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, among other related topics, CRES prompts students to examine the political, social, and cultural practices and institutions of minority or marginalized populations in colonial and postcolonial settings. These populations include, for example, Indigenous peoples in the Americas, Australia, and elsewhere who have been subjugated to subaltern positions by colonizers in their own homelands, and populations in Anglophone North America who originated in Africa, Asia, Europe, and Latin America whose identities have been ethnicized or stigmatized.

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 student affairs administrator 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...
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 their third year of study. The BA theses/projects are due on May 1 of the student’s fourth year or by 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

The requirements listed here apply to students in the Classes of 2023 and beyond. Students in the Classes of 2021 and 2022 should consult Archived Catalogs (http://collegecatalog.uchicago.edu/thecollege/archives/) and meet with the director of undergraduate studies or the student affairs administrator.

Summary of Requirements: Major in Critical Race and Ethnic Studies

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

* Courses should come 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.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES 12100</td>
<td>Contentious Natures: Race, Nature, and Power</td>
<td>100</td>
</tr>
<tr>
<td>CRES 12200</td>
<td>Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives</td>
<td>100</td>
</tr>
<tr>
<td>CRES 12300</td>
<td>Reading Race</td>
<td>100</td>
</tr>
</tbody>
</table>

Advanced Theory Seminar

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

All 22xxx CRES courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRES 22000</td>
<td>Lethal Landscapes, Toxic Worlds: Geographies of Race, Risk, and Contingency</td>
<td>100</td>
</tr>
<tr>
<td>CRES 22775</td>
<td>Racial Melancholia</td>
<td>100</td>
</tr>
</tbody>
</table>
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
Each student must choose an adviser who is a member of the Critical Race and Ethnic Studies core faculty (https://csrpc.uchicago.edu/people/faculty/) by the time the BA thesis proposal is turned in at the end of the third year. Students are expected to have consulted with the student affairs administrator to identify a faculty adviser and to design their program of study by the beginning of their third year (after the declaration of the major). Students may continue to seek advice from both the student affairs administrator and their faculty adviser while completing their programs of study.

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 student affairs administrator 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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 courses in theories of race and ethnicity</td>
<td>200</td>
</tr>
<tr>
<td>3 additional CRES courses</td>
<td>300</td>
</tr>
<tr>
<td>Total Units</td>
<td>500</td>
</tr>
</tbody>
</table>

Critical Race and Ethnic Studies Courses
The courses listed below were approved for use in the old specializations (see catalogs for years 2019–2020 and earlier) and will be phased out.

Courses: Africa Past and Present

CRES 18108. Culture and the Police. 100 Units.
How do cultural products facilitate, abet, and enable the form of social ordering that we call policing? This course will explore the policing function of what modernity calls ‘culture’ by exploring the parallel histories of policing, the emergence of modern police theory, and the rise of the novel. We will focus in particular on how both literature and the police emerge to navigate a series of linked epistemological and political problematics: the relation between particularity and abstraction, the relation between deviance and normalcy, and indeed that of authority as such. While we will focus on texts from the eighteenth- and nineteenth-century Atlantic world, students with a broader interest in policing are encouraged to enroll. Readings will include Aphra Behn, Daniel Defoe, Henry Fielding, G.W.F. Hegel, Louis Althusser, and Michel Foucault, in addition to historical documents including gallows narratives, newspapers, and early theorizations of the police concept. (Fiction, 1650-1830, 1830-1940, Theory)
Instructor(s): Christopher Taylor Terms Offered: Spring
Prerequisite(s): This course is limited to 15 third- and fourth-year students who have already fulfilled the Department's Genre Fundamentals (previously Gateway) requirement and taken at least two further English courses.
Equivalent Course(s): ENGL 18108

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): HIST 20205, GNSE 22225, HIPS 20205

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 trans-Atlantic slave trade.
Instructor(s): K. Hickerson Terms Offered: Autumn
Equivalent Course(s): HIST 10101, MDVL 10101, ANTH 20701

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 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 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 24813. South African Fictions and Factions. 100 Units.
This course examines the intersection of narrative in print and film (fiction and documentary) in Southern Africa since mid-20th century. We begin with Cry, the Beloved Country, a best seller written by South African Alan Paton while in the US, and the original film version by British-based director (Korda), and American screenwriter (Lawson), which show both the international impact of South African stories and important elements missed by overseas audiences. We continue with fictional and nonfictional responses to apartheid and decolonization, and examine the power and the limits of the “rhetoric of urgency” (L. Bethlehem). We will conclude with writing and film that grapples with the contradictory post-apartheid world, whose challenges, from crime and corruption to AIDS and the particular problems faced by women and gender minorities, elude the heroic formulas of the anti-apartheid era. (Fiction, Film/Drama, Black Studies)
Instructor(s): Loren Kruger Terms Offered: Spring
Prerequisite(s): Third or fourth year undergraduates and graduates only. Must have completed Hum Core plus one or more of the following: Intro to Fiction or equivalent; International Cinema, or equivalent; Intro to African studies
Equivalent Course(s): CMST 34813, CMLT 44813, CMLT 24813, CMST 24813, ENGL 24813, ENGL 44813

COURSES: AFRICAN AMERICAN STUDIES

CRES 20050. Narrating Diaspora. 100 Units.
This course explores how Black writers in the twentieth century variously crafted and defined the African Diaspora while actively navigating this diaspora. Alongside scholarly works in African diaspora theory, readings will include essays and novels by Black writers from the Americas, Europe, and Africa. (Fiction, Theory)
Instructor(s): Sophia Azeb Terms Offered: Autumn
Equivalent Course(s): ENGL 20050

CRES 20104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): M. Garrido Terms Offered: Spring. Not Offered in 2021/22
Equivalent Course(s): ARCH 20104, ENST 20104, CHST 20104, GEOG 22700, SOSC 25100, SOCI 30104, SOCI 20104, GEOG 32700

