

RACE, DIASPORA, AND INDIGENEITY

PROGRAM OF STUDY

Coursework in the Department of Race, Diaspora, and Indigeneity enables students to rigorously study race, diaspora, and indigeneity—categories that constitute human identity through claims of particularity, origins and continuity, and mobility and dispersal, in order to enact power within the modern world. These meanings can be seen in how unequal status, exploited and extracted condition, and disproportionate violence and harm inform the histories of peoples comprising these categories. Yet they are also evident in the ingenious, intersecting identities and affinities enacted by those same peoples—ones that imbue art, cultures, politics, and collectives with transformational and emancipating power. Through teaching, mentorship, and collaborations of various kinds, we explore with students how to think through these multifaceted and contradictory experiences, equitably and empathically.

This study and practice provide our students with a rigorous critical lens that serves them well in diverse fields. Whether our graduates are interested in media or policy, medicine or social work, organizing or entrepreneurship, or graduate study in a variety of disciplines, they benefit from their ability to understand the social formations that shape our world and navigate complex and sometimes contradictory concepts that others may find challenging or uncomfortable, through historic and analytic lenses.

Ours is a broad curriculum generated within a thoroughly multidisciplinary department. Students work with acclaimed experts in literature, creative writing, anthropology, political science, sociology, social work, linguistics, visual arts, history, urban studies, and cinema and media studies, among other fields. Several core approaches tie together the range of interests across our community. These sustain rigorous inquiry that incorporates knowledge created beyond the boundaries of academia, while also cautioning that those who claim to advance knowledge must account for the benefits and costs that result from ideas' impact upon the world. Among our core approaches are intersectionality and critical theory, and the recognition of both identities and power structures originating through complex co-creation; dedication to utilizing multiple methodologies within the humanities and social sciences; and a willingness to take seriously and value ideas beyond the classroom and campus.

PROGRAM REQUIREMENTS

The major requires 13 courses: three introductory critical concepts courses, four courses distributed across the foundational categories, four RDIN electives, and two courses related to the thesis/capstone project. Students opting to not complete a BA thesis or capstone project must replace the two courses related to the thesis/capstone project with two RDIN electives.

Students have the option of combining RDI with any major or minor in any division or school of the University.

Critical Concepts

These introductory courses are meant to introduce students to the central texts and key debates that inform the study of the department's three core concepts. Courses on each term will be offered annually by a rotating group of faculty in the department. After taking these courses, students will be able to identify the intellectual genealogies in which these concepts are situated and have a basic understanding of the central axes of debate.

- **RDIN 12100 Racial Formations:** The course introduces students to the idea of race as a concept and racialization as a process. Students will be introduced to the diversity of meanings the concept of "race" has held, the uses to which it has been put, and how it has been both contested and mobilized by those who have been racialized. The "Racial Formations" course will, furthermore, include discussion of the history and relation of the terms race, caste, and ethnicity. The goal of the course is, in other words, to oblige students to question their everyday understandings of the term and acquire the tools needed to identify and analyze racial formations.
- **RDIN 12200 Diaspora(s):** This course will introduce students to the concept of diaspora understood simultaneously as global processes of migration and dispersal, and as political and cultural practices of meaning-making. Students will think through the distinctive and overlapping experiences of various diasporic communities—organized around race (i.e., African diaspora), regions (i.e., Asian diaspora), religion (i.e., Jewish diaspora), etc. From an exploration of these histories, students will explore diasporas as an alternative deterritorialized and transnational frames of political imagination (in contradistinction to, say, the nation-state).
- **RDIN 12300 Formations of Indigeneity:** In this course, students will consider Indigenous conceptions of peoplehood and the processes of settler colonialism as well as other forms of social formation. Taking a comparative and transnational approach, students will examine the triad of indigeneity, land, and sovereignty as they are refracted through specific political and cultural settings. Students will also consider contexts where the idea of indigeneity has been fraught and failed to translate, as well as its tense incorporation within the legal framework of multiculturalism or liberal democracy.

Foundational Courses

The Foundational courses are designed to expand students' knowledge in the field of RDI and its diverse methodologies. Rather than set ones, these courses are offered regularly by faculty who designated to fulfill these requirements. Approved courses for each category can be found on the RDI Foundational Courses List. (https://docs.google.com/spreadsheets/d/1XgnLOOKY6jDcqG_MiYqEFin8jWLoGIHjw_cldyjd2gk/edit?gid=1447592068#gid=1447592068)

- **Theories:** These courses will elaborate the training offered in the Critical Concepts course by highlighting specific intellectual traditions (such as Black Feminist Thought or Caribbean Studies) or taking up more specific conceptual anchors (such as intersectionality or decolonization).
- **Practices:** These courses will cover European imperial expansions, including settler and exploitation colonies; slavery and its aftermath; intellectual histories of key terms and the social science disciplines that created or furthered them; diasporas and other migrations; postcolonial societies; Civil Rights and Black Power Movements; abolition; anti-imperialism; Intersectional movements.
- **Structures:** These courses will focus on institutions and practices of domination. Topics to be covered include racial capitalism; race and space; comparative colonialisms; legal constructs and social dynamics of segregation; apartheid; science and technology; media.
- **Aesthetics and Expressive Cultures:** This will include courses on literary, visual, sonic, and other modes of expressive cultures, and highlight how cultural productions reshape and resignify our central conceptual anchors. Students will also develop analyses attuned to form, genre, circulation, and reception of aesthetic materials.

Electives

Any RDIN course may be an elective. In exceptional circumstances, students can petition the Director of Undergraduate Studies to count no more than two non-RDIN courses toward the major electives. If students did not take the Colonizations sequence to fulfill their general education requirement in civilization studies, they will be allowed to count it among their electives. Students may petition to count other potentially relevant civilization sequences (i.e., African, Latin American, Asian) for major credit (again, only if they did not take those sequences to fulfill their civilization requirement).

BA THESIS/CAPSTONE PROJECT

Students majoring in RDI may, if they wish, write a BA thesis or complete a capstone project. Students who choose to do so are eligible for departmental honors, though completing a thesis or project does not guarantee honors. A recommendation of the faculty advisor is required for honors, and students should have a discussion in advance with their advisor to ensure a mutual understanding of expectations for what would constitute an honors-level project.

- The BA thesis enables students to apply theoretical or empirical concepts gleaned from their coursework and conduct independent inquiry toward the development of original, critical research on a topic of their choice.
- The capstone project offers a chance to apply ideas and skills developed in the major to a variety of settings and media, such as a conference or symposium, an internship, a performance, an art installation, a podcast or film, among many options. This project can be carried out individually or in collaboration with other graduating students.

Students pursuing a thesis or capstone project must identify an RDI faculty member who can supervise their project or paper, with the option of securing a second reader outside of the department.

Students completing a thesis/project must enroll in RDIN 29800 Methods of Inquiry in Spring of their third-year and RDIN 29900 Capstone/Thesis Workshop, in Autumn of their fourth-year.

BA theses and capstone projects are due by Friday of the fifth week of the student's quarter of graduation. Students will present their work at a departmental symposium.

SUMMARY OF REQUIREMENTS FOR THE MAJOR

Three Critical Concepts Courses		300
RDIN 12100	Racial Formations	
RDIN 12200	Diaspora(s)	
RDIN 12300	Formations of Indigeneity	
Four Foundational Courses: One course from each list		400
Theories		
Practices		
Structures		
Aesthetics and Expressive Cultures		
Four RDIN Electives		400

RDIN 29800	Methods of Inquiry	100
or one RDIN elective		
RDIN 29900	Capstone/Thesis Workshop	100
or one RDIN elective		
Total Units		1300

HONORS

To be eligible for honors, students must earn a 3.25 major GPA, complete a BA thesis or capstone project, and receive a recommendation for honors from their faculty advisor.

MINOR IN RACE, DIASPORA, AND INDIGENEITY

The RDI minor consists of five courses: three courses on Critical Concepts (Indigeneity, Diaspora, and Racial Formations), and two additional RDIN courses. These courses may not be: (1) double-counted with the student's major(s) or with other minors; and (2) may not be counted toward general education requirements.

Three Critical Concepts Courses		300
RDIN 12100	Racial Formations	
RDIN 12200	Diaspora(s)	
RDIN 12300	Formations of Indigeneity	
Two RDIN Electives		200
Total Units		500

GRADING

Students may take up to two courses in the major on a Pass/Fail basis. All courses in the minor must be taken for a quality grade.

RACE, DIASPORA, AND INDIGENEITY COURSES

RDIN 10200. Latin America in/at Chicago. 100 Units.

This course explores the city of Chicago's Latin American and Caribbean roots by considering hemispheric connections, both in the city at large and at the University of Chicago. Students will analyze 1) the ways Latin(e/x) American actors have participated in and shaped Chicago's political economy, 2) how Latin(e/x)s on both sides of the US-Mexico border have impacted and been impacted by social thought at the University of Chicago, 3) the collection and display of Latin American material culture in several of the city's museums, and 4) Latin(e/x) American civil and human rights activism in the city. The course will move through the city chronologically as well as geographically over the long twentieth century.

Instructor(s): Schwartz-Francisco, Diana Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago." Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): HIST 17910, ANTH 10200, CEGU 10200, LACS 10200, CHST 10200

RDIN 10201. Immigrant Chicago. 100 Units.

Since the early 1900's, thousands of Latin Americans have made Chicago their home. Today, approximately one-third of Chicagoans trace their roots to Latin America. These significant demographic flows raise critical questions: Why have Latin Americans moved to Chicago? How have they adapted to the city? How have they influenced it? This course will expose students to the latest social science research on contemporary immigration with a strong focus on Latinos in Chicago. We will explore its origins, adaptation patterns, and long-term effects on our city. To explore the Latino experience in Chicago, the course will focus on three communities: Mexicans, Puerto Ricans, and Venezuelans. These three groups migrated to Chicago during distinct periods, with Mexicans arriving in the early 1900s, Puerto Ricans in the 1940s, and Venezuelans in 2023. This temporal variation will enable us to investigate how the evolving social, economic, and political conditions in Chicago have influenced immigrants' experiences.

Instructor(s): Flores, René Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago." Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): LACS 10201, ANTH 10201, CHST 10201, CEGU 10201

RDIN 10202. Latinx Arts in Chicago. 100 Units.

This course is an overview of the Latinx arts in Chicago. It explores artworks and artmaking as documents and critical fictions created in response to the social realities of urban Latinx populations in the U.S. and in Chicago in particular. It challenges students to think about (Latinx) art and the humanities under two modalities: as privileged arenas for understanding experience and exploring the values that guide a society, and as economic engines and instruments of political intervention. The course pursues these objectives through the study of the Latinx arts in Chicago, and through immersive engagements with local institutions where Latinx art operates (as historical object, as tool for social change, as fruit and seed of creative process, as instrument for economic

development). Using the work of Latinx artists, curators, filmmakers, and other cultural brokers based in Chicago, the course studies artworks in the context of the social realities that gave rise to these works.
 Instructor(s): Delgado Moya, Sergio Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago." Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): ANTH 10202, CEGU 10202, CHST 10202, LACS 10202

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

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

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

Equivalent Course(s): HIST 10600, DEMS 10600, LACS 10600

RDIN 12100. Racial Formations. 100 Units.

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

Instructor(s): Joyce Bell Terms Offered: Autumn

Prerequisite(s): None

RDIN 12200. Diaspora(s) 100 Units.

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

Instructor(s): Adom Getachew Terms Offered: Spring

Equivalent Course(s): HIST 12706, GLST 22700, PLSC 22200

RDIN 12300. Formations of Indigeneity. 100 Units.

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

Instructor(s): Uahikea Maile Terms Offered: Winter

Equivalent Course(s): HIST 17800, CHST 12300, ANTH 12800

RDIN 13580. Introduction to Asian American Literatures. 100 Units.

This is a survey course that introduces students to the complex and uneven history of Asians in American from within a transnational context. As a class, we will look at Asian American texts and films while working

together to create a lexicon of multilingual, immigrant realities. Through theoretical works that will help us define keywords in the field and a wide range of genres (novels, films, plays, and graphic novels), we will examine how Asia and Asians have been represented in the literatures and popular medias of America. Some of the assigned authors include, but are not limited to, Carlos Bulosan's *America is In the Heart*, Maxine Hong Kingston's *Woman Warrior*, Nora Okja Keller's *Comfort Woman*, Shani Mootoo's *Cereus Blooms at Night*, and Viet Thanh Nguyen's *The Sympathizer*. (Fiction)

Instructor(s): Mee-Ju Ro Terms Offered: Spring

Equivalent Course(s): ENGL 13580

RDIN 16100. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of native civilizations in Latin America, with a focus on the political, social, and cultural dimensions of the major pre-Columbian civilizations (the Maya, the Inca, and the Aztecs); the causes and consequences of the Spanish and Portuguese conquests; and the establishment of colonial societies and economies in the 16th century.

Instructor(s): Kouri; Brittenham; TBD Terms Offered: Autumn

Note(s): Fulfills the following requirements in the ARTH major and minor: Latin American

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

RDIN 16200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): Hicks; Schwartz-Francisco; TBD Terms Offered: Autumn Winter

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

RDIN 16300. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with emphasis on how Latin American peoples and nations have grappled with the challenges of development, inequality, imperialism, revolution, authoritarianism, racial difference, migration, urbanization, citizenship, violence, and the environment.

Instructor(s): Fischer; Saramago; Schwartz-Francisco Terms Offered: Spring

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

RDIN 17762. Architecture and Colonialism in Algeria and Morocco. 100 Units.

