

DEPARTMENT OF RACE, DIASPORA, AND INDIGENEITY

The Department of Race, Diaspora, and Indigeneity (<https://rdi.uchicago.edu/>) (RDI) is dedicated to investigating, interrupting, and challenging the historical and social processes, the cultural and political practices, and the formations of identity and community that are integral to these three concepts. Our project is committed to knowledge-making founded in the dynamism of social life and resistance to bondage, exploitation, and dispossession. The ambition of the department is to foster a breadth of vision, new aesthetic imaginaries, conceptual rigor, innovative pedagogical approaches, and deep engagement within and beyond the university that will enable communities to tackle some of the most challenging issues of the current historical moment in ways that defy intellectual, disciplinary, and geographic orders.

GRADUATE CERTIFICATE

The Certificate in Race, Diaspora and Indigeneity offers current University of Chicago graduate students an opportunity to receive training in the concepts and categories that orient the study of race, diaspora, and Indigeneity. These three foundational concepts have shaped the modern world and continue to reverberate in contemporary thought, action, culture, and policy. Given the interdisciplinary and transnational approaches needed to study race, diaspora, and Indigeneity rigorously, the certificate program allows students to examine these concepts beyond the specific course of study undertaken within their respective MA or PhD program.

Please visit our website (<https://rdi.uchicago.edu/academic-programs/graduate-study/doctoral-certificate/>) for information regarding the requirements and application process.

RACE, DIASPORA, AND INDIGENEITY COURSES

RDIN 30233. 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 journaling. 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 quarter offered at the Graduate level only

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

RDIN 30305. 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 Undergrad Distribution: B; Grad distribution: 2

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

RDIN 30655. Religion and Inequality in America. 100 Units.

How does religion reflect, reproduce, and occasional disrupt structures of inequality? Since the earliest days of American social science, researchers have understood that religious groups are highly stratified by race, class, gender, ethnicity, and other factors. We will examine the causes and consequences of these inequalities, both historically and in the contemporary world, by reading key texts and by collecting, analyzing, and interpreting data on American religious groups.

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

Equivalent Course(s): AASR 30655, RLST 27233, SOCI 20655, RDIN 20655, SOCI 30655

RDIN 30700. 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 30700, CHDV 20700, ANTH 20700, RDIN 20700, CHDV 30750, SALC 32704, CEGU 30700, CEGU 20700, SALC 26501

RDIN 31150. 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: Spring. In 2026-27, a graduate level section of the course will not be offered.

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

RDIN 31355. Diaspora, Language, Identity: North African Literature and Film. 100 Units.

What happens when your "mother tongue" is a language you were never taught to speak or write? In the Maghreb (Algeria, Morocco, Tunisia), language is not just a tool of communication, but a contested territory. It is a space where French, Classical Arabic, Amazigh (Berber), and Darija (colloquial dialect) collide and where identity is often shaped in the gaps between them. This course explores how North African writers and filmmakers navigate the tension between mother tongues and colonial languages, the body as a site of resistance, and the search for belonging. Through selections of memoir, short stories, and film, we will examine questions of language, identity, and displacement from colonial history to contemporary diaspora in France. Readings include Assia Djebar, Leïla Sebbar, and Mohamed Choukri; films range from *The Battle of Algiers* to recent works by Nabil Ayouch, Leyla Bouzid, and Mounia Meddour.

Instructor(s): Esther Kim Terms Offered: Spring

Prerequisite(s): Note: Taught in English. Students registered for French credit will complete all primary source readings and written assignments in French.

Equivalent Course(s): FREN 24326, NEHC 31355, NEHC 21355, CMLT 31355, CMLT 21355, RDIN 21355

RDIN 31402. South Side Home Movies: Amateur Cinema and the Politics of Preservation. 100 Units.

This course traces the history of home movies on Chicago's South Side as a robust creative, documentation, and screening film practice grounded in everyday life. The course centers on the South Side Home Movie Project, founded by the instructor here at UChicago, which holds more than 1,200 reels from the 1930s-1970s shot by a diverse range of South Side residents. We will look at their scenes of family and community life through the lenses of amateur filmmaking, the South Side's intense racial segregation, and the rise of a Black middle class. 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): CHST 21402, CMST 21402, CMST 31402, RDIN 21402

RDIN 31600. 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): HLTH 21600, CHDV 21600, GNSE 23181, HIST 27810, HIST 37810, GNSE 33181, RDIN 21600

RDIN 31650. Histories from the Margins. 100 Units.

Scholars have long been interested in the question of how to reconstruct the lived historical experiences of "ordinary," marginalized, or otherwise "unknown" people. Doing "history from below" marked an important turn in social history that generated new questions about and approaches to reconstructing the lives, histories, and cultures of people who were consigned to the peripheries of (or absent altogether from) historical records. While radical, this approach over-emphasized binary relations of power. Thinking about "histories from the margins," however, opens up new questions about how power, oppression, and marginalization cut across intersecting categories—such as race, gender, sexuality, class, and colonialism. This course will adopt a thematic and broadly comparative approach from scholarship on the Americas (including Latin American and the Caribbean) and

western Europe to explore how scholars have conceptualized the social worlds of everyday people-including microhistory, capitalism, slavery, colonialism, race, class, gender and sexuality, and inequality.

Instructor(s): Deirdre Lyons Terms Offered: Winter

Equivalent Course(s): LACS 21650, MAPS 21650, MAPS 31650, GNSE 31523, HIST 29920, LACS 31650, GNSE 21523, HIST 39920, RDIN 21650

RDIN 31721. Power in the Streets: The Political Thought of C.L.R. James. 100 Units.

