) Afro-Mobilities; 4) Afro-Futures.

Instructor(s): Natacha Nsabimana & Adom Getachew Terms Offered: Spring. Spring 2023

Note(s): Cap 50

Equivalent Course(s): PLSC 22755, ANTH 22755

CRES 23804. Consciousness and Critique: The Autobiographies of Dorothy Day and Malcolm X. 100 Units.

A close reading of Dorothy Day's *The Long Loneliness* (1952) and of *The Autobiography of Malcolm X* (1964) will allow the exploration of the relation between self-creation or re-invention, on the one hand, and social critique and change, on the other. Day was a social radical who, motivated by the cause of the poor, became the founder of the Catholic Worker movement; Malcolm X was a revolutionary who became an iconic figure in the global Black freedom struggle. The reconstruction of memory, the relation of narration and consciousness, the appropriation of cultural and religious narratives, the diagnosis of personal fault and social ill, and the arc of conversion are among themes to be considered; reference will also be made to Augustine's classic autobiography, *Confessions* (397).

Instructor(s): K. Culp Terms Offered: Spring

Equivalent Course(s): RLST 23804, GNSE 23814, FNDL 23804

CRES 23807. Toxic: Body Burdens and Environmental Exposures. 100 Units.

Toxicity is a pervasive and often elusive presence in our lives today. In this seminar class, we begin to address this condition by asking: what exactly is toxic? Who bears the burden of this classification? And, how then, are these understandings of toxicity defined and deployed in broader historical, political, and scientific contexts? From these preliminary questions, we explore the pathways through which toxic exposure, contamination, and fallout accumulates in disproportionate and uneven ways, especially for minoritized populations and upon Indigenous territories. Drawing upon a variety of social science literature and community-based research we trace these challenges through overlapping structures of race, class, gender, citizenship, and coloniality. This transnational and interdisciplinary orientation will acquaint students with case studies of exposure across different scales and geographies, from Chernobyl to Chicago. Through mixed approaches of ethnography and media curation, students will also have the opportunity to research and document their own cases studies of body burdens and environmental exposure.

Instructor(s): Teresa Montoya Terms Offered: Autumn. Autumn 2022

Equivalent Course(s): ANTH 23807, HLTH 23807, ENST 23807

CRES 23830. Indigenous Media and the Politics of Representation. 100 Units.

This undergraduate seminar explores popular representations of Indigenous nations and issues across various modes of media such as film, photography, digital platforms, and museum installations. With a particular focus on media forms produced by Indigenous artists, filmmakers, and curators we will analyze these narratives through frameworks of self-determination, resistance, visual sovereignty, and relational futures. Throughout the course, we will consider Indigenous media production(s) in relation to the broader social, historical, and cultural

contexts in which they circulate in North America and beyond. The material covered in this course will acquaint students with an introduction to the contemporary debates surrounding Indigenous media and representation as they intersect with the larger fields of visual anthropology and Indigenous Studies.

Instructor(s): Teresa Montoya Terms Offered: Autumn. Autumn 2021

Equivalent Course(s): ANTH 22830, MAAD 12830

CRES 23900. Male Roles & Life Course Development in FAM, COM. & Civil Society. 100 Units.

This course examines the range and diversity of male social roles assumed by boys, adolescent males, and adult men within U.S. families, communities and society. As a nation of immigrants, political and religious refugees and descendants of African slaves, nativity and cultural origins of families residing in the United States often influence and potentially clash with historical and evolving American ideals and notions about normative male social roles within an evolving multi-racial and multi-cultural society. With respect to male social roles in families residing in the United States, particular attention is given to how race and/or ethnicity, citizenship and generational status, residence duration and stability, social class status and cultural expectations affect the assumption and performance of expected male social roles. Definitions of family and an overview of family structures are initially examined, followed by a developmental examination on male social roles within families and how boyhood, adolescent and adult male social roles are affected by family structure, socio-economic status, historical and cultural family origins, citizenship status, and individual/family engagement with the broader society. The succeeding component of the course examines male social roles within neighborhood and community contexts and how boyhood, adolescent and adult male social roles external to the family are influenced by engagement within these contexts. The final component of the course examines civic engagement and societal male social roles assumed by boys, adolescent and adult males.

Equivalent Course(s): GNSE 20123, SSAD 63900

CRES 23907. Gandhi and His Critics. 100 Units.

The moral and political writings of M.K. Gandhi constitute one of the most influential archives of ethics in the twentieth century. For a man so devoted to periodic vows of silence and withdrawal, he nevertheless left over ninety volumes of public speeches, personal correspondence, and published essays. A modernist arrayed against the brutalities of modernity, Gandhi's thought encompassed concepts of sovereignty, the state, self and society, religion, civilization, and force. His insistence on cultivating technologies of the self as a response to both colonial and intimate violence was inspired by an eclectic range of source material. Generations of critical thinkers from around the world, including Black, feminist, Communist, and Dalit political activists, engaged with his ideas. This course explores several themes in Gandhi's ethical thought and the responses they have generated.

Instructor(s): Anand Venkatkrishnan Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): HREL 33907, RETH 33907, FNDL 23907, RLST 23907

CRES 23912. Work and Family Policy: Policy Considerations for Family Support. 100 Units.

This course examines contemporary policy questions of concern to families, caregiving and the labor market. We will consider (1) the demographic, labor market, and policy trends affecting family income, family structure, family time, and family care; (2) conceptual frameworks and policy debates concerning the responsibility of government, corporate, and informal sectors in addressing work and family issues; and (3) specific policy and program responses in such areas as family leave, child care, work hours and flexibility, and income assistance. Throughout the course, we will consider the ideological, conceptual, and empirical basis for the issues we study. Although our primary focus will be on issues affecting low-income American families, relevant comparisons will be made throughout the course - cross-nationally, across race/ethnicity, and across income.

Equivalent Course(s): SSAD 42912, GNSE 22912, LLSO 22912, GNSE 42912, SSAD 22912

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.

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

Terms Offered: Autumn

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: Winter

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

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

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): HIST 18303, SALC 20702, ANTH 24003, SOSC 24003

CRES 24122. Diasporic Practices in Contemporary Art. 100 Units.

The class will examine various phenomena of "Diasporic Practices in Contemporary Art", such as fragmented histories, the question of origin(ality), the limits of translation, social belonging and "the chosen family", and (over-)representation of origin. In class we will discuss readings by (a.o.) Grada Kilomba, Adrian Piper, Édouard Glissant, Langston Hughes, Trinh T. Minh-ha, and Hito Steyerl. Students will be asked to present on contemporary artists highlighting their diasporic strategies, while also producing creative works through assignments that employ diasporic strategies and that will be discussed in class.

Instructor(s): J. Phillips Terms Offered: Autumn

Prerequisite(s): ARTV 10100, 10200 or 10300

Note(s): Please email Julia Phillips juliaphillips@uchicago.edu with a brief description of how your work relates to a diasporic experience and/or your personal investment in the subject (150-300 words).

Equivalent Course(s): ARTH 24122, ARTV 34122, ARTV 24122, GNSE 38122, GNSE 28122

CRES 24253. Indigenous Rights and Capitalism. 100 Units.

This course explores how indigenous rights emerge in relation to the uneven incorporation of indigenous land, labor, and commodities into global circuits of capital. Whether in racist discourses about primitiveness or backwardness, or romantic ones about environmentalism and resistance, it is still common to encounter narratives that assume indigenous people and places exist outside of modernity. This course, on the other hand, asks that we think indigeneity and capitalism together. Readings will consist primarily of ethnographies and cover Southeast Asia, the Middle East, Africa, and the Americas. We will study how Palestinian real estate developers, Cherokee small business owners, Mayan coffee cooperatives, Navajo coal workers, Lauje cultivators, and others use economic practices to defend territory, claim rights, and build communities. We will ask how these experiences contribute to critiques of inequality and dispossession, and how they clarify what is at stake in struggles over autonomy, sustainability, and sovereignty.

Instructor(s): Paul Kohlbry, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Spring

Equivalent Course(s): HMRT 24253, ANTH 24253, ENST 24253, GLST 24253

CRES 24305. Autobiog Writ: Gender& Modern Korea. 100 Units.

This course explores the intersections between gender, the genre of autobiography, forms of media (written; oral; visual; audiovisual) and historical, cultural, and political contexts of modern Korea. The students read theoretical writings on autobiography and gender as well as selected Korean autobiographical writings while being introduced to Korean historical contexts especially as they relate to practice of publication in a broader sense. The focus of the course is placed on the female gender-on the relationship between Korean women's life-experience, self-formation, and writing practices in particular while dealing with the gender relationship in general, although some relevant discussions on the male gender proceeds in parallel.

Instructor(s): K. Choi Terms Offered: Winter

Equivalent Course(s): GNSE 25300, EALC 34305, EALC 24305, GNSE 35305

CRES 24341. Topics in Medical Anthropology. 100 Units.

Over the past two decades, the field of "global health" has become the dominant narrative and organizing logic for interventions into health and well-being worldwide. This seminar will review theoretical positions and debates in anthropology, focusing on the decolonizing global health movement. Divergent historical legacies of colonialism and racism, institutionalized forms of structural violence, and modern-day extractive capitalism have resulted in stark global inequities, which currently stand at shockingly unprecedented levels. This seminar offers a critical lens to rethink contemporary global health's logic and practice by considering other histories and political formations, experiences, and knowledge production systems. This seminar opens up a space for generative dialogue on the future directions of what constitutes health, equity, and aid, and whether social justice is or should be the new imperative for action.

Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23

Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV

Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.

Equivalent Course(s): KNOW 24341, CHDV 40301, HLTH 24341, CHSS 40310, ANTH 24341, KNOW 40312, ANTH 40310, HIPS 24341, CHDV 24341

CRES 24420. Unsettling Encounters: Colonial Latin America in Film. 100 Units.

This course explores a selection of foundational texts of Latin American literature in conversation with films about colonial Latin America by American and European directors. We will engage questions of how, when, and why images remember historical moments, and will consider the possibilities and limitations of using film to represent history. Students will learn and practice techniques of textual analysis and film criticism while discussing themes such as visual literacy, cultural imperialism, and economic colonialism.

Equivalent Course(s): LACS 24420, CMST 23820, SPAN 24420

CRES 24599. Historical and Contemporary Issues in U.S. Racial Health Inequality. 100 Units.

This course explores persistent health inequality in the U.S. from the 1900s to the present day. The focus will be on racial gaps in urban health inequality with some discussion of rural communities. Readings will largely cover the research on Black and White gaps in health inequality, with the understanding that most of the issues discussed extend to health inequalities across many racial and ethnic groups. Readings cover the broad range of social determinants of health (socioeconomic status, education, access to health care, homelessness) and how these social determinants are rooted in longstanding legacies of American inequality. A major component of class assignments will be identifying emerging research and innovative policies and programs that point to promising pathways to eliminating health disparities.

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

Prerequisite(s): Only students with 2nd year standing or above.

Note(s): Fulfills grad requirement: 2,4 and undergrad major requirement B.

Equivalent Course(s): PBPL 24599, HLTH 24599, CHDV 44599, CHDV 24599, CHST 24599

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.

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

Equivalent Course(s): RLST 24601

CRES 24913. Marginalized Theologies. 100 Units.

This course considers texts from 20th century authors who represent paradigms of "marginalized theologies," roughly organized around the categories of class, race, and gender: Gustavo Gutiérrez, James Cone, and Mary Daly. We will consider the constructive and normative claims that these authors make about responsibility, liberation, and religious (or areligious) self-understanding, as well as their appropriation of traditions and resources that have often been used to marginalize them. We will be equally concerned, though, to come to a cultural and analytical understanding of the topics involved, such as the forms of connection between one's social location and theological self-understanding.

Instructor(s): R. Elgendy Terms Offered: Spring

Equivalent Course(s): LACS 24913, RLST 24913

CRES 25003. Immigration, Law and Society. 100 Units.