This seminar invites students to examine the intersections of colonialism with architecture in Algeria and Morocco. Throughout the quarter, we will discuss designs of architects working in these two contexts (Le Corbusier, Fernand Pouillon, Elie Azagury, etc.) and concepts defining colonialism as a design project (urban repression, apartheid, Orientalism, etc.). We will also pay particular attention to modes of opposition pursued by residents and their historical impact toward the region's decolonization. Moments of heightened historical consequence, such as independentist guerrillas' strategic use of selected architectural spaces, will be thoroughly discussed. The class will progress through a chronological scope, from the inception of French colonialism in Algeria in the 19th century to the enmeshment of modernism with colonialism in the 20th century. We will conclude with the emergence of postcolonial modernities.

Instructor(s): J. Huet Terms Offered: Spring

Equivalent Course(s): ARCH 17762, FREN 27762, ARTH 17762, CEGU 17762

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

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

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

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

Equivalent Course(s): HIST 18702

RDIN 18860. Black Shakespeare. 100 Units.

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

Instructor(s): Noémie Ndiaye Terms Offered: Autumn

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

RDIN 20007. Africa in the Middle East and the Middle East in Africa. 100 Units.

From Mansa Musa's Hajj in 1324 to the contemporary Afrobeats scene in Dubai, African and Middle Eastern societies share long histories of interconnection. This course examines these interconnections from the early modern to the contemporary era through a series of case studies ranging from traditions of exchange on the Swahili Coast, to the Ottoman Scramble for Africa, to the creation of a long-standing Lebanese diaspora in West Africa and a more recent Ethiopian Jewish community in Israel. Students will examine debates that animate this field of scholarship including conversations about race; histories of slavery and its legacies; conceptions of indigeneity, nativism, and settler colonialism; religious encounters; gender and society; shared and divergent experiences of European colonialism and struggles for independence; and transnational collective-building projects such as Pan-Africanism and Pan-Arabism. In addition to scholarship based on textual analysis, students will develop skills to investigate cultural sources such as music, photography, film, fashion, literature, and sports. No prior coursework in Middle Eastern or African studies is required. However, a background in African Civ, Islamic History and Society Civ, or Islamic Thought and Literature Civ is recommended.

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

Note(s): Assignments: Short papers; long paper; in-class presentation

Equivalent Course(s): GNSE 20007, HIST 20007

RDIN 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): RLST 20140, SOCI 20140, CHDV 20140

RDIN 20154. Class, Race and Urban Space: producing the city. 100 Units.

Class and race are through lines in the determinative processes that produce and transform urban space and inform conceptual models of urban growth and change. This lecture course examines historical geographies of class and race relations in crucial arenas of urban life like employment, housing, public space and urgently during the contemporary era, climate change. A recurring theme we will explore is how Chicago's experience has shaped the field of urban studies across a range of thematic and conceptual domains.

Instructor(s): Mary Beth Pudup Terms Offered: Autumn

Equivalent Course(s): CHST 20154, ANTH 20154, CEGU 20154

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

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

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

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

RDIN 20305. The Construction of Education Inequality: Policy and Practice. 100 Units.

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Distribution: B; 2*

Equivalent Course(s): CHDV 20305, EDSO 40315, PBPL 20305, CHDV 30315, RDIN 30305

RDIN 20408. Trans Genres. 100 Units.

This course explores genres of writing and cultural production concerned with transgender life and politics. Students will engage genre's relationship to gender, as they will read across memoir, fiction, poetry, and criticism. (Theory).

Instructor(s): C. Riley Snorton Terms Offered: Winter

Equivalent Course(s): GNSE 20133, ENGL 22408

RDIN 20410. Ekspresyon ekri: Kreyòl lakay soti Ayiti rive nan dyaspora a. 100 Units.

This course will provide opportunities to promote deeper knowledge of the Haitian culture while emphasizing the development of writing skills in the Kreyòl language through the use of a variety of authentic texts and cultural experiences. Topics covered in the course will include the Haitian revolution, cuisine, and audio-visual and performing arts. Moreover, students will participate in different cultural exploration outings in the city of Chicago, which will provide additional opportunities to interpret cultural artifacts and reflect on the Haitian culture and its influence on the representation and daily lives of Haitians in the diaspora, particularly

in Chicago. In this course, we will: 1) analyze different cultural artifacts in the Haitian cultures through primary and secondary texts, 2) examine the influences of these cultural phenomena on the representation of Haitians and the creation of Haitian identity in the diaspora, and 3) and reflect on the importance of cultural identity in a migration context. Those who will take the course for Kreyòl credits will also develop additional syntactic knowledge in the language through creation of diverse essays. This course will be conducted in two weekly sessions: a common lecture session in English and an additional weekly discussion session in English or Kreyòl.

Instructor(s): Gerdine Ulysse Terms Offered: Spring

Prerequisite(s): For those seeking credit in Kreyòl, this course is open to students who have taken KREY 12300 (Kreyòl for Speakers of French II), KREY 12301 (Kreyòl for Speakers of Romance Languages II), or instructor consent. Heritage learners are also welcome.

Equivalent Course(s): KREY 20400, LACS 20401, CHST 20400

RDIN 20501. Arts + Public Life: Relationships, Engagement and Cultural Stewardship on Chicago's South Side. 100 Units.

Founded in 2011 and located in Chicago's legendary Washington Park neighborhood, Arts + Public Life (APL) is a dynamic hub of exploration, expression, and exchange that fosters neighborhood vibrancy through the arts on the South Side of Chicago. This class gives students an opportunity to learn from APL's embedded practice of supporting the arts and cultural history of the South Side of Chicago to learn how they might become responsible and responsive stewards of this work themselves. Each week students will be immersed into a different aspect of APL's robust portfolio, all of which center relationships, community engagement, and cultural stewardship. Readings and visitors will provide background, inspiration, and know-how about APL's cultural production processes and location in Washington Park. Students will engage with APL team members to refine their own project ideas throughout the quarter. Class will primarily take place in APL's spaces on the Arts Block in Washington Park.

Instructor(s): Bharani, Nootan Terms Offered: Spring

Note(s): Instructor is required for this class. Interested students should email the instructor Nootan Bharani, nbharani@uchicago.edu, to briefly explain their interest, however no previous experience is necessary.

Equivalent Course(s): CHST 20500, ARTH 20500, ARTV 20707

RDIN 20700. Global Health, Environment, and Indigenous Futures. 100 Units.

The global coronavirus pandemic has made evident the significance of ecological (im)balances for the well-being of societies. The relationship between structural inequalities, changing environments and health, especially for historically and socio-economically marginalized communities, is now well established. At the same time, a growing body of literature links the material conditions of marginalized communities—for instance, spaces of dwelling and conditions of labor-to health status, globally. Based on a set of interdisciplinary literature arranged through anthropological theories, this course will critically engage with notions of health and well-being for indigenous communities, tracing injustices that stem histories of racial, caste- and ethnicity-based, and environmental exclusions. The readings are organized around one central question: What does it mean to be indigenous in a changing planet where social, political, and economic systems are marked by enduring legacies of systemic violence? This graduate and undergraduate level course will introduce contexts within which structural exclusions lead to ill-health and loss of well-being among indigenous communities across the globe. The aim is to develop critical thinking on the political economy and political ecologies of indigenous health as imbricated with issues of social, economic, and environmental justice.

Instructor(s): Sanghamitra Das

Equivalent Course(s): ANTH 20700, CEGU 20700, CHDV 20700, CHDV 30750, SALC 26501, RDIN 30700, SALC 32704, ANTH 30700, CEGU 30700

RDIN 21150. Psychology of Racism. 100 Units.

This upper-level seminar will focus on the psychology of race and racism. We will discuss both structural and individual level factors that create and maintain racism in the U.S. context. While this course will focus on social psychology, we will also draw from other areas of psychology. We will discuss social structures and institutions that perpetuate racism, policies that shape societal attitudes and behaviors, and psychological frameworks for understanding racism. We will begin the course with a discussion of the origins of race and racism. We will then transition to contemporary expressions of racism. The goals of this course are to analyze structural contexts influencing racist attitudes and behaviors, evaluate the impact of racism on racially minoritized groups, and to examine strategies and interventions to address racism.

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

Equivalent Course(s): PSYC 31150, RDIN 31150, PSYC 21150

RDIN 21200. African-American History: 1900-2000. 100 Units.

The Black experience in America is one that encompasses a wide variety of walks of life. Within this introductory undergraduate course, we will explore the 20th century experience of African Americans in Jim Crow segregation, migration, labor, medicine, world wars, civil rights, and black power. This course considers racial barriers in the built environment, with a particular emphasis on the city. We will use primary and secondary sources to construct conceptions of political struggle, economic rights, resistance, and freedom in African American life.

Instructor(s): Caine Jordan Terms Offered: Spring

Equivalent Course(s): RDIN 31200, HIST 37420, HIST 27420

RDIN 21300. Aftermath: Literature of Reparation, Redress, Refusal, and Change. 100 Units.

What does it mean to address oneself to, or attempt to repair, legacies of violence and harm? What theories, resources, and models of personal, psychoanalytic, legal, political repair are available, and what kinds of possibilities do they enable? Is repair even a possibility, or a useful framework, for change? This course tracks the question of repair through contemporary conversations and historical case studies. Reading works by Sigmund Freud, Melanie Klein, Eve Enslar, Saidiya Hartman, Olúfemi Táíwò, Eve Tuck and K. Wayne Yang, we will track how the concept of repair and reparation has motivated political action, activism, economic decision-making, artistic creativity and interpersonal ritual. We will read poems, engage performances, and consider other rituals of repair, breaking, and re-making. In addition, we will read literary and activist material pertinent to historical movements for reparations, including works from the Redress Movement for Japanese Internment in Canada and the United States and ongoing projects of the repatriation of Indigenous archival and cultural materials.

Instructor(s): Bellamy Mitchell Terms Offered: Autumn

Equivalent Course(s): ENGL 31302, ENGL 21302, RDIN 31300

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

We will be examining the relationship between Christian thought/practice and the institutions of slavery as they evolved historically, especially in the context of European enslavement of peoples of African descent in the colonies of British North America and in the antebellum South. The following questions will be addressed in some form through our readings and class discussions: How and why did slavery become a moral problem for abolitionists? How and why did white evangelical Christians, especially in the South, become the most prominent defenders of slavery? What role did race play in the historical development of slavery and how did Christianity sustain and perpetuate racial divisions and sanction for human bondage? How did people of African descent shape and practice Christianity in British North America and in the Southern states?

Instructor(s): Curtis Evans Terms Offered: Autumn

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

Equivalent Course(s): HCHR 42901, KNOW 21303, RDIN 42901, HIST 47102, AMER 21303, AMER 42901, RLST 21303, HIST 27111, KNOW 42901, RAME 42901

RDIN 21315. Narratives of American Religious History. 100 Units.

How do we tell the story of religion in America? Is it a story of Protestant dominance? Of religious diversity? Of transnational connections? Of secularization? This course examines how historians have grappled with such questions. We will read the work of scholars who have offered narratives explaining American religious history, including figures like Sydney Ahlstrom, Albert Raboteau, Mark Noll, Ann Braude, Catherine Albanese, and Thomas Tweed. This course will introduce students to key historiographical questions in the study of American religion, as well as to classic texts which have shaped the field's development.

Instructor(s): William Schultz and Curtis Evans Terms Offered: Autumn

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

Equivalent Course(s): HIST 47304, KNOW 41315, HCHR 41315, HIST 27304, RLST 21315, AMER 41315, RAME 41315, AMER 21315, RDIN 41315

RDIN 21402. South Side Home Movies: Amateur Cinema and the Politics of Preservation. 100 Units.

This course traces the history of amateur filmmaking on Chicago's South Side as a robust creative practice and mode of documentation revealing realms of moving image production and presentation grounded in everyday life. With the rise of scholarship on nontheatrical media, home movies have become a critical area of cinema studies and archiving. This course centers on the South Side Home Movie Project, founded by the instructor, housed at the University of Chicago's Arts + Public initiative/Film Studies Center. The collection has more than 1,000 reels of small-gauge (8mm, 16mm) films from the 1930s-1970s from a diverse range of South Side residents, with scenes of family and community gatherings, life milestones and more. We will engage in close readings of films in the archive to consider their styles and intended audiences. We will examine how they picture the South Side in an era of intense racial segregation, as discussed by writers, e.g., Horace Cayton, St. Clair Drake, etc. We will also discuss the SSHMP's approaches to stewarding this footage in relation to developments in film archival praxis, and tensions that crop up between preservation and access. Lectures and discussions with SSHMP staff, donors and collaborators will cover digitization, cataloguing, oral history, public programming, and engagement with filmmaker families, educators, and artists. Students will have opportunities to contribute original research and creative re-use projects to the SSHMP website.

Instructor(s): Jacqueline Stewart Terms Offered: Spring

Equivalent Course(s): CMST 31402, CMST 21402, RDIN 31402, CHST 21402

RDIN 21500. Mourning and Struggle in African, Native American, and Palestinian Narratives. 100 Units.

In this course, we will explore themes spanning three diverse bodies of literature and film, identifying points of connection and difference between expressions of sorrow and resistance in African, Native American, and Palestinian works. We focus on portrayals of mourning and examine how in response to catastrophic experiences and histories of colonialism, writers and filmmakers narrate loss and trauma. We will investigate how these authors renegotiate their identities, how they fashion national and political imaginaries, and how they envision alternative futures. Together, we will analyze source materials related to the themes of violence, memory, gender, and race. Through our weekly assignments and discussions, we will seek to determine the tropes and aesthetic tools that ignite modes of storytelling, and to answer: how do writers and artists employ aesthetic form to portray catastrophes? How might expressions of grief also be mobilized for resistance and struggle? Our class will be organized into three modules, touching upon African, Native American, and Palestinian prose, poetry,

and film alongside theoretical works in memory and trauma studies. By the end of the quarter, students will be able to develop their own complex evaluations of these narratives-and recognize how comparisons through artistic expression can be a powerful tool for amplifying a multiplicity of stories about mourning and defiance.