Born in Trinidad in 1901, C.L.R. James was the preeminent radical intellectual of the 20th Century. This course will trace the political thought of C.L.R. James over more than a half-century, from the publication of his short story "La Divina Pastora" in 1927 to the speeches and writing of his final years before his death in 1989. Over his lifetime, James's political thought developed in accordance with his application of Marxist theory to his engagement with working people in Trinidad, London, Detroit, and elsewhere. In 1982, an octogenarian James paused to reflect on "where [his] Marxism ha[d] arrived at after events in Poland and Ghana." This course will accordingly survey his writings and speeches in his roles as novelist, sports journalist, historian, editor, organizer, and orator. Through texts such as *Minty Alley*, *The Black Jacobins*, *A History of Pan-African Revolt*, *Facing Reality*, *Party Politics in the West Indies*, and *Beyond a Boundary*, this course will engage the organic conditions of working-class revolt and spontaneous insurgency that surrounded his signature writings.

Instructor(s): Ryan Jobson

Equivalent Course(s): ANTH 21721, ANTH 51721

RDIN 31912. Global Sports, Global Politics. 100 Units.

The little brother of war" was the literal translation of the Iroquois name for a tense, bloody ball-and-stick game that missionaries, reminded of something else, renamed "Lacrosse." The "Muscular Christianity" movement brought to English boarding schools news of leagues of team sports, their controlled violence and its salutary effect on masculinity. Since then team sports entwined with race, class, gender and politics have been part of European political organization and action. From imperialism and colonialism, through the Cold War and into our era of "globalization," sporting institutions and events tell us things we won't learn otherwise about changing politics North and South, East and West, professional and amateur, gender binary and not, level playing fields and otherwise. Are there global sports? Are there global politics? It is easier to track political impacts on games, but we shall be at least as interested in sporting games impact on politics, with our eyes out for rules within the rules, levels of the games, and real histories of equality and avoidance, leagues, peace and justice. Most or all readings will be about sports, possibly including books by CLR James, Ashis Nandy, JA Mangan, Adrian Burgos, Donald Hall, Kazuo Sayama, John MacAloon, Joy Goodwin, David Margolick, Eduardo Galeano, Franklin Foer, Gwendolyn Oxenham, Lisa Uperesa.

Instructor(s): John Kelly

Equivalent Course(s): ANTH 31912

RDIN 31968. 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): HCHR 31968, AMER 31968, AMER 21968, RLST 21968, RDIN 21968, RAME 31968, FNDL 21968

RDIN 31981. History of the Field, Part 1. 100 Units.

This graduate seminar explores recent work in the critical history of various academic disciplines and departments in the United States. Apart from the large-scale conditions that inform the politics of knowledge in areas of the humanities and social sciences (viz., Western imperial expansion, Cold War geopolitics, etc.), the course gives particular attention to problems of race and gender in the constitution and reproduction of institutional and disciplinary norms. Fields interrogated include Anthropology, Asian/Middle East Studies, Classics, Intellectual History, Philosophy, Religion, Sociology, South Asian Studies, and Critical University Studies.

Instructor(s): Anand Venkatkrishnan Terms Offered: Spring

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

Equivalent Course(s): HREL 31981, ANTH 31981, CLAS 31981, AASR 31981, AMER 31981, NEHC 31981, SALC 31981

RDIN 32200. Haunting and/as/of Power. 100 Units.

Haunting is a liminal category that signifies presence despite absence, unfinished pasts in the present, or ruptures within what is considered human, scientific, normal and real. In this course we will examine multiple hauntings-as metaphor and as experience-situating them in a global context within the afterlives of racial and caste capitalism, gendered dispossession, empire, and neoliberalism. Mediated through ethnographies, social theory, literature, film, psychoanalysis and historical archives, we will encounter vampires, witches, zombies,

jinn, ghosts, transgender monsters, the paranormal, aliens, and other friendly or vengeful spirits in order to understand how they story memory, time, space, embodiment, transgression, violence, and desire. 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 self and other, of structures of power, and of the limits of the knowable? We will answer these questions and more through the work of David McNally, Tithi Bhattacharya, Silvia Federici, Susan Stryker, Christina Sharpe, Avery Gordon, Stefania Pandolfo, Emily Ng, and Susan Lepselter, among others.

Instructor(s): Tanima Sharma Terms Offered: Autumn

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

RDIN 32203. 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): GNSE 22207, SALC 35704, GNSE 32207, CHDV 22203, RDIN 22203, CHDV 32203, ANTH 32203

RDIN 32301. 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 to Indigenous ancestry and pretensions to land-based struggles to protect sacred sites from development and resource extraction, understanding the stakes of these concerns for Indigenous Peoples is more relevant than ever. This seminar-part of the undergraduate major sequence in the Department of Race, Diaspora, and Indigeneity-introduces students to core terms, texts, and tiffs in the field of Critical Indigenous Studies. Topics will include: settler colonialism; imperialism; sovereignty; recognition; blood, racialization, and self-indigenization; Indianness and the nation; land, property, and the environment; feminism and queerness; diasporas; internationalism and self-determination; and radical relationalities for solidarity, decolonization, and liberation.

Instructor(s): Jodi Byrd Terms Offered: Winter

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

RDIN 32350. 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): ENGL 32352, CDIN 32350, RDIN 22350, CMST 32350, CMST 22350, MADD 12350, ENGL 22352

RDIN 32701. Sovereignty, Coloniality, and Indigeneity. 100 Units.

This graduate seminar engages the political theories of sovereignty that inform contemporary Indigenous governance and social mobilization today. Beginning with a historical exploration of the moral, intellectual, and legal trajectories of fundamental concepts such as property, citizenship, territory, and nationhood, we will then explore the varied geographic and colonial contexts in which they have been contested by Indigenous polities. While we will draw heavily upon Indigenous ethnographic literature, we will also read texts from the interdisciplinary fields of history, geography, and cultural studies. In so doing, we analyze the productive tension these concepts might hold for theorizing an anthropology of settler colonialism and Indigeneity.

Instructor(s): Teresa Montoya

Equivalent Course(s): ANTH 32700

RDIN 32800. 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): Uahikea Maile Terms Offered: Winter

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

RDIN 33011. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.

Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this discussion-based seminar, we will consider schools as battlegrounds in the US "culture wars": contests over competing visions of national identity, morality, social order, the fundamental purposes of public education, and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and critical race and gender studies, we will examine both past and contemporary debates over school curriculum and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, busing/desegregation, prayer in schools, multiculturalism, the content of the literary canon, the teaching of reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine how social and political movements have used schools to advance or resist particular agendas and social projects.