Law is everywhere within the social world. It shapes our everyday lives in countless ways by permitting, prohibiting, protecting and prosecuting native-born citizens and immigrants alike. This course reviews the major theoretical perspectives and sociological research on the relationship between law and society, with an empirical focus on immigrants in the United States, primarily from Mexico and Central America. To begin, we explore the permeation of law in everyday life, legal consciousness, and gap between "law on the books" and "law on the ground." The topic of immigration is introduced with readings on the socio-legal construction of immigration status, theories of international migration, and U.S. immigration law at the national and subnational levels. We continue to study the social impact of law on immigrants through the topics of liminal legality; children, families, and romantic partnerships; policing, profiling, and raids; detention and deportation; and immigrants' rights. This course adopts a "law in action" approach centered on the social, political, and cultural contexts of law as it relates to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

Equivalent Course(s): HMRT 25003, SOCI 28079, LACS 25003, PBPL 25003, SSAD 25003

CRES 25030. The Problem of Whiteness. 100 Units.

Critical race theorists have shown that whiteness has long functioned as an "unmarked" racial category, saturating a default surround against which non-white or "not quite" others appear as aberrant. This saturation has had wide-ranging effects, coloring everything from the consolidation of wealth, power and property to the distribution of environmental health hazards. Yet in recent years, whiteness has resurfaced as a conspicuous problem within liberal political discourse. This seminar examines the problem of whiteness through an anthropological lens, drawing from classic and contemporary works of critical race theory. Attending to the

ways in which various forms of social positioning and historical phenomena intersect in the formation of racial hierarchy, we will approach whiteness as a "pigment of the imagination" with worldmaking (and razing) effects.

Instructor(s): Rebecca Journey Terms Offered: Winter

Equivalent Course(s): ANTH 25030, GLST 25030

CRES 25112. Anthropology of the Body. 100 Units.

Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical, and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient themes.

Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23

Note(s): CHDV Distribution: D

Equivalent Course(s): CHDV 25100, ANTH 25100, GNSE 25112

CRES 25113. 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 corporate 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 25113, LACS 35113, CRES 35113, HIST 26124, HIST 36124

CRES 25205. Racial Justice and Injustice. 100 Units.

The course will explore moral and political problems of racial justice and injustice. Topics may include antidiscrimination theory, the fair political representation of racial minorities, reparations for racial injustice, racial segregation, the use of racial preferences in various practices of selection, and the evaluation of practices of law enforcement and punishment. We will use reflections on particular problems such as these to inquire about the uses of racial concepts in political theory; the connections between racial justice and ostensibly more general conceptions of justice; and the connections between racial equality and other egalitarian ideals.

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

Equivalent Course(s): PLSC 35205, LLSO 25205, PLSC 25205

CRES 25218. American Epidemics, Past and Present. 100 Units.

This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.

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

Equivalent Course(s): HIST 25218, HLTH 25218, ENST 25218, GNSE 25210, GLST 25218, AMER 25218, HIPS 25218

CRES 25310. Extinction, Disaster, Dystopia: Environment and Ecology in the Indian Subcontinent. 100 Units.

This course aims to provide students an overview of key environmental and ecological issues in the Indian subcontinent. How have the unique precolonial, colonial, regional and national histories of this region shaped the peculiar nature of environmental issues? We will consider three major concepts—"extinction", "disaster" and "dystopia" to see how they can be used to frame issues of environmental and ecological concern. Each concept will act as a framing device for issues such as conservation and preservation of wildlife, erasure of adivasi (first dwellers) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students' ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various media: both literary and visual, such as autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and environmental history.

Instructor(s): Joya John Terms Offered: Spring

Equivalent Course(s): GLST 25310, HIST 26806, SALC 25310, ENGL 22434

CRES 25311. Imperialism, Anti-colonialism, and Decolonization. 100 Units.

This course examines the impetus toward decolonization and the aftermath of independence of former British and French colonies. The course seeks to grasp decolonization as ambivalent and contradictory,

that is, as simultaneously (if unexpectedly) the culmination of both imperialist ambitions and anti-colonial politics. It will consider: How and when did the demand for decolonization first come to be articulated? What underlying circumstances shaped the decolonization in the twentieth century? How are we to make sense of the "post-coloniality" that resulted after decolonization? The syllabus, which moves chronologically (with some exceptions), starts with India, privileging it as the first and, in some respects, exemplary instance of the ideological debates on imperialism, but will also touch on examples from Africa and the Caribbean. The course will register the significance of the rise of the Soviet Union after World War I in shaping the development of nationalist movements worldwide in the twentieth century. It will conclude on the melancholic notes that express the failure of anti-colonial movements to secure their stated objectives of democratic self-determination and economic independence.

Instructor(s): Sunit Singh Terms Offered: Winter

Equivalent Course(s): GLST 25311

CRES 25320. Debate, Dissent, Deviate: Literary Modernities in South Asia. 100 Units.

This class introduces students to the modernist movement in post-independence South Asia. Modernism will be understood here as a radical experimental movement in literature, film, photography and other arts, primarily aimed at critiquing mainstream narratives of history and culture. Given its wide scope, we will analyze a variety of texts over the ten-week duration of the class. These include novels, short stories, manifestos, essays, photographs, and films. The chronological span of the class is from the 1930s to the 1970s. Our aim will be to understand the diverse meanings of modernism as we go through our weekly readings. Was it a global phenomenon that was adopted blindly by postcolonial artists? Or were there specifically South Asian innovations that enable us to think about the local story as formative of global modernism? What bearings do such speculations have on genre, gender, and medium, as well as on politics? I will help situate the readings of each week in their specific literary and political contexts. Students will be able to evaluate, experiment with, and analyze various forms of modernist literary expressions emerging out of South Asia. This class will provide them with critical tools to interpret, assess, compare, and contrast cultural histories of non-Western locations and peoples, with an eye for literary radicalism. No prior knowledge of any South Asian language is necessary.

Instructor(s): S. Dasgupta Terms Offered: Autumn

Equivalent Course(s): KNOW 25320, SALC 25320, GNSE 25320, GLST 25132, ENGL 25320

CRES 25323. Tolerance and Intolerance in South Asia. 100 Units.

Few places in the world are as embroiled in the problem of diversity as South Asia, where sectarian violence-fought mainly along religious lines, but also along caste, gender, and linguistic lines-is at the center of political maneuvering. South Asia offers important lessons in how people manage to live together despite histories of mutual strife and conflict about communities and castes. Focusing on the period of British colonial rule, this class explores different instances and ideologies of toleration and conflict. How were South Asian discourses of toleration by such leaders as Gandhi and Nehru different from their European counterparts (e.g., John Locke and John Rawls)? How did their ideologies differ from those articulated by their minority peers such as Ambedkar, Azad, and Madani? We will analyze constitutive precepts, namely secularism, syncretism, toleration. Our attention here will be on the universal connotations of these ideas and their South Asian expression. Fifth week onward, we will turn our attention to select thinkers: Gandhi, Ambedkar, Azad, Madani. Our focus here will be on the ways that each intellectual negotiated the thorny issues of toleration, difference, ethnicity, and belonging. All the thinkers covered in this class had an active presence in nationalist era politics. Finally, we will read historical accounts of some of the most frequent causes of intolerance, namely cow slaughter, music played before the mosque, and desecration of sacred objects.

Instructor(s): T. Reza Terms Offered: Spring

Note(s): All reading materials will be available in English. No prior knowledge of South Asian history or South Asian languages is required.

Equivalent Course(s): RLST 25323, SALC 25323, KNOW 25323, HIST 26812

CRES 25500. PIR: Contemporary and Research Applications. 100 Units.

In this seminar, students will design and carry out their own research project based on readings and themes from PIR. They will explore other relevant literature, including secondary scholarship, and develop a question to examine through ethnographic, archival, library and/or media-based research. The final product can be a research paper, a Canvas-based web page presentation, or other form. In addition to providing some exposure to qualitative research methods and the use of secondary literature, the course will also introduce students to research resources and projects on campus and beyond through field trips and guest speakers.

Instructor(s): Jennifer Spruill Terms Offered: Spring

Prerequisite(s): SOSC 11400, SOSC 11500, SOSC 11600

Equivalent Course(s): SOSC 25500, SOCI 20288

CRES 25563. Does American Democracy Need Religion? 100 Units.

In the United States, we find ourselves living as part of a democracy. But that simple fact doesn't necessarily make us fans of democracy by default. In fact, it leaves many questions unanswered: Is democracy a good thing? If so, why and on what grounds? Why should you or I value democracy and its ideals (e.g., equality, liberty, fraternity)? If we do, what (if anything) grounds our devotion to this shared political tradition? And does, can, or should religion have a role to play? In this course, we will explore American democracy as a normative tradition and its relationship to various religious traditions in American society. Through examining key interpreters of American democracy such as Danielle Allen, Abraham Lincoln, Martin Luther King, Jr., Cornel West, Joshua

Abraham Heschel, and Amanda Gorman, we will approach the question of how religion and democracy relate to one another. We'll investigate the relative independence of democracy and religion, focusing on philosophers and poets who emphasize American democracy as tradition in its own right. We will also consider "Civil Religion in America," through the work of sociologists and historians who suggest the dependence of the democratic on religion or something like it. Finally, we'll question the relative interdependence of American democracy and religious traditions by turning to claims of influential religious and political leaders and activists. No prerequisite knowledge required.

Instructor(s): Derek Buyan Terms Offered: Spring
Equivalent Course(s): AMER 25563, PBPL 25563, RLST 25563

CRES 25630. Poverty, Work, and Family Policy. 100 Units.

This course examines contemporary policy questions regarding the dual spheres of work and family life, with a particular focus on economically impoverished families and communities. Students will analyze the relative merits of different policies designed to improve the conditions of work and family life and mitigate the effects of poverty on children's wellbeing. Throughout the ten-week quarter, we will consider demographic, labor market, and policy trends contributing to family poverty and income inequality in American society; interrogate policy debates concerning the responsibility of government, corporate, and informal sectors to address these critical social problems; and examine specific policy and program responses directed at (1) improving employment and economic outcomes and (2) reconciling the competing demands of employment and parenting. Although our primary focus will be on policies that promote the wellbeing of low-income families in the United States, relevant comparisons will be made cross-nationally, across race/ethnicity, and across income. This course is part of the Inequality, Social Problems, and Change minor.

Equivalent Course(s): LLSO 25630, SSAD 25630

CRES 25640. Language as Resistance. 100 Units.

Course Description TBA

Instructor(s): Tulio Bermudez Terms Offered: Spring
Equivalent Course(s): LACS 35640, LING 35640, LING 25640, LACS 25640

CRES 25662. Archiving AIDS: Art, Literature, Theory. 100 Units.

The AIDS pandemic had a major impact on cultural production of the 1980s and the 1990s. But its effects did not end with the advent of highly active antiretroviral therapy (HAART) in 1995. This course will examine the AIDS archive in its broadest sense-including art, literature, and theory produced in direct and indirect response to the pandemic from the 1980s to the present. What was the role of cultural production in political activism? What kinds of narratives did the allegorization of AIDS make possible and normalize? How has the AIDS pandemic been remembered and memorialized in more contemporary art and literature? Drawing from U.S., Latin American, and European texts, we will explore how AIDS has impacted sociopolitical issues related to sexuality, gender, class, and race.

Instructor(s): Kris Trujillo Terms Offered: Autumn
Equivalent Course(s): LACS 25662, GNSE 20105, HLTH 25662, CMLT 25662

CRES 25704. Environmental Justice in Chicago. 100 Units.

This course will examine the development of environmental justice theory and practice through social scientific and ethical literature about the subject as well as primary source accounts of environmental injustices. We will focus on environmental justice issues in Chicago including, but not limited to waste disposal, toxic air and water, the Chicago heat wave, and climate change. Particular attention will be paid to environmental racism and the often understudied role of religion in environmental justice theory and practice. Throughout the course we will explore how normative commitments are expressed in different types of literature as well as the basis for normative judgments and the types of authorities authors utilize and claim as they consider environmental justice.