Instructor(s): Stephanie Kraver Terms Offered: Winter

Equivalent Course(s): NEHC 21500, CMLT 31505, NEHC 31500, RDIN 31500, GLST 21500, CMLT 21505

RDIN 21501. Theory and Practice in Environmental Organizing and Activism. 100 Units.

This course explores how organizations-civic, private, governmental-working in the field of environmental advocacy construct, deploy and are shaped by distinct discourses governing relationships between nature and society. The environment is a field of social action in which organizations attempt to effect change in large domains like resource conservation, access, stewardship, and a basic right to environmental quality in everyday life. The work of effecting change in these complex domains can assume a variety of forms including public policy (through the agencies of the state), private enterprise (through the agency of the market), 'third sector' advocacy (through the agency of nonprofit organizations) and social activism (through the agency of social movements and community organizations). State, market, civil society and social movement organizations are where ideas are transmitted from theory to practice and back again in a recursive, dialectical process. These contrasting forms of organization have different histories, wellsprings and degrees of social power. Moreover, they bring different epistemologies to their claims about being legitimate custodians of nature-that is to say they can be understood genealogically. As such, organizations working to effect environment change are at once animated by and constitutive of distinct discourses governing the relationships between nature and society. The course explores how those distinct discourses are associated with a suite of different organizational realms of social action; the goal is trying to connect the dots between discursive formations and organizational forms.

Instructor(s): Mary Beth Pudup Terms Offered: Winter

Note(s): This course counts towards the ENST 4th year Capstone requirement.

Equivalent Course(s): CEGU 21501, CEGU 31501, GLST 21501, MAPS 31101, HMRT 21501, SSAD 41501, SSAD 21501

RDIN 21600. Histories of Abortion and Forced Sterilization in the United States. 100 Units.

In the United States, the politics of pregnancy and reproductive autonomy have historically been and continue to be categories of significance, meaning, and contention. In this course, we will explore a subsection of these broader categories, examining the relation between abortion and forced sterilization, the state, and women of color. The course will zero in on the experiences of Mexican American and Mexican immigrant women, African American women, Puerto Rican women, and Native American women, considering their struggles against the state and for reproductive justice.

Instructor(s): Caine Jordan Terms Offered: Winter

Equivalent Course(s): GNSE 23181, GNSE 33181, RDIN 31600, CHDV 21600, HIST 37810, HLTH 21600, HIST 27810

RDIN 21677. Latinxs, Labor, and the Law in the U.S. 100 Units.

"Latinidad" is an ethno-racial signifier meant to encompass people of Latin American descent living in the United States. Terms like "Latina," "Hispanic," and most recently, "Latinx/e" are meant to evoke a commonality that crosses nationalities to create political power & social recognition in the United States. Like every other identity term, "Latinidad" is an ever-contested construction with uncertain contours. The history of Latinidad in the U.S. has its origins in a myriad social efforts and forces: political campaigns, immigration policies, community organizing, migrant labor programs, union campaigns, marketing strategies, artistic expressions, & many more. Rather than simplify or ignore these tensions, the purpose of this class is to confront the agonistic aspects of Latinidad head-on. In this course, students will read widely across the social sciences & humanities, delving deep into the making and remaking of "Latinidad" in the U.S. We will be playing foremost attention to the roles that U.S. economic relations & government policies have had in shaping collective understandings of Latinidad, from the making of a "brown collar" labor sector sustaining the American economy to the development of census categories to describe Latinxs. Furthermore, we will look at U.S. Latinxs not merely as objects of policy, but also as subjects of politics, delving into the past and present of U.S. Latinx political life.

Terms Offered: Autumn

Equivalent Course(s): PLSC 22677

RDIN 21700. The Power and Politics of Description: Ethnography, Documentary and Modernist Literature. 100 Units.

The work of description-the way that writers convey the characteristic features and significant details of people and places in language-can contain and confirm biases and anchor stale tropes of identity, but can also refuse, exceed, play with, and subverting readerly expectations. Descriptions made for the purposes of political consciousness-raising, journalistic documenting, or narrative storytelling bring into sharp relief senses of ourselves in relation to perceptions of "otherness" along lines of place, race, class, and gender. In this class, we will read literary and photographic works by authors such as Zora Neale Hurston, Richard Wright, William Faulkner, James Agee and Walker Evans and focus on how they experiment with methodologies of description and representation of people borrowed from anthropology, photography, and documentary journalism, as well as literary techniques like stream-of-consciousness narration and first-personal disclosure-to productively account for the limitations of their individual perspectives and authorial voices as a narrative and poetic tool. Particular attention will be paid to how gender and sexuality, race and racialization, and embodiment impact these accounts of social worlds, relations, and cultures, and person.

Terms Offered: Spring

Equivalent Course(s): ENGL 21701, ENGL 31700, GNSE 21706, RDIN 31700, GNSE 31706

RDIN 21900. Race, Science and Empire. 100 Units.

The eighteenth century bore witness to the concomitant rise of scientific discovery and a modern sensibility of race hierarchy. Enlightenment pioneers—many with ties to the slave trade—who spearheaded the Age of Discovery also laid the groundwork for the "scientific" study of race. Drawing on the work of botanists, Linnaeus and Blumenbach developed taxonomic models for modern racial classifications. What had been the concern of a tiny group of physicians in the eighteenth expanded into a central focus of Euro-American scientific thought in the next. This shift into the new century marked a transition in inquiry from the origins of racial differences to their implications, accompanied by a shift from skin color to skull/body configurations as determinants of identity. Together, they gave rise to novel scientific practices such as phrenology, craniometry, anthropometry, and eugenics, enabling the quantification, with acute precision, of perceived racial differences. In this symbiosis of racial ideology and scientific method, the global expansion of the European empire found a powerful justification for the institution of slavery and the marginalization of the non-Europeans. By engaging with key texts from thinkers such as Kant, Voltaire, and Gobineau, alongside interdisciplinary critical scholarship on race science, students will examine how scientific racism was deeply intertwined with imperial ambitions and consider its lasting influence into the present day.

Instructor(s): Taimur Reza Terms Offered: Winter

Equivalent Course(s): RDIN 31900, KNOW 31900, GLST 21900, ANTH 31901, ANTH 21901

RDIN 21905. Latin American Literatures and Cultures: Colonial and 19th-Century. 100 Units.

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

Instructor(s): Larissa Brewer-García (winter), Matías Spector (spring) Terms Offered: Spring Winter

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

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 21905, LACS 21900

RDIN 21968. Religious and Social Thought of Martin Luther King Jr. 100 Units.

This seminar is an intensive study of the religious life and social/religious thought of Martin Luther King, Jr. We will be reading a wide range of King's writings and speeches from his Crozer seminary years to his major speeches up to his assassination in 1968. We will also explore some of the classic and more recent scholarship that examines the influences on and sources of King's thought. Prominent themes in the course will include but will not be limited to King's ethical and social critique of American society, especially its racism, his social and moral evaluation of economic inequality, his commitment to nonviolence, his conception of the beloved community, and his evolving roles as preacher, social activist, and public intellectual.

Instructor(s): Curtis Evans Terms Offered: Winter

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

Equivalent Course(s): RLST 21968, RAME 31968, AMER 21968, AMER 31968, HCHR 31968, FNDL 21968, RDIN 31968

RDIN 22000. Introduction to Black Studies. 100 Units.

This course introduces students to the study of Blackness from multiple perspectives: racial, political, cultural, and intellectual. We will adopt a global perspective to our study that highlights differential histories and experiences of Black people in various areas of the world. Attentive to the origin of the discipline in political struggle, we will constantly question the ties of Black studies scholarship to the communities whose struggle it is founded on. With a consideration of the adjacent histories of racialization and other forms of oppression, this course invites students to consider the relation between Blackness and other social categories such as gender and class. We will ask questions such as: What are the methods and approaches to the study of Blackness? How has the history of African and African diasporic people shaped the contemporary world? How can we build a world founded on freedom for all? Assigned materials include academic texts, fiction, and other media such as film & music. Select topics include the histories of enslavement and colonization, revolution, Black feminism, and Afrofuturism. Students will work on weekly reflections, a mid-term paper and a final team project. For the sake of a collaborative pedagogy anchored in the work of social movements, students are encouraged to imagine together the best form this course can take and to enact course practices and changes that keep us all true to the radical vocation of Black Studies as a discipline.

Instructor(s): Kevin Irakoze Terms Offered: Winter

Equivalent Course(s): GNSE 22000

RDIN 22100. Disease, Health, and the Environment in Global Context. 100 Units.

Recent concerns about infectious diseases and the environmental determinants of health have attracted renewed attention to previous accounts of disease, many of which have significantly shaped human political, social, economic, and environmental history. Former examples include: respiratory diseases and sexually transmitted infections among Indigenous communities during the age of European exploration and colonial settlement; nutritional deficiencies resulting from the forced relocation and labor of enslaved Africans throughout the Atlantic World; "filth" diseases and urban sanitary reform during the Bacteriological Revolution; zoonotic diseases and pest control campaigns during imperial expansion projects across the Caribbean; and cancers borne of industrial pollutants in the modern era. Through readings, in-class discussions, and written assignments that culminate in a final project, students in this course will explore how natural and human-induced environmental changes have altered our past experiences with disease and future prospects for health. First, we will examine how early writers understood the relationship between geography, environment, hereditary constitution, race, gender, and human health. We will then analyze the symbiotic relationship among pathogens, human hosts, and their physical environments. Finally, we will explore how social factors and human interventions have influenced the distribution of infectious diseases and environmental health risks.

Instructor(s): Christopher Kindell Terms Offered: Spring

Note(s): This course counts towards the CEGU/ENST 4th year Capstone requirement.

Equivalent Course(s): HIPS 22210, CEGU 22100, HLTH 22100, HIST 25033, GLST 22101, CEGU 32100

RDIN 22200. Haunting and/as/of Power. 100 Units.

Haunting is a liminal category that signifies presence despite absence, unfinished pasts in the present, and ruptures within what is considered rational, normal and real. In this course we will examine multiple hauntings - as metaphor and as experience - situating them within the geographies and afterlives of racial and caste capitalism, gendered dispossession, empire, and the postcolony. Mediated through cultural theory, literature, film, historical archives and ethnographies, we will encounter vampires, zombies, witches, jinn, ghosts, transgender monsters, ancestors, the paranormal, phantoms, and other desiring, friendly or vengeful spirits in order to understand how they story memory, time, space, embodiment, and violence. How can the spectral be deciphered? What does being haunted feel like? How does haunting as an analytic foreground the sensuous, affective, intimate and overwhelming dimensions of structures of power? We will answer these questions and more through the work of David McNally, Tithi Bhattacharya, Silvia Federici, Hil Malatino, Diego Escobar, Hortense Spillers, Christina Sharpe, Avery Gordon, Stefania Pandolfo, Emily Ng, Ryo Morimoto, Susan Lepselter, and Tanya Tagaq, among others.

Instructor(s): Tanima Sharma Terms Offered: Autumn

Equivalent Course(s): RDIN 32200, GNSE 22200, GNSE 32201

RDIN 22203. Caste, Reproduction, and Citizenship in India. 100 Units.

This undergraduate and graduate level seminar will center on caste and reproduction in understanding notions of citizenship in India. The course will systematically engage with ideas of belonging to the post-colonial nation-state, particularly as experienced from following standpoints-gender, caste, indigeneity, and class. Understanding how citizenship is constituted, performed and negotiated in India, especially in relation to the biological and political reproduction of "good citizens", reveals the scopes and limits of citizenship as governance. The course is premised on the centrality of reproduction to governance in the largest democracy of the world. Drawing on a set of interdisciplinary literature, the readings are organized around feminist theorizations of the State, governance, and citizenship to locate the body within the body politic. The aim is to develop critical thinking on how the politics of reproduction is deeply imbricated with the reproduction of democratic politics; a politics that is entangled with knowledge, expertise and constructed human difference. In so doing, the course brings together reproductive governance with articulations of social justice in India.

Equivalent Course(s): ANTH 32203, SALC 35704, CHDV 22203, RDIN 32203, CHDV 32203, GNSE 32207, GNSE 22207

RDIN 22205. Latin American Literatures and Cultures: 20th and 21st Centuries. 100 Units.

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

Instructor(s): Danielle Roper (Winter), Carlos Gustavo Halaburda (Spring) Terms Offered: Spring Winter

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

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 22005, LACS 22005

RDIN 22311. Aspirations of Justice. 100 Units.

This class thinks through questions of what justice means, what justice promises, what justice betrays, and what possibilities for politics are opened by aspirations of justice at moments of radical rupture. It does so through a focus on critical conceptual terms that also become the frameworks for praxis and institutionalization after war/violence/trauma/revolution/colonialism/slavery/casteism: terms such as transition, transformation, restoration, reconstruction, and repair. The readings will be comparative but grounded out of South Africa's experience of transition from apartheid, a process that remains frictioned, fractured and far from finished. At the core of the class are two concerns. First: how does one think about non-retributive forms of justice, and what aporias of forgiveness lie at their core? Second, how do these imaginaries and forms of justice get constituted and instituted, out of different histories of foundational violence, different transitional processes, at different moments in time? How, in the process, do histories themselves get rewritten through a process of rewriting wrongs?

Instructor(s): Kaushik Sunder Rajan

Equivalent Course(s): ANTH 36311, CHSS 36311, AASR 36311, CCCT 36311, HIPS 26311

RDIN 22350. Black Game Theory. 100 Units.