CRES 22150. Contemporary African American Politics. 100 Units.
This course explores the issues, actions, and arguments that comprise black politics today. Our specific task is to explore the question of how do African Americans currently engage in politics and political struggles in the United States. This analysis is rooted in a discussion of contemporary issues, including the election of the first African American president, Barack Obama, the emergence of the Movement for Black Lives, the exponential incarceration of black people, and the intersection of identities and the role black feminism in shaping the radical freedom tradition in black politics. Throughout the course we attempt to situate the politics of African Americans into the larger design we call American politics. Is there such a thing as black politics? If there is, what does it tell us more generally about American politics?
Instructor(s): C. Cohen Terms Offered: Autumn

Equivalent Course(s): LLSO 25902, PLSC 22150

CRES 24601. Martin and Malcolm: Life and Belief. 100 Units.
This course examines the religious, social, cultural, political, and personal factors behind the two most prominent public leaders and public intellectuals emerging from the African American community in the 1950s and 1960s: Malcolm X and Martin Luther King Jr. We review their autobiographies, domestic trends within the United States, and larger international forces operating during their times. Their life stories provide the contexts for the sharp differences and surprising commonalities in their political thought and religious beliefs. The operative question is: What can Malcolm and Martin tell us about America during one of the most dynamic periods in the nation’s personality metamorphosis? We use documentary videos of each man's speeches and of the social contexts in which they lived.
Instructor(s): D. Hopkins Terms Offered: Winter

CRES 25405. Child Poverty and Chicago Schools. 100 Units.
This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as "turnaround" schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives-barriers that include social isolation, violence, and the educational system itself-will be identified and analyzed in-depth.
Instructor(s): C. Broughton Terms Offered: Spring
Prerequisite(s): 2nd year standing required; attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): PBPL 25405, EDSO 25405

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

COURSES: ASIAN AMERICAN STUDIES

CRES 10800-10900-11000. Introduction to the Civilizations of East Asia I-II-III.
This sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.

CRES 10800. Introduction to the Civilizations of East Asia I. 100 Units.
This sequence meets the general education requirement in civilization studies. This is a two-quarter sequence on the civilizations of China and Japan, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
Instructor(s): G. Alitto Terms Offered: Autumn Summer
Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.
Note(s): Taking these courses in sequence is not required.
CRES 10900. Introduction to the Civilizations of East Asia II. 100 Units.
This course sequence meets the general education requirement in civilization studies. This is a two-quarter sequence on the civilizations of China and Japan, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
Instructor(s): J. Ketelaar Terms Offered: Summer Winter
Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15200, EALC 10900

CRES 11000. Introduction to the Civilizations of East Asia III. 100 Units.
This course sequence meets the general education requirement in civilization studies. This is a sequence on the civilizations of China, Japan, and Korea, with emphasis on major transformation in these cultures and societies from the Middle Ages to the present.
Instructor(s): J. Jeon Terms Offered: Spring
Prerequisite(s): Open to undergraduates only; all students attend the MW lecture and register for one F discussion section.
Note(s): Taking these courses in sequence is not required.
Equivalent Course(s): HIST 15300, EALC 11000, SOSC 23700

CRES 20004. Introduction to Asian American Studies. 100 Units.
The term ‘Asian-American’ was coined by civil rights activists in the 1960s who hoped to bridge ethnic divisions between different people of Asian heritage by pointing to their shared struggles within the United States. The cultural and socioeconomic associations of this category transformed dramatically in the following decades, and it continues to be an unstable term whose scope, meaning, and politics remain amorphous. But behind the nationally-bound identity of being ‘Asian-American’ is a global history. What does it mean to be an Asian-American, and what is our place in American society? To answer these questions, this course will use the diverse experiences and histories of Asian-American communities to help deepen and nuance our understandings of both ‘Asia’ and ‘America’. Asia has served as a symbol of American anxieties and desires, as a site of imperial conquest and military interventions, and as a source of diverse forms of labor, capital, and culture. By tackling themes such as empire-building, global markets, race, culture, and cuisine, students will interrogate the diversity of Asian-American experiences, deepen their understanding of the multiracial history of the United States, and draw out the intimate connections between Asia and America.
Instructor(s): Yasser Nasser and Niuniu Teo Terms Offered: Autumn
Equivalent Course(s): GLST 20004, ANTH 23608, HIST 28001

CRES 24255. Everyday Maoism: Work, Daily Life, and Material Culture in Socialist China. 100 Units.
The history of Maoist China is usually told as a sequence of political campaigns: land and marriage reform, nationalization of industry, anti-rightist campaign, Great Leap Forward, Cultural Revolution, etc. Yet for the majority of the Chinese population, socialism was as much about material changes as about politics: about the two-story brick houses, electric lights and telephones (loushang louxia, diandeng dianhua) that the revolution had promised; about new work regimes and new consumption patterns-or, to the contrary, about the absence of such change. If we want to understand what socialism meant for different groups of people, we have to look at the “new objects” of socialist modernity, at changes in dress codes and apartment layouts, at electrification and city planning. We have to analyze workplaces and labor processes in order to understand how socialism changed the way people worked. We also have to look at the rationing of consumer goods and its effects on people’s daily lives. The course has a strong comparative dimension: we will look at the literature on socialism in the Soviet Union and Eastern Europe, to see how Chinese socialism differed from its cousins. Another aim is methodological. How can we understand the lives of people who wrote little and were rarely written about? To which extent can we read people’s life experiences out of material objects?
Instructor(s): J. Eyferth Terms Offered: Spring
Equivalent Course(s): HIST 34507, EALC 34255, HIST 24507, EALC 24255

CRES 24254. Colonial Power in East Asia. 100 Units.
This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.
Instructor(s): J. Dahl Terms Offered: Winter
Equivalent Course(s): GLST 24514, HIST 24514, EALC 24514, GNSE 24514

CRES 24706. Edo/Tokyo: Society and the City in Japan. 100 Units.
This course explores the history of one of the world’s largest cities from its origins as the castle town of the Tokugawa shoguns in the early seventeenth century, to its transformation into a national capital and imperial
center, and concludes in the postwar era as Tokyo emerged from the ashes of World War II to become a center of
global capital and culture. Our focus will be on the complex and evolving interactions between the natural and
built environments of the city and politics, culture, and social relations.