Instructor(s): Sarah Fredericks Terms Offered: Winter
Note(s): Graduate students need permission to enroll and will have additional requirements.
Equivalent Course(s): PBPL 25704, RLST 25704, KNOW 25704, CHST 25704, AMER 25704, ENST 25704

CRES 25709. Race and Ethnicity in the Modern Middle East. 100 Units.

This seminar examines the ways that race and ethnicity are identified and discussed in Middle Eastern societies from the late-eighteenth century to the contemporary period. This class will analyze debates surrounding Middle Eastern racial and ethnic constructions in order to consider the extent to which these are the products of European colonialism-as some claim-or other legacies including Ottoman slave trade networks. This course addresses the ways these categories have shaped nationalist discourses, anticolonial struggles, US involvement in the Middle East, and contemporary questions of citizenship. Students will examine the role of diaspora encounters in Europe and the Americas in crafting these categories and ask whether new flows of migrants from sub-Saharan Africa, South Asia, and the Philippines to the Middle East are reconfiguring old constructions or creating new ones. Sources will include literature, music, and film and methodologies are cultural, social, and political history. The class comprises case studies from Morocco, the Nile Valley, Turkey, Israel, and the Gulf States.

Instructor(s): K. Hickerson Terms Offered: Winter
Note(s): A background in Middle Eastern history and/or studies is suggested but not required.
Equivalent Course(s): NEHC 20852, HIST 25709

CRES 25721. Music of the Black Radical Tradition. 100 Units.

Black artists are often written out of the history of musical experimentalism. John Cage's place in the canon is secure, but what of Cecil Taylor's? Or Anthony Braxton's? Or Matana Roberts's? Labels like "jazz" or "free jazz" segregate these artists from white experimentalists, suggesting that their music is best understood within a narrowly racialized genre category, rather than as part of the experimental mainstream, with its assumed whiteness, institutional support, and inbuilt prestige. This course redresses this imbalance by centering the music of Black radical composers in the latter half of the twentieth century. We will study the music of a wide range of composers, including many associated with the Association for the Advancement of Creative Musicians (AACM), one of the most venerable musical collectives of the twentieth century, rooted right here in Chicago's South Side. The course will tack between studies of the music's sounds and its historical, political, and ideological contexts. We will develop critical and analytical language for engaging the often-bracing sound worlds of those composers while building out a contextual understanding of their work as at once capaciously experimental and situated in a political context of resistance.

Instructor(s): Steve Rings Terms Offered: Spring

Equivalent Course(s): MUSI 25721

CRES 25732. 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, CRES 45732, SSAD 45732

CRES 25800. POC (Playwrights of Color) 100 Units.

This course explores contemporary works by American playwrights of color, with a focus on how to thoughtfully lead and/or participate in conversations around race and theatre both in- and outside of the rehearsal room. Students will read and discuss how playwrights such as Adrienne Kennedy (1960s), Suzan-Lori Parks (1990s-2000s), Branden Jacob-Jenkins and Young Jean Lee (2018) employ imagery, archetypes and stereotypes, and taught and true history to expand and morph not just the American canon but the American story to include rather than exclude people of color.

Instructor(s): Jess McLeod Terms Offered: Autumn

Note(s): ATTENDANCE AT FIRST CLASS SESSION IS MANDATORY.

Equivalent Course(s): TAPS 25800

CRES 25945. Settler Colonialism: From the US to Palestine. 100 Units.

In this course, we will consider settler colonialism as a contemporary, ongoing process as it unfolds in both North America and the Middle East, thinking through the problems of state formation, citizenship, land expropriation, and the law in these two contexts. While US and the state of Israel share a (tentative) commitment to liberal democracy, this has hinged on the erasure of indigenous populations even as the states expanded to envelop greater swaths of territory. In the process, settler and indigenous peoples have been moved, as well as transformed, producing new subjectivities in relation to both the state and international law. Over the quarter, we will examine the transformations of space and subjects effected by the settler colonial project, drawing on historical, anthropological, and theoretical literature.

Instructor(s): Callie Maidhof Terms Offered: Not offered 2022-2023

Equivalent Course(s): GLST 25945, ANTH 25945, RLST 26945

CRES 25950. The Psychology of Stereotyping and Prejudice. 100 Units.

This course introduces concepts and research in the study of stereotyping and prejudice. Topics include the formation of stereotypes and prejudice; the processes that underlie stereotyping and prejudice; stereotyping and prejudice from the target's perspective; and prejudice and stereotype reduction. The course will cover a variety of groups (e.g., race, gender, weight, and sexual orientation) and explore the implications of stereotyping and prejudice across a number of settings (e.g., educational, law, and health).

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

Equivalent Course(s): PSYC 25950

CRES 26050. Race, Ethnicity, Language, and Citizenship in the United States. 100 Units.

This course is intended to help students make sense of the current discourse on diversity and inclusion/exclusion from a historical perspective. They will be trained to read critically the evolution of political discourse on citizenship in the United States since the American Revolution. They will learn to detect the role of shifting interpretations of race and ethnicity, after that of European nationality, in determining who is (not) a (full) citizen. For instance, who counted as "American" in the early stages of the Republic? Why were Native Americans and (descendants of) forced immigrants from Africa excluded at the outset? How did English become the unofficial language of American citizenship and inclusion? What factors favored its rise and drove to extinction the competing European national languages?

Instructor(s): Salikoko Mufwene Terms Offered: Spring
 Equivalent Course(s): CHDV 26050, LING 26050, CHDV 36055, LING 36050

CRES 26068. Violence and the State. 100 Units.

Violence in modern states is at once exceptional and ever-present, thought of as aberration even as it is routinely employed. Focusing primarily on modern Europe and its colonial empires, this seminar will explore this contradiction in theory and practice. We will consider violence at the intersection of race, gender, and class. We will learn how various modern thinkers including Tocqueville, Weber, and Sorel theorized the place of violence in liberal society. We will read writers and activists like Frantz Fanon, Mohandas Gandhi, and Assia Djebar to understand the role of violence in empire and decolonization. Finally, we will connect this history to the present day by considering how it relates to police violence in the contemporary world.

Instructor(s): Yan Slobodkin Terms Offered: Spring
 Note(s): This course partially fulfills the research seminar requirement for the IRHUM major.
 Equivalent Course(s): KNOW 26068, IRHU 27003, GNSE 27005, HMRT 27003

CRES 26115. Queer South Asia. 100 Units.

This course explores representations of queerness, same-sex love, sexualities and debates around them by introducing students to a variety of literary texts translated from South Asian languages as well as films, geographically ranging from India and Pakistan to Sri Lanka. We will also read scholarship that will help us place the production and reception of these primary sources in historical, political, cultural and religious contexts. In particular, we will examine questions of history and continuity (recurrent themes and images); form and genre (differences of representation in mythological narratives, poetry, biography, fiction, erotic/legal/medical treatises); the relationship of gender to sexuality (differences and similarities between representations of male-male and female-female relations); queerness as a site for exploring other differences, such as caste or religious difference; and questions of cross-cultural and transnational dialogue and cultural specificity.

Instructor(s): Nisha Kommattam Terms Offered: Autumn
 Equivalent Course(s): HMRT 26113, CMLT 26113, SALC 26113, GNSE 26113

CRES 26205. American Political Economy and Race. 100 Units.

This course will explore how individual or group identity and social location is understood in economics. Specifically, we will use a political economy framework, which emerges from the premise that economic life has material, cultural, and political dimensions and that an individual's (or group's) identity or social location--e.g., race, gender, and class--may constrain or empower agents in their participation in economic and political life. The readings will draw from diverse disciplines including political science, economics, and sociology and will focus primarily on the intersection of race and class.

Instructor(s): P. Posey Terms Offered: Winter
 Equivalent Course(s): PLSC 26205

CRES 26212. Moses and Modernity. 100 Units.

The story of Moses is at once the most nationalist and the most multiculturalist of narratives. -Barbara Johnson "Moses fails to enter Canaan, not because his life is too short, but because it is a human life. -Franz Kafka The biblical figure of Moses has furnished a diverse range of interpreters--from the early Rabbis, to Black abolitionist activists in the antebellum U.S., to mid-20th century German authors challenging Nazism--with a powerful exemplar of the potential of emancipation and the meaning of national identity. At the same time, the sheer number of interpretations and retellings of the story of Moses and the Exodus of the ancient Israelites from Egypt suggests the contradictions and ambiguities which persistently haunt those political projects. In this discussion-based seminar course, we'll reflect on both of these aspects of the Exodus story as it is told and retold in modernity. Our journey begins with the books of Exodus and Deuteronomy as well as early rabbinic and Christian exegesis before moving on to more recent representations and interpretations. These include visual artworks (Michelangelo, Chagall); music (Schoenberg, African American spiritual songs); Cecil B. DeMille's 1923 silent blockbuster *The Ten Commandments*; Freud's *Moses and Monotheism* and a response to Freud by Edward Said; and literary writings by Yehuda Amichai, Shulamith Hareven, Frances E. W. Harper, Zora Neale Hurston, Alain Mabanckou, Thomas Mann, and Avivah Gottlieb Zornberg.

Instructor(s): Sam Catlin Terms Offered: Autumn
 Equivalent Course(s): RLST 26213, CMLT 26212, GRMN 26212, JWSC 26212

CRES 26220. Witches, Sinners, and Saints. 100 Units.

This course examines representations of women's bodies and sexualities in colonial Latin American writings. In doing so, we will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch's body as a site of sexual excess, the mystic's body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of New World women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.

Instructor(s): Larissa Brewer-García Terms Offered: Autumn
 Prerequisite(s): For undergrads: SPAN 20300 or consent of instructor.

Note(s): Taught in Spanish.
 Equivalent Course(s): SPAN 26210, LACS 26212, SPAN 36210, CRES 36220, LACS 36212, GNSE 36210, GNSE 26210

CRES 26230. Dance, Identity, and Appropriation. 100 Units.

This survey course will look at the ways that dance-across genres, geographies, and histories-has negotiated, challenged, and complicated ideas of identity and authority. Grounded in histories including the 1893 World Columbian Exposition, where Swedish-American Christine Olson performed Turkish dance on the Midway, as well as modern dance pioneer Ruth St. Denis' imitation of the Indianness she encountered on a cigarette ad, we will explore case studies including American minstrel traditions, hip hop dance, the Nutcracker and other classical ballets, dance tourism like Hula and West African forms, viral K-pop dance tutorials, and more. These case studies will be used to discover how dance, and the dancing body, performs and problematizes appropriation. Part seminar/part practicum, assignments will include short written papers and performance projects including dance reconstructions.

Instructor(s): L. Leopold Terms Offered: Spring

Equivalent Course(s): TAPS 36220, TAPS 26220

CRES 26231. Dance and the Archive. 100 Units.

In this class, dance and the archive are addressed through three relationships: documenting dance for the archive, researching dance in the archive, and dancing as an archive of past events. The course unveils major topics in dance history and practice, such as alternative ideas about historical narratives and categories, the ephemerality of live performance, and how bodies hold knowledge and lived experience, with an emphasis on how racial structures shape archives. In course assignments, students will conduct research using archival sources and build archives that document and consist of their own moving bodies.

Instructor(s): Tara Aisha Willis Terms Offered: Autumn

Equivalent Course(s): TAPS 26230

CRES 26240. Black Experimentation in Dance. 100 Units.

In this course, experimentation is explored as a choreographic approach to dancing and making dances. Grounded in process, practice, inquiry, and improvisation, experimentation has a long history in Black expressive culture. This class pairs readings at the intersection of Black performance theory, feminist and queer of color theory, and Black dance studies with examples of dance performances and artists interrogating topics such as the problem of aesthetic categorization, navigating racial visibility/invisibility onstage, and the politics of Black dancing bodies. The class focuses on concert dance in the United States, but may cover examples from social dance, popular entertainment, performance art, and global contexts.