This course explores games created by, for, or about the Black diaspora, though with particular emphasis on the United States. We will analyze mainstream "AAA" games, successful independent and art games, and educational games. Beyond video games, we will take a comparative media studies perspective that juxtaposes video games with novels, films, card games, board games, and tabletop roleplaying games. Readings will be drawn from writing by Frantz Fanon, Noah Wardrip-Fruin, Lindsay Grace, Saidiya Hartman, Sarah Juliet Lauro, Achille Mbembe, Fred Moten, Frank B. Wilderson, and others.

Instructor(s): Patrick Jagoda and Ashlyn Sparrow Terms Offered: Winter

Equivalent Course(s): CMST 32350, CMST 22350, RDIN 32350, MADD 12350, ENGL 22352, ENGL 32352, CDIN 32350

RDIN 22500. Seeing Islam and the Politics of Visual Culture. 100 Units.

From terrorists to "good Muslims," standards in the racial, cultural, and religious representations surrounding Islam have fluctuated across U.S. media. How do we conceptualize the nature of visual perception and reception? The history of colonialism, secular modernity, gender, patriarchy, and the blurred distinctions between religion and racialization have all contributed to a milieu of visual cultures that stage visions of and arguments about Islam. Hostility towards Muslims has not abated as we venture well into the 21st century, and many remain quick to blame an amorphous media for fomenting animosity towards the "real" Islam. We use these terms of engagement as the start of our inquiry: what is the promise of a meaningful image? What processes of secular translation are at work in its creation and consumption? Is there room for resistance, legibility, and representation in U.S. popular culture, and what does representation buy you in this age? We will pair theoretical methods for thinking about imagery, optics, perception, and perspective alongside case studies from film, stage, comedy, streaming content, and television shows, among others. Students will critically engage and analyze these theories in the contexts from which these works emerge and meld into a mobile and diasporic U.S. context. Together, we will reflect on the moral, political, and categorical commitments vested in different forms of media against historical trends of the 20th and 21st century.

Instructor(s): Samah Choudhury Terms Offered: Spring

Note(s): Undergrad students register for Section 1; Grad students register for section 2

Equivalent Course(s): GNSE 32511, ENGL 22505, ARTV 20667, ISLM 37555, GNSE 22511, ENGL 32505, RLST 27555, CMST 32500, RDIN 32500, CMST 22500

RDIN 22510. African American Cinema. 100 Units.

TBD

Instructor(s): AE Stevenson Terms Offered: Winter

Equivalent Course(s): CMST 32510, CMST 22510

RDIN 22561. Justice at the Margins: Religion, Race, and Resistance Ethics. 100 Units.

How does race shape what we think about what is right and wrong, just and unjust? How about religion? Is "justice" a universal idea that stretches across social groups, or do our experiences as members of a religious and/or racial group have fundamentally affect our understanding(s) of justice? We'll begin by examining works by Aristotle, King, Rawls, and Nussbaum, asking what each theorist thinks justice entails and why. Along the way, we'll ask how stated and suppressed understandings of both "race" and "religion" inform their theories, as well as complicate and challenge them. Then we'll set these theories of justice in conversation with works by Francisco de Vitoria, W.E.B. Du Bois, James Baldwin, Cornel West, Traci C. West, and the Movement for Black Lives, each of which offers a protest against injustice in which "race" and "religion" play a prominent role. No previous knowledge required.

Instructor(s): Derek Buyan Terms Offered: Autumn

Note(s): This course counts as an elective course for the "Inequality, Social Problems, and Change" minor and as an approved course for the Democracy Studies minor.

Equivalent Course(s): HMRT 25561, RLST 25561

RDIN 22600. Race, Justice, and the Assemblage of American Moralities. 100 Units.

This course explores the racial and moral imperatives that are encapsulated within concepts of "Americanness" and the theoretical notions that define the discursive, historical, and sociopolitical boundaries of American

identities. How have claims to American identity relied on created religious or religiously-inflected Others? Together, we will consider how the human phenomena of religion and race have developed across our histories in concert with one another. How do racial and moral imperatives define discursive, historical, and sociopolitical boundaries of American identities? We will examine how these formations have been deployed, defined, and bent to fit particular historical and cultural contexts while continuing to inform each other in a variety of permutations, especially in the United States. How do race and religion also intersect with gender, sexuality, ethnicity, and politics? Our theoretical grounding in migration, encounters, and transnational mobilities will provide insight into how race is imagined on and into differently minoritized people while considering what it means to be participants in the project of racecraft today. Our readings will include historical materials, literary texts, theological reflections, and examples from popular culture that meditate on these topics. Instructor(s): Samah Choudhury Terms Offered: Autumn
Equivalent Course(s): RAME 32600, AMER 22600, GNSE 22604, RLST 26337, RDIN 32604, GNSE 32604, ISLM 32600, AASR 32600

RDIN 22700. Diasporic Literature and Modern Islam in the Imperial Core. 100 Units.

The 19th century enslaved scholar Omar Ibn Said opens his autobiography with the words: "I cannot write my life." This seminar takes this starting point—the thick of chattel slavery, mercantile capitalism, and colonial violence—to investigate literary productions by racialized others dispersed in and by the so-called era of modernity. We will complicate what constitutes the modernity and how Islam, perhaps more than any other tradition, has been configured as its inverse. We will read works ranging from poetry, novels, short stories, comics, & memoirs as they relate to encounters & engagements particularly with Islam as a religious tradition, colonialism, industrialization, & nationalism, even as global understandings of tradition, genre, & form are being contested & rapidly changing. In addition to primary sources, we will theoretically situate these works within larger discussions of racecraft, oral transmission & culture, "folk" vs. "high" literature, Orientalism, politics, gender, sexuality, & identity. We will look at this as articulated in diasporic literary forms written within—and sometimes for—the imperial core. Through in-class discussions, readings, & a final paper, students will strengthen their global literacy, demonstrate knowledge of global historical trends, analyze the shifting and even contradictory interpretations of the role of religion in racial formations, all while identifying, critiquing & assessing these key course themes.

Instructor(s): Samah Choudhury Terms Offered: Autumn

Equivalent Course(s): RLST 26717, ISLM 36717, CMLT 22705, CMLT 32700, AASR 36717, GLST 22710, RDIN 32700

RDIN 22733. Marxism, Anarchism, and the Black Radical Tradition. 100 Units.

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

Instructor(s): Ryan Jobson

Equivalent Course(s): ANTH 22733

RDIN 22755. Labor and Resistance at the Margins: Race, Gender, and "Dirty" Work. 100 Units.

Over 100 years ago, Black feminist scholar Anna Julia Cooper challenged narrow definitions of work—and which excluded much of the household labor relegated to women—and argued for work to be more broadly defined as "all human exertion." In this class, we put gender in conversation with race, ethnicity, class, power, and labor to answer the following questions: 1) What is labor? What types of labor do we deem "dirty" work? 2) Who does the dirty work and the care work that keeps society going? What social, economic, and political constraints influence the type of work we do? 3) How do we practice resistance in our work? While global perspectives on labor are welcome and incredibly useful, this course and its readings mainly discuss labor and work within the U.S. context.

Terms Offered: TBD

Equivalent Course(s): RDIN 42755, SSAD 22755, GNSE 33183, GNSE 23183, SSAD 42755

RDIN 22800. An Indigenous People's History of Hawai'i. 100 Units.

What you know about Hawai'i is most likely untrue. An archipelago in Oceania's sea of islands, Hawai'i has been locally constructed and globally consumed as a tropical paradise for pleasure and play, attracting tourists, settlers, corporations, and military forces to its shores. It is a fantasized paradise produced through the dispossession, elimination, appropriation, and exploitation of Indigenous people, institutions, worldviews, and practices. This course tells a truer story about Hawai'i. Because ideas and narratives crafted about the history, politics, economics, law, ecology, and society of Hawai'i are dominated and often distorted by non-Indigenous writers, we turn to Kanaka Maoli (Native Hawaiian) scholars to learn from their subjugated knowledge. The

course examines interdisciplinary research, from the 19th century to the present, and excavates the truths advanced through it: the development of the Hawaiian Kingdom and its government, political order, economy, and society; the illegal overthrow of the Hawaiian government and US military occupation and annexation of its territory; legal constructions of race and techniques of gender and sexuality in the territorial period; the creation of the State of Hawaii amid World War II and the Cold War; the birth and evolution of the modern Hawaiian sovereignty movement; and contemporary Kanaka Maoli struggles with federal recognition, militourism, and technoscientific development.

Instructor(s): Uahikeya Maile Terms Offered: Spring

Equivalent Course(s): HIST 27212, ANTH 22800, RDIN 32800, GNSE 32806, GNSE 22806, ANTH 32800, HIST 37212

RDIN 22900. Intro to Critical Race Theory. 100 Units.

Critical Race Theory (CRT) has recently filled headlines as it has become a hotly debated topic in U.S. political, educational, and media discourse. However, the tenets and thinkers that shape CRT tend to be left out of the conversations that dominate the media. What is this theoretical framework? Who are the thinkers who shape and contribute to these theories of the construction of race? What does CRT say about the relationship between race and institutions, such as the United States' legal system or education? To address these questions, students in this course will read and engage with foundational texts of CRT by scholars including Eduardo Bonilla-Silva, Kimberlé Crenshaw, and Cheryl Harris. In addition to learning the key tenets of this theoretical framework, students will also use it to think across disciplines, institutional structures, and forms of media.

Instructor(s): Danielle Jones Terms Offered: Winter

Equivalent Course(s): ENGL 22930

RDIN 23000. What is Asian American Studies? 100 Units.

What is Asian American studies? Who is an Asian American? For that matter, what does it mean to be Asian? Or American? Where do we locate Asian America, and what are its relationships to Asian homelands or other diasporas? Where does Asian America fit into the US racial landscape? What does studying Asian Americans or Asian America help us understand? This course is not a traditional introduction to Asian American studies and its more canonical histories and literatures. Rather, in this course, we will interrogate the normative categories, histories, geographies, and approaches of Asian American studies to consider what it means to study Asian American populations, what we gain from these inquiries, and what the future of Asian American studies research might look like.

Instructor(s): Maya Singhal Terms Offered: Winter

Equivalent Course(s): HIST 37702, HIST 27703, RDIN 33001, ANTH 23000, ANTH 33000

RDIN 23001. Censorship in East Asia: The Case of Colonial Korea. 100 Units.

Looking into the intricate workings and profound impact of state publication control in the Japanese Empire during the first half of the twentieth century, this seminar examines how censorship influenced literary and other forms of publication within the Korean colony. Students analyze the manipulation of information and representation by engaging with a diverse array of primary sources, including literature, periodicals, police reports, censors' documents, posters, and postcards, among others. Not only do they seek a nuanced understanding of censorship and its impact on cultural production engaging themselves with the original materials from colonial Korea, but also do they gain a broad historical knowledge of modern Korea under Japanese rule and further East Asia under Japan's dominance and hegemony. Throughout the course, focus is placed upon manuscript ("pre-publication") censorship. [Consent Required; Proficiency in Korean or Japanese is not required.]

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

Equivalent Course(s): EALC 23001, EALC 43000, MADD 16001

RDIN 23003. Black Gods of the Black Metropolis. 100 Units.

This course examines the history and significance of the shifting and emergent forms of African American religious culture in the wake of the Great Migration (c.1915-1970). Focusing, initially, on how this process unfolded in Chicago, the course will both introduce select figures, movements, institutions, and popular cultures that emerged in the period, and consider to what ends they have been represented. Together, we will read both indispensable classics and innovative new works on the subject and consider how they have approached and addressed themes of, among others, race, space, class, gender, and sexuality. In addition, this course aims to emphasize how the so-called era of the "sects and cults" has and continues to raise important questions about the archives, representation, and narration of African American religion.

Instructor(s): Matthew Harris Terms Offered: Autumn

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

Equivalent Course(s): RAME 33000, AMER 33001, AMER 22802, HIST 27421, HIST 39001, RLST 22802, RDIN 33000, AASR 33001

RDIN 23016. The History of American Urban Education. 100 Units.

This course explores the complex history of American urban education from the 19th century to modern times. Our primary analytical lens will be the role of place, race, and ethnicity in the making of contemporary schools, schooling, and curriculum in US urban centers. We will undertake this exploration by examining a selection of books, some of which are "foundational" texts in the history of American urban education, others that have

opened new and important areas of research in the field, and still others that have addressed vital issues in the history of urban education in a particularly compelling way.

Instructor(s): DuJuan Smith Terms Offered: Spring, Offered 2024-25

Equivalent Course(s): CHDV 23016, RDIN 33016, SSAD 23016, CHST 23016, EDSO 23016, EDSO 33016, CHDV 33016

RDIN 23100. Indigenous Feminisms. 100 Units.

Indigenous women, queers, trans, non-binary, and Two Spirit people have been at the forefront of Indigenous resistance struggles, most recently at Standing Rock, at Mauna Kea, and in protests against Line 3 and Line 6 pipelines in the upper midwest and Canada. Their voices, along with Indigenous queer and feminist scholars in academia, have been working to understand the interrelatedness of gendered violences, land dispossession, and cultural appropriation. This class will consider how Indigenous feminist, queer, and Two Spirit scholars have theorized gender, sexuality, race, and colonialism alongside queer and feminist of color critiques toward accountable visions of resistance. We will read works by Indigenous feminist scholars, writers, poets, and activists from the nineteenth-century to the twenty-first to consider how Indigeneity challenges how gender and sexuality are experienced in the context of ongoing settler colonialism.

Instructor(s): Jodi Byrd Terms Offered: Spring

Equivalent Course(s): RDIN 33100, GNSE 20152, ENGL 23101, ENGL 33101, GNSE 30152

RDIN 23178. The Queer Enemy and the Politics of Homophobia. 100 Units.