Instructor(s): Lisa Rosen Terms Offered: Spring, Offered spring 2025

Equivalent Course(s): SOCI 20588, HIST 27718, CHDV 23011, RDIN 23011, EDSO 23011, SOCI 30588, EDSO 33011, PBPL 23011, CHDV 33011, HIST 37718

RDIN 33016. 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 2025-2026

Equivalent Course(s): RDIN 23016, CHDV 23016, CHDV 33016, EDSO 23016, SSAD 23016, EDSO 33016, CHST 23016, HIST 28712

RDIN 33335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremists. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard Terms Offered: TBD

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

RDIN 33400. 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 24715, RDIN 23400, EALC 33400, HIST 34715, EALC 23400

RDIN 33500. 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): ENGL 23550, RDIN 23500, SCTH 26101, ENGL 33550, SCTH 36101

RDIN 33600. 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 23600

RDIN 33800. Power and Medicine. 100 Units.

The marvel of modern medicine has been lauded as a great leveler of the human condition. From sanitary regimes, to the discovery of antibiotics, to anaesthesia and the development of successful surgery and lifestyle intervention, medicine has improved the lives of all humankind. However, research shows that this improvement is not uniform - that some benefit more from medicine than others. This disparity, which public health scientists and medical researchers have followed for decades, is borne of a complex set of societal factors - including socioeconomic status, race, genetic background, environment, and lifestyle. These studies show us a key feature of medicine: it does not exist in a vacuum, and one's lifespan and quality of life are as tethered to social factors as they are to scientific innovation. This class will explore the effects of uneven power systems on health and human medicine in modern history. We will explore how different peoples - of diverse racial, socioeconomic and historical backgrounds - experienced medical and sanitary regimes, and how they navigated disparities in access. Every week we will examine a particular theme in the history of medicine and explore its effects first on a regional scale in the U.S., and the following meeting in the global context. The goal in this structure is to demonstrate the diversity of experience and the complex systems that influence medical regimes.

Instructor(s): Caine Jordan Terms Offered: Spring

Equivalent Course(s): RDIN 23800, CHSS 33830, HIPS 23830, HIST 35320, HIST 25320

RDIN 33900. The Art of Revolution. 100 Units.

This interdisciplinary course introduces theories of aesthetics and politics within the realms of popular culture, art, and revolutionary praxis. Traversing theatre, film, literature, visual art, dance, and music, it examines debates about revolutionary art that emerged within anticolonial struggles for national liberation, left political movements, and agitations against fascism, patriarchy, race and caste in the twentieth and twenty-first centuries. How do capitalism and allied systems of domination attempt to control creative life? How have radical movements theorized cultural consumption and production, or grappled with representing vs. shaping reality? What is the role of the artist in times of revolutionary ferment? We will address these questions and more, as well as themes of audiences, sensuous life, revolutionary subjectivity, and utopian futures in contexts that include FRELIMO choral songs in Mozambique, Brecht's epic theatre, the cinema of the Cuban revolution, and the graffiti art of the Arab Spring. Students can expect to read widely, make weekly Canvas posts, and have the option of creating their own revolutionary art as a final project.

Instructor(s): Tanima Sharma Terms Offered: Spring

Equivalent Course(s): ANTH 23901, GLST 23900, RDIN 23900

RDIN 33907. Gandhi and His Critics. 100 Units.

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

Instructor(s): Anand Venkatkrishnan Terms Offered: Spring

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

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

RDIN 34000. 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): RDIN 24000, MUSI 34200, HIST 27316, PARR 34000

RDIN 34267. Architecture of Memory. 100 Units.

This architecture studio course asks students to design a memorial. By imagining spaces that evoke emotion and incite action, and examining relationships and meaning between architecture and place, students will explore concepts for spaces created for the purpose of holding, preserving or honoring aspects of culture and history. The South Side of Chicago will be the primary focus. Students will reflect on readings about the South Side and 2020 events. Guest presentations and Arts + Public Life media and archives will be key resources. To form a basis for understanding and analyzing space and form, students will research and critique precedents. The class will visit spaces around the city either in-person or via virtual tours. As a beginning point for inquiry about space and emotions, students will reflect on readings about phenomenology in architecture. Seminars and discussions about architecture practice today will also be presented. Students will generate an analog portfolio of drawings and models throughout the quarter. For final design projects, students will choose real sites and will create a design for a memorial for an aspect of social history of the South Side of Chicago.

Instructor(s): N. Bharani
Terms Offered: Spring

Prerequisite(s): This course fulfills the following requirements in the ARTH major and minor: European and American post-1800

Equivalent Course(s): ARCH 24267, RDIN 24267, ARTV 34267, ARTH 24267, ARTH 34267, CHST 24267, CEGU 24267, ARTV 24267

RDIN 34400. 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 Bourdaghs
Terms Offered: Autumn

Equivalent Course(s): RDIN 24400, EALC 34400, EALC 24400, CHST 24400

RDIN 34401. Afro-Brazilian Literature. 100 Units.

During most of Brazil's colonial period and decades after its independence from Portugal, the country's labor force was primarily composed of enslaved people from Africa and of African descent. The African diaspora is a crucial component to understand Brazil's history, society, economy and culture. From the abolitionist prose of Maria Firmina dos Reis and Machado de Assis's subtle reflections on race to the exponential growth of Afro-Brazilian authors in the mainstream of contemporary literature, such as Conceição Evaristo and Itamar Vieira Jr., Brazilian literature has been shaped by the rich diversity of African diasporic cultures as well as by the numerous challenges faced by Afro-Brazilians in a society that is still today deeply unequal. In this course, we will delve into Afro-Brazilian history and culture through literature. We will cover a century and a half of Afro-Brazilian literary production and understand how its main themes, potentialities and challenges have evolved over the course of the decades. Besides the authors mentioned above, we will read works by Abdias do Nascimento, Carolina Maria de Jesus, Djamilia Ribeiro and Ricardo Aleixo, among others.