Instructor(s): Tara Aisha Willis Terms Offered: Spring

Equivalent Course(s): TAPS 26240

CRES 26260. Katherine Dunham: Politics in Motion. 100 Units.

This course traces the creative, political, and scholarly legacies of Katherine Dunham (1909-2006), exploring the immeasurable impact of her career as a dancer, choreographer, anthropologist, activist, and creator of the Dunham Technique. Students will merge embodied practice with in-class discussions of theoretical texts, questioning the role of Black dance traditions of the 20th century in helping shape transnational and Black diaspora studies. In keeping with the geographic scope of Dunham's practice and research, we will engage Black dance and social movements of the Caribbean, Latin America, the United States, and beyond. Central concepts of performance ethnography, Caribbean studies, and Black feminisms will anchor an investigation of dance as an intellectual process and as social action. We will contemplate the methods of artist-activists and artist-scholars in traversing disciplines and foregrounding new fields of thought. This course will balance training with a certified practitioner in Dunham Technique with field studies, archival research, and short choreographic experiments while taking advantage of concurrent city-wide events celebrating Dunham's legacy. No previous dance experience is required, and students should be prepared to engage through the body as well as intellectually in each class.

Instructor(s): H. Crawford Terms Offered: Autumn

Equivalent Course(s): TAPS 36260, CHST 26260, TAPS 26260

CRES 26290. Mapping Black Social Dance: Hip Hop and House in the Community and Onstage. 100 Units.

This hybrid studio/seminar course offers an overview of the formal techniques, cultural contexts, and social trends that shape current Black social and vernacular dance practices. Modules will be built around Black social culture by looking at key histories and theories around Black dance, music and other cultural aesthetics from hip hop to house. As part of our exploration, we will cover themes such as: the Great Migration, the range of Black social dance forms from blues, jazz, disco, and dancehall that have influenced the evolution of hip hop and house on global scale; and the spectrum of social spaces from clubs to lounges and public events that have been critical to preserving Black cultural heritage and creating safe spaces for belonging and flourishing. Selected readings and viewings will supplement movement practice to give historical, cultural, and political context.

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

Equivalent Course(s): CRES 36290, MUSI 33620, MUSI 23620, TAPS 26290, TAPS 36290

CRES 26302. Bodies at Work: Art & Civic Responsibility. 100 Units.

Contemporary artists are quickly adapting their practices to be more inclusive, diverse, accessible and physically safe. In particular, the rise of intimacy design and anti-racist work in theatre, film and television has opened up a dialogue about how artists do their work responsibly. Through practice and investigation, this class will dive into the responsibility of artists in contemporary artistic processes. We will explore both how the tools and capacities of artists can transform civic practice and, conversely, how artists are grappling with the civic issues of body

safety, anti-racism and accessibility in arts practice. We will explore how centering the body can create respectful engagement in the arts. We will look at the work of Enrich Chicago, Nicole Brewer, Sonya Renee Taylor, Not in Our House and Intimacy Directors & Coordinators among others.

Instructor(s): D. de Mayo Terms Offered: Spring

Equivalent Course(s): CHST 26302, GNSE 26303, TAPS 26302

CRES 26380. Indigenous Politics in Latin America. 100 Units.

This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.

Instructor(s): Diana Schwartz Francisco Terms Offered: Spring

Equivalent Course(s): LACS 36380, GLST 26380, HIPS 26380, HIST 26318, ANTH 23077, LACS 26380

CRES 26386. Greater Latin America. 100 Units.

What is "Latin America," who are "Latin Americans" and what is the relationship among and between places and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on the other? This course explores the history of Latin America as an idea, and the cultural, social, political and economic connections among peoples on both sides of the southern and eastern borders of the United States. Students will engage multiple disciplinary perspectives in course readings and assignments and will explore Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin of the concept of "Latin" America, Inter-Americanism and Pan-Americanism, transnational social movements and intellectual exchanges, migration, and racial and ethnic politics.

Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn

Equivalent Course(s): ANTH 23003, LACS 36386, HIST 26321, LACS 26386

CRES 26500. 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.

Instructor(s): M. Tenorio Terms Offered: Winter

Note(s): Assignments: two essays

Equivalent Course(s): LLSO 26500, HIST 36500, LACS 36500, LACS 26500, HIST 26500

CRES 26511. Through the Prism of an Intellectual Life: Thinking through conversation in the ruins of empire. 100 Units.

What is the place of conversation in political thought? What makes such conversations generative or fulfilling? What role do conversations about politics play in connecting our present to the past and in helping us to reimagine our futures? These are some of the questions that this course hopes to explore by following along the threads of a conversation that has united the aims, hopes, and disappointments of three generations of anti-colonial thinkers in the Afro-Atlantic world. Taking the intellectual life of the Jamaican-British social theorist, Stuart Hall, as an exemplary site for this investigation, students will engage with a variety of sources—recordings, interview transcripts, memoirs, scholarship, and political writings—in an effort to piece together one strand of conversation out of which Hall's intellectual life took shape and through which he in turn shaped the intellectual lives of others. Of particular interest here is the intergenerational character of these conversations. Students will be encouraged to explore how people are shaped by intergenerational preoccupations and concerns, even as they come to take up these preoccupations in new ways that often mark a break from the past. Together, we will also examine how, in narrating their own preoccupations and intellectual lives to themselves, people lay claim to particular pasts and sketch out hoped-for futures.

Instructor(s): Daragh Grant Terms Offered: Winter

Equivalent Course(s): PLSC 20928

CRES 26513. Migration, Urbanization, & Making of the Americas in 20th Century. 100 Units.

This course investigates cities in the Americas as "migrant cities," that is, the outcomes of the movement of millions of peoples across regions, borders, and oceans. We will consider three broad migratory movements: European migrations to cities such as New York and Buenos Aires between 1870 and 1930; internal migrations of people of African or indigenous descent from the US South to northern cities and from the Brazilian northeast to its southern industrial cities between 1930 and 1970; and, finally, the South-North migration from Mexico and Central America to the United States between 1970 and the present. By comparing these migratory movements, we will explore how migration has shaped twentieth-century megacities, asking, among other questions: Is the United States "melting pot" truly exceptional or has the whole continent been effected by movements of people across regions and borders? Have cities represented spaces of opportunity and liberation for migrants, or rather, are they sites where inequality and oppression have simply adopted a different form? What is the relationship

between urban migration and twentieth-century understandings of race and culture? Is the presence of Latinos and Mexicans in US cities a new phenomenon or an old one? Does it represent a threat, an opportunity, or more of the same?

Equivalent Course(s): HIST 26513

CRES 26940. Race & Ethnicity in American Comics. 100 Units.

This course examines the representation and discourse of race and ethnicity in an array of American comics, including early newspaper strips, underground and alternative comics, and autobiographical graphic narratives. Along with works that emphasize an intersectional approach to race, we will discuss the history of racist caricature and recent controversies such as the depiction of Mohammed in Danish and French cartoons. We will also study how the mechanics of the visual-textual medium engender unique modes of representing race in literature. Some of the cartoonists we will observe include Art Spiegelman, Marjane Satrapi, Marjorie Liu, and Los Bros Hernandez. (B)

Equivalent Course(s): ENGL 26940

CRES 27000. The American Culture Wars. 100 Units.

Should we rename institutions named for people who advocated--or accepted--white supremacy? Should the religious views of judges be subject to public scrutiny? Should religious institutions be exempt from certain public health regulations? These questions are only the latest battlefields in the "culture wars," the long-running conversation-or, more often, shouting match-about what the United States ought to stand for and how Americans ought to live. This course will explore how Americans have wrestled with questions of morality and national identity since the country's founding. It will put contemporary struggles in context by examining past cultural conflicts. Potential topics include: the establishment and disestablishment of religion in the early United States; debates over how many and what kind of immigrants to allow into the country; and campaigns to control or prohibit dangerous substances, especially alcohol.

Instructor(s): Will Schultz Terms Offered: Autumn

Equivalent Course(s): HIST 27715, AMER 29000, GNSE 29000, RLST 29000

CRES 27002. The Age of Emancipation. 100 Units.

Did the emancipation of millions of African-descended people from the bonds of chattel slavery--beginning with the 1791 slave rebellion in Haiti and ending with Brazilian abolition in 1888--mark the beginning of an irrevocable march towards Black freedom? Or was it merely an evolution in the continuing exploitation of Black people throughout the Americas? This course scrutinizes the complex economic, political, ideological, social, and cultural contexts that caused and were remade by emancipation. Students are asked to consider emancipation as a global historical process unconstrained by the boundaries of the modern nation-state, while exploring the reasons for and consequences of emancipation from a transnational perspective that incorporates the histories of the United States, the Caribbean, Latin America, and Africa. By focusing on the ideological ambiguities and lived experiences of enslaved people, political actors, abolitionists, religious leaders, employers, and many others, this seminar will question what constitutes equality, citizenship, and freedom. Finally the course will explore what role emancipated slaves played in shaping the historical meanings and practices of modern democracy.

Instructor(s): M. Hicks Terms Offered: Winter

Note(s): Assignments: short and long papers.

Equivalent Course(s): HIST 39002, HIST 29002, LACS 29002, LACS 39002

CRES 27017. Passing. 100 Units.

In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present.

Law provides a venue and a language through which forces of authority police categories of identity that, at Jean Stefancic and Richard Delgado observe, "society invents, manipulates, or retires when convenient." Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.

Instructor(s): Nicolette I. Bruner Terms Offered: Spring

Equivalent Course(s): ENGL 27017, KNOW 27017, GNSE 27017

CRES 27075. The Latinx Religious Experience: Race and the Politics of Faith in the US. 100 Units.

Latinos? Hispanics? Latinx? How much do we know about one of the largest minorities (18.5%) in the USA? How does their culture shape their religious experience? What is the role of religion in their politics and activism? In this class we will explore these and other questions drawing from biographical narratives, history, sociology, and theology. In the first part of this course, students will be introduced to foundational biographical narratives and historical sources for studying the Latinx religious experience. In the second part of the course, students will examine the diversity of Latinx religion and the multiple functions of faith and devotion in the Latinx community. The course culminates with a close examination of three authors (Roberto Goizueta, Michelle González, and Nancy Pineda-Madrid) whose work allows us to understand the complex and diverse links between theological reflection, religious practice, and political action in the Latinx community. No prerequisites.

Instructor(s): Raul Zegarra Terms Offered: Autumn

Equivalent Course(s): AMER 27075, ANTH 23326, LACS 27075, SOCI 20539, RLST 27075

CRES 27100. Égalité des races dans la francophonie. 100 Units.

La réflexion anthropologie sur la Caraïbe commence avec les premières explorations européennes au cours des 15^e et 16^e siècles. Tout comme lors du développement de la colonisation, puis du système esclavagiste inauguré par le Code Noir (1685), la question raciale s'instaure au cœur même de la revendication républicaine

des esclaves et de l'indépendance haïtienne. C'est cependant au milieu du 19^e siècle, période où triomphe l'anthropologie positive, que paraîtront deux ouvrages majeurs sur la question raciale: De l'inégalité des races (1853) de Gobineau et De l'égalité des races humaines (1885) d'Anténor Firmin, l'un des premiers noirs à être membre de la Société d'anthropologie de Paris. Le séminaire analysera ces deux ouvrages en rapport avec l'esprit et l'histoire des idées de l'époque en mettant en évidence, à travers les réflexions théoriques et les œuvres des Durkheim, Firmin, Gobineau, Hibbert, Joseph-Janvier, Madiou, Marcelin, Moreau de Saint-Méry, Renan, Saint-Rémy, Schœlcher, l'émergence croisée et progressive d'un formidable discours sur la race dans l'histoire, la littérature et la philosophie politique, tout au long de la deuxième moitié du 19^e siècle.
Equivalent Course(s): CRES 37110, FREN 37100, FREN 27100

CRES 27200. 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): CRES 37200, HIST 27200, HIST 37200, LLSO 26901

CRES 27207. 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): HIST 27207, AMER 27207, GNSE 27207, HIST 37207, AMER 37207, CRES 37207, GNSE 37207

CRES 27300. 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): HIST 27300, LLSO 28800, HIST 37300, CRES 37300

CRES 27305. Haj to Utopia: Race, Religion, and Revolution in South Asian America. 100 Units.

