

Comparative Race Studies

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Through the Comparative Race Studies Program (CRPC), the Center for the Study of Race, Politics, and Culture (CSRPC) provides students interested in the study of race and racialized ethnic groups with the opportunity to take courses and participate in programs that illustrate how race and ethnicity and their structural manifestations impact and shape our lives on a daily basis. CSRPC is an interdisciplinary research institution dedicated to promoting engaged scholarship and debate around the topics of race and ethnicity. The focus of CRPC is to expand the study of race and racialized ethnic groups beyond the black/white paradigm and to promote the study of race and processes of racialization in comparative and transnational frameworks.

Each year CRPC offers “Colonizations” (a sequence that meets the general education requirement in civilization studies) as well as courses related to race or ethnicity taught by the CSRPC postdoctoral fellow and artist-in-residence. Additional courses offered through the program will also provide students with an opportunity to explore the social and identity cleavages that exist within racialized communities, acknowledging the reality that race and ethnicity intersect with other primary identities such as gender, class, sexuality, and nationality.

Students interested in the study of race and ethnicity are also encouraged to attend the Reproduction of Race and Racial Ideologies and the Race and Religion: Thought, Practice, and Meaning workshop series, both of which meet four to five times each quarter. The workshops provide a forum for faculty and students to explore the problematics of race and racial ideologies in the modern era. Presenters from a variety of divisions and departments examine issues that cut across academic and policy divisions as well as across disciplinary and national boundaries. In particular, the workshops attract students and faculty from the Division of the Social Sciences (e.g., history, sociology, political science); the Division of the Humanities (e.g., cinema and media studies, English, philosophy); and the professional schools (e.g., business, law, medicine, public policy, social service).

Faculty

D. Allen, L. Auslander, L. Berlant, P. Bohlman, S. Burns, K. Charles, Y. Choi, C. Cohen, R. Coronado, S. Dawdy, M. Dawson, D. English, K. Fikes, T. Fisher, M. Gilliam, J. Goldsby, R. Gooding-Williams, T. Holt, D. Hopkins, T. Jackson, W. Johnson, M. Keels, K. Kim, R. Kittles, E. Kourí, A. Lugo-Ortiz, T. Mah, W. McDade, O. McRoberts, S. Mufwene, E. Oliver, O. Olopade, S. Palmié, V. Parks, M. Peek, D. Phillips, G. Miranda Samuels, L. Sanchez-Johnsen, J. Saville, M. Small, D. Voisin, K. Warren

Courses: Comparative Race Studies (CRPC)

For an updated list of CRPC courses and other University courses with substantial content on race or ethnicity, visit <http://csrpc.uchicago.edu>.

16101-16102-16103. Introduction to Latin American Civilization I, II, III. (=ANTH 23101-23102-23103, HIST 16103-16102-1610, LACS 16100-16200-16300, SOSC 26100-26200-26300). *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies.* This course introduces the history and cultures of Latin America (e.g., Mexico, Central America, South America, Caribbean Islands). Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inka, and Aztec. The quarter concludes with consideration of the Spanish and Portuguese conquest and the construction of colonial societies in Latin America. 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. Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region. *This course is offered every year. Autumn, Winter, Spring.*

20173. Inequality: Race, Class, Gender, and Neighborhood in American Society. (=SOCI 20173) This course is intended as a complement to SOCI 20103 for first- and second-year students who are majoring in sociology, but is open to other students who have had little exposure to current research in inequality. We cover the basic approaches sociologists have employed to understand the causes and consequences of inequality in the United States, with a focus on class, race, gender, and neighborhood. We begin by briefly discussing the main theoretical perspectives on inequality, which were born of nineteenth century efforts by sociologists to understand modernization in Europe. Then, turning to contemporary American society, we examine whether different forms of inequality are persisting, increasing, or decreasing, and why. Topics include culture, skills, discrimination, preferences, the family, and institutional processes, addressing both the logic behind existing theories and the evidence (or lack thereof) in support of them. *M. Small. Spring.*

