

ETHNICITY AND RACE STUDIES

The Center for the Study of Ethnicity and Race

Department Website: [Center for the Study of Ethnicity and Race](#)

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Ethnicity and Race Studies

Founded in 1999, the Center for the Study of Ethnicity and Race (CSER) is an interdisciplinary intellectual space whose mission is to advance the most innovative teaching, research, and public discussion about race and ethnicity. To promote its mission, the Center organizes conferences, seminars, exhibits, film screenings, and lectures that bring together faculty, undergraduates, and graduate students with diverse interests and backgrounds. Moreover, CSER partners with departments, centers, and institutes at Columbia, as well as with colleagues and organizations on and off campus, in order to reach new audiences and facilitate an exchange of knowledge.

Student Advising Consulting Advisers

Information to be added

Enrolling in Classes

Information to be added

Preparing for Graduate Study

Information to be added

Coursework Taken Outside of Columbia Barnard College Courses

To ensure that Barnard College courses complement the major and integrate effectively with the major's requirements, students are encouraged to consult with CSER's undergraduate adviser as early in their academic program as possible. The director of undergraduate studies can advise students in what may be relevant programs for their areas.

Transfer Courses

To ensure that transfer courses complement the major and integrate effectively with the major's requirements, students are encouraged to consult with CSER's undergraduate adviser as early in their academic program as possible. The director of undergraduate studies can advise students in what may be relevant programs for their areas.

Study Abroad Courses

Students are highly encouraged to participate in study-abroad programs through the [Center for Undergraduate Global Engagement](#), as they represent an exciting opportunity to learn new languages and live in countries that are germane to their areas of study. In addition, travel abroad can enrich every student's intellectual experience by providing an opportunity to learn about other perspectives on ethnicity and race.

In the past, students have participated in study-abroad programs in many parts of the world, including Australia, the Dominican Republic, Mexico, and South Africa. To ensure that study abroad complements the major and integrates effectively with the major's requirements, students are encouraged to consult with CSER's undergraduate adviser as early in their academic program as possible. The director of undergraduate studies can advise students in what may be relevant programs for their areas.

Summer Courses

To ensure that summer courses complement the major and integrate effectively with the major's requirements, students are encouraged to consult with CSER's undergraduate adviser as early in their academic program as possible. The director of undergraduate studies can advise students in what may be relevant programs for their areas.

Core Curriculum Connections

Information to be added

Undergraduate Research and Senior Thesis

Senior Thesis Coursework and Requirements

Majors who elect to follow the Honors track must complete at least four CSER elective courses within their area of specialization, and maintain a 3.6 GPA in the major. In lieu of a fifth elective, Honors majors are required to enroll in the following course in the spring semester of their senior year, during which they are required to write a thesis:

CSER UN3990 Senior Project Seminar (4 points)

Honors majors are required to present their senior essays at the annual undergraduate symposium in April. Students may fulfill this option in one of the following two ways:

1. By matriculating in the Senior Thesis course and writing the thesis under the supervision of the course faculty.
2. By taking an additional 4-point seminar where a major paper is required and further developing the paper into a thesis length work (minimum of 30 pages) under the supervision of a CSER faculty member.

Department Honors and Prizes

Department Honors

CSER majors may choose to write and/or produce an honors project. The senior thesis gives undergraduate majors the opportunity to engage in rigorous, independent, and original research on a specific topic of their choosing. If a monograph, the honors thesis is expected to be 35-50 pages in length. Honors projects can also take other forms, such as video or websites. These projects also require a written component, but of a shorter length than the traditional thesis. During their senior year,

honors students perform research as part of [CSER UN3990 Senior Project Seminar](#). Senior projects are due in early April. The Honors Thesis is an excellent option for any student interested in pursuing a Master's degree or Ph.D. Students should consult with their [director of undergraduate studies](#) no later than the beginning of the first term of their senior year if they wish to be considered for departmental honors. Students who are awarded departmental honors are notified by their department in mid-May.

In order to qualify for departmental honors, students must satisfy all the requirements for the major, maintain a GPA of at least 3.6 in the major, and complete a high quality honors project. In addition, each student is expected to meet periodically with his or her supervising project adviser and preceptor. Although the senior thesis is a prerequisite for consideration for departmental honors, all Ethnicity and Race studies majors are strongly encouraged to consider undertaking thesis work even if they do not wish to be considered for departmental honors.

Academic Prizes

In addition to departmental honors, CSER also confers the following awards to two graduating seniors:

CSER Award for Outstanding Thesis

- A CSER faculty committee will review all senior projects and will select one for the Outstanding Thesis award.
- As part of its deliberation process, the committee reviews recommendations made by CSER faculty, the Modes of Inquiry course instructor and the CSER preceptor. In order to receive this award, the student must keep a GPA of 3.6 or above in the major courses.

CSER Award for Academic Excellence

- CSER confers this award to a student who has consistently demonstrated her/his intellectual capacity in and outside the classroom. In order to receive this award, the student must keep a GPA of 3.6 or above in the major courses.