With the election of Kamala Harris to the office of Vice President in the 2020 election, it would appear that Americans of South Asian descent find themselves nearer than ever to the center of U.S. political power. But what if one narrated the history of South Asian Americans not according to their inevitable embrace of imperialist politics, economic and cultural capital, but as fraught subjects of a settler colonial regime? What are the alternative futures, of life, love, and liberation, imagined by transnational revolutionaries? How does the politics of immigrant identity operate at the nexus of race and caste? How does religion index race in the eyes of the surveillance state? How do South Asian histories of migration prefigure the mass displacements, border enforcements, and unequal labor conditions that have defined the politics of globalization in the 21st century?

Instructor(s): Anand Venkatkrishnan Terms Offered: Spring

Equivalent Course(s): AMER 27305, SALC 27305, RLST 27305, GLST 27305, HIST 26813

CRES 27330. African American History, 1865-2016. 100 Units.

This class will introduce students to the key themes, events, problems and advances within African American history, after the end of slavery. Readings will include Reconstruction-era documents, Ida B. Wells, Ned Cobb, W. E. B. Du Bois, Howard Thurman, Septima Clark, Philippe Wamba, and Audre Lorde among others.

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

Note(s): Assignments: two short (3-6 pp) papers and one long (10-15 pp) paper for undergraduates; one short (5-7 pp) and one long (15-20 pp) for graduate students.

Equivalent Course(s): HIST 37310, AMER 27310, HIST 27310

CRES 27379. Reparations. 100 Units.

This course focuses on growing philosophical literature on reparations, with special emphasis on the legacy of racialized slavery in the United States. As we'll see, the debate over reparations raises a number of complex philosophical problems: what does it mean today to atone for hundreds of years of slavery, given that those who enslaved other human beings and those who were enslaved are now long dead? Indeed, who today has an obligation to atone for it? What must they do in order to atone for it? And who should have the authority to decide what a successful atonement or rectification would look like? These questions cannot be answered decisively without a precise account of the wrongs intrinsic to the institution of slavery, on the one hand, and its various afterlives, on the other. Some of the authors we'll read include: Bernard Boxill, Angela Davis, Fredrick Douglass, W.E.B. Du Bois, C.L.R. James, Charles Mills, Robert Nozick and Jeremy Waldron. (A)

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

Equivalent Course(s): PHIL 27379

CRES 27401. Literaturas del Caribe Hispanico en el siglo XX. 100 Units.

En este curso se estudiarán algunos ejemplos salientes de las literaturas producidas en el Caribe hispánico insular (Cuba, Puerto Rico y Santo Domingo) durante el siglo XX y a principios del XXI. Entre los asuntos a discutir tendrán un lugar principal los modos en que esta producción se ha constituido como respuesta y elaboración estética de las historias de esclavitud, violencia racial y colonialismo, de militarización y desplazamientos territoriales migratorios, que han marcado a la región en su carácter de frontera imperial desde el siglo XVI. En el curso también se abordará la condición simbólica del Caribe como espacio de utopías y catástrofes, escenario privilegiado tanto de las aspiraciones revolucionarias propias de la modernidad (e.g. la Revolución Haitiana del 1791 y la Revolución Cubana del 1959) como de los terrores de la destrucción ecológica (con su experiencia cruel de huracanes y terremotos).

Instructor(s): A. Lugo-Ortiz Terms Offered: Autumn

Prerequisite(s): At least one of the following courses: SPAN 21500, 21703, 21803, 21903, or 22003.

Note(s): Taught in Spanish.

Equivalent Course(s): LACS 37401, SPAN 27401, SPAN 37401, CRES 37401, LACS 27401

CRES 27420. American Hinduism. 100 Units.

This undergraduate seminar examines the history and anthropology of Hinduism in the United States, from the eighteenth century to present. Course readings survey the early US history of (mostly) white, male Protestants representing 'Hindoo Religion,' and the tours of prominent Hindu spokesmen, like Swami Vivekananda and Paramhansa Yogananda. Then we survey anthropological studies of convert Hindus from the American counterculture and immigrant Hindus arriving after 1965 in selected devotional (bhakti) and guru movements: ISKCON, Osho, the Swaminarayan Sampraday, Sathya Sai Baba, and Amma.

Instructor(s): Andrew Kunze Terms Offered: Spring

Equivalent Course(s): RLST 27420

CRES 27524. The Colonial Construction of Race. 100 Units.

By situating Victorian constructions of race in the context of political and economic debates in Jamaica, New Zealand, India, and Britain, this course will explore how the encounter with colonial difference provoked a range of reactions throughout the nineteenth century. The conceptualization of race in this period was always a multi-sided affair. There was not always a clear line of causation between the "scientific" theories put forth by scholarly bodies and the actions of policymakers, missionaries, and settlers. We will therefore analyze how an array of parties among both the colonizers and colonized invoked race (in a positive or negative sense) to accomplish specific objectives. A host of primary sources, including anthropological treatises, missionary accounts, public speeches, and fictional works will further aid us in assessing the myriad ways in which race-talk structured systems of power relations.

Instructor(s): Zachary Leonard Terms Offered: Winter

Equivalent Course(s): HIST 29417

CRES 27528. The Literature of Riot: The Red Summer of 1919 and African American Literary History. 100 Units.

The Red Summer of 1919" was a series of race riots that swept the U.S. at the end of WWI, marking a confluence of social tensions around race, labor, and migration with a wider crisis of the world imperial system. This course explores the Red Summer's legacies in African American literature and political thought. Working in tandem with the Chicago Race Riot of 1919 Commemoration Project, we will examine how Black writers have responded directly and obliquely to the upheavals of 1919. Our archive, which includes selections from the early 20th century Black press, important literary treatments, and primary historical documents from <http://chicago1919.org>, will facilitate a geographically and temporally layered understanding of the Red Summer. At stake conceptually in the course are questions of historical interpretation and cultural memory: How have African American writers debated the meaning and significance of these traumatic events even while countering their erasure from official narratives of U.S. history? How do we, and how can we, read 1919 in 2022? Readings include Claude McKay, Cyril Briggs, W.E.B. Du Bois, Marcus Garvey, Alain Locke, Toni Morrison, and Eve Ewing (1830-1940; Fiction; Poetry).

Instructor(s): Noah Hansen Terms Offered: Spring

Equivalent Course(s): ENGL 12001

CRES 27529. Intoxication and Dispossession in Colonialism. 100 Units.

Manhattan, according to one folk etymology, means "the place at which we were drunk." Supposedly the Lenape (Delaware) people named the island after their "general intoxication," in 1609, on wine and aqua vitae offered by the English explorer Henry Hudson. That derivation, though false, nonetheless puts drunkenness intriguingly close to the center of an originary colonial encounter. In this course, students will examine how such scenes were reiterated, transformed, and exploited throughout the 19th century. As we move along these historical itineraries, we will ask how toxic ideology distills and reinforces logics of racial dispossession. But we will also ask how intoxication opens onto altered states, draws out chronic conditions, and expands repertoires of conviviality. Our readings will weave between multiple genres in pursuit of these questions. Juxtaposing antiquarian files and execution sermons, medical inquiries and autobiographies, bureaucratic reports and romantic episodes, we will retrace scenes of intoxication through the texts, images, and institutions that configured them over time.

Instructor(s): Matthew Boulette Terms Offered: Spring

Equivalent Course(s): ENGL 27529

CRES 27530. (Re)Producing Race and Gender through American Material Culture. 100 Units.

This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

Equivalent Course(s): HIST 27414, GNSE 27530, ARTH 27530, ANTH 25214

CRES 27533. Fugitive Poetics: Slaves, Runaways, Exiles, and Nineteenth-Century American Poetry. 100 Units.

This course considers late-eighteenth- and nineteenth-century American poetry from the perspective of the disprized. One central point of discussion will be how slavery and indentured servitude-and the attendant urge for escape and freedom from these and other carceral institutions-shaped the American poetic imaginary. We will take up both the poetry and poetic theory written by fugitives and explore poetry itself as a form of fugitivity for the enslaved, politically exiled, or ideologically confined. Central figures in the traditional canon of nineteenth-century U.S. poetry-Poe, Whitman, and Dickinson-will be considered from this vantage alongside figures like Harriet Jacobs, Frances E. W. Harper, José María Heredia y Heredia, and José Martí, among others. In the process, we will explore the potential connections and collisions between these nineteenth-century literary texts and contemporary lyric and critical race theory. This course is as interested in the nineteenth-century construction of a national American poetics as it is in American poetry itself; equal weight will be given to poetry and prose. Topics will include the poetic imaginary in early American statecraft, prosody and the carceral condition (what Max Cavitch calls "Slavery and its Metrics"), blackface lyrics and class mobility, abolitionism, and inter-American literary exchange.

Instructor(s): Jake Fournier Terms Offered: Spring

Equivalent Course(s): ENGL 27533

CRES 27534. The Aspirational City: Chicago's Multicultural Communities. 100 Units.

No city has meant more to the hopes and dreams of more divergent groups of Americans than Chicago. The Aspirational City: Chicago's Multicultural Communities will explore the histories of Chicago's various racial, ethnic and marginalized communities and the ways in which they have sought to fashion the destinies of themselves, their communities, and the city of Chicago. The course is a weekly seminar open to both undergraduate and graduate students.

Terms Offered: Spring

Equivalent Course(s): HIST 27308, ENST 27534

CRES 27535. Whose Hybridity?: "Mixing" Language, Race, and Identity. 100 Units.

Throughout the modern world, members of racial, ethnic, and other groups perform their identities, in part, through the use of multiple languages or linguistic sub-varieties. It is a commonplace assumption that some of these performed identities-and their linguistic modes of expression-are "hybrid" or "mixed." Whether viewed as a cause for celebration or alarm, such assumptions often rely on the idea of previously "pure" things that were later made "hybrid." In various accounts in a range of media, "hybridity" spells the end of desirable ways of life, even the "natural order of things." In other accounts, "hybridity" is celebrated for producing novel relations between discrete categories, practices, and identifications. Yet upon closer inspection, even such supposedly "pure" categories themselves frequently turn out to be anything but "pure." This course will critically explore how "hybridity" is constructed as a matter of concern across a range of intellectual-, geopolitical-, cultural-, and media contexts. It focuses on language as a privileged marker of and resource in identity-construction, both self and other. This class uses theories and methods from anthropology, sociolinguistics, history, and sociology to explore how "hybridity" can be-and has been-used to construct social boundaries, exclusions, and erasures as much as solidarities, inclusions, and recognitions. The class focuses also on the material media in which these inclusions and exclusions are produced.

Instructor(s): Joshua Babcock Terms Offered: TBD

Equivalent Course(s): ANTH 27445

CRES 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical "genealogy of the present" by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how

different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring

Equivalent Course(s): LACS 27536, HMRT 27536, HIST 29009, GNSE 27536

CRES 27537. Poetry for the People": Global Black Politics and Culture in the Age of Marcus Garvey. 100 Units.

When Jamaican activist Marcus Garvey established the Universal Negro Improvement Association, he at once catalyzed a global mass movement for racial equality, projected a new Black diasporic identity, and redrew the fault-lines of modern racial politics. He also created the organizational and ideological framework for a global Black literature. Poets, workers, and political organizers from across the Black Diaspora sent both poetic and prosaic expressions of race-consciousness to the pages of Garvey's newspaper Negro World. These writers and activists challenged the legitimacy of world white supremacy, developed new modes of transnational racial affiliation, and enshrined Africa as the normative symbolic center of global Black politics. Despite its historical importance, however, Garveyism occupies an ambiguous place in African American studies. Controversies that trace back to the inception of UNIA, in addition to the loss of the organization's records, have impeded a full reckoning with the movement's global impact. Nonetheless, the great multivolume anthology of UNIA papers edited by Robert A. Hill, in addition to recent revisionist scholarship, suggest unexplored avenues of inquiry. The history of Garveyism, it seems, remains unfinished. "Poetry for the People" will introduce students to the real and imagined worlds of Garveyist Pan-Africanism, and explore the legacies of Garvey's movement for contemporary debates on race, empire, nationalism, and the politics of culture.