Instructor(s): Victoria Saramago
Terms Offered: Not offered this academic year

Prerequisite(s): Taught in English, with readings in English (readings in Portuguese will be available to Portuguese speakers when applicable), and optional discussion section in Portuguese.

Equivalent Course(s): RDIN 24401, PORT 24400, PORT 34400, LACS 24400, LACS 34500

RDIN 34550. Blackness in Latin America: Popular Culture, Performance and Visual Art, and Discourses of Mestizaje. 100 Units.

The course examines how blackness has been both constructed and reimagined across Latin America and the Caribbean through an exploration of the performance and cultural practices of Afro-Latin communities. We treat popular and performance traditions as a crucial terrain for discerning how Black people across the region navigate discourses of racial democracy, mestizaje, multiculturalism, and racial fraternity even as they faced the realities of racism in individual nations. The course examines imaginations of blackness in hip hop, reggaetón, rumba, folklore, carnivals, and visual art in varied sites such as Cuba, Puerto Rico, Peru, Colombia, and Brazil. Grounded in Black and Diaspora Studies, the writings of Frantz Fanon, W.E.B. DuBois, Paul Gilroy and others will serve as theoretical touchstones for placing these forms and lived realities in diasporic context. We will also engage the work of noted and upcoming Black artists from the region.

Instructor(s): Danielle Roper Terms Offered: Not offered this academic year

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

Equivalent Course(s): SPAN 34550, LACS 34550, LACS 24550, RDIN 24550, TAPS 35805, SPAN 24550, TAPS 25805

RDIN 34555. 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 Obegadoo Terms Offered: Not offered this academic year

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

Equivalent Course(s): CEGU 24555, RDIN 24555, FREN 34555, CEGU 34555, FREN 24555

RDIN 34770. 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 Enríquez, Gabriela Cabezón Cámara, María Luisa Bemberg.

Instructor(s): Carlos Halaburda Terms Offered: Not offered this academic year

Prerequisite(s): Reading proficiency in Spanish required.

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

RDIN 34960. 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): LING 24960, LING 34960, CHDV 24960, RDIN 24960, CHDV 34960

RDIN 35119. 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 35119, RDIN 25119, ARTH 25119

RDIN 35550. Molière Embodied. 100 Units.

This course will use Molière-the most famous French classical playwright and the most studied one outside of France-as testing grounds for some of the most exciting theoretical frameworks focusing on embodiment that have emerged in literary studies and cultural studies over the last few decades. What happens when we start thinking through the aversion to physicians and the distrust of medicine for which Molière's comedies are known with the help of Disability studies and Medical Humanities? What becomes visible about Molière's participation in the invention of racial whiteness in seventeenth-century Europe when we read his plays of conversion to Islam and enslavement in the Mediterranean through the lens of Premodern Critical Race Studies (PCRS)? How can the concerns and tenets of Queer studies enrich and complicate the more established feminist accounts of Molière's place in "la querelle des femmes," his ideas about gender and sexuality, and his embrace of the normative violence of comedic laughter? What new dimensions does Molière's keen interest in transformation and transcendence in the latter half of his career take on when we rethink it in light of Trans studies' epistemological tools? By applying the theoretical frameworks of Disability studies, Critical Race studies, Queer studies, and Trans studies to Molière's plays, and by comparing those plays to the source texts from which Molière was drawing to compose them, we will ask new questions.

Instructor(s): Larry Norman, Noémie Ndiaye Terms Offered: Not offered this academic year

Equivalent Course(s): GNSE 35551, FREN 25550, TAPS 28478, RDIN 25550, TAPS 38478, GNSE 25551, FREN 35550

RDIN 35800. Introduction to Maternal Health Equity. 100 Units.

Introduction to Maternal Health Equity This course explores the foundations of maternal and infant health through the lens of reproductive justice, a framework that centers human rights, structural inequality, and reproductive autonomy. We will critically examine historical, theoretical, and methodological approaches to understanding maternal and infant morbidity and mortality. Using examples from perinatal epidemiology, medicine, and the social sciences, students will learn to analyze the root causes of reproductive inequities and consider strategies to advance maternal health equity.

Instructor(s): Rebekah Israel Cross, PhD Terms Offered: Spring

Equivalent Course(s): HLTH 25800, CHDV 35800, PBHS 35800, SSAD 45801

RDIN 36050. Race, Ethnicity, Language, and Citizenship in the United States. 100 Units.

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

Instructor(s): Salikoko Mufwene Terms Offered: Spring

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

RDIN 36206. American Political Economy and Race. 100 Units.

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

Instructor(s): P. Posey Terms Offered: Winter

Equivalent Course(s): PLSC 36206

RDIN 36220. 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): RDIN 26220, TAPS 36220, TAPS 26220

RDIN 36290. 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): CHST 26290, RDIN 26290, TAPS 36290, MUSI 33620, TAPS 26290, MUSI 23620

RDIN 36380. 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): HIPS 26380, RDIN 26380, LACS 36380, HIST 26318, LACS 26380, ANTH 23077, GLST 26380

RDIN 36386. 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): ANTH 23003, SPAN 26386, HIST 26321, SPAN 36386, RDIN 26386, LACS 36386, LACS 26386

RDIN 36780. 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: Not offered this academic year

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

RDIN 38055. 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): CHDV 38055, CHDV 28055, NEHC 28055, NEHC 38055, GNSE 30141, GNSE 20141, RDIN 28055

RDIN 38100. New Studies in African American Religion. 100 Units.

This seminar will focus on studies of African American religion published within the last five years. We will explore how classic questions of the field are being asked and answered with new sources and methods, as well

as what problems remain for future consideration. The selected books will range in topic and method (historical, ethnographic, and theoretical), with a focus on the twentieth century.

Instructor(s): Matt Harris Terms Offered: Winter

Note(s): Undergraduates may petition to enroll. This course meets the Historical Committee distribution requirement for Divinity students.

Equivalent Course(s): RAME 38100

RDIN 38703. Baseball and American Culture, 1840-1970. 100 Units.