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

CRES 27900. Asian Wars of the Twentieth Century. 100 Units.
This course examines the political, economic, social, cultural, racial, and military aspects of the major Asian wars
of the twentieth century: the Pacific War, the Korean War, and the Vietnam War. At the beginning of the course
we pay particular attention to just war doctrines and then use two to three books for each war (along with several
films) to examine alternative approaches to understanding the origins of these wars, their conduct, and their
consequences.
Instructor(s): B. Cumings Terms Offered: Spring
Equivalent Course(s): EALC 37907, HIST 27900, EALC 27907, HIST 37900, CRES 37900

COURSES: LATINA/O STUDIES

CRES 16101-16102-16103. Introduction to Latin American Civilization I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in
civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin
America (e.g., Mexico, Central and South America, and the Caribbean Islands).

CRES 16101. Introduction to Latin American Civilization I. 100 Units.
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): Emilio Kourí Terms Offered: Autumn
Equivalent Course(s): ANTH 23101, LACS 34600, SOSC 26100, LACS 16100, HIST 16101, 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.
Terms Offered: Winter
Equivalent Course(s): HIST 16102, PPHA 39770, ANTH 23102, HIST 36102, LACS 34700, LACS 16200, SOSC
26200

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): PPHA 39780, SOSC 26300, LACS 16300, LACS 34800, HIST 36103, ANTH 23103, HIST
16103

CRES 19880. Inhabiting the Borderlands: Latinx Embodiment in Literature, Art, and Popular Culture. 100
Units.
How does a Latinx cultural identity become legible? What are the conditions of its recognition? What kinds
of embodied practices and performances serve to point to the particular intersections of race, ethnicity, class,
sexuality, and gender that can be termed "Latinx"? To approach these questions, this course will explore critical
texts by Diana Taylor, Gloria Anzaldúa, Julia Alvarez, Coco Fusco, José Esteban Muñoz, and Tomás Ybarra-
Frausto, among others, as well as performances, artwork, and literature by La Lupe, Walter Mercado, Yalitza
Aparicio, Cherrie Moraga, Judith Baca, Carmen Maria Machado, and more. (Theory)
Instructor(s): Carmen Merport Terms Offered: Winter
Equivalent Course(s): ENGL 19880, GNSE 19880, LACS 19880

CRES 21748. Global Human Rights Literature. 100 Units.
This course surveys key human rights texts (philosophical texts, literary works, and legal documents) of the
20th and 21st centuries. By reading global literatures alongside international human rights instruments, and
by treating literature as an archive of ideas that circulate among a literary public invested in human rights,
this course explores the importance of art and literature to legal and political projects and provides students
with the opportunity to conceptualize the role of narrative for human rights advocacy and human rights
imaginaries. We will chart the rise of the global human rights movement, beginning with the 1940s up to our
contemporary moment, paying close attention to key human rights issues such as genocide, citizenship, enforced
disappearance, detention, apartheid, refugee crises, and mass incarceration. Readings will include works by
Anna Seghers, Primo Levi, Hannah Arendt, Jacobo Timerman, Aleksandr Solzhenitsyn, Rigoberta Menchú,
Ngũgĩ wa Thiong'o, Antjie Krog, Dave Eggers, and Albert Woodfox.
Instructor(s): Nory Peters
Equivalent Course(s): CMLT 21748, HMRT 21748
CRES 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.
This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.
Prerequisite(s): SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 21903, LACS 21903

CRES 25001. Queer and Trans Mutual Aid for Survival and Mobilization. 100 Units.
This course will examine contemporary and historical queer and trans-focused mutual aid projects, including support for migrants, prisoners, psychiatric survivors, people with HIV/AIDS, and violence survivors. We will look at why mutual aid projects are often under-celebrated in contemporary narratives of social change, when compared with media advocacy and law and policy reform work. Using materials created by activists engaged in building mutual aid projects, as well as scholarly analysis of such efforts, we will look at what principles and methods characterize politicized survival work and how it intentionally departs from charity frameworks.
Instructor(s): Dean Spade, Pozen Visiting Professor Terms Offered: Autumn
Equivalent Course(s): HMRT 35002, GNSE 25002, HMRT 25002, GNSE 35002

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): CRES 38000, AMER 28001, LACS 38000, GNSE 28202, LACS 28000, HIST 38000, GNSE 38202, AMER 38001, HIST 28000

CRES 29000. Latin American Religions, New and Old. 100 Units.
This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; new and New Age religions.
Instructor(s): D. Borges Terms Offered: Autumn
Equivalent Course(s): RLST 21401, LACS 39000, CRES 39000, HIST 29000, LACS 29000, HIST 39000, HCHR 39200, MAPS 39200

CRES 36500. History of Mexico, 1876 to Present. 100 Units.
From the Porfiriato and the Revolution to the present, this course is a survey of Mexican society and politics, with emphasis on the connections between economic developments, social justice, and political organization. Topics include fin de siècle modernization and the agrarian problem; causes and consequences of the Revolution of 1910; the making of the modern Mexican state; relations with the United States; industrialism and land reform; urbanization and migration; ethnicity, culture, and nationalism; economic crises, neoliberalism, and social inequality; political reforms and electoral democracy; violence and narco-trafficking; the end of PRI rule; and AMLO’s new government. Assignments: class presentations, take-home midterm, and final essays.
Instructor(s): M. Tenorio
Equivalent Course(s): LACS 36500, HIST 26500, CRES 26500, LACS 26500, LLSO 26500, HIST 36500