Instructor(s): Noah Hansen Terms Offered: Spring

Equivalent Course(s): ENGL 27537

CRES 27543. Black and/or Human: On Humanism and Racialized Being. 100 Units.

This course explores the relation between racialized being and humanity, with a focus on blackness. The histories of enslavement and colonization have been understood, fundamentally, as processes of dehumanization. The course seeks to address questions such as these: What is the conceptual basis of dehumanization, i.e. what (metaphysical, ethical, psychological, historical) conceptions of "human" act as the standards by which to measure the human deficiency of Black racialized peoples? What are the different meanings of the view that Blackness lacks being, when said by colonialists and when said an anti-racist intellectuals? What, in each case, is the exact argument? Is such an argument descriptive or also prescriptive? If the former, does it describe a mutable sociopolitical situation or a metaphysical truth? If the latter, what forms of conduct does the argument call for? What is an adequate response to dehumanization? Should one claim the status of the human, transform it, or reject it altogether? There are different answers to any of the questions in the literature. This course is a short survey of that literature.

Instructor(s): Kevin Irakoze Terms Offered: Winter

Prerequisite(s): Prior coursework on Critical Race Theory or consent of instructor.

Equivalent Course(s): PHIL 27543

CRES 27549. American Hustle: Conning, Scamming, and Hoaxing in America. 100 Units.

What can be learned about social ties-how they are defined, legitimized, enforced, and sustained-from the people and institutions that take advantage of them? This course traces a fascination with cheats and cheating that pervades 20th and 21st century American culture. Tracking several genres of fraudulent activity-the con, the scam, and the hoax-through a series of novels and films, we will analyze the narrative forms that emerge around these activities, incorporating a range of literary and cultural criticism on revenge narratives, comedy, speculative fiction, and historical fiction along the way. Ultimately, we will use our cultural analysis to pose broader questions about shifting notions of trust: what does trust look like under capitalist and neoliberal models of relation, when relations between buyer and seller, employer and employee, state and citizen, and even friend and friend are conditioned not only by transaction and contract, but by negotiations of race, gender, and sexuality central to such transactions? We will discuss the politics of suspicion, taking into account both the privilege of assumed trustworthiness that allows some swindlers to take operate in the first place, as well as the presumption of guilt that makes it impossible for other subjects to move in the same way.

Instructor(s): Shirl Yang Terms Offered: Autumn

Equivalent Course(s): ENGL 27549, GNSE 27549

CRES 27550. Black Power and Jews, Black Power and Palestine. 100 Units.

This course focuses on how several movements with goals of a more liberated future negotiated mutual recognition and were inspired by each other. Mainly, we'll look at the influence the Black Power Movement and women of color feminism in the U.S. had on Middle Eastern Jewish struggles against racism in Israel and Palestinian struggles against Israeli occupation. Looking at Black Power's influence on Middle Eastern Jews and Palestinians will also necessitate explorations into shared organizing among U.S. based efforts to combat racism and anti-semitism. Our examination of these influences and intersectional organizing will focus not only on when solidarity seemed productive, but when it seemed limited or difficult, often due to presentist concerns. A major goal of the course is for the liberated future these anti-discriminatory movements were and are working towards to be thought of as possible. To this end, by the end of the course students will be able to understand the motivations for solidarity efforts among black, Jewish, and Palestinian activists, recognize what factors have historically disrupted these efforts, and by extension use this knowledge to feel hopeful about the shared struggle of these movements. While reading and analyzing historical and theoretical articles, memoirs, podcasts, and op-eds, the course will also include instruction on and practice of writing visionary fiction and op-eds.

Instructor(s): Chelsie May Terms Offered: Winter
 Equivalent Course(s): CRES 37550, JWSC 26610, GNSE 27550, NEHC 27550

CRES 27551. The Emotional Life of Work. 100 Units.

Work is everywhere in cultural texts, but can be taken for granted as mere background, setting, or premise rather than an object of analysis in its own right. Analyzing work and its many representations means attending to how it structures experiences of time, space, and other people; it also means tracking how these conventions are shifting. The changing nature of work now poses new problems even as it raises old questions: What counts as work? What should our relation to it be? Should the objective be to ensure universal security in work or to abolish it altogether?

Instructor(s): Shirl Yang Terms Offered: Spring
 Equivalent Course(s): ENGL 27551, GNSE 27551

CRES 27552. Race, Religion, and Emancipation. 100 Units.

In this course we will interrogate the complex relationship between race, religion, and emancipation in the modern period. Drawing on both historical and philosophical approaches, we will ask: What is emancipation, and who is it for? How has emancipation been articulated in relation to religion, and how has this relationship revealed complications in modern ideas of freedom? How has religion functioned as a vehicle for racialization, and how has it been racialized itself? Is religion an impediment to freedom or a means for its actualization? Beginning in the European Enlightenment, we will consider these questions in relation to two distinct, though (crucially) related sites: Jewish emancipation in 18th and 19th century Europe, and Black emancipation in the United States. In doing so, we will treat the relationship between religion, race, and emancipation as a central tension of the modern period, the continuing importance of which has significant consequences for liberatory intellectual and political movements in the present. Readings will include philosophical, historical, and theological approaches by authors including Immanuel Kant, Karl Marx, W.E.B. DuBois, Saidiya Hartman, and James Cone. No prior knowledge is required, though students with background knowledge in race and ethnic studies, religious studies, and philosophy may find it helpful.

Instructor(s): William Underwood Terms Offered: Spring
 Equivalent Course(s): GLST 27552, RLST 27552

CRES 27553. African American Religions. 100 Units.

This course will explore major themes and movements in the history of African American religions from the era of slavery to the late twentieth century. The course will introduce students to key topics, traditions, and figures in African American religious history, and it will also open out to consider topics in this history that pique student interest. The scope of the course will be national, but there will also be opportunities throughout the quarter to focus on local histories of African American religious groups in Chicago, allowing students to engage with archives of African American religion throughout the city. No prior experience with religious studies is necessary; however, prior knowledge of critical race and ethnic studies is recommended.

Instructor(s): Joel Brown Terms Offered: Winter
 Equivalent Course(s): RLST 22801

CRES 27554. Unfinished Business: Revenge and Narrative Form. 100 Units.

What does it mean for something—a concept, an object, a historical inheritance—to "return with a vengeance"? Is revenge motivated by a desire for justice—a clear if ruthless commitment to equivalence—or does it demonstrate a drive towards excess? Does revenge restore order to a system of accounting, or does it compound wrongs that could never have been righted in the first place? Whom exactly is the post-breakup "revenge body" for? As these questions suggest, revenge possesses a special knack for confusing categories of self and other, and resurrecting uncertainties when it comes to cause and effect. Its resistance to closure makes it a complex model for social relation and narrative form. Revenge also has no respect for scale. Making no pretension to being impersonal or detached, revenge is linked to more minor forms like pettiness or grudges. Yet revenge plots often address scales far beyond the personal: events or contexts unfolding at the register of the historical, the intergenerational, the global. Revenge thus undoes unsustainable dichotomies between subject and object, social and individual, and more. We will explore revenge in novels and films alongside theories of revenge: psychoanalytic theories of fixation and the refusal to mourn, queer theorists and affect theorists writing on disaffection and alien affects, and even self-help writers counseling against the self-destructive, corrosive effects of not letting something go.

Instructor(s): Shirl Yang Terms Offered: Winter
 Equivalent Course(s): ENGL 27554, GNSE 27544

CRES 27555. Forms of Labor in Caribbean Literature. 100 Units.

From the barrack-yard fiction of C.L.R. James to the Haitian peasant novel, Caribbean literature has been deeply preoccupied with the lives and struggles of the region's working people: Caribbean literature is, in many ways, a literature of labor. This course facilitates critical engagement with the role of labor in Caribbean literature, exploring how transformations in the conditions of work shape the development of regional literary trends from the early twentieth century through the 1960s. During this period, Caribbean writers identified the project of a national literature with the native working classes even while economic pressures led many to seek work abroad. How do Caribbean writers make sense of these contradictions? What strategies do poets and novelists employ to reconcile processes of transnational migration with narratives of national identity? This course surveys literatures produced across the Caribbean archipelago, comparing the varied forms and genres adopted by Haitian, Bajan, Trinidadian, Jamaican, and Guyanese writers to represent the working classes of their respective islands. Lectures

and supplementary critical readings will situate literary texts in relation to histories of economic development in the Caribbean, with particular attention to the plantation, the peasantry, and the expansion of U.S. imperialism. Authors on the syllabus are likely to include Claude McKay, Eric Walrond, Jacques Roumain, C.L.R. James, George Lamming, and Sylvia Wynter.

Instructor(s): Noah Hansen Terms Offered: Winter
Equivalent Course(s): ENGL 27555

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): E. Atkinson Terms Offered: Autumn

Equivalent Course(s): HIST 27605, GNSE 27605, HMRT 27061, LLSO 29704, AMER 27605

CRES 27699. Race and the Bible. 100 Units.

The course will cover race in the Bible, race in the ancient world of the Bible, American use of the Bible on race, and the critique of race as a formative and constructed concept.

Instructor(s): Erin Galgay Walsh and Simeon Chavel Terms Offered: Winter

Prerequisite(s): BIBL 31000 (Introduction to the Hebrew Bible) or BIBL 32500 (Introduction to the New Testament). BIBL 32500 can be taken concurrently.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.

Equivalent Course(s): NEHC 49989, RLST 29109, HIJD 49999, NEHC 29989, HCHR 49999, BIBL 49999

CRES 27709. 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: Winter

Prerequisite(s): Graduate students by consent of instructor.

Equivalent Course(s): CRES 37709, HIST 37709, MUSI 27709, GNSE 27709, GNSE 37709, HIST 27709, MUSI 37709

CRES 27710. Race and Governmentality in Transnational Literature. 100 Units.

In this course, we read a range of literary works that are concerned with the boundaries of nation-states and the flows between them, and with racial formations across borders. We think critically about different kinds of transnational literature, from travel narratives, to fiction dealing with migrant / refugee / diaspora experience, to "global lit," and how these articulate configurations of race and governmentality under modernity. We read essays by Julie Chu on human cargo, and David Harvey on flexible accumulation. The literary titles we look at might include: Henry James, *The American Scene* Thomas Mann, *Death in Venice* Derek Walcott, Omeros Claude Levi-Strauss, *Tristes Tropiques* Therese Hak Kyung Cha's *Dictee* Kazuo Ishiguro, *Never Let Me Go* Amitav Ghosh, *The Sea of Poppies* Viet Thanh Nguyen, *The Sympathizer* Claudia Rankine, *Just Us: An American Conversation*

Instructor(s): Darrel Chia Terms Offered: Spring

Equivalent Course(s): ENGL 47710, MAPH 47710, ENGL 27710

CRES 27714. Race, Reproduction, and Modernism. 100 Units.

In this class, we focus on the centrality of debates around women's reproductive capacity in shaping the culture of modernity in the U.S. around 1900. We look at the way that feminist politics, in conjunction with broader developments in industrial capitalist society, disrupted traditional pathways of reproduction, as these have revolved around woman's crucial role in sustaining the biological family and the home. We will read fiction, essays, and political tracts around the birth control movement, free love, sex work, the figure of the "new woman," the politics of the home, the rise of consumer culture, and the demands placed on both Black and white women during this period in reproducing "the race." Most generally, we will focus on texts that both trouble and shore up bourgeois motherhood as the central means of reproducing the biological life and social fabric of American culture. And we will likewise be interested in writers and political figures that imagine and advocate for non-reproductive intimacies that would dismantle this social reproductive order altogether. Open enrollment for all graduate students, as well as 3rd- and 4th-year undergraduate students with majors in the Humanities and Social Sciences. All others, please email amalinowska@uchicago.edu to request permission to enroll. (20th/21st)

Instructor(s): Agnes Malinowska Terms Offered: Spring

Equivalent Course(s): ENGL 47714, ENGL 27714, MAPH 47714, GNSE 47714, GNSE 27714

CRES 27721. Race and Religion: Theorizing Blackness and Jewishness. 100 Units.