22200. African-American Politics. (=LLSO 25902, PLSC 22100) This course explores both the historical and contemporary political behavior of African Americans, examining the multitude of ways in which African Americans have engaged in politics and political struggle in the United States. To understand different approaches to the liberation of black people, we must pay special attention to the attitudes, world views, and ideologies that structure and influence African-American political behavior. An analysis of difference and stratification in black communities and its resulting impact on political ideologies and mobilization is a crucial component of this course. Our goal is to situate the politics of African Americans in the larger design we call American politics. *C. Cohen. Spring.*

22500/31700. Slavery and Unfree Labor. (=ANTH 22205/31700) This course offers a concise overview of institutions of dependency, servitude, and coerced labor in Europe and Africa, from Roman times to the onset of the Atlantic slave trade, and compares their further development (or decline) in the context of the emergence of New World plantation economies based on racial slavery. We discuss the role of several forms of unfreedom and coerced labor in the making of the 'modern world,' and reflect on the manner in which ideologies and practices associated with the idea of a free labor market supersede, or merely mask, relations of exploitation and restricted choice. *S. Palmie. Offered 2008–09; not offered 2007–08.*

22804. Latino/a Intellectual Thought. (=CMLT 21401, GNDR 22401, LACS 22804, SPAN 22801) This course traces the history of Latina/o intellectual work that helped shape contemporary Latina/o cultural studies. Our focus is on how Chicanas/os and Puerto Ricans have theorized the history, society, and culture of Latinas/os in the United States. Themes include folklore and anthropology, cultural nationalism, postcolonialism, literary and cultural studies, community activism, feminism, sexuality, and the emergence of a pan-Latino culture. Throughout, we pay attention to the convergences and divergences of Chicana/o and Puerto Rican studies, especially as contemporary practitioners have encouraged us to (re)think Latina/o studies in a comparative framework. *R. Coronado. Spring.*

24001-24002-24003. Colonizations I, II, III. (=ANTH 18301-18302-18303, HIST 18301-18302-18303, SOSC 24001-24002-24003) *Must be taken in sequence. This sequence meets the general education requirement in civilization studies.* This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter. The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers. *J. Kelly, S. Palmie, Autumn; J. Saville, S. Dawdy, J. Hevia, Winter; S. Burns, L. Auslander, D. Chakrabarty, H. Agrama, Spring.*

24140. Qualitative Field Methods. (=SOCI 20140) This course introduces techniques of, and approaches to, ethnographic field research. An emphasis is placed on 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. *O. McRoberts. Winter.*

25200. Urban Politics. (=LLSO 26701, PLSC 25200) This course is designed to allow students to place research that tackles some of the basic urban problems confronting American society within the context of theories of urban politics. We begin by critically reviewing classic works in urban politics, such as those of Dahl, Banfield, Peterson, and Castells. During the second part of the course, we shift to consider how the theory covered in the first part of the course can help us analyze and understand the implications for American democracy of selected severe urban problems. Problems selected for more detailed review this year include the Katrina disaster, and racial and ethnic urban conflict. *M. Dawson. Autumn.*

26600. Critics of Colonialism: Gandhi and Fanon. (=HIST 26600/36600, SALC 20700) This course is devoted to discussing some primary texts by Gandhi and Fanon on colonialism and commentaries on them. *D. Chakrabarty. Spring.*

27000. Philosophy, Race, and Racism. (=LLSO 22701, PLSC 27000) This course is an intensive examination of some selected philosophical treatments of race and racism. Topics include the history of European racial thought; biological and social constructionist notions of race; the conceptualization of racial and cultural identities as “mixed” or “mestizo”; the interpretation of racial identities in the perspective of the philosophy of history; and the conflict between cognitivist and noncognitivist theories of racism. Readings include now “classic” texts by W. E. B. Du Bois, Jean-Paul Sartre, and Frantz Fanon, as well as recent work by Linda Alcoff, Anthony Appiah, Molefi Asante, Etienne Balibar, Homi Bhaba, Jorge Garcia, Paul Gilroy, Charles Mills, Michele Moody-Adams, and Adrian Piper. *R. Gooding-Williams. Winter.*