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

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

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

RDIN 38777. Black and Brown in Babylon. 100 Units.

In *The Souls of Black Folk* (1903), W.E.B. Du Bois proclaimed that "the problem of the color line [is] the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea." Du Bois imagined one solution to this problem in his novel *Dark Princess* (1928) through the romance of an African American man with an Indian princess. What other relationships have Black and South Asian people imagined and concretized in their struggles for freedom? This course explores the braided histories of Black and South Asian peoples in their various diasporas in order to interrogate the world-systems of race, caste, and colonialism. We study how the connections between Blacks and South Asians have generated new modes of critical analysis, knowledge production, and artistic creation to imagine possible worlds beyond the conditions imposed by racial capitalism.

Instructor(s): Anand Venkatkrishnan and Matthew Harris Terms Offered: Autumn

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

Equivalent Course(s): RAME 38777, RLST 28777, RDIN 28777, HREL 38777, AASR 38777

RDIN 38888. 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 might we 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: Not offered this academic year

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

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

RDIN 39000. 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): CHST 29000, CMST 39000, CMST 29000, CCCT 39000, RDIN 29000

RDIN 39002. Envisioning Freedom. 100 Units.

Did the emancipation of millions of African-descended people from the bonds of chattel slavery-beginning with the 1791 slave rebellion in Haiti and ending with Brazilian abolition in 1888-mark the beginning of an irrevocable march towards Black freedom? Or was it merely an evolution in the continuing exploitation of Black people throughout the Americas? This course scrutinizes the complex economic, political, ideological, social, and cultural contexts that caused and were remade by emancipation. Students are asked to consider emancipation as a global historical process unconstrained by the boundaries of the modern nation-state, while exploring the reasons for and consequences of emancipation from a transnational perspective that incorporates the histories of the United States, the Caribbean, Latin America, and Africa. By focusing on the ideological ambiguities and lived

experiences of enslaved people, political actors, abolitionists, religious leaders, employers, and many others, this seminar will question what constitutes equality, citizenship, and freedom. Finally the course will explore what role emancipated slaves played in shaping the historical meanings and practices of modern democracy.

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

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

RDIN 39030. 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): INRE 29030, RDIN 29030, KNOW 39030, INRE 39030, NEHC 39030, AASR 39030, ANTH 39030, RLST 29030, ANTH 29030, ISLM 39030, NEHC 29030

RDIN 39108. 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): Deirdre Lyons Terms Offered: Winter

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

RDIN 40006. Politics, Race, and American Cities. 100 Units.

This seminar will explore the politics of American cities by bringing together the vantage points of urban political economy, history, sociology, and political science. Readings and discussions will cross those literatures, folding in considerations of race, ethnicity, and gender in American city life, with a focus on the changes in urban political economy over time. We will reconstruct the history of the different tracks of urban studies in the U.S. while also trying to understand these various intellectual trajectories in relation to dynamics contemporaneously shaping urban politics and policy.

Equivalent Course(s): PLSC 40006

RDIN 40100. Proseminar in Race, Diaspora, and Indigeneity: Core Works. 100 Units.

This graduate proseminar serves as an introduction to the concepts and categories that orient the study of race, diaspora, and Indigeneity. This includes repertoires of Black and Indigenous worldmaking alongside histories of plantation slavery, settler colonialism, and their afterlives in the Americas; circuits of racialized labor in the Atlantic, Pacific, and Indian Oceans; and the construction of race and Indigeneity as categories of scientific and occult origins. Students will consult the works of Toni Morrison, W.E.B. Du Bois, C.L.R. James, Audra Simpson, Amitav Ghosh, Kim Tallbear, Audre Lorde, and Frantz Fanon, among others.

Instructor(s): Ryan Jobson Terms Offered: Winter

Prerequisite(s): PhD students only; instructor consent required

Equivalent Course(s): ANTH 40101

RDIN 40200. Proseminar in Race, Diaspora, and Indigeneity: Core Methods. 100 Units.

This second graduate proseminar section engages with new approaches to research in fields of race, diaspora and indigeneity, including archival speculation, art as argument and evidence, geography and environment as critical epistemologies, intermodal investigation (sovereignty and survivance, technology and mythologies, semantics and sensoria of both domination and resistance), communally responsible research, and the dialectics of trauma and futurism. The class will be a mix of survey, practice and consultation with partners, meant to bring students close to the methodological experiments RDI faculty and partners utilize in their work.

Instructor(s): Adam Green Terms Offered: Spring

Prerequisite(s): PhD students only; instructor consent required

Equivalent Course(s): HIST 47005, ANTH 40200

RDIN 40350. Identity and Adoption Across the Life Course: Anti-Racist Approaches to Practice. 100 Units.

This course is designed to provide students with a foundational understanding of social work principles relevant to working with adoptive families and adoptees throughout their lives, grounded in contemporary scholarship. Students will critically reflect on their own beliefs regarding family and kinship while being introduced to

adoption-specific models of identity and practice, including the adoptee consciousness model (Bronco et al., 2022). Students will explore adoption-related forms of discrimination, such as historical and contemporary epistemic injustices and adoption micro-aggressions, along with learning about adoption-centered identity formation, beyond those that presume biological family relationships. The course aims to equip students with the skills needed to support adoptive families and individuals who are themselves adopted, fostering healing through an understanding of how factors like racism, classism, colorism, war, sexism, policy, colonialism, and capitalism influence adoption. Key topics include the adoption process, attachment, race, biology, identity, adoption-related trauma, and everyday needs for post-adoption support.

Equivalent Course(s): SSAD 40350, SSAD 20350, RDIN 20350, CHDV 40350

RDIN 41315. 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): RLST 21315, KNOW 41315, HIST 27304, AMER 41315, RDIN 21315, AMER 21315, HIST 47304, RAME 41315, HCHR 41315

RDIN 41400. The Legacy of Fatima Mernissi: Feminism, Islam, and Politics. 100 Units.