Founded on ideals of universalism, pluralism and secularism, France and the United States are fraught with contradictions when it comes to race and religion. Which religions are accepted? Which religions are suspect? Is it minority that defines the difference-or only particular kinds of minority, such as race? To untangle the intersections of race and religion, we will examine Blackness and Jewishness as they are represented in political polemic, fiction, memoir and philosophy from the 1960s to the present. This course introduces students to the foundational concepts for the critical study of race and religion through exploring the constructions of Black and Jewish identity. We will examine the contradictions of secular politics and culture in France and the United States, and discuss how religion, race, and intersecting categories such as gender and sexuality, can become tools of critique. Readings include works by thinkers such as Césaire, Fanon, Memmi, Levinas and Foucault, along with literary classics by Nella Larsen and Sarah Kofman, and contemporary critical essays by Judith Butler, Christina Sharpe and Talal Asad. Throughout this course, we will examine how the concepts of race and religion are key components of the political, philosophical and ethical projects of these authors. No prerequisite knowledge of critical theory, or this historical period, is expected.

Instructor(s): Kirsten Collins Terms Offered: Winter

Equivalent Course(s): FREN 27721, RLST 27721, CMLT 27721, GLST 27721, GNSE 27721, ANTH 23916, JWSC 27721

CRES 27722. Evangelicals and Race. 100 Units.

This graduate seminar will examine the complex ways, overtly and in more subtle, implicit ways, that Protestant evangelical Christianity has shaped race, the lived experience of race, and conversations about race in the US in the 20th and 21st centuries. Roughly half of the course will engage historical, sociological, and anthropological works on evangelicalism and race as a way of understanding how evangelicals have constructed, supported, and (in rarer instances) challenged racial categories and racism in the US. The course will also spend some time looking at primary sources where key evangelical figures write about and self-consciously reflect on race matters as theological and social phenomena. Some attention will be given to African American Protestants who identify as evangelical or who are regarded as such in scholarly studies. While a host of topics will be addressed, some of the more prominent will include evangelical individualism and resistance to structural understandings of racism, color-blindness as a response to the decline of legal segregation and a way of avoiding or critiquing attention to race in contemporary American life, and the continuing and enduring salience of race in evangelical political practices and voting preferences.

Instructor(s): Curtis Evans Terms Offered: Spring

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): HCHR 47722, RLST 27722, RAME 47722

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

Instructor(s): R. Gutiérrez Terms Offered: Autumn

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

CRES 28009. God-Given Whites: Christianity and White Supremacy in the United States from Colonization to Trump. 100 Units.

In this course, we will survey the enduring history of Christianity and white supremacy in regions that became the United States after three centuries of transatlantic colonialism. Starting in the colonial era, we will review successive episodes of white racial formation under Christian social orders, including among others: Catholic and Protestant missions to indigenous tribes, the Christianization of Afro-American enslavement, the Protestant popularization of the Ku Klux Klan, the southern evangelical defense of segregation, urban Catholicism's flee to the white suburbs and more recent cultural and political projects of conservative white evangelicalism. In each episode, we will identify historical and religious nuances of disparate racial regimes while aiming more generally to cultivate analytical frameworks for the study of religion and white supremacy in American culture over time. How do religions shape racial orders, and vice versa? No prerequisite knowledge of course subjects necessary.

Instructor(s): Greg Chatterley Terms Offered: Spring

Equivalent Course(s): SSAD 28009, HIST 28709, AMER 28009, RLST 28009

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.
Equivalent Course(s): RLST 28011

CRES 28215. Anthropological Approaches to Human Rights. 100 Units.

How do human rights-based frameworks help people and societies solve problems of contemporary life? And do they always help? If not, how do human rights regimes also help generate new problems in contemporary life? For decades, anthropologists have used the concept of the "problem space" to help unpack how people and societies grasp rules and norms of all kinds as not simply sacred truths, but as tools used by people in search of resolution to some problem. By taking up human rights practices as social spaces in which people try to resolve problems, but also end up fragmenting, rationalizing, or otherwise remaking those original problems at times, this course unpacks key anthropological approaches to a central moral-legal framework of contemporary geopolitics. Students in the course will engage the contemporary 'human rights problem space' through a set of primarily ethnographic readings, as they consider how and why global social movements for land rights, sexual rights, and rights to mobility (among others) have become entangled with human rights frameworks in specific places and times.

Instructor(s): Matt Furlong, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered: Winter

Equivalent Course(s): HMRT 28215

CRES 28421. Theater for Social Change. 100 Units.

Augusto Boal argues that theatre is "rehearsal for the revolution." Boal's Theatre of the Oppressed provides key strategies for collaboratively crafting dramatic narrative. These strategies challenge the conventional Aristotelian structure that privileges a single protagonist and subordinates other stories. Instead, Boal structures a poetics in which the "spect-actor" contributes their voice. Students will engage in devising and embodiment exercises in Image Theatre, Newspaper Theatre, Forum Theatre, and more, by interpreting texts, (e.g., religious texts, constitutional documents, or political manifestos), interrogating current events, exploring public narratives, and valuing diverse learning styles. Students will contextualize destinations for the course material according to the aesthetic and academic questions that they bring into the classroom. To consider ethical concerns surrounding participatory theatre, we will examine arts groups past and present that employ the techniques of the Theatre of the Oppressed. Readings include Boal, Freire, Jan Cohen-Cruz, Michael Rohd, bell hooks, and Knight and Schwarzman.

Instructor(s): staff Terms Offered: Spring

Note(s): Attendance at first class is mandatory

Equivalent Course(s): TAPS 28421, TAPS 38421

CRES 28502. Policing in America: Black, White and Blue. 100 Units.

The course will focus on policing issues in Chicago and across the nation. It will feature guest speakers and class discussions. This course satisfies the Public Policy practicum Windows requirement.

Instructor(s): Clayton Harris Terms Offered: Autumn Spring

Note(s): This course satisfies the Public Policy practicum windows requirement.

Equivalent Course(s): PBPL 28502

CRES 28620. Critical Improvisation Studies in Music. 100 Units.

Improvisation: when we hear this term, we think of real-time performance. We think of skill, inspiration, passion. With a little more reflection, we think of the hours of preparation that lie behind every action of the improviser, the licks, tropes, and patterns. If improvisation is determined by a larger aesthetic system, how is it any different from other species of performative actions? Is improvisation only improvisation by virtue of not (yet) being on paper? The term can become so broad that it becomes unwieldy. We can name very few intrinsic characteristics of improvisation, but we know it when we see it-in other words, it is controlled by the vast network of social and cultural signs present in its performance context. Improvisation is a Western term that has been associated in the 20th century with Black musical forms. Because of this, the term improvisation undergoes a process of racialization- representing the body as opposed to the mind, the irrational as opposed to the supposed rationality of composition. We can now easily see the presence of improvisation in other performance cultures, including European art-music. Keeping this in mind, all attempts to theorize the improvisatory should nevertheless be sensitive to its history. Can musical improvisation give us a model for newer, more egalitarian social structures? Or does the very word improvisation represent a modernist myopia, a failure to see the organizational structures that ungird musical activity?

Instructor(s): Andrew White Terms Offered: Winter

Equivalent Course(s): MUSI 28620

CRES 28703. Baseball and American Culture, 1840-1970. 100 Units.

This course will examine the rise and fall of baseball as America's national pastime. We will trace the relationship between baseball and American society from the development of the game in the mid-nineteenth century to its enormous popularity in the first half of the twentieth century to its more recent problems and declining status in our culture. The focus will be on baseball as a professional sport, with more attention devoted to the early history of the game rather than to the recent era. Emphasis will be on using baseball as a historical lens through which we will analyze the development of American society and culture rather than on the celebration of individuals or

teams. Crucial elements of racialization, ethnicity, class, gender, nationalism, and masculinity will be in play as we consider the Negro Leagues, women's leagues, the Latinization and globalization of the game, and more.

Instructor(s): M. Briones Terms Offered: Winter

Equivalent Course(s): CRES 38703, HIST 28703, HIST 38703

CRES 28705. Literature as Resistance: Reclaiming Italian Margins. 100 Units.

Resistance takes on many forms, some more explicit, some more elusive and covert; the act of writing is one of them. How has writing been used as an act of resistance in the Italian social landscape? How does literature present marginalized individuals with a way to resist cultural and physical oppression, and provide them with a means to promote social and cultural transformation? To answer these and other related questions, this course will explore the formation of counter-hegemonic discourse through the literary production of contemporary writers at the margins of Italian society.

Instructor(s): Elizabeth Tavella Terms Offered: Spring

Note(s): Taught in English.

Equivalent Course(s): ITAL 28705, GNSE 28705

CRES 28770. The Racialization Experiences of Immigrants and the Second Generation. 100 Units.

Public narratives often portray immigrants as outsiders. In the current environment of a global pandemic, economic recession, hyper-surveillance, and protests against police brutality, immigrants are continually constructed as the "Other". While the public is unlikely to recognize the distinctions between various immigrant groups, in reality, immigrants undergo a unique racialization experience as they adjust to life in the United States. It is therefore important to understand the racialization experiences of immigrants and their U.S.-born children. In light of the current political debate about immigration policy, which directly affects immigrants and the second generation, this course will cover this often-overlooked group. Although the course will deal with the United States as a whole, the experiences of immigrants in Chicago will also be highlighted.

Instructor(s): Karen Okigbo Terms Offered: Spring

Equivalent Course(s): PBPL 28770

CRES 28906. 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.

Equivalent Course(s): HIST 38906, GNSE 28906, GNSE 38906, CRES 38906, HIST 28906

CRES 28992. Anticolonial Thought. 100 Units.

This course looks at the traditions of anticolonial thought from the late nineteenth century to the present day. Comparing movements for national liberation, realignment, and literary self-determination from across the world, we'll consider the shifting claims of the British, American, French, Spanish, and Russian empires, and the colonial subjects, postcolonial frameworks, and decolonial movements that sought to contest these formations from Chile to Alcatraz, India to Ireland, and Azerbaijan to Martinique. Our focus will most often be on the manifestos and essays in which anticolonial writers outlined their literary and political programs, but we may also look at a few poems, stories, and films. From Vicente Huidobro's fantasies of a secret international society to end British Imperialism to Ngũgĩ wa Thiong'o's call to abolish the English Department, how did the radical claims of anticolonial political thought take shape in literary writing?

Instructor(s): Leah Feldman Terms Offered: Winter

Note(s): NB: This course is designed for undergraduate and MA students. PhD students will not be admitted.

This course will be taught in conjunction with parallel courses offered by [Professor Harris Feinsod at Northwestern University] and [Professor Peter Kalliney at the University of Kentucky]. The class will meet remotely on zoom one day a week across the three campuses and one day in person. We anticipate building opportunities for cross-campus collaborative research among students as part of an ongoing, large-scale research collaboration. This course will be taught in conjunction with parallel courses offered by [Professor Harris Feinsod at Northwestern University] and [Professor Peter Kalliney at the University of Kentucky]. The class will meet remotely on zoom one day a week across the three campuses and one day in person. We anticipate building opportunities for cross-campus collaborative research among students as part of an ongoing, large-scale research collaboration.