How is the queer enemy politically constructed? And what are the uses and effects of this enemy in contemporary politics? This course investigates queer sexuality as a specific kind of threat and homophobia as a specific mode of political antagonism. Key to understanding this specificity is the examination of other kinds of political enemies. Across categories of gender, sexuality, race, religion, and empire, the course theorizes the queer enemy in a comparative perspective. Engaging scholars like Monique Wittig, Simone de Beauvoir, Frantz Fanon, and Jean Paul Sartre, we compare homophobia with other forms of political enmity like misogyny, anti-Black racism, and anti-Semitism. After investigating antagonism across categories of political difference, we delve into the specificities of homophobic antagonism in the second half of the course. Here, we explore how the queer threat is framed: through metaphors of civilizational destruction but also through anti-sodomy and anti-disclosure laws. We also trace how the normalization of the queer enemy has produced new enemies. Through notions of "Pinkwashing" and the "Gay International," we further examine how queer liberation is made to stand in for colonial domination. But we also read critiques of the "gay=colonialism" equation, asking how homophobia mediates anti-colonial politics. Finally, we conclude the course with Michel Foucault's seminal essay and relate the question of the queer enemy to the threat of new human relations.

Instructor(s): Omar Safadi Terms Offered: Autumn

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

Equivalent Course(s): PLSC 23178, GNSE 23178, HMRT 23178

RDIN 23200. Race and Indigeneity in Video Games. 100 Units.

This class will read key texts in critical video game studies to consider how race, diaspora, and Indigeneity shape the code and the machines that structure the games we play. In addition to critical readings by scholars in Indigenous studies, Black feminism, settler colonial studies, and video game studies including Joanne Barker, Christine Sharpe, and Chris Patterson, we may also read creative works by Gabrielle Zevin and Elissa Washuta among others to consider how narratives about society and identity transform in relation to video games. Games and/or franchises to be discussed will include Norco, Umurangi Generation, Assassin's Creed, Undertale, and Spiritfarer among others

Instructor(s): Jodi Byrd Terms Offered: Spring

Equivalent Course(s): MADD 12303

RDIN 23201. American Monsters: An Ecocritical Look at Cryptozoology. 100 Units.

Cryptids are everywhere. From household monsters like Bigfoot and Mothman to local creatures like the Wisconsin Hodag and the Illinois Piasa Bird, folkloric animals appear across the United States in advertisements, star in TV and film, and even feature in conspiracy theories. Despite their ubiquity, yet perhaps unsurprisingly, cryptozoological animals have received little scholarly attention. This course aims to change that! By taking cryptozoology seriously, or at least as a serious object of study, students in American Monsters will study the history of cryptid folklore to unearth the historical context surrounding each creature and apply ecocritical methodologies to these tales in order to uncover the cultural values that cryptozoological stories hold. This course will think primarily about the place of cryptids in American understandings of wilderness, extinction, settler colonialism, and race. Course materials will come from a variety of disciplines including history, animal studies, material culture studies, and Indigenous studies, and include film, primary sources, and experiential learning activities.

Instructor(s): Jessica Landau Terms Offered: Spring

Equivalent Course(s): CEGU 33201, CEGU 23201

RDIN 23202. Black Religious Protest in the U.S. 100 Units.

This course examines African American religious protest against the American nation for its actual history and its ideals in view of black oppression. The course begins with David Walker's Appeal (1829) and ends with debates around Jeremiah Wright's "God damn America" sermon. The course situates black religious protest amidst discussions of the American Jeremiad, a particular critique of the nation in relation to the divine,

American exceptionalism, and racial injustice. We attempt to trace continuity and discontinuity, hope versus pessimism, and visions of a more perfect union in these public critiques of the nation.

Instructor(s): Curtis Evans Terms Offered: Winter

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

Equivalent Course(s): AMER 42202, AMER 22202, RAME 42202, RLST 22202, HIST 27416, HCHR 42202, HIST 47416

RDIN 23300. Narratives of Incarceration and Justice. 100 Units.

This is a community-engaged course which brings enrolled UChicago students and community members together for a quarter of learning, dialogue and knowledge building. We will examine and analyze narratives of incarceration and justice in multiple mediums (history, memoir, film, visual art, storytelling) to explore how narratives of incarceration and justice are documented, told and historicized. What are the dangers of a single story and how can dominant narratives be disrupted? What tools and methods can be deployed to surface previously marginalized lived experiences and truths? How have individuals and communities developed platforms to tell their stories and shape new futures? This course will include field trips, including visiting a class at Logan Correctional Center in Lincoln, Illinois. An application is required to register for this course.

Application Due Date: Friday, Feb 28, at 12pm <https://tinyurl.com/RDIN23300>

Instructor(s): Alice Kim Terms Offered: Spring

Equivalent Course(s): HMRT 23301, CHST 23300

RDIN 23304. Abolitionist Theologies. 100 Units.

How might religions activate the abolitionist imagination? The contemporary abolition movement is not just about dismantling prisons or the police. It is about imagining alternatives to this apparatus of fear, punishment, and scarcity-and experimenting with new modes of living together premised on mutual aid rather than state power. Many abolitionist thinkers thus see abolition as a sacred force interrupting the normalized brutalities of everyday life. This course focuses on Jewish, Christian, and Islamic theologies that interrogate incarceration, capitalism, the war on terror, and the settler colonial state. We will analyze the possibilities and limits of these theologies as revolutionary resources. Our readings will include a variety of genres: scriptural interpretation, spiritual autobiography, and speculative fiction. No prior experience with academic theology or abolition required.

Instructor(s): Olivia Buston Terms Offered: Autumn

Equivalent Course(s): RLST 23304, HMRT 23304, GLST 23304

RDIN 23367. Panafricanism: Histories, Aesthetics, and Politics. 100 Units.

Pan-Africanism, a concept first theorized during the late nineteenth century, has been widely understood as a political movement claiming solidarity and freedom for African and African diasporic peoples around the world. What are the cultural dimensions of Pan-Africanism's drive for self-determination, civil rights, and political emancipation? What forms and formats have been important vectors for the circulation of Pan-African idea(1)s? How might we differentiate Pan-Africanism from related concepts such as Afropolitanism and Black Internationalism? This course is designed to coincide with the Art Institute exhibition, Project a Black Planet: The Art and Culture of Panafrica (December 15-March 30). There will be at least two class trips to the exhibition and students will also have an opportunity to participate in related programming.

Terms Offered: Winter

Equivalent Course(s): PLSC 23367

RDIN 23400. Treaty Ports and Modern East Asia. 100 Units.

Treaty ports shaped modern East Asia by providing key venues for colonial encounter, commercial expansion, and cultural exchange. This course explores how the (forced) opening of treaty ports in the 19th and early 20th centuries reconfigured the political, social, and spatial order of China and Japan. Focusing on cities such as Yokohama, Nagasaki, Tianjin, and Shanghai, we'll examine how foreign concessions, extraterritoriality, and new institutions of governance met with local practices and resistance. Key topics to be investigated include urban development and administration, transnational networks, racial and ethnic relations, and everyday life under (semi-)colonialism. The course also considers how treaty port legacies continue to influence contemporary East Asia and the wider world.

Instructor(s): Jiakai Sheng Terms Offered: Autumn

Equivalent Course(s): HIST 34715, EALC 33400, HIST 24715, RDIN 33400, EALC 23400

RDIN 23500. Sorry, Not Sorry: The Literary and Political History of Apologies, Confessions and Defense Speeches. 100 Units.

This course examines the genre of the apology and, asks-but does not necessarily answer-the question of what a good apology is. We will read a broad historical arc of classical Greek apologia and defense speeches, works and practices of Christian confessionals, Sir Philip Sidney's Elizabethan "Apology for Poetry", as well as criticism and theory about regret and forgiveness in the "Age of Apology" after WWI. We will end by reading a number of contemporary political apologies (as well as the archive of apologies offered by celebrities and YouTube confessionals) as well as a collection of alter-apologetic literature that re-works or responds to the terms of the apologies and offers antagonistic forms of relation to the ongoing present of settler-colonialism, structural racism, and patriarchal violence. In particular, we will read works by Eve Ensler, Layli Long Soldier, Jordan Abel, and Tanya Lukin Linklater, and the queer performance collaboration between Adrian Stimson and settler artist AA

Bronson, works which explore how apologetic genres open unique ways to address a national politics whose power comes about through instruments that are bureaucratic, archival, and issued on paper.

Instructor(s): Bellamy Mitchell Terms Offered: Autumn

Equivalent Course(s): RDIN 33500, SCTH 26101, ENGL 23550, SCTH 36101, ENGL 33550

RDIN 23507. Power and Responsibility in the Anthropocene. 100 Units.

Humanity's immense impact on Earth's systems has led some scientists to claim that we have entered a new geological epoch: the Anthropocene. Humans' influence on Earth's landscape, climate system, and biodiversity inspires many to ask, in turn, What should be done about humankind's planetary powers? Some scholars and religious leaders claim that people should take responsibility and influence Earth's systems for good ends, while others argue that we should radically scale down such power. Still others suggest that the Anthropocene requires us to entirely revise our ideas of power and responsibility and even develop new religious sensibilities. Through discussions and focused writing assignments, students in this class will explore and evaluate these and additional responses to the Anthropocene, paying specific attention to how Anthropocene ethical thought wrestles with the place of religion on a changing planet. The course culminates in an extended examination of how Anthropocene discourse conceals racial antagonisms and contemporary decolonial struggles.

Instructor(s): Colin Weaver Terms Offered: Spring

Equivalent Course(s): RLST 23507, GLST 23507, ANTH 23507, CEGU 23507, HIPS 23570

RDIN 23600. Documentary Literature in the 20th and 21st Century. 100 Units.

In this course we will read works of literature from the 20th and 21st centuries that present, subvert, challenge and question the stories of "what happened" through a variety of literary, filmic, and documentary techniques. We will read works of nonfiction journalism as well as novels, examine how the development of photographic technologies and the circulation of "the news" change the perception of time and history, read experimental and poetic utopian re-tellings of historical violences towards activist ends of social change, consider the function of monuments and performances that attempt to preserve or change our memories of the past, and watch performance works and embodied movements that all engage the documentary. We will examine the play between the subjective perspective and presentational form of historical events and the people that documentary literature portrays through the work of artists and authors such as Dorothea Lange, Charles Reznikoff, Muriel Rukeyser, Joshua Oppenheimer, Mark Nowak, and Divya Victor.

Instructor(s): Bellamy Mitchell Terms Offered: Autumn

Equivalent Course(s): ENGL 33602, ENGL 23600, RDIN 33600

RDIN 23700. Wonder Lab: Learning from the Musical Art and Craft of Stevie Wonder. 100 Units.

Stevie Wonder is one of the defining artists of the recent U.S. and the world. A celebrated and beloved musician, he is a spiritual visionary, polymath of genres, prophetic truth-teller, bard of love and loss. His vision refracts the victories, losses and contradictions of Black struggle and endeavor in America. Authenticated in this way as a Black artist, he also resonates as a global artist. Embraced by all, there seems little to say about Wonder's art, career and influence that is not self-evident. And yet, leaving appreciation of Stevie Wonder at this level allows us to revere him without recognizing his ingenious inventiveness - as artist and crafter of sound. How he brought and brings essential perspective to our experience of selves, relationships, community, power, and consciousness in all facets may be overlooked, if not lost. This class, conceived as a cultural lab, will investigate Stevie Wonder's art: his exemplification of Black music's breadth; his ambition as a sonic innovator; his commentary on social and political worlds; his insights on love, and his engagement with faith and spirituality that summoned a global community of musicians, fans and partners. Class will involve close listening, readings, analysis of technological and sensory effects, consultation of "genius" and "collaborative" models of culture-making, and experiment in contextualizing singular imaginative achievement.

Instructor(s): Adam Green Terms Offered: Winter

Note(s): This course will be a community-engaged course, comprised of College students and members of the broader community. A brief application will be required for enrollment.

Equivalent Course(s): ARTV 20237

RDIN 24000. Soundtrack for Changing the World: Mavis Staples, Chicago, & the Music of the Civil Rights Movement. 100 Units.

Mavis Staples was nine years old in 1948 when she joined her father, Roebuck "Pops" Staples and three siblings to form the Chicago gospel group The Staple Singers. Inspired by the rich musical crosscurrents of the South Side, the Staples fused gospel vocal harmonies with Delta Blues guitar to create a revolutionary form of American music. In the 1960s, the group collaborated with Dr. Martin Luther King, Jr. and traveled the back roads of the South at great personal risk to spread his message. Their music became synonymous with the Civil Rights Movement. A lifelong South Side resident, Mavis Staples continues to blend soul, blues, folk, gospel and rock in her albums and has worked with Bob Dylan, Prince, Public Enemy's Chuck D and Wilco's Jeff Tweedy. Students in this interdisciplinary course will blend journalism, history, biography, and musicology to illuminate the pioneering path mapped out by Mavis Staples and her family. The students will explore how art and activism intertwine, and how popular music sparks democratic change. Students will create research projects grounded in the Staples' epic history by developing oral histories and drawing on recordings, photographs, manuscripts, newspapers, film, and video in archives nationwide. Students will be able to further their work by applying for Summer 2025 travel grants and research fellowships. Guest speakers in the course will include artists who were influenced by or played with Mavis Staples and The Staple Singers.