Moroccan writer and sociologist Fatima Mernissi (1940-2015) is widely recognized as one of the most prominent Islamic feminists, whose legacy continues to be celebrated in North Africa, the Middle East, and beyond.

Through a body of work that encompasses fictional autobiography, historical inquiry, sociopolitical critique, and religious reinterpretation, she engaged in a double critique of patriarchal structures within Muslim societies and Western dominant frameworks, aiming to advance women's rights, challenge stereotypical representations of gender roles, and promote an alternative reading of Islamic texts and traditions. This course examines her most influential works and considers her intellectual legacy across disciplines.

Instructor(s): Khalid Lyamlahy Terms Offered: Autumn

Note(s): Taught in English.

Equivalent Course(s): FREN 41400, NEHC 41401, GNSE 41401

RDIN 42200. Fictions of the Indian Ocean. 100 Units.

This course will explore contemporary fiction, film, music and theory emerging from the Indian Ocean world - its oceans, its archipelagoes, and its bordering regions. Examples of potential texts include *La mémoire délavée* (2023) by Nathacha Appanah, *Le Silence des Chagos* (2005) by Shenaz Patel and *The Dragonfly Sea* (2020) by Yvonne Adhiambo Owuor. We will be in conversation with decolonial theory, the environmental humanities, critical race and caste studies, and gender studies, among others.

Instructor(s): Nikhita Obeegadoo Terms Offered: Spring

Prerequisite(s): Consent of instructor required.

Note(s): Taught in English.

Equivalent Course(s): FREN 42200, CMLT 43200

RDIN 42901. 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): AMER 21303, KNOW 42901, RAME 42901, KNOW 21303, RDIN 21303, HIST 47102, HCHR 42901, RLST 21303, HIST 27111, AMER 42901

RDIN 43288. Tracing Black and Native Relations in South Chicago. 100 Units.

This course traces the labor of Black and Native people in relation to Hyde Park, Chicago, beginning with the 1893 World's Fair through Nuclear Development in the 20th century. We will study the afterlives of slavery and native dispossession by visiting local sites and archives. Using methodologies from the fields of Anthropology, Literary Studies and Native Studies, we will foreground the importance of being in place, to situate ourselves as students and teachers in the neighborhood. Students will theorize themselves in place and in relation to those past as they work towards a public facing final assignment. (20th/21st, Theory)

Instructor(s): Teresa Montoya & SJ Zhang Terms Offered: Spring

Equivalent Course(s): ENGL 43288, ANTH 23288, ANTH 43288, ENGL 23288, CHST 23288, RDIN 23288

RDIN 43367. Panafricanism: Histories, Aesthetics, and Politics. 100 Units.

Organized in conjunction with the Art Institute exhibition, Project a Black Planet: The Art and Culture of Panafrika (December 15-March 30), this course considers the cultural politics of Pan-Africanism beginning with the origins of the term in the late-nineteenth century and extending to the present day. This course asks: 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(l)s? How might we differentiate Pan-Africanism from related concepts such as Afropolitanism and Black internationalism? Please note that this course will meet at the Art Institute of Chicago. Students should be prepared to travel to the museum weekly for the course. Instructor consent is required for this class. In your email request, please provide information about how the course's themes intersect with your research and include any related prior courses or other relevant background. Space is very limited.

Instructor(s): Getachew, Adom Terms Offered: Winter

Prerequisite(s): Instructor Consent Required

Equivalent Course(s): PLSC 43367

RDIN 43500. Archives of Slavery and Gender in the Americas. 100 Units.

This class offers an in-depth introduction to archival research methodologies with a focus on gender and slavery in the Americas. Students will apply their knowledge by working in historical and contemporary archives trips to special collections: to view archival texts from the period and to find an archival object of the student's choosing that will provide the topic of their final research paper.(18th/19th)

Instructor(s): SJ Zhang Terms Offered: Spring

Equivalent Course(s): GNSE 43500, KNOW 43500, ENGL 43500

RDIN 43900. Queerness and Disability in Latin American Literature and Culture, 1880-1930. 100 Units.

With the rise of Latin American modernity, LGBTQ and cripp populations were portrayed in literature, medical science, and visual culture as deviant. The discursive mechanisms to produce truths about bodies as normative or perverse, real or unreal, fit or disabled not only achieved authority in medicine, but also in numerous platforms where ableist heteronormativity was sedimented as a hegemonic way of life. Literature, theater, museums, the modern press, and the visual arts became semiotic territories for the production of racial, gender, sex, and psychophysical difference. But queer/cripp/trans* and critical race theory have offered tools to critique the sexual hegemony and ableism of such patriarchal-colonial mindset. This graduate course introduces students to such debates in new Latin American critical studies, with a global perspective. Focusing on the cultural production of modern Latin America and the Caribbean, students will investigate and critique the somatic constructions of the so-called "deviant" in excerpts from novels, plays, chronicles, early films, and clinical studies. Texts by José Tomás de Cuéllar, Luis Montané Dardé, Leonidio Ribeiro, Eduardo Castrejón, Adolfo Caminha, Augusto D'Halmir, Rómulo Gallegos, José González Castillo, Elías Castelnuovo, Teresa de La Parra, Bernardo Arias Trujillo, Francisco de Veyga, Ofelia Rodríguez Acosta, among others.

Instructor(s): Carlos Halaburda Terms Offered: Autumn

Note(s): The course will be taught in Spanish and English.

Equivalent Course(s): GNSE 43901, LACS 43900, GNSE 43900

RDIN 44205. Political Theories of Decolonization. 100 Units.

This course turns to the renewed attention to decolonization in political theory, intellectual history, and social theory with two purposes in mind. First, it seeks to understand recent work on state formation, constitutionalism, popular sovereignty, and development revises and reconfigures the political dilemmas confronted by most of the world after the end of formal European empires. Second, it examines how the context and lens of decolonization and postcolonial social formations might help us to rethink and reframe key concepts of political theory including democracy and sovereignty. This is reading intensive course focused on recent works rather than primary texts.