COURSES: NATIVE AMERICAN STUDIES
COURSES: COMPARATIVE/GENERAL STUDIES

CRES 10200. Introduction to World Music. 100 Units.
This course is a selected survey of classical, popular, and folk music traditions from around the world. The goals are not only to expand our skills as listeners but also to redefine what we consider music to be and, in the process, stimulate a fresh approach to our own diverse musical traditions. In addition, the role of music as ritual, aesthetic experience, mode of communication, and artistic expression is explored. Terms Offered: Autumn Spring Winter
Note(s): Background in music not required. Students must confirm enrollment by attending one of the first two sessions of class. This course meets the general education requirement in the arts.
Equivalent Course(s): MUSI 10200

CRES 12100. Contentious Natures: Race, Nature, and Power. 100 Units.
Drawing on anthropology, critical race theory, feminist studies, postcolonial studies, and STS, this course examines how race and nature work in tandem as domains of power. Tracking how race and nature are vitally intertwined, we interrogate the racial politics of climate, wilderness, local ecologies, biology, and space and place.
Ultimately, the course considers how contested and essentialized notions of nature are crucial to environmental politics, as well as the formation of citizenship, territory, projects of development, and modern regimes of governance.

Instructor(s): Victoria Nguyen
Terms Offered: Winter
Equivalent Course(s): ANTH 23609, GLST 22100

CRES 12200. Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives. 100 Units.
This discussion-based course offers an introduction to the core theoretical foundations of critical race studies, with an emphasis on historical, global, and intersectional approaches to the study of race and ethnicity. Critical race studies, which posit that race is endemic to society, is an interdisciplinary field of scholarship that calls us to address unequal relationships of power and domination by analyzing the historical and global construction, emergence, and consequences of race while remaining committed to justice and political action in pursuit of social change. Drawing on case studies from the Americas and elsewhere, this course aims to establish a foundation of key terms, theories, and ideas in the field as well as familiarize students with a broad survey across time and regions that challenge us to question how race has informed ideas about power, oppression, and liberation. We will read and discuss a variety of classic and contemporary texts from critical race theory, history, feminist studies, post-colonial studies, sociology, anthropology, and other disciplines. This course fulfills the CRES major requirement in theories of race/ethnicity, but is open to all undergraduates.
Instructor(s): Deirdre Lyons
Terms Offered: Winter
Equivalent Course(s): GNSE 15200, HIST 19010, GLST 22200, LACS 13200, SOCI 28097

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 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 coursework on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 18804, GNSE 18804, AMER 18804, LLSO 22106

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, Janet Sears, Keith Hamilton Cobb, Aimé Césaire, Derek Walcott, Lolita Chakrabarti, and film-makers Max Julien and Jordan Peele. Students will also get to speak and think with theatre-makers Keith Hamilton Cobb, Kim Weild, and Debra Ann Byrd when they visit this class as part of the UChicago "Black Baroque" focus series during Weeks 5 and 6. (Drama, Pre-1650 ; Med/Ren)
Instructor(s): Noëmie Ndiaye
Terms Offered: Spring
Equivalent Course(s): ENGL 18860, ENGL 38860, TAPS 20040, TAPS 30040

CRES 19980. Trans* Forms: On Gender and Genre. 100 Units.
Gender and genre share the common root term, "genus," which refers to classification. In this class, students will engage how authors make use of decolonial, antiracist, feminist and queer theory and praxis to approach and
refigure gender’s colonial legacies. Reading across genres—memoir, poetry, and speculative fiction, to name a few—Trans* Forms attends to the remaking and proliferation of gender as matters of form. (Theory) This class counts as a Problems course for GNSE majors.

Instructor(s): Riley Snorton Terms Offered: Winter
Equivalent Course(s): ENGL 19980, GNSE 20110

CRES 20104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): M. Garrido Terms Offered: Spring. Not Offered in 2021/22
Equivalent Course(s): ARCH 20104, ENST 20104, CHST 20104, GEOG 22700, SOSC 25100, SOCI 30104, SOCI 20104, GEOG 32700

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
Equivalent Course(s): RLST 20111, GNSE 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: Spring
Equivalent Course(s): CHDV 20140, SOCI 20140

CRES 20207. Race, Ethnicity, and Human Development. 100 Units.
Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the "standard" against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture.

Instructor(s): M. Spencer Terms Offered: Winter
Prerequisite(s): Students should have one course in either Human Development or Psychology.
Note(s): CHDV Distribution B*, C
Equivalent Course(s): CHDV 20207, EDSO 20207

CRES 20208. 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 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. Eccentricism 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. “Eccentricism” 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 eccentricism 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 eccentric 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 eccentricists and activists seeking environmental justice. (A)
Instructor(s): B. Schultz Terms Offered: Autumn
Equivalent Course(s): MAPH 31207, PLSC 21207, ENST 21207, PHIL 21207, HMRT 21207, CHST 21207

CRES 21222. Thinking Through Race in the Francophone World (1749-1918) 100 Units.
Race materialized in nineteenth-century France as the ultimate marker of physical, intellectual, and moral distinction between human populations. For scientists and writers alike, it provided the language to not only think through the question of difference and diversity, but also justify the horrors of colonization and slavery. However, the scientific elaboration and literary proliferation of racist theories and racial stereotypes did not remain unchallenged. Chronologically and geographically, this course proposes to extend the boundaries of nineteenth-century French racial thinking to study the construction and evolution of race in the writings of natural historians, novelists, statesmen, revolutionaries, travelers, and anthropologists from France, the Caribbean, and West Africa. Through an interdisciplinary approach and cross-cultural perspective, students will explore the relationship between literature and the human sciences as a space where the concept of race has been made and unmade both in anticipation of and in response to a number of major historical events, including the Haitian Revolution (1791-1804), the Abolition of slavery (1848), and the Berlin Conference (1884-1885). In addition to probing various literary traditions and genres through the close reading of primary texts, students will engage with concepts and notions of Francophone Postcolonial Studies (e.g. alienation, creolization, oraliture, etc.) in class discussions and research projects.
Instructor(s): Bastien Craipain
Prerequisite(s): FREN 20500 or 20503. Open to undergrads in their third or fourth year.
Note(s): Class discussions and readings in French.
Equivalent Course(s): FREN 21222