27200/37200. African-American History to 1877. (=HIST 27200/37200, LLSO 26901) This lecture course examines selected topics in the African-American experience, from the slave trade to slavery emancipation. Each lecture focuses on a specific problem of interpretation in African-American history. All lectures are framed by an overall theme: the ‘making’ of an African-American people out of diverse ethnic groups brought together under conditions of extreme oppression; and its corollary, the structural constraints and openings for resistance to that oppression. Readings emphasize primary sources (e.g., autobiographical materials), which are supplemented by readings in important secondary sources. *T. Holt. Autumn.*

27300/37300. African-American History since 1877. (=HIST 27300/37300, LLSO 28800) This course explores in a comparative framework the historical forces that shaped the work, culture, and political struggles of African-American

people in the United States from the end of American Reconstruction to the present. *T. Holt. Winter.*

27400/37400. Race and Racism in American History. (=HIST 27400/37400, LLSO 28711) This lecture course examines selected topics in the development of racism, drawing on both cross-national (the United States, Latin America, and the Caribbean) and multiethnic (African American, Asian American, Mexican American, and Native American) perspectives. Beginning with the premise that people of color in the Americas have both a common history of dispossession, discrimination, and oppression as well as strikingly different historical experiences, we probe a number of assumptions and theories about race and racism in academic and popular thought. *T. Holt. Spring.*

27403/37403. African-American Lives and Times. (=HIST 27403/37403) This colloquium examines selected topics and issues in African-American history during a dynamic and critical decade, 1893 and 1903, that witnessed the redefinition of American national and sectional identities, social and labor relations, and race and gender relations. A principal premise of the course is that African-American life and work was at the nexus of the birth of modern America, as reflected in labor and consumption, in transnational relations (especially Africa), in cultural expression (especially music and literature), and in the resistance or contestation to many of these developments. Our discussions are framed by diverse primary materials, including visual and aural sources, juxtaposed with interpretations of the era by various historians. *T. Holt. Spring.*

28000. U.S. Latinos: Origins and Histories. (=HIST 28000/38000) This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis is placed on the formative historical experiences of Mexican Americans and Puerto Ricans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; work, women, and the family; and the politics of national identity. *E. Kouri. Winter.*

28108. Housing Segregation in the United States. *T. Mah. Autumn.*

28112. Asian Americans and the Legacies of War. (=HIST 27604) This course explores the ways in which U.S. wars in Asia have transformed Asian-American social, economic, political, and cultural life in the United States. Focusing on the impact of political conflicts on communities in the United States rather than on geopolitical relations, the course opens up discussions of migration, citizenship, U.S. imperialism, nationalism, neo- and post-colonialism, and the production and use of racial representations in political conflict. We trace Asian-American histories and experiences through the Philippine-American War, World War II, the Korean War, wars in Southeast Asia, and the post-9/11 period. We also examine topics such as race, gender, national identity, power, violence, and cultural production within specific historical contexts. *T. Mah. Winter.*

28181. The Historiography of Asian-American Studies. (=HIST 28501) This course is designed to be both an introduction to the field and an opportunity to examine the forty-year history of scholarship in Asian-American studies and its future direction. We familiarize ourselves with some of the classic texts in Asian-American studies (including documentary films), identifying various approaches and debates, while also carefully considering historical contexts in which the works were produced. Readings alternate between historical narrative and theoretical works meant to provide the tools with which to think about how historical narratives are constructed. While tracing the development of the field from its beginnings in the late 1960s to the present, the course also considers the 150-year history of Asians in the United States and encourages thoughtful discussion on related topics. *T. Mah. Spring.*

29700. Reading and Research: Comparative Race Studies. *PQ: Consent of instructor and undergraduate program coordinator. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring..*

36700. Archeology of Race and Ethnicity. (=ANTH 36700) *PQ: Consent of instructor.* The correlation between ethnic groups and patterns in material culture lies at the heart of many archaeological problems. Over the last several years, a new emphasis on the social construction of racial and ethnic identities has invited a re-examination of the ways in which aspects of the material world (i.e., architecture, pottery, food, clothing) may participate actively in the dialectical process of creating or obscuring difference. This seminar surveys historical debates and engages with current theoretical discussions within archaeology concerning race and ethnicity in complex societies. *S. Dawdy. Spring.*