Instructor(s): Adom Getachew Terms Offered: Spring

Equivalent Course(s): PLSC 44205

RDIN 44599. 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 24599, HLTH 24599, PBPL 24599, AMER 24599, RDIN 24599, CHST 24599, CHDV 44599

RDIN 45000. Second-Generation Maghrebis in France: Immigration, Identity, and Belonging. 100 Units.

France is home to the largest Muslim population in Western Europe, of which the majority is of North African descent. Since the beginning of the twentieth century, Maghrebi immigrants were subject to various forms of discrimination and violence. In recent years, ongoing debates on immigration and citizenship have shed light on the enduring legacies of French imperialism, along with the widely held perception of France's failure to effectively integrate its African and Muslim minorities. This course explores how narrative works by second-generation Maghrebis respond to these debates by addressing questions about collective memory, socioeconomic inequalities, police brutality, intergenerational relationships, and the banlieue environment. Authors studied may include Mehdi Charef, Azouz Begag, Leïla Sebbar, Faïza Guène, and Kaoutar Harchi.

Instructor(s): Khalid Lyamlahy Terms Offered: Winter

Prerequisite(s): Taught in English.

Equivalent Course(s): FREN 45000

RDIN 45800. 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): RDIN 25800, AMER 45800, RLST 25800, HIST 37419, THEO 45800, AMER 25800, HIST 27419

RDIN 46000. Beyond the Blanks of History: When Women of Color Reclaim the Narrative. 100 Units.

History" is skewed and incomplete. It leaves out as much as it reveals. As they relegate past suffering to oblivion, historical omissions perpetuate the violence that they seek to hide. And this violence is often felt on multiple levels by women of color who find themselves imbricated within (neo)colonial, patriarchal, heteronormative, classist and ableist societal structures. In this course, we will situate ourselves at the intersection of literature, history and gender studies. We will explore the following questions together: Faced with the blind spots of history, how can literature function as an alternative archive that draws attention to the invisibilized stories of women of color? Simultaneously, how does literature sensitize us to the impossibility of fully knowing the past, no matter how hard we try? Course material may include theoretical texts, fiction, poetry, songs, podcasts, film, graphic novels and social media material. Potential examples include Saidiya Hartman's "Lose Your Mother and Find Yourself" (2007), Gina Prince-Bythewood's *The Woman King* (2022), Gaiutra Bahadur's *Coolie Woman: The Odyssey of Indenture* (2013), Nathacha Appanah's *La Mémoire Délavée* (2023), Lia Brozgal's *Absent the Archive: Cultural Traces of a Massacre in Paris, 17 October 1961* (2022), Marie Clements' *Bones of Crows* (2022), and Natasha Kanapé Fontaine's poetry.

Instructor(s): Nikhita Obeegadoo Terms Offered: Spring

Prerequisite(s): Advanced undergraduates with appropriate experience in the subject may petition for admission.

Note(s): Taught in English. All course material will be available in English, though students are encouraged to engage with original materials. Work may be submitted in English, French or Spanish.

Equivalent Course(s): FREN 46000, CMLT 46100, GNSE 46001

RDIN 46312. 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 26312, SSAD 46312, SSAD 26312

RDIN 46500. Learning from/with Black girls: Identity, Intersectionality, and Intervention. 100 Units.

This seminar examines adolescent identity development by listening to learning from Black girls. We will discuss research and literature about and by Black girls (and women) to articulate how identities are formed, the contexts in which identities unfold, and the strategies used to resist oppression and promote healthy development.

The course focuses on how the ideas of identity, intersectionality, and intervention are conceptualized, operationalized, and applied in scholarship with Black girls.

Instructor(s): L. Rogers Terms Offered: Autumn

Note(s): Grad distribution: 2,3

Equivalent Course(s): EDSO 36500, CHDV 46500, GNSE 46500

RDIN 46555. Asian American Mental Health. 100 Units.

Asian Americans are one of the fastest-growing and most diverse racial groups in the US, yet they face significant disparities in mental health care access, stigma, and representation. This introductory course will explore the unique challenges and strengths of Asian Americans across the diaspora, including the historical, sociopolitical and cultural forces that shape identity, family process, mental health and trauma, resilience and resistance at the individual and community level. Throughout the course, we will explore how intersecting identities, including

ethnicity, gender, class, sexual orientation, disability, religion, and generational position, impact mental health experiences and access to care for Asian Americans. The goals of this introductory course are (1) to provide a scope of the knowledge of Asian American identity and mental health that are shaped by cultural societal influences, (2) to examine and engage in a critical analysis of current research and practice with Asian Americans, and (3) to consider approaches in promoting positive mental health, well-being and resilience among Asian Americans. The course will combine theoretical frameworks, case studies, and practical applications to prepare students to provide culturally competent, trauma-informed, and compassionate care.

Terms Offered: TBD

Equivalent Course(s): RLST 26555, RDIN 26555, HLTH 26555, SSAD 46555, SSAD 26555

RDIN 46635. 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): AASR 46635, HMRT 26635, GLST 26635, SSAD 26635, RLST 26635, RDIN 26635, ANTH 26636, ANTH 36635

RDIN 46636. 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): ANTH 26637, RLST 26636, AASR 46636, HMRT 26636, ANTH 46636, RDIN 26636

RDIN 46922. Structuring Refuge: U.S. Refugee Policy and Resettlement Practice. 100 Units.

UNHCR estimates that one of every 67 people are forcibly displaced people around the world. Of these, over 42 million are refugees, less than .5% of whom accessed permanent resettlement. Over the last 45 years the US has resettled more refugees than any other nation. Yet even as the need for third country resettlement rises, the US has rescinded its welcome to this population: the Trump Admin is actively dismantling the refugee resettlement institution. We will keep up with the shifting terrain of policy and practice as we pursue our goal of understanding US resettlement. This course asks: How is refugee status politically constructed; how is it experienced by individuals; what are the interrelationships between institutions and refugee policies, and how do these interrelationships impact service delivery to refugees; what can research tell us about the resettlement outcomes of refugees in the US and what drives these outcomes; and, where are intervention points for social workers in the resettlement process? We will address these questions by 1) detangling the web of intl and domestic policies relating to the refugee political identity, focusing on the US system of resettlement, 2) analyzing the structure of US resettlement policy and exploring its implications for social work practice, and 3) holding the inherent tension that results from a dual focus on macro level issues of scale and policy alongside micro level issues related to the lived experiences of human beings.