CRES 21233. Black Speculative Fiction. 100 Units.
This course familiarizes students with Black literary speculative fiction, sci-fi, and fantasy. The objective of this course is to read Black speculative fiction alongside the historical contexts the assigned works speak to, as well as orient students to the radical re/imaginings of Black pasts, presents, and futures in the novels and short films at the center of the course. This class will pay particular attention to Black diasporic/international contributions to the genre. (Fiction, Theory)
Instructor(s): Sophia Azeb Terms Offered: Winter
Equivalent Course(s): ENGL 21223, CMLT 21233

CRES 21348. Anthropology, Criminality, and Transgression. 100 Units.
Alongside other disciplines in the social sciences, anthropology has a vexed and complicated history in the study of crime since the 19th-century. This course aims to consider this broader history of criminality within anthropology with specific attention to readings of transgressive criminal action, or the potential of “illegality” to destabilize particular ways of life beyond the maintenance of an existing world. This attention is a departure from other anthropological foci on crime as - for instance - pathological, symptomatic, opportunistic, reactionary, constructed, or in collision with “legitimate” political and economic orders. While still attending to these themes through key texts in the anthropology of crime, this course reflects on how conceptualizations of “change” (particularly political change) and criminality have been historically transformed and renewed within this literature. This course draws from anthropological studies alongside work in other disciplines and traditions of the social sciences such as political science, providing tools to identify the potentials and limits of studying crime as acts of resistance, insurgency, and/or political opposition.
Instructor(s): R. Noll Terms Offered: Winter. Winter 2020
Equivalent Course(s): ANTH 21348, PLSC 21348, HMRT 21348
CRES 21352. Coming of Age: Youth Cultures in Postcolonial India. 100 Units.
In this course, we will gain a deeper understanding of how certain key moments in postcolonial India—from student protests to an economic transition to globalization, from rise of Bollywood to the omnipresence of social media—have shaped the youth of the country and how young people in turn have been at the forefront of some of the major events and have created history on their own terms. We will ask if youth is a construct like gender and caste then how was it constructed over the last seventy years? We will keep two guiding questions in mind—who all are considered to be the youth in postcolonial India? And—what are the lived experiences of young people during this time? The ever changing, seemingly arbitrary, and conflicting definitions of youth in government reports, commercial advertisements, or popular culture demands a thorough analysis of this category inside out. We will take an inter-disciplinary approach and examine how the identity of being young intersects with other identities such as class, ethnicity, linguistic abilities and so on. By identifying the constitutive elements of being part of the young generation in a young nation such as India, we will challenge any homogeneous perception of “the youth” and read young people’s experiences in their own contexts. Focusing on youth culture in South Asia will help us think critically about youth culture studies where the Global South remains underrepresented.
Instructor(s): Natacha Nsabimana & Adom Getachew Terms Offered: Winter
Note(s): Cap 50
Equivalent Course(s): ANTH 22755, PLSC 22755

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): Titas De Sarkar Terms Offered: Winter
Note(s): No prior knowledge of any South Asian language is required.
Equivalent Course(s): SOCi 20533, HIST 26906, KNOW 21352, GLST 21352, GNSE 21352, SALC 21352

CRES 21903. Intro. a las lit. hispánicas: textos hispanoamericanos desde la colonia a la independencia. 100 Units.
This course examines an array of representative texts written in Spanish America from the colonial period to the late nineteenth century, underscoring not only their aesthetic qualities but also the historical conditions that made their production possible. Among authors studied are Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Simón Bolívar, and José Martí.
Prerequisite(s): SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): SPAN 21405, HIST 21405, GLST 21405

CRES 22000. Lethal Landscapes, Toxic Worlds: Geographies of Race, Risk, and Contingency. 100 Units.
This advanced seminar critically examines environmental racism and injustice with an eye toward the social, historical, and political forces that create, sustain, and ultimately challenge environmental inequalities. We explore recent work at the intersection of anthropology, political ecology, and science studies that investigate unequal exposures and the politics of containment. Connecting local and international case studies with larger social and settler colonial logics, the seminar will investigate relations of power, segregation, contingency, and kinship in uneven terrains of vulnerability and risk.
Instructor(s): Victoria Nguyen Terms Offered: Spring
Prerequisite(s): CRES 21200, or CRES 22200, or consent of instructor
Equivalent Course(s): ANTH 23612

CRES 22755. 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: Winter
Note(s): Cap 50
Equivalent Course(s): ANTH 22755, PLSC 22755
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 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, threats, 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): ENGL 34651, GNSE 22283, GNSE 32823, ENGL 24651, CMLT 24651, CMLT 34651

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 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: Might be offered 2021-22
Equivalent Course(s): ENST 23807, ANTH 23807, HLTH 23807

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): SOSC 24001, ANTH 24001, HIST 18301

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): ANTH 24002, HIST 18302, SOSC 24002, SALC 24002

CRES 24003. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly
independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be
taken in any sequence.
Equivalent Course(s): ANTH 24003, SALC 20702, HIST 18303, SOSC 24003

CRES 24111. The Soviet Empire. 100 Units.
What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how
discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism
shape the state’s regulation of the bodies of its citizens? How did genres from the realist novel to experimental
film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and
filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an
interdisciplinary archive drawing literature and film from the Soviet colonial ‘periphery’ in the Caucasus and
Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and
geography.
Instructor(s): Leah Feldman Terms Offered: Autumn
Equivalent Course(s): CMLT 34111, REES 34110, CRES 34111, REES 24110, NEHC 24110, NEHC 34110, CMLT
24111

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): HLTH 24341, ANTH 40310, CHSS 40310, CHDV 24341, HIPS 24341, ANTH 24341, CHDV
40301, KNOW 24341, KNOW 40312

CRES 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.
This course considers the often neglected presence of ‘social outcasts’ in Chinese history as a gateway to
understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes
in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing
discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of
the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building.
Chronologically, this course begins with the collapse of status order in the late Qing and explores how the
Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to
ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how
sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course
will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues.

Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): HIST 24515, GNSE 24515, EALC 24515

**CRES 24599. Historical and Contemporary Issues in US 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 (4) and undergrad major requirement (4).
Equivalent Course(s): CHDV 44599, HLTH 24599, CHDV 24599

**CRES 25002. Feminism, Race, Culture, and Liberation. 100 Units.**

Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the "oppressed" are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?

Instructor(s): T. Mandviwala Terms Offered: Winter
Note(s): Request AV room
Equivalent Course(s): GNSE 25602, CHDV 25002

**CRES 25021. TUT: The World’s Columbian Exposition: Science, Race, Gender, & Music at the 1893 Chicago World Fair. 100 Units.**

This course surveys the sights, sounds, and tastes that filled Jackson Park and the Midway Plaisance between May 1 and October 30, 1893. During those six months, over 27 million people flocked to Chicago’s south side from across the United States and beyond the Atlantic to experience the marvels illuminating the World’s Columbian Exposition. Visitors weaved their way through the newly-designed Midway Plaisance, where they passed exhibits of “authentic villages of native peoples” in “traditional” garb until they reached the entrance of the American White City-or, as it was presented, “the apex of civilization”-where exhibits and lectures on the newest theories and innovations filled 200 Neoclassical buildings under 100,000 incandescent lights. Walking up the Midway demonstrated progress in human development in tune with the main topic of the White City’s Congress of Evolution-Social Darwinism. In this course, students will learn about explicit displays of “progress” during the Gilded Age and will be challenged to interrogate allegories of it at the Columbian Exposition. Together, we will practice close-reading of primary and secondary texts, close-looking of images and objects, and close-listening of music and sounds. We will investigate how “progress” was staged and cogitated in terms of: Evolutionary theory, Race, Gender, Music, Architecture, and Technology.

Instructor(s): A. Clark Terms Offered: Autumn, Autumn 2020
Equivalent Course(s): GNSE 25021, HIPS 29639, HIST 25021

**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): HIPS 25218, HLTH 25218, AMER 25218, HIST 25218, GNSE 25210, ENST 25218, GLST 25218

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): GLST 25132, SALC 25230, GNSE 25230, KNOW 25320, 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 focus 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, HIST 26812, SALC 25323, KNOW 25323

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—excluding 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

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): CRES 45732, SSAD 45732, SSAD 25732

CRES 25790. Psychology of Race, Ethnicity, and Social Class: Perspectives and Impact. 100 Units.
This course will explore contemporary theories, findings, and social issues concerning the study of race, ethnicity, and social class as they relate to human behavior from the perspective of the individual in various social contexts. Drawing from disciplines such as cognitive, developmental, and social psychology, this course will also
incorporate perspectives from social epidemiology, health disparities research, and critical race theory. Therefore, this course will be guided by a critical analysis lens that recognizes the intersection of gender, race/ethnicity, and social class, using the United States as a "case study" to evaluate the complexities of social inequality. Learning will take place through a series of lectures, in-class activities, and weekly readings, and will emphasize interdisciplinary research, multilevel analysis, and critical evaluation of empirical research articles.

Instructor(s): C. Cardenas-Intiguez Terms Offered: Winter
Prerequisite(s): PSYC 20200. Third or fourth-year standing.
Equivalent Course(s): PSYC 25790

CRES 25990. Stereotype Effects on Cognition. 100 Units.
This course introduces the concept of stereotypes and how stereotypes about group difference affect members of stigmatized groups in terms of their physical and mental health, self-esteem, memory, and cognitive performance. We also discuss research methods for investigating stereotype effects and recent research findings, as well as consider different kinds of models and theories of stereotype effect. We will cover different stereotypes, including race, gender, aging, mental illness, disabilities, sexual orientation, and social class.
Instructor(s): Y. Chen Terms Offered: Spring
Equivalent Course(s): GNSE 25990, PSYC 25990

CRES 26000. Race and Politics. 100 Units.
Fundamentally, this course is meant to explore how race, both historically and currently, influences politics in the United States. For example, is there something unique about the politics of African Americans? Does the idea and lived experience of whiteness shape one's political behavior? Throughout the quarter, students interrogate the way scholars, primarily in the field of American politics, have ignored, conceptualized, measured, modeled, and sometimes fully engaged the concept of race. We examine the multiple manifestations of race in the political domain, both as it functions alone and as it intersects with other identities such as gender, class, and sexuality.
Instructor(s): L. Leopold Terms Offered: Autumn
Equivalent Course(s): PLSC 26000

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 26220, TAPS 36220

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 enroll embodied practice with in-class discussions of theoretical texts, questioning the role of Black dance traditions of the 20th century in informing 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 be guided by a critical analysis lens that recognizes the intersection of gender, race/ethnicity, and social class, using the United States as a "case study" to evaluate the complexities of social inequality. 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, TAPS 26260

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): TAPS 26302, GNSE 26303
CRES 26856. Queer Theory: Futures. 100 Units.
TBD
Instructor(s): Kris Trujillo
Equivalent Course(s): GNSE 36856, CMLT 36856, GNSE 26856, CMLT 26856, ENGL 26856, ENGL 36856, RLST 26856, RLVC 36856