Instructor(s): Greg Kot, former Chicago Tribune music critic and host of public radio's Sound Opinions; Nora Titone
 Terms Offered: Autumn
 Equivalent Course(s): PARR 34000, RDIN 34000, MUSI 34200, HIST 27316

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

This sequence meets the general education requirement in civilization studies. This three-quarter sequence critically unsettles the concept of 'civilization' by focusing on the histories and discourses of power, resistance, and political possibility that have given shape to the modern world. We explore modern forms of colonialism across the globe: their dynamics of dispossession, exploitation and domination; their contradictions and unforeseen consequences; their relationships with processes of resistance, revolution, freedom and independence; and their legacies in the present. The sequence also centers colonialism's fundamental entanglement with capitalism and with the processes of race/racialization, labor/class, gender, and sexuality that have come to configure political identities today. Courses in this sequence may be taken in any order.

RDIN 24001. Colonizations I: Colonialism, Enslavement and Resistance in the Atlantic World. 100 Units.

This quarter examines the making of the Atlantic world in the aftermath of European colonial expansion. Focusing on the Caribbean, North and South America, and western Africa, we cover the dynamics of invasion, representation of otherness, enslavement, colonial economies and societies, as well as resistance and revolution.

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

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

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

RDIN 24002. Colonizations II: Imperial Expansion, Anti-Imperialism, and Nation in Asia. 100 Units.

This quarter covers the histories of modern European and Japanese colonialism in South and East Asia and the Pacific. Themes examined include the logics and dynamics of imperial expansion and rule; Orientalist discourses; uprisings and anti-imperial movements; the rise of nationalisms; and paths to decolonization in the region.

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

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

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

RDIN 24003. Colonizations III: Decolonization, Revolution, Freedom. 100 Units.

The third quarter of the Colonizations sequence considers the processes and consequences of decolonization both in newly independent nations and former colonial powers. Through an engagement with postcolonial studies, we explore the problematics of freedom and sovereignty; anti-colonial movements, thinking and struggles; nation-making and nationalism; and the enduring legacies of colonialism.

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

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

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

RDIN 24025. Opera, Modernity, Empire. 100 Units.

Inspired by recent trends in global music history; Black, Asian, and indigenous opera studies; as well as contemporary operatic productions and their critical responses, we will consider: exoticist and Orientalist tropes and racial costuming; exportation, adoption, and adaptation of European opera across the globe; depictions, explorations, and transgressions of the gender frontier; and postcolonial and hybrid re-interpretations and stagings of works from the operatic canon. In broaching these and other topics, we will survey a variety of genres-from Restoration semi-opera to contemporary Baroque-folk fusion, and across film adaptations, television opera, and the concept album-and confront the de-/neo-colonial potential of today's lyric stage with special guests from the industry.

Instructor(s): Devon Borowski
 Terms Offered: Spring

Equivalent Course(s): TAPS 26512, MUSI 24025

RDIN 24252. Black Quietude. 100 Units.

This course considers modes of quietude as they intersect experiences of blackness. What can be conveyed or contained in moments of stillness or quiet? Is black quietude a moment of universalism that transcends the determinations of race? Or do black subjects carry or project the experience of racialization into their spaces of quiet? Do we define quiet for the black subject on the same terms as for other racial categories? (Theory)

Instructor(s): Tina Post
 Terms Offered: Winter

Equivalent Course(s): ENGL 24252

RDIN 24332. Themes in the Anthropology of Islam: Debates, Tradition, Critiques. 100 Units.

The course begins by examining principal themes and debates the anthropology of Islam has engaged with in its attempt to undo Western universalist concepts such as secularism and the anthropological categories of culture and religion. We will learn to historicize these concepts and explore alternative frameworks anthropologists have offered for studying Muslim societies. We will turn an ethnographic lens towards studies on the Islamic Revival in Egypt, Turkey, Europe, and East Asia in order to study how Muslims cultivate piety, relate to the

unseen, and retain cultural ties alongside their religious identities. In the process, we will learn the ways they trouble conventional notions around women's agency, ideas around modernity's "disenchantment," and secular conceptions of belief. We will then explore texts that indirectly problematize the anthropology of Islam's coordinates around orthodoxy, authority, and ritual. As we do so, we will interrogate the relationship between U.S. Blackness and Islam, religious piety and consumer capitalism, as well as transnationalism and incarceration. We will situate our readings and discussions within the broader political context of the Global War on Terror and secular governmentality, with a particular attention to questions of race, gender, and political struggle.

Instructor(s): Alexis Chavez Terms Offered: Spring
Equivalent Course(s): GNSE 27332, ANTH 24332, RLST 27332

RDIN 24400. After Camp: Re-Imagining a Japanese American Chicago. 100 Units.

Following FDR's Executive Order 9066 and the forced incarceration of Japanese Americans, Chicago's Japanese American population exploded beginning in 1943 when the wartime internment camps began to release internees deemed sufficiently 'loyal' on the condition that they not reside on the West Coast. More than 20,000 former internees settled in Chicago, creating new communities that persisted for decades with their own institutions and cultural practices—often in the face of racial discrimination, economic hardship, and continuing Cold War suspicions of 'disloyalty.' This course traces the history of this local community in terms of questions of collective and individual memory and cultural imagination. With a focus on visual culture (photography, painting, and motion pictures), musical practice, fiction and poetry, and oral history, we will explore the complex legacies of both the prewar and postwar Chicago Japanese American communities, including their alliances and conflicts with other marginalized groups and with more recent immigrants from Japan and elsewhere.

Instructor(s): Michael Bourdagh Terms Offered: Autumn
Equivalent Course(s): CHST 24400, EALC 34400, RDIN 34400, EALC 24400

RDIN 24409. Tracing Korea's Twentieth-Century Diasporas. 100 Units.

This course explores Korea's many diasporas in the twentieth century. What factors shaped twentieth-century Korean migration? How were individuals and families impacted by their diasporic contexts? We will examine migration trajectories from Korea to other parts of the Asia-Pacific, to Europe, and to the Americas, tracing the historical processes of colonization, war, marriage migration, international adoption, and labor migration. We will also engage with questions of citizenship, identity, and memory. Readings will include a range of primary sources such as personal letters, diaries, interviews, and artwork, as well as selected excerpts from literature and film. By the end of the course, students will have a deeper understanding of the diversity of experiences within Korea's twentieth-century diasporas.

Instructor(s): H. Park Terms Offered: Autumn
Equivalent Course(s): HIST 24409, EALC 24409

RDIN 24555. Ecological Explorations of the Francophone World. 100 Units.

The environmental humanities - that is, the study of nature through humanistic disciplines such as literature and history - has long been dominated by texts and theories from privileged sections of Europe and North America. However, alternative understandings of our natural world, including the role of living beings within it, have always existed. In this course, we will explore how contemporary francophone literature can renew, expand and complicate our perceptions of the oceans, deserts, mangroves and forests that surround us. Particular attention will be paid to questions of race, gender, language and indigeneity; course material may include theoretical texts, fiction, poetry, songs, podcasts, film, graphic novels and social media material.

Instructor(s): Nikhita Obeegadoo Terms Offered: Course not taught in 2025-26
Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.
Note(s): Taught in English or French, based on course composition
Equivalent Course(s): RDIN 34555, CEGU 34555, FREN 34555, FREN 24555, CEGU 24555

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

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

Instructor(s): M. Keels Terms Offered: Autumn
Prerequisite(s): Only students with 2nd year standing or above.
Note(s): Fulfills grad requirement: 2,4 and undergrad major requirement B.
Equivalent Course(s): CHDV 44599, CHST 24599, PBPL 24599, CHDV 24599, AMER 24599, RDIN 44599, HLTH 24599

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

This course examines the religious, social, cultural, political, and personal factors that went into the making of 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 will review their autobiographies, the domestic trends within the USA, and the 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. At the end of their lives, were they still radical contrasts, sharing the same views, or had their beliefs shifted - did Malcolm become Martin and Martin become Malcolm?

Instructor(s): Dwight Hopkins Terms Offered: Winter

Equivalent Course(s): HIST 27209, AMER 24601, RLST 24601, FNDL 24601

RDIN 24770. Sex, Crime and Horror in Argentine Literature. 100 Units.

This course examines the historical evolution of Argentine literature, cinema, and the visual arts through the study of three thematic currents that significantly influenced Argentina's cultural and socio-political experience with nation-building, modernization, and democracy: sex, crime, and horror. The primary objective of the course is to foster a critical exploration of how foundational works of Romanticism and Realism in the Río de la Plata, the Noir genre, and the Gothic tradition accounted for decisive changes in the social fabric of the country. Students will assess the role of sexuality, crime, and horror stories in the representation of momentous events in Argentine history, spanning from the revolutionary era in the nineteenth century to the contemporary period. Topics include the Wars of Independence, gaucho literature, indigenous resistance, the great migratory flows, the rise of the middle classes, Peronismo, Youth culture, military dictatorships, human rights violations, LGBT movements, and economic precarity in neoliberal times. Works by Esteban Echeverría, Domingo Faustino Sarmiento, Juana Manuela Gorriti, José Hernández, Lucio V. and Eduarda Mansilla, Eugenio Cambaceres, Leopoldo Lugones, Roberto Arlt, Jorge Luis Borges, Juan José Saer, Antonio Di Benedetto, Olga Orozco, Alejandra Pizarnik, Juan Gelman, Andrés Rivera, Silvina Ocampo, Horacio Quiroga, Rodolfo Walsh, Manuel Puig, Ricardo Piglia, Mariana Enriquez, Gabriela Cabezón Cámara, María Luisa Bemberg,

Instructor(s): Carlos Halaburda Terms Offered: Course not taught in 2025-26

Prerequisite(s): Reading proficiency in Spanish required.

Note(s): Class discussions and reading materials in Spanish.

Equivalent Course(s): SPAN 24770, GNSE 34771, SPAN 34770, LACS 24770, LACS 34770, GNSE 24770, RDIN 34770

RDIN 24960. Creole Genesis and Genetic Linguistics. 100 Units.

In this seminar course we will review the "creole exceptionalism" tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).

Instructor(s): Salikoko Mufwene

Equivalent Course(s): RDIN 34960, LING 24960, CHDV 24960, LING 34960, CHDV 34960

RDIN 25002. Is Religion Bad for Women? 100 Units.

Some scholars working in the study of gender and sexuality view religion as the conservative enemy of progress, irreconcilably antagonistic to the flourishing of any non-normative gender or sexuality. At the same time, some religious practitioners view feminism as a Western or liberal invention, an imposition that attempts to manage the lives of religious subjects. Still others find feminism and religious commitment mutually reinforcing, and have developed feminist, womanist, and queer rituals and theologies. This course examines contemporary texts, ethnographies, memoirs, and films that grapple with these tensions. In so doing, the course also helps students develop familiarity with foundational categories both in religious studies and in the study of gender and sexuality. Further questions to be explored include: Does religion facilitate or oppose the flourishing of women, queers, and people of color? Is religion a guardian of tradition that resists politically progressive aims, or do religions offer resources for interrogating secular liberalism? The course primarily considers Islamic, Christian, and Jewish traditions. Prior coursework in religious studies or gender and sexuality studies is helpful but not necessary.

Instructor(s): Hannah Jones Terms Offered: Spring

Equivalent Course(s): GNSE 12130, RLST 24002, GLST 24002

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

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

to immigration and social change. It is designed to expose you to how social scientists study and think about law, and to give you the analytical skills to examine law, immigration, and social change relationally.

Terms Offered: TBD

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

RDIN 25119. Architecture and Colonialism in Algeria, Morocco, and Tunisia. 100 Units.

This seminar invites students to examine the intersections of colonialism with architecture in Algeria, Morocco, and Tunisia. Throughout the semester, we will discuss the designs of architects working in the region (Le Corbusier, Fernand Pouillon, Shadrach Woods, etc.) and concepts defining colonialism as a design project (segregation, repression, primitivism, etc.). We will also pay particular attention to modes of opposition pursued by residents and their historical impact toward the region's decolonization. Moments of heightened historical consequence, such as the strategic use of selected architectural spaces by independentist guerrillas, will be thoroughly discussed. The class will progress through a chronological scope, from Orientalism as a 19th century phenomenon to the enmeshment of modernism with colonialism in the 20th century. We will conclude with the emergence of postcolonial modernities.

Instructor(s): Jacobé Huet Terms Offered: Autumn

Equivalent Course(s): ARCH 25119, ARTH 25119, ARTH 35119, RDIN 35119

RDIN 25704. Environmental Justice in Chicago. 100 Units.

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

Instructor(s): Sarah Fredericks Terms Offered: Winter

Note(s): Graduate students can enroll with permission of instructor and will have additional requirements.

Equivalent Course(s): CHST 25704, PBPL 25704, AMER 25704, CEGU 25704, KNOW 25704, HMRT 25704, RLST 25704

RDIN 25706. Climate Justice. 100 Units.

Climate injustice includes the disproportionate effects of climate change on people who benefit little from the activities that cause it, generally the poor, people of color, and people marginalized in other ways. Given the complex economic, physical, social, and political realities of climate change, what might climate justice entail? This course explores this complex question through an examination of various theories of justice; the gendered, colonial, and racial dimensions of climate change; and climate justice movements.

Instructor(s): Sarah Fredericks Terms Offered: Spring

Note(s): Graduates may enroll with permission of the instructor and will have extra readings and longer assignments.

Equivalent Course(s): GLST 25766, PBPL 25706, CEGU 25706, HMRT 25706, RLST 25706, KNOW 25706, GNSE 25702

RDIN 25800. Black Ownership of Wealth: A Theological Consideration. 100 Units.

Since Africans were brought to the Virginia Colony (August 1619), throughout slavery and segregation until today, black Americans (men and women) have always owned wealth. They have always had human agency. These black families accumulated wealth and offered a concurrent narrative and framing from the mainstream understanding of black Americans as victims. Who are these black families who remain mainly invisible from the dominant black story? What is material, financial wealth? Who has it? And how did they get it?