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

RDIN 49000. Archives. 100 Units.

This doctoral seminar explores the theoretical, epistemological, and methodological underpinnings of archival work and imagination, along with its poetics, politics and technologies. The course is designed for students already working with their own set of archival materials. During the quarter, we will attend to the problems that have guided modern archival thinking. We will see that archive/archiving often has a great deal to do with the production of traces and fragments, with impermanence and materiality, with the interplay of presence and absence, as well as milieus of power mediating between past and present. Beyond matters of truth and evidence, archives also entail inevitable questions of loss, memory, forgetting, repression, and desire. Drawing on a wide range of examples and theoretical literatures, we will examine how archival operations play out in a variety of media -- texts, film, photography, drawings, maps, objects, landscapes, and digital worlds - as well as the challenges and possibilities they contain."

Instructor(s): Francois Richard

Equivalent Course(s): ANTH 49000

RDIN 50092. Sem: Religion and Politics. 100 Units.

In this seminar we will consider meanings of religion and politics, and examine their interactions from a comparative perspective. After digesting alternative theoretical understandings of the relationship between religion, states, and political processes, we will turn to empirical accounts that illuminate historical and local issues at points around the globe. Among other phenomena, students will explore patterns of secularization, religious nationalism, fundamentalisms, and policy-oriented religious social movements.

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

Equivalent Course(s): AASR 50092, SOCI 50092

RDIN 50103. The Land is Ours: Colonialism, Belonging, and Sovereignty in Africa. 100 Units.

This course centers land in thinking about the development of dominant political, economic, social, and cultural systems in Africa during and after colonialism. It examines how different actors have articulated their relationships to specific areas of land and established systems and institutions to structure these relationships. Looking at the colonial period, we will focus on competition between indigenous and colonial land tenure systems and the transformative effects of colonial land tenure systems on how people in Africa engaged in political, economic, and social life. Under independence, we will examine how African states used land as part of decolonization processes and the interplay between colonial and indigenous land tenure systems in how the citizens of independent African states have framed and exercised their claims to land. Texts for the course will include historical and other scholarly monographs, primary documents, photographs, and film.

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

Equivalent Course(s): HIST 50103, CEGU 50103

RDIN 50104. Decolonization and Independence in Africa. 100 Units.

This course focuses on decolonization and independence in twentieth-century Africa. It examines diverse conceptualizations of political liberation that Africans in different political and economic locations articulated both in struggles against colonial regimes and in the early years of independence. We will trace the interplay between ideas and the political, social, and economic processes through which different actors worked to realize their visions of decolonization. The course will consider colonial legacies in different parts of the continent, and the internal and external forces that shaped the trajectories of early independent states. Texts for the course will include historical and other scholarly monographs, primary documents, music, film, and art.

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

Equivalent Course(s): HIST 50104

RDIN 50541. Reconstruction for Reconstitution. 100 Units.

This class will think about transitional moments in the "aftermath" of long histories of oppression by asking about the meanings, potentials and challenges of reconstruction and reconstitution. It will do so by thinking comparatively across the different historical and situated experiences of Reconstruction in the United States, independence from British rule in India, and the transition from apartheid in South Africa. Specifically, it will focus on a close reading of W.E.B. DuBois' "Black Reconstruction", set against the constitutionalist and anti-casteist writings of B.R. Ambedkar (one of the architects of the Indian Constitution), and the writings of South African historian, educator and anti-apartheid revolutionary Neville Alexander. The attempt here is to think about what emancipatory thought means when systems of oppression are formally "overturned", but the social formations that structured them are very much still in place. How do we understand the relationships between the struggle to repudiate injustice and the struggle to build just institutions in such conjunctures? Is transition from oppression always doomed to disappointment and failure? Can something be learned by thinking across time and historical experience? Through a finite and close reading of these three thinkers, the hope is to think rigorously and imaginatively about the promises and pitfalls of transitional histories in ways that keep open their insistent optimism of the will.

Instructor(s): Kaushik Sunder Rajan

Equivalent Course(s): ANTH 50541, CCCT 50541

RDIN 62705. Colloquium: Approaches to Atlantic Slavery Studies. 100 Units.

We are witnessing an outpouring of scholarship on Atlantic slavery even as some historians are increasingly critical of the archival method. This course uses select theoretical readings and recent monographs and articles to examine this conceptual and methodological debate. Topics to be examined include histories of women, gender, and sexuality; dispossession and resistance; urban and migration history; and interdisciplinary and speculative techniques.

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

Equivalent Course(s): HIST 62705, LACS 62705, GNSE 62705

RDIN 68700. Adolescent Development in Context. 100 Units.

This course focuses on developmental pathways from middle childhood through adolescence within the context of school, family, community, and culture. Because human development is an applied field, we will be paying special attention to how sociocultural and historical influences affect academic, socioemotional, and identity development in the context of real-world challenges and opportunities faced by adolescents. In addition to learning about developmental and sociocultural theories, students will apply research to policy and practice by creating resources geared toward youth, parents, or those who work with youth. By the end of this course sequence, students should be able to: 1. Describe and apply key theories of middle childhood and adolescent development; 2. Identify developmental opportunities and challenges during middle childhood and adolescence;

3. Discuss the role of identity development in constructing or authoring one's life story; 4. Reframe adolescent risk-taking as a form of creativity and individual expression; 5. Understand how relationships can influence positive youth development; and 6. Translate theory and research into developmentally appropriate and culturally sensitive resources for youth, families, and those who work with youth.

Terms Offered: TBD

Equivalent Course(s): EDSO 68700, EDSO 28700, CHDV 48700, PSYC 38780, SSAD 68700, SSAD 28700

RDIN 69600. 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 26600, GNSE 20127, SSAD 29600, SSAD 69600