CRES 26910. Narrating Israel and Palestine through Literature and Film. 100 Units.
In this course, we will problematize notions of conflict by exploring the ways in which Israeli and Palestinian identities are constructed and negotiated in literature and film. Specifically, we will investigate how national imaginaries are fashioned, how loss is narrated, and how linguistic and political boundaries between these two communities are demarcated and challenged. Engaging with an array of literary and cinematic depictions throughout the quarter, our aim is to go beyond stereotypes, dualistic, and black-and-white portrayals, in order to understand the rich landscape of voices that animate Palestinian and Israeli experiences and representations. Our class will begin with the 1948 Arab-Israeli War and the loss of Palestinian village life in contemporary Israel. We will then move thematically to illuminate important historical markers and issues in Palestine and Israel up until the early 2000s. By the end of the quarter, students will be able to develop their own complex evaluations of Israeli and Palestinian narratives—and recognize how comparisons through artistic expression can be a powerful tool for honoring a multiplicity of stories. Through critically and thoughtfully analyzing a variety of literature and films, we will develop a nuanced understanding of a region that has customarily been defined through binaries and by discord.
Instructor(s): Stephanie Kraver Terms Offered: Winter
Equivalent Course(s): NEHC 26910, JWSC 26910

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): NEHC 26910, JWSC 26910

CRES 27299. 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 27299

CRES 27355. 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 McCullough Terms Offered: Spring
Equivalent Course(s): HIST 29009, LACS 27536, GNSE 27536, HMRT 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 27542. Racial Consciousness and the Asian American Perspective. 100 Units.
What does it mean to be Asian American today? At once marginalized and woefully unspecific, Asian American identity seems to occupy a purgatorial status in the American racial imagination. How have Asian Americans been understood within, and how do they understand themselves within, White institutions, anti-Black hierarchies, and capitalist orders? And what are the cumulative psychic effects of their quotidien, uneventful, and often unspoken of racializations? This seminar examines how Asian American writers, artists, and thinkers reckon with in/visibility, ambiguity, and the “minor intensities” of Asian American life through stories, poetry, films, and visual art. We will engage in close reading and analysis of these materials, with an eye toward their specific social, historical, and political contexts as we read them alongside a range of critical theory on the politics of identity and subjectivity.
Instructor(s): Victoria Nguyen Terms Offered: Spring
Equivalent Course(s): ANTH 23611, SOCI 28098

CRES 27544. Technologies of Language, Race, and State. 100 Units.
This course investigates language, race, and state as three mutually constituting and mutually authorizing constructs, important both to the academy and beyond. We will approach these categories’ interconnected social lives by considering the technologies through which they are materialized, technologies in the expansive senses of (1) machine applications of knowledge; (2) material means of representation; and (3) art or technique. The course introduces students to problems in the study of language, race, and state as they have been approached in anthropology, history, geography, sociology, Black studies, and science and technology studies (STS). Technologically, the course texts focus on dictionaries, censuses, statistical surveys, and master plans. Geographically, texts focus largely on Singapore and the United States, though with a few forays beyond. During “choose-your-own-adventure” weeks, students will select and report back on readings that engage other technologies and sites (both geographical and conceptual) that interest them, from film to data visualization, from writing to photography, from the paper file to the algorithm. Our approach to these categories is historical and expository: investigating how they have been deployed, in contextually shifting ways, to make and manage populations as objects and subjects of the state’s racial and linguistic knowledge.
Instructor(s): Josh Babcock Terms Offered: Autumn
Equivalent Course(s): HIPS 27544, ANTH 27544

CRES 27545. Miscegenation, Family, and the State: A Global History of Racial Hybridity. 100 Units.
For as long as race has been a concept for categorizing peoples around the world, states have grappled with the problem of racial hybridity. This course examines the history of this “problem” in a global context. Why have interracial relations and identities been such sensitive issues across so many historical time periods and
places? Why have states been so invested in policing interracial boundaries? And how have individual people, couples, and families navigated the legal and societal challenges to interracial existence? We will examine these questions with a focus on four thematic topics: sex and intimacy, marriage, children, and citizenship and national belonging. Drawing on historical case studies from the colonial Caribbean, Latin America, India, China, Europe, Southeast Asia, and the United States, students will come to situate the history of racial hybridity in a new critical perspective as they reflect on both parallel and intersecting social constructions of race and ethnicity around the world.

Instructor(s): Carl Kubler
Terms Offered: Autumn
Equivalent Course(s): GLST 27545, GNSE 27545, HIST 29537

CRES 27548. Multiculturalism and the Metropole: James Baldwin to Zadie Smith. 100 Units.
In this course, students will encounter some of the key texts that have shaped and been shaped by multicultural logics from the mid-twentieth century onward. We’ll consider multiculturalism’s many valances as they have arisen in literary polemics, university studies, and contemporary fiction. The course will also push students to ask how multiculturalism has translated between the United States and Great Britain as well as what the complexities of this translation have meant for Cultural and Post-Colonial Studies.

Instructor(s): Joel Rhone
Terms Offered: Spring
Equivalent Course(s): ENGL 27548

CRES 27546. Racialization and the Racial Project of the American Immigration System. 100 Units.
This course examines how immigration law, changes in the American immigration system, and the notion of “illegality,” have shaped the racialization and “othering” of Asian and Latino immigrants in the United States. The course will begin by exploring the concepts of racialization and racial project, and then shift to examining the context of, and resulting racialization surrounding, major changes in U.S. immigration policy. Indeed, immigration law is shaped by the economic moment of the times and is often aligned with the long history of exploitation by American colonial and corporate capitalist interests. However, at the same time, immigration laws also serve to delineate the “worthiness” and “unworthiness” of different groups in the nation in question. We will study how this racialization has meaningful implications in the domains of migrant economic integration and cultural assimilation, the Census, as well as love and family. The course will cover several moments of exclusion and inclusion, including the Chinese Exclusion Act, the Bracero program, Japanese internment, as well as the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986 (which provided amnesty for thousands of undocumented immigrants), DACA, as well as what racialization, illegality, and deportation look like today.