Instructor(s): Dwight Hopkins Terms Offered: Winter

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

Equivalent Course(s): AMER 45800, RLST 25800, AMER 25800, THEO 45800, RDIN 45800, HIST 37419, HIST 27419

RDIN 25945. Settler Colonialism: Epistemologies. 100 Units.

In this course, we will consider settler colonialism as a contemporary, ongoing process, thinking through the problems of state formation, citizenship, land expropriation, and the law. We will interrogate the epistemological foundations that connect divergent settler colonial states. For example, what is the relationship between modern liberal democracy and ongoing settler-colonial violence? Has the livestreamed genocide in Gaza marked a turning point in that relationship, or has it simply revealed what many people have known for a long time: that settler-colonial states are necessarily undemocratic? We will also take seriously the question of what a decolonial project look like in the very different settler-colonial contexts. Over the quarter, we will examine the transformations of space and subjects effected by the settler colonial project, drawing on historical, anthropological, and theoretical literature.

Instructor(s): Callie Maidhof Terms Offered: Spring

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

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

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

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

Equivalent Course(s): PSYC 25950

RDIN 25988. James Baldwin. 100 Units.

In our contemporary moment of rising inequality, James Baldwin has gained much purchase as a kind of prophet. But in his own time, Baldwin consistently called himself a witness, holding to his belief that an "artist is a sort of emotional or spiritual historian" who must "make you realize the doom and glory of knowing who you are and what you are." All in all, his artistic mission was to express "what it is like to be alive." Reading across both his fiction and nonfiction, we will consider Baldwin's concept of the artist, exploring the affective life of inequality through what we might call his moral imagination. (Fiction, 20th/21st)

Instructor(s): Korey Williams Terms Offered: Spring

Equivalent Course(s): GNSE 25988, FNLD 25988, ENGL 25988

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

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

Instructor(s): Salikoko Mufwene Terms Offered: Spring

Equivalent Course(s): RDIN 36050, LING 36050, LING 26050, CHDV 26050, CHDV 36055

RDIN 26220. 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): E. Leopold Terms Offered: Winter

Equivalent Course(s): TAPS 36220, RDIN 36220, TAPS 26220

RDIN 26226. American Political Economy and Race. 100 Units.

This course will explore how individual or group identity and social location is understood in economics. Specifically, we will use a political economy framework, which emerges from the premise that economic life has material, cultural, and political dimensions and that an individual's (or group's) identity or social location—e.g., race, gender, and class—may constrain or empower agents in their participation in economic and political life. The readings will draw from diverse disciplines including political science, economics, and sociology and will focus primarily on the intersection of race and class. (Previously PLSC 26205 - may not count both classes toward major)

Equivalent Course(s): PLSC 26226

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

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

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

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

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

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

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

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

RDIN 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. Serma Terms Offered: Winter

Equivalent Course(s): MADD 20302, TAPS 26302, CHST 26302, GNSE 26303

RDIN 26312. Race, Crime, and Justice in the City. 100 Units.

The size and growth of the U.S. jail and prison census, and its deleterious consequences for the poor, and especially for poor black people who reside in the nation's most disadvantaged communities, has been well documented. This course examines some of this work but goes further in addressing how the targets of mass incarceration experience crime control policy, how criminal legal expansion shapes urban, and, in recent years, suburban and rural sociality, and how criminalized people work to bring about change in the laws and policies that regulate their lives.

Equivalent Course(s): RDIN 46312, SSAD 46312, SSAD 26312

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

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

Instructor(s): Diana Schwartz Francisco Terms Offered: Course not offered in 24-25

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

RDIN 26384. Art and the Archive in Greater Latin America. 100 Units.

How and why do artists engage records of the past in their work? What are the politics of both creating archives and culling from them to visually render or represent the past? Focusing on artists, art-making, and archives in Greater Latin America (including the United States), this course will consider the process of collecting and creating in artistic production from the perspectives of both theory and practice. Students in the course will work directly with archival materials in Chicago and collaborate on contemporary artistic projects that consider issues of relevance to people and places of the Western Hemisphere.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Course not offered in 24-25

Equivalent Course(s): CHST 26384, HIST 26319, ARTH 26384, LACS 26384, ARTV 20017

RDIN 26386. Greater Latin America. 100 Units.

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

Instructor(s): Diana Schwartz Francisco Terms Offered: Course not offered in 24-25

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

RDIN 26600. Black Women Work: The labor of Black women in communities, families, and institutions. 100 Units.

This multidisciplinary course will explore the labor of Black women in three distinct arenas—communities, families, and institutions. Students will explore these areas through engaging with historical and contemporary narratives, research, and popular media, heavily drawing in a U.S. context, but not exclusively. Through an engagement of Black women in the U.S. labor force, this course will explore three questions. How has the labor of Black women contributed to the sustainability of communities, families, and institutions? What are the choices Black women make to engage and sustain their work? What is the future of the labor of Black women? Is the future one that is liberatory or not? Students will leave this course with an understanding of the ways intersectional experiences of oppression contribute to complex conditions and decision-making, that shape the labor of Black women, the function of certain labor decisions as sites of resistance, as well as the generative resources that support the professional success and well-being of Black women.

Terms Offered: TBD

Equivalent Course(s): RDIN 69600, SSAD 29600, SSAD 69600, GNSE 20127

RDIN 26635. Liberatory Violence. 100 Units.

From 18th century slave rebellions in the Americas to 20th and 21st century anticolonial revolutions, oppressed peoples' struggles for liberation have often incorporated violent tactics, even against non-combatants. This course examines anticolonial violence in light of the work of the Martiniquan revolutionary Frantz Fanon and some of his interlocutors. We study specific freedom movements: Nat Turner's slave rebellion, the Haitian and Algerian revolutions against French colonialism, Malcolm X and the Black Panthers' mobilization against white supremacy and police violence, and the ongoing Palestinian struggle against Zionist settler colonialism, ethnic cleansing, and apartheid. Throughout, we will pay attention to how revolutionaries evaluated the place of violence in their own movements, including religious criteria for justifiable and unjustifiable use of force.

Instructor(s): Alireza Doostdar Terms Offered: Spring

Prerequisite(s): Graduate student enrollment by permission only. Please send one or two paragraphs explaining your interest and prior preparation.

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

Equivalent Course(s): RLST 26635, AASR 46635, ANTH 26636, GLST 26635, SSAD 26635, ANTH 36635, HMRT 26635, RDIN 46635

RDIN 26636. Liberatory Violence: Part II. 100 Units.

In this follow up to the Autumn course "Liberatory Violence," we explore the temporality of revolutionary violence, its victories and defeats, its tragedies, promises, and pitfalls. The course will be split into three parts, attending to revolutionary violence in the past, the present, and the future. Our case studies will include the Grenada revolution, the Irish Republican Army's struggle for independence, ongoing Palestinian resistance against Zionist colonization, and speculative fiction about future liberation.

Instructor(s): Alireza Doostdar Terms Offered: Spring

Prerequisite(s): Open to student who took RLST 26635/AASR 46635 "Liberatory Violence" in autumn 2024, or by instructor's permission.

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

Equivalent Course(s): AASR 46636, ANTH 26637, RLST 26636, HMRT 26636, ANTH 46636, RDIN 46636

RDIN 26674. The Global Black Panther Party. 100 Units.

In America, the Black Panther Party and its leaders, like Fred Hampton in Chicago, are famous for their revolutionary fight against white supremacy and their violent suppression by US government forces. But what does a Global Studies approach teach us about the Black Panthers? This seminar explores how the Black Panther Party's worldwide networks impacted global understandings of politics, race, and religion. Our readings examine a series of comparative case studies, including the Dalit Panther Party in India, the Mizrahi Black Panther Party in Israel, and the Polynesian Panthers in New Zealand. We analyze primary sources, such as the various Panther Parties' publications, their mainstream press coverage, and their pop cultural representations, like Ta-Nehisi Coates' Black Panther graphic novel and the film Black Panther: Wakanda Forever. In this course, students learn the global Black Panther Parties' roles in reshaping worldwide conceptions of race, caste, and religion through their encounters with the Nation of Islam, Hindu Nationalism, Zionism, and Indigenous rights. No prior knowledge or coursework is required.

Instructor(s): Andrew Kunze Terms Offered: Spring

Equivalent Course(s): GLST 26674, RLST 26674, ANTH 20537

RDIN 26770. Stories of Oceans and Archipelagos. 100 Units.

According to Fijian-Tongan writer Epeli Hau'ofa, "There is a world of difference between viewing the Pacific as 'islands in a far sea' and as 'a sea of islands.'" In this course, we will delve into the "world of difference" that exists between viewing islands as remote and insignificant, and considering them as crucial nodes in an ever-expanding planetary network. Simultaneously, we will consider the stakes of moving away from traditional representations of the ocean as a blank canvas for human movement, to instead consider it as a vibrant material and multispecies space. This course will encourage students to formulate their own approaches to cutting-edge debates in archipelagic theory and critical ocean studies, and to situate those debates within the broader fields of environmental humanities and postcolonial studies. Readings will be drawn from the Pacific Ocean, the Atlantic Ocean (including the Caribbean Sea), and the Indian Ocean.

Instructor(s): Nikhita Obegadoo Terms Offered: Course not taught in 2025-26

Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.

Note(s): Taught in French.

Equivalent Course(s): CEGU 26770, CMLT 26771, FREN 26770

RDIN 26780. Caribbean Music, Performance, and Popular Culture in the Age of Precarity: 1990 to the Present. 100 Units.

This course explores the concept of precarity and its influence on artistic and cultural expressions within contemporary Caribbean popular culture, primarily from the 1990s to the present day. Precarity is broadly defined as the feeling or experience of instability resulting from various social, economic, political, and environmental factors, including structural adjustments, climate change (such as hurricanes and earthquakes), and the impact of the COVID-19 pandemic, among others. Particular emphasis is placed on the role of art in shaping popular responses to precarity, including significant events like mass protests, the Black Lives Matter and George Floyd protests, uprisings against the deportation of Haitians in the Dominican Republic, as well as interrelated international movements like #LifeinLeggings and #Metoo. The course delves into how Caribbean performance and popular music have engaged with these issues, with a focus on music genres like dancehall, wylers, soca, reggaeton, and the individual artistic works of Caribbean artists such as LaVaughn Belle, Helen Ceballos, Joiri Minaya, and others. These artists use their work to explore themes of precarity and to envision potential alternatives to the contemporary challenges of insecurity, touching on issues related to gender, sexuality, and race.

Instructor(s): Jessica Baker and Danielle Roper Terms Offered: Course not taught in 2025-26

Equivalent Course(s): MUSI 26780, MUSI 36780, RDIN 36780, SPAN 26780, SPAN 36780

RDIN 26922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.

The UN estimates that there are 100 million forcibly displaced people around the world (UNHCR, 2022), with over 27 million refugees among them, but in 2022 only 57,500 refugees were resettled to third countries. Historically the U.S. has been the largest resettlement country, and in the U.S. refugees are entitled to federal, state, and local supports that other immigrants do without. At the same time, refugees in the U.S. are arguably subject to greater scrutiny and social control than most other un-incarcerated domestic populations. This course asks the central questions: How is refugee status politically constructed and experienced by individuals; what are the interrelationships between institutional actors and refugee policies, with what implications for service delivery; what does research tell us about the resettlement outcomes, and what drives these outcomes; and finally, what are the points of intervention for social workers in the resettlement process? We will address these questions by: 1. detangling the web of international and domestic policies that relate to the refugees' political identity, 2. focusing on U.S. resettlement, 3. analyzing resettlement policies and exploring the implications for social work practice targeted at integration, employment, and mental health, and 4. holding the inherent tension that can result from a dual focus on macro issues of scale and policy and micro issues related to the lived experience of human beings.

Equivalent Course(s): RDIN 46922, HMRT 46922, SSAD 26922, SSAD 46922, CHST 26922

RDIN 27006. Not Just the Facts: Telling About the American South. 100 Units.

The great jurist Oliver Wendell Holmes Jr. once observed: "The main part of intellectual education is not the acquisition of facts but learning how to make facts live." This course concerns itself with the various ways people have striven to understand the American South, past and present. We will read fiction, autobiography, and history (including meditations on how to write history). Main themes of the course include the difference between historical scholarship and writing history in fictional form; the role of the author in each and consideration of the interstitial space of autobiography; the question of authorial authenticity; and the tension between contemporary demands for truthfulness and the rejection of "truth."

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

Prerequisite(s): Open to upper-level undergraduates; graduate students by consent of instructor.

Equivalent Course(s): LLSO 25411, AMER 37006, HIST 37006, HIST 27006, AMER 27006

RDIN 27501. Introduction to Black Psychology. 100 Units.

Psychological research often presents the experiences of Black Americans using a narrow, one-dimensional, and deficit-based lens. Further, many in society overlook or are unaware of the critical contributions Black psychologists have made in shaping federal policies many Americans benefit from today. In response to these concerns, this course will introduce students to relevant psychological scholarship by drawing from both historical and current arguments that center questions of identity development, wellbeing, goodness, and cultural strengths already present within Black communities. The goals of this course are to examine factors that inform the racialized lived experiences of Black Americans across the lifecourse, while also interrogating the structural forces that impede quality of life and other key health-related outcomes overtime.

Equivalent Course(s): CHDV 27500, SSAD 27500, PSYC 27350

RDIN 27685. History Colloquium: Asian/Pacific Islander American History, 1850-2021. 100 Units.

Looking through a broad interdisciplinary lens, this course will examine the trajectory of Asians and Pacific Islanders in America. How did nineteenth- and early twentieth-century "sojourners" become "citizens"? What constituted the public's shift in perception of Asians from unassimilable alien to ostensible "model minority"? We will interrogate not only what it means to have been and to be an Asian in America but also what role APIAs have played in striving for a multiracial democracy. The history of anti-Asian violence will be traced from the mid-nineteenth century to the most recent hate crimes in the age of COVID. Conscious of the tendency to

homogenize all Asians in the historical imagination, the course will be explicitly comparative, incorporating the diverse and disparate experiences of East, Southeast, and South Asians, as well as Pacific Islanders in America over time. We will, also, at times, investigate the histories of other ethnic/racial groups and compare their experiences to the Asian American experience.