Equivalent Course(s): CMLT 38922, ENGL 38992, HMRT 28992, CMLT 28992, ENGL 28992, MAPH 38922, HMRT 38992

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: Autumn

Equivalent Course(s): HCHR 39200, HIST 29000, CRES 39000, RLST 21401, HIST 39000, LACS 29000, LACS 39000, MAPS 39200

CRES 29007. Capitalism and Revolution in the Atlantic World. 100 Units.

What was the relationship between the "Age of Revolutions" and the rise of capitalism? This course places the social and political upheavals in France, Haiti, and the Americas between 1776 and 1821 in the context of broader developments in the long eighteenth century, including innovations in finance (debt, credit, banks, corporations), the expansion of overseas commerce and colonial slavery, and the emergence of Enlightenment political economy. Above all, we will consider the extent to which the institutional and intellectual structures of the world economy determined both the causes and the outcomes of the revolutions. Readings will cover long-standing debates in the scholarship concerning social class and revolution; the imperial origins of national consciousness; humanitarian reform and the abolition of slavery; colonialism and industry; and the legacy of eighteenth-century revolutions in the twenty-first century.

Instructor(s): O. Cussen Terms Offered: Autumn

Equivalent Course(s): LACS 29007, AMER 29007, HIST 29007

CRES 29050. Religion, Race, and Gender in the (Un)Making of American Mass Incarceration. 100 Units.

The United States has the largest population of incarcerated people in the world; it imprisons a greater percentage of its citizens than any other country. Scholars have offered a number of explanations for the phenomenon of mass incarceration, from theories about the war on drugs, the prison industrial complex, and "the new Jim Crow." In this course we will interrogate these prevailing theories with an eye to three crucial themes: race, gender, and religion. We will trace the ways these factors are intertwined with the billion-dollar correctional industry in the United States, beginning with the racist, Christian origins of the American legal system and the underlying assumptions about our central categories in criminology and policing protocols. We will then proceed through sentencing, the experience of incarceration, and post-release rehabilitation and parole. Along the way we will consider, *inter alia*, the criminalization of blackness; the school to prison pipeline; discourses on mercy and penitence in judge and jury decisions; how prison policies on acceptable religious officiants and types of "scripture" produce local definitions of religion; the gendered divisions of prison labor; the gendering and sexualizing of inmates' bodies; the role of faith-based prisons and prison ministries in rehabilitation programs and narratives; and the religious nature of radical Black feminist abolition activism.

Instructor(s): Emily Crews Terms Offered: Spring

Equivalent Course(s): HMRT 29051, AMER 29050, RLST 29050, SSAD 29050, HIST 28005, GNSE 29050, ANTH 25219, SOCI 20543

CRES 29102. The Global Abolition of Slavery, 1750 - 1900. 100 Units.

In 1750 slavery was the dominant form of labor regime in the Atlantic world. One hundred fifty years later it had been legally abolished in Europe, North America, Latin America, and most of Africa. This course studies the transnational movements that abolished first the slave trade and later the labor regime of slavery itself. The course will put the more familiar story of American anti-slavery in context of struggles against slavery in the Caribbean, in Latin America, and in the British Empire. A study of both reformers and revolutionaries, this class will emphasize the profound political consequences of the end of slavery. It will discuss debates about race, democracy, human rights, and gender that the abolitionist struggle evoked. The class will emphasize that slave resistance played a central role in the end of slavery.

Equivalent Course(s): LACS 28102, HIST 29102

CRES 29105. Gendering Slavery. 100 Units.

This reading seminar will introduce students to the key questions, methods, and theories of the burgeoning field of gendered histories of slavery. Global in scope, but with a focus on the early modern Atlantic world, we will explore a range of primary and secondary texts from various slave societies. Assigned monographs will cover a multitude of topics including women and law, sexualities, kinship, and reproduction, and the intersection of race, labor, and market economies. In addition to examining historical narratives, students will discuss the ethical and methodological implications of reading and writing histories of violence, erasure, and domination. Learning to work within and against the limits imposed by hegemonic forms of representation, the fragmentary nature of the archive, and the afterlives of slavery, this course will examine how masculinity and femininity remade and were remade by bondage.

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

Equivalent Course(s): LACS 39106, HIST 29105, GNSE 29105, HIST 39105, LACS 29106

CRES 29117. 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.

Instructor(s): Danielle Roper Terms Offered: Winter

Prerequisite(s): Undergraduates must be in their third or fourth year.

Note(s): Taught in English.

Equivalent Course(s): TAPS 28479, LACS 39117, GNSE 29117, TAPS 38479, CRES 39117, SPAN 29117, LACS 29117, SPAN 39117, GNSE 39117

CRES 29162. Masquerade as Critique. 100 Units.

Critique is most often figured as an act that reveals a reality that was previously hidden, as though one were pulling back a curtain or lifting a veil. But, as the critic Craig Owens points out, "in a culture in which visibility is always on the side of the male, invisibility on the side of the female...are not the activities of unveiling, stripping, laying bare...unmistakably male prerogatives"? This interdisciplinary seminar develops an alternate genealogy of critique informed by feminist, queer, and Black studies perspectives. It eschews the modernist drive toward transparency, instead examining tactics of resistance such as masquerade, disidentification, appropriation, drag, fugitivity, and critical fabulation. This course pairs readings by authors including Eve Sedgwick, bell hooks, José Muñoz, and Saidiya Hartman with art, performance, and films by figures like Claude Cahun, Carrie Mae Weems, Jack Smith, the Karrabing Film Collective, Cheryl Dunye, David Hammons, and Jennie Livingston. Together, we will ask: What is critique, and how does it relate to power? How have artists engaged strategically with visibility and invisibility, and what can their work teach us today? This course will incorporate guest lectures and fieldwork in museums and archives. Culminating in a creative final project, it aims to develop a toolkit for critique that thinks past the timeworn imperative to render the invisible visible.

Instructor(s): L. Pires Terms Offered: Spring

Note(s): Registration by consent, only.

Equivalent Course(s): ARTH 39162, MAPH 39162, ARTH 29162, GNSE 39162, GNSE 29162

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): Savitri Kunze, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered:

Spring

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

CRES 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.

This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female "hysteria," evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

Instructor(s): M. Appeltová Terms Offered: Spring Winter

Equivalent Course(s): HMRT 29318, GNSE 29318, CHDV 29318, HLTN 29318, HIST 29318, HIPS 29318

CRES 29505. Social Reform in the United States 1890-1980. 100 Units.

This seminar charts organized efforts to transform and reconfigure the social and economic fabric of American life through a focus on five distinct periods of reform: the agrarian Populist movement at the end of the nineteenth century; the Progressive movement in the early twentieth century; the New Deal during the 1930s and early 1940s; the Civil Rights movement and the Great Society in the 1960s; and the rise of the New Right in the postwar period. By looking at continuities, connections, and ruptures within and between these reform movements, we will explore a range of defining topics in twentieth century US history: capitalism and risk; gender and labor; economic citizenship and security; law and the state; immigration and ethnicity; and race and (in)equality.

Instructor(s): Ben Zdencanovic Terms Offered: Winter

Prerequisite(s): None

Note(s): Not offered in 2020-21

Equivalent Course(s): LLSO 29505, AMER 29505

CRES 29519. 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.

Equivalent Course(s): CRES 39519, HIST 39519, HIST 29519

CRES 29521. Black Pacific. 100 Units.

What happens when racialized Black subjects interact with the peoples, places, ideas, objects, and institutions associated with the Pacific Ocean? Simultaneously, what happens when indigenous Pacific peoples encounter Blackness and anti-Blackness in the context of American empire? This course examines the emerging scholarly concept of a "Black Pacific" through an interdisciplinary, intersectional analysis of Black, Asian, and Polynesian movements within a "Pacific World" (both real and imagined). It will also consider Afro-Asian and Afro-Hawaiian solidarity narratives from the 1840s to the present and cultural, intellectual, and material exchanges across the Pacific. The course will range from the Pacific slave trade, to Black colonization plans of the Philippines, to the everyday experiences of colonized people, to Samoan NFL players, Jeremy Lin, and the Wu-Tang Clan. Ultimately, the course hopes to expose the deep and enduring ties among slavery, emancipation, and American empire in the Pacific that in many ways continue to inform the current neoliberal iteration of global capitalism.

Equivalent Course(s): HIST 29521

CRES 29623. A Global History of Hip Hop. 100 Units.

From its transnational origins within the African diaspora, hip hop has always been a global phenomenon, breaking spatial, national, cultural, temporal, and artistic boundaries. Yet, at the same time, the international hip-hop marketplace has become multibillion dollar industries within a largely conventional network of for-profit cultural production. What are the possibilities and the pitfalls of the most iconic (post)modern expression of black culture as it takes shape and transmits itself within a system of global consumer capitalism? What (or who) is for sale? How does K-Pop, reggaeton, Hawaiian "island music," and other international homages to hip hop intersect with the Wu-Tang Clan's obsession with China and Arrested Development's takeover of the Japanese pop market? Does hip hop ultimately still contain the promise of global liberation or has it become a sanitized market commodity devoid of its founding ethos of subversion? This course will explore the history of hip hop through a diverse sampling and a deep reading of hip hop's four central manifestations: graffiti, break dancing, DJing, and MCing. From the gallery work of Jean-Michel Basquiat to the LGBTQ-inspired bounce-music dance scene to the Parisian exploits of Kanye West and Jay-Z, this course will focus on primary documents to explore what hip hop, and black culture more generally, means to the international politics of our contemporary world.

Equivalent Course(s): HIST 29623, MUSI 22418

CRES 29700. Readings in Critical Race and Ethnic Studies. 100 Units.

This is a general reading and research course for independent study not related to the BA thesis or BA research. Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor. With prior approval, students who are majoring in Critical Race and Ethnic Studies may use this course to satisfy program requirements.

Terms Offered: Autumn Spring Summer Winter

CRES 29706. Race Law. 100 Units.

Race Law takes the law of race as a distinct body of study. It examines how statutes, cases, and other legal materials create racial categories, and how the legal definitions of race are used to reinforce and establish social hierarchies and to exclude certain categories of persons from full rights-bearing legal personhood. This class explores legal cases and primary sources from colonial America to the present to map out the legal construction of race over time. Although incorporating non-legal sources to highlight that the law is not a "black box", the class focuses on the role of law in crafting our understanding of what race means. "Race Law" will be a small junior colloquium geared at students interested in pursuing the topic of law and race for their senior thesis.

Instructor(s): Evelyn Atkinson Terms Offered: Spring

Note(s): Junior Colloquium in Law, Letters, and Society

Equivalent Course(s): LLSO 29706

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

Fourth-year CRES majors will meet weekly in Autumn Quarter and every other week in Winter Quarter and will register for this course in either of those quarters. 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 thesis or capstone project.

Instructor(s): Staff Terms Offered: Autumn Winter

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

Note(s): Students are required to register for CRES 29800 in either Autumn or Winter of their fourth year. They must attend course meetings both quarters.

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.

CRES 29943. Diasporic Narratives and Memories. 100 Units.

Diasporic Narratives and Memories: Designing a New Concept for a Multi-Ethnic Museum of Belarusian Emigration This course project takes the instability of Belarusian identity as an advantage for creating a new model of multi-ethnic, open emigrant community with a potential of cooperative democratic integration into a larger multi-ethnic landscape of Chicago. This project's relevance goes beyond the Chicago community, offering a model of multi-ethnic integration for building a civil society in the Belarusian homeland. The course will involve theoretical readings in the studies of diaspora, training in oral histories gathering provided by the Chicago History Museum, and weekly field trips to the diasporic museums in Chicago. We will analyze these museums' curatorial and narrative concepts in order to build upon their strengths and to avoid their weaknesses. This course is part of IFK's Experimental Capstone (XCAP) program for students interested in building upon their experience by adding practice, impact, and influence as important dimensions of their undergraduate work.

Instructor(s): Olga Solovieva and Bozena Shallcross Terms Offered: Spring

Equivalent Course(s): CMLT 29943, MAPH 39943, KNOW 29943, BPRO 29943, CHST 29943, HIPS 26943, REES 29950