Instructor(s): Ilana Ventura
Terms Offered: Winter
Equivalent Course(s): SOCI 28093, HMRT 27546

CRES 27547. Race, Ethnicity, and American Public Schools. 100 Units.
This seminar is designed to introduce students to recent trends in research about race and ethnicity in American public schools. Although there are no pre-requisites for enrollment, this is a reading-intensive course, and students will be asked to read one full book per week throughout the quarter (with the exception of weeks 1 and 10). In this discussion-based course, students will evaluate the strengths and weaknesses of scholars’ theoretical and methodological approaches to exploring how race and/or ethnicity shape and are shaped by the institutions of schooling. We will focus primarily on texts published in the past two decades in order to develop an understanding of the current landscape of the literature. For their final paper, students will evaluate the conceptualization and evaluation of a theme, concept, or theory across at least four texts from the course.

Instructor(s): Karlyn Gorski
Terms Offered: Spring
Equivalent Course(s): SOCI 28096, EDSO 27547, PBPL 27547, CHDV 27547

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): GNSE 27549, ENGL 27549

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): GNSE 27551

CRES 27605. United States Legal History. 100 Units.
This course focuses on the connections between law and society in modern America. It explores how legal doctrines and constitutional rules have defined individual rights and social relations in both the public and private spheres. It also examines political struggles that have transformed American law. Topics to be addressed include the meaning of rights; the regulation of property, work, race, and sexual relations; civil disobedience; and legal theory as cultural history. Readings include legal cases, judicial rulings, short stories, and legal and historical scholarship.

Instructor(s): A. Stanley Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Equivalent Course(s): HMRT 27061, GNSE 27605, HIST 27605, AMER 27605, LL SO 29704

CRES 27720. Race and Religion in Chicago. 100 Units.
This course is a chronological and thematic overview of a number of key themes and theoretical concerns in the study of race and religion in the U.S. from 1865 to the present. Taking Chicago as a case study, the course will introduce students to key topics in the study of race and religion in the U.S. Most of the course will focus on black-white racialization in Chicago during this period-interrogating the construction of and contestation over whiteness among Catholics, Protestants, Jews, and new religious movements from the late nineteenth century and through much of the twentieth century, as well as tracing the “spiritual afterlife of slavery” in Chicago’s churches, synagogues, mosques, and other places of worship, and also in the everyday lives of Chicago’s religious citizens. The readings and class discussions will also open out to consider other religio-racial issues and projects in Chicago (e.g., Latinx, Indian American, and Indigenous religious communities). Topics for class readings and discussions will be ordered by the week and will alternate between broader theoretical and historiographical issues pertaining to race and religion in the U.S. (first meeting of the week) and closer examinations of the same themes/questions in the context of the religious life of Chicago (second meeting of the week). In this way, Chicago provides a “laboratory” for observing, testing, and refining historical and theoretical claims about race and religion in the United States.

Instructor(s): Joel Brown Terms Offered: Spring
Equivalent Course(s): CHST 27720, RLST 27720, HIST 27311

CRES 27721. Relating Race and Religion: Critical Concepts of Blackness and Jewishness. 100 Units.
This course examines Blackness and Jewishness in order to untangle the intersections of race and religion as they are represented in political polemic, fiction, memoir and philosophy in France and the United States from the 1960s to the present. Founded on ideals of universalism, pluralism and secularism, France and the United States are fraught with contradictions when it comes to race and religion. You will critique these founding ideals in order to expose their contradictions, and in the process seek new ways to articulate how religion and race, along with intersecting categories such as gender and sexuality, can become tools of political resistance. Readings include works by thinkers such as Césaire, Fanon, Memmi, Levinas and Foucault, along with literary classics by Nella Larsen and Sarah Kochman, and contemporary critical essays by Judith Butler, Christina Sharpe and Talal Asad. Throughout this course, you will examine how the concepts of race and religion are key components of the political, philosophical and ethical projects of these authors, and develop historical and conceptual perspective on the origins and current forms of debates that trouble the boundaries between personal and political.

Instructor(s): Kirsten Collins Terms Offered: Winter
Equivalent Course(s): GLST 27721, FREN 27721, GNSE 27721, JWSC 27721, ANTH 23916, RLST 27721, CMLT 27721

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): GLST 28011

CRES 28086. Defining the Feminist "Fourth Wave" 100 Units.
Intersectionality, Breaking the Binary, Hashtag Feminism, TERFs, SWERFs, Whimpsters, Woke Misogynists, Commodity Feminists, & Femocracies, Oh My! If contemporary feminism is characterized by its diversity of purpose, then what defines the current, so-called "fourth wave" of feminism? Students in this course will explore precisely that question and - in keeping with one characteristic of contemporary feminists, namely their resurred interest in learning about past feminist efforts - will examine the history of feminist movements in the US. As an intellectual community, we will work together to consider and analyze contemporary writings about fourth wave feminist movements and build our own timeline and analytical and conceptual terminology for studying defining features of "the fourth wave."
Critical Race and Ethnic Studies

Instructor(s): Lara Janson Terms Offered: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): GNSE 12102, SOCI 28086

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): HIST 29007, AMER 29007, LACS 29007

CRES 29302. Human Rights II: 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): TBA Terms Offered: Winter
Equivalent Course(s): HMRT 30200, HIST 39302, INRE 31700, LLSO 27100, HMRT 20200, HIST 29302

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): HLTH 29318, GNSE 29318, HIPS 29318, HIST 29318, HMRT 29318, CHDV 29318

CRES 29800. BA Colloquium: Theory and Methods in Critical Race and Ethnic Studies. 100 Units.
Students are encouraged to register for the BA Colloquium in the Autumn Quarter of their fourth-year. Fourth-year CRES majors will meet weekly in Autumn Quarter and every other week in Winter Quarter, and will register for this course 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 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.