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

Prerequisite(s): Priority registration is given to History majors.

Equivalent Course(s): HIST 29685

RDIN 27777. Disrupting Environmental Narratives: Colonialism, Race and Toxicity. 100 Units.

The environmental humanities have long been dominated by texts and theories from privileged sections of Europe and North America. How might this field be "disrupted" to make way for alternative understandings of our natural world that have always existed and yet remain on the margins of academic discourse? And if we are to focus on works from the "Global South," how do we account for its internal divisions and hierarchies, such as the oft-invisibilized archipelagoes of the Indian Ocean? In this course, we engage with works by contemporary writers and filmmakers from parts of the world usually grouped as the "Global South" (a label we will interrogate within the course), as a means of nourishing our creative and critical understandings of what it means to tell stories about the various ecologies we inhabit. What is the role of storytelling from the Global South in our perception of environmental change and in the current environmental crisis? How can novels, films, and short stories raise awareness of and emotional engagement with the racialized environmental impact of colonialism and coloniality in South Asia, Africa, and Latin America? We will explore the potential of narratives to challenge common assumptions regarding the environment, race, and power; and discuss how contemporary literature and film address the continuities between colonial pasts and the growing levels of toxicity in multiple regions of the Global South.

Instructor(s): Nikhita Obegadoo, Victoria Saramago Terms Offered: Spring

Note(s): Taught in English, with readings available in English, French, Portuguese and Spanish

Equivalent Course(s): LACS 27777, PORT 27777, FREN 27777, SIGN 27777, SPAN 27777

RDIN 28055. Queerness in the Shadow of Empire: Sexualities in the Modern Middle East. 100 Units.

Critics, from both the Right and the Left, claim that liberal sexual regimes are Western, imperial impositions onto Muslim and Middle Eastern societies. On the other hand, LGBTQ+ advocates claim that the restriction of sexuality is itself a colonial legacy. This class will delve into this debate by examining cutting edge empirical and theoretical work on Queer lives in the modern Middle East.

Instructor(s): E. Abelhadi Terms Offered: Autumn. Distribution: C;3

Prerequisite(s): Instructor consent

Note(s): Distribution: C;3

Equivalent Course(s): GNSE 30141, RDIN 38055, NEHC 38055, NEHC 28055, CHDV 28055, CHDV 38055, GNSE 20141

RDIN 28201. Art on My Mind. 100 Units.

A critic who began as an abstract painter, bell hooks (Gloria Watkins) was also a queer woman of color and among the most penetrating cultural observers in recent US history. This course centers on the close reading of hooks' 1995 book, *Art on My Mind: Visual Politics*, which fearlessly and sympathetically took as its subject a perennial conundrum wherein black artists and critics' relationship to art and aesthetics threatens to be subsumed by their efforts to challenge an art world bent on marginalization and exclusion. By hooks's own account, she designed this collection of essays and interviews to continue discussions of art and aesthetics begun in earlier work—specifically, to further engage the politics of feminism in conjunction with liberatory Black struggle. The result did a great deal more than this already considerable feat of intersectional study. *Art on My Mind* demonstrates then-new, still-woefully-underutilized means to think about visual art, write about visual art, and create actual spaces for 'dialogue across boundaries.' *Art on My Mind*, then, remains a model for confronting what adds critical consideration of the work of artists and cultural producers in all groups marginalized by structures of domination. This makes it also a book about transgression, and an excellent object to debate at a moment when generative meetings across boundaries seem increasingly unlikely.

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

Equivalent Course(s): ARTV 38201, ARTH 28201, RDIN 38201, ARTH 38201, ARTV 28201

RDIN 28300. Poéticas Afrocaribeñas. 100 Units.

En este curso haremos una revisión panorámica de la producción poética afrocaribeña desde sus primeras expresiones conocidas en el siglo XIX hasta el presente. ¿Qué condiciones culturales y políticas han dado cuenta de su surgimiento y desarrollo? ¿Qué sistemas tropológicos y repertorios temáticos la han caracterizado? ¿En qué medida esta poesía ha sido vehículo para pensar las identidades raciales de la zona e instrumento de resistencia en coyunturas de violencia extrema y cuáles han sido sus disidencias? Entre los materiales a estudiar se encuentra la obra de sujetos esclavizados y de afrodescendientes libres victimizados por el colonialismo esclavista (entre ellos Juan Francisco Manzano y Plácido); las experimentaciones vanguardistas de Nicolás Guillén y Luis Palés Matos y de sus seguidores Emilio Ballagas y Manuel del Cabral; y las reformulaciones feministas de esta tradición avanzadas por poetas contemporáneas tales como la cubana Nancy Morejón y la puertorriqueña Mayra Santos Febres.

Instructor(s): Agnes Lugo-Ortiz Terms Offered: Course not taught in 2025-26

Note(s): Taught in Spanish.

Equivalent Course(s): SPAN 28300, LACS 28300

RDIN 28421. Theater for Social Change. 100 Units.

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

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

Note(s): Attendance at first class is mandatory

Equivalent Course(s): TAPS 38421, TAPS 28421

RDIN 28619. Postcolonial Openings. 100 Units.

This course familiarizes students with the perspectives, debates, and attitudes that characterize the contemporary field of postcolonial theory, with critical attention to how its interdisciplinary formation contributes to reading literary works. What are the claims made on behalf of literary texts in orienting us to other lives and possibilities, and in registering the experiences of displacement under global capitalism? To better answer these questions, we read recent scholarship that engages the field in conversations around gender, affect, climate change, and democracy, to think about the impulses that animate the field, and to sketch new directions. We survey critiques within the field, looking at canonical critics (Fanon, Said, Bhabha, Spivak), as well as reading a range of literary and cinematic works by writers like Jean Rhys, E.M. Forster, Mahasweta Devi, Derek Walcott, and Arundhati Roy). (Theory; 20th/21st)

Instructor(s): Darrel Chia Terms Offered: Spring

Equivalent Course(s): KNOW 38618, ENGL 28619, RDIN 38619, HMRT 34520, MAPH 34520, GNSE 24520, ENGL 38619, GNSE 34520

RDIN 28888. Mosquitos and Morphine: A Seminar in the Global Medical Humanities. 100 Units.

This course examines well-being and illness from transnational, decolonial and intersectional perspectives. Together, we will explore the various ways in which fiction and film can help challenge and expand our notions of what it means to be sick or healthy in complex circumstances. Some guiding threads: To what extent is illness an intensely personal experience, and to what extent does it draw in those around us - family members, friends, partners, medical practitioners, legal counsel? What renewed valences do concepts of autonomy, care and responsibility take when overshadowed by the spectre of disease? How to ethically and productively relate the medical humanities to broader entangled concerns such as migration (both legal and clandestine), gender, class, race, community, queerness and neocolonialism? Beyond the justified responses of fear and anger, what are other ways to relate to death and mortality - ways that are infused with creativity and resilience? How does human "health" relate to planetary and interspecies well-being?"

Instructor(s): Nikhita Obeegadoo Terms Offered: Autumn

Prerequisite(s): For students seeking French credit, FREN 20500 or equivalent.

Note(s): Taught in English.

Equivalent Course(s): RDIN 38888, FREN 28888, HLTH 28888, CMLT 38888, FREN 38888, CMLT 28888

RDIN 29000. Cinema and the Speculative Archive: Theory & Practice Seminar. 100 Units.

Recent years have seen the flourishing of work by experimental filmmakers that imaginatively engages with absences in the historical record, especially around the visual history of African Americans. How might scholarship adapt methodologies from these creative practices? How can scholarly methods, in turn, inform art making (as the formation of another kind of history)? Engaging theory and practice, this course investigates these questions through and against African American media history's precarious archival condition. Students interested in enrolling should contact Professor Field at anfield@uchicago.edu.

Instructor(s): Allyson Nadia Field & Christopher Harris Terms Offered: Spring

Note(s): Not offered in 2024-25.

Equivalent Course(s): CMST 29000, CHST 29000, RDIN 39000, CCCT 39000, CMST 39000

RDIN 29030. Islam, Race and Decoloniality. 100 Units.

This course explores western perspectives, attitudes and representations of Muslims and Islam from medieval European thought, through liberal colonial encounters to contemporary media and political discourses. Students will examine the intersection of race and religion as it applies to the construction of Muslim identity and alterity in the Western imagination. We will explore the remarkable consistency across centuries of the threatening, menacing, barbaric and uncivilized Muslim "Other". The course centers around these Orientalist constructions and will explore the power structures, colonial modalities, epistemological frameworks, and ideological assumptions that perpetuate the racialization of Islam and Muslims within the United States and abroad. This course ultimately aims to uncover potentials for resistance, recovery and renewal through the politics and praxis of decoloniality. Students will gain familiarity with decolonial theory and practices, as well as the important

project of 'epistemic delinking' as it is framed by contemporary scholars intent on challenging, possibly undoing and remapping the Muslim experience within global liberal political modernity.

Instructor(s): Maliha Chishti Terms Offered: Winter

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

Equivalent Course(s): ANTH 39030, INRE 29030, RDIN 39030, NEHC 29030, INRE 39030, RLSL 29030, NEHC 39030, ISLM 39030, AASR 39030, KNOW 39030, ANTH 29030

RDIN 29108. Atlantic Empires. 100 Units.

This course explores classic and emerging scholarship on European empires and colonies in the early modern Atlantic world (c. 1400s-1800s). We will examine the rise and consolidation of empires and colonies through comparative, trans, and circum-Atlantic approaches. Additionally, the course will pay particular attention to the perspectives of colonized peoples (such as enslaved and freed people of African descent, Creole populations, and Indigenous peoples). Geographically, the course will span the Atlantic World, including regions such as the Caribbean, West Africa, Latin America, and North America. Topics we will cover include the formation of empires and colonial systems; Atlantic slavery; the emergence of Atlantic ideologies of race; gender, and kinship; knowledge formation, environment, and disease; anti-slavery struggles, and the "Age of Revolution."

Instructor(s): Lyons, Deirdre Terms Offered: Winter

Equivalent Course(s): HIST 39108, MAPS 39108, RDIN 39108, ANTH 39208, HIST 29108

RDIN 29117. Theater and Performance in Latin America. 100 Units.

What is performance? How has it been used in Latin America and the Caribbean? This course is an introduction to theatre and performance in Latin America and the Caribbean that will examine the intersection of performance and social life. While we will place particular emphasis on performance art, we will examine some theatrical works. We ask: how have embodied practice, theatre and visual art been used to negotiate ideologies of race, gender and sexuality? What is the role of performance in relation to systems of power? How has it negotiated dictatorship, military rule, and social memory? Ultimately, the aim of this course is to give students an overview of Latin American performance including blackface performance, indigenous performance, as well as performance and activism.

Instructor(s): Danielle Roper Terms Offered: Course not offered in 2025-26

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

Note(s): Taught in English.

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

RDIN 29634. African Cities and Urbanism. 100 Units.

This course looks at urbanism and urbanization in the nineteenth and twentieth centuries through a focus on selected cities in East, Southern, and West Africa. Beginning with existing trade routes and economic centers onto which some colonial cities were mapped, the course explores waves of migration over different historical periods, infrastructural imaginaries and the policies that shaped them, informal and formal economies, and cultural expressions and representations of life and living in the city. We will draw from a diversity of sources including fiction, non-fiction, architecture, town planning, photography, and the arts to examine political, social, economic, and topographical features and forces that drove the growth and development of each city studied, and also to reflect on commonalities that emerged between cities across different regions of the continent.

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

Equivalent Course(s): CEGU 29634, ARCH 29634, HIST 29634

RDIN 29700. Readings in Race, Diaspora, and Indigeneity. 100 Units.

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

Instructor(s): staff Terms Offered: Autumn Spring Winter

RDIN 29800. Methods of Inquiry. 100.00 Units.

This course is designed to introduce students to a range of research methods and to help determine which method(s) would fit a research thesis or capstone project focusing on topics related to race, diaspora, and/or indigeneity. This course is open to all RDI majors. Students intending to complete a research thesis or capstone project must take this course in their third year.

Instructor(s): Samah Choudhury Terms Offered: Spring

RDIN 29900. Capstone/Thesis Workshop. 100 Units.

This workshop is for fourth-year Race, Diaspora, and Indigeneity majors completing a BA thesis or capstone project. Students intending to complete a thesis/capstone must attend this workshop in Autumn of their fourth-year. Students' RDIN 29900 grade will include workshop participation, faculty adviser meetings, and the final thesis/capstone project.

Instructor(s): Joyce Bell Terms Offered: Autumn

RDIN 29943. Exhibiting the Art of the Ancient Americas. 100 Units.

This course will consider the history of exhibiting the art of the ancient Americas from the colonial period until the present. From the European Wunderkammer to the development of the modern museum, we will consider

how colonial institutions and categories shaped the reception of visually elaborated objects from past Indigenous cultures. Paying close attention to the choice of objects presented in exhibitions as well as to the museographical decisions that shaped their presentation-to the extent that they can be reconstructed from archival materials-we will explore how exhibitions both reflected and shaped changing understandings of the ancient American past. Instructor(s): C. Brittenham Terms Offered: Autumn

Prerequisite(s): Consent Only

Note(s): Fulfills the following requirements in the ARTH major and minor: Latin American

Equivalent Course(s): RDIN 39943, ARTH 29943, LACS 39943, LACS 29943, ARTH 39943