Core Faculty and Executive Committee

- Catherine Fennell (ckf2106@columbia.edu)
- Audra Simpson (as3575@columbia.edu)
- Carlos Alonso Nugent (can2162@columbia.edu)
- Claudio Lomnitz (cl2510@columbia.edu)
- Deborah Paredez (d.paredez@columbia.edu)
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Adjuncts

- Darius V. Echeverria (dve2101@columbia.edu)
- Eric Gamalinda (meg2109@columbia.edu)
- Ed Morales (em2711@columbia.edu)
- Elizabeth Ouyang (eo2001@columbia.edu)
- Jessica Lee (jhl2152@columbia.edu)
- Brian Luna Lucero (bal35@columbia.edu)

Undergraduate Programs of Study

The Ethnicity and Race Studies major and concentration encompass a variety of fields and interdisciplinary approaches to the critical study of ethnicity and race.

Faculty and students find this field exciting because it opens up new ways of thinking about two fundamental aspects of human social existence: race and ethnicity. Although various traditional disciplines such as history, sociology, anthropology, and literature offer valuable knowledge on the subject, ethnicity and race studies provides a flexible interdisciplinary and comparative space to bring the insights of various conceptual frameworks and disciplines together in critical dialogue.

Overall, the major introduces students to the study of ethnicity and race and the deep implications of the subject matter for thinking about human bodies, power, identity, culture, social hierarchy, and the formation of political communities. The major encourages students to consider the repercussions of racial and ethnic identifications to local and global politics, and how race and ethnicity relates to gender, sexuality, and social class, among other forms of hierarchical difference.

Students majoring in ethnicity and race studies may focus their work on specific groups, including Asian Americans, Latinos, and Native Americans, and/or concentrate on the comparative study of how race and ethnic categories are formed and how they transform. Students also have the option of designing an individualized course of study. Individualized courses of study may encompass a wide variety of themes. Among the most studied are those involving the relationship between race, ethnicity and law; health; human rights; urban spaces; cultural production; visual culture; and the environment.

Due to its rigorous curriculum, which trains students in theory, history, and a wide range of modes of inquiry, the major enables a student to follow multiple directions after graduation. According to our internal surveys, nearly half of CSER students continue to graduate programs in history, anthropology, and ethnic studies, among other areas. A second group of students pursues a variety of professions, most notably related to law, medicine, media, social work, government, and human rights.

Major in Ethnicity and Race Studies

The requirements for this program were modified on March 2022. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The major in ethnicity and race studies consists of a minimum of 27 points. All majors are required to take three core courses as listed below:

Points

Core Courses

1.

CSER UN1010	INTRO TO COMP ETHNIC STUDIES (or)	4.00
2.		
CSER UN3928	COLONIZATION/DECOLONIZATION	4.00
OR		
CSER UN3942	RACE AND RACISMS	4.00
3.		
CSER UN3919	MODES OF INQUIRY	4.00

Specialization

All majors will select one of the areas of specialization listed below from which to complete their remaining coursework:

Asian American studies
Comparative ethnic studies
Latino/a studies
Native American/Indigenous studies
Individualized courses of study

Majors who elect NOT to follow the Honors track must complete at least five CSER elective courses, in consultation with their major adviser, within their area of specialization. At least one of these electives must be a writing-intensive seminar (3000 or above level courses must be chosen within the department). Majors who elect to follow the Honors track must complete at least four CSER elective courses, in consultation with their major adviser, within their area of specialization.

Honors

In lieu of a fifth elective, Honors majors are required to enroll in the following course in the spring semester of their senior year, during which they are required to write a thesis:

CSER UN3990	SENIOR PROJECT SEMINAR	4
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Honors majors are required to present their senior essays at the annual undergraduate symposium in April. Students may fulfill this option in one of the following two ways:

1. By matriculating in the Senior Thesis course and writing the thesis under the supervision of the course faculty.
2. By taking an additional 4-point seminar where a major paper is required and further developing the paper into a thesis length work (minimum of 30 pages) under the supervision of a CSER faculty member.

Language Courses

- One of the following is highly recommended, although not required for the major:

- One course beyond the intermediate-level in language pertinent to the student's focus
- An introductory course in a language other than that used to fulfill the degree requirements, but that is pertinent to the student's focus
- A linguistics or other course that critically engages language
- An outside language and study abroad programs that include an emphasis on language acquisition

For students who entered Columbia in or before the 2023-24 academic year

Concentration in Ethnicity and Race Studies

The requirements for this program were modified on March 2022. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their correct course of study.

The concentration in ethnicity and race studies requires a minimum of 19 points. Students take two core courses (may choose between CSER

UN1010 and CSER UN1040) and four elective courses, one of which must be a seminar.

Points

Core Courses

The concentration in ethnicity and race studies requires a minimum of 19 points. All students who choose a concentration are required to take two core course as listed below:

1.		
CSER UN1010	INTRO TO COMP ETHNIC STUDIES (or)	4
2.		
CSER UN3928	COLONIZATION/DECOLONIZATION	4
OR		
CSER UN3942	RACE AND RACISMS	4

Specialization

Students must complete at least four courses, in consultation with their major adviser, in one of the following areas of specialization. At least one of the elective courses must be a seminar.

Asian American studies
Comparative ethnic studies
Latino/a studies
Native American/Indigenous studies
Individualized courses of study

Fall 2025

Ethnicity and Race Studies

CSER UN1010 INTRO TO COMP ETHNIC STUDIES. 4.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Students MUST register for a Discussion Section.

Introduction to the field of comparative ethnic studies

Fall 2025: CSER UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 1010	001/12564	M W 1:10pm - 2:25pm 413 Kent Hall	Shana Redmond	4.00	55/60

CSER UN3490 POST 9/11 IMMIGRATION POLICIES. 4.00 points.

Since September 11, 2001, there has been an avalanche of immigration enforcement policies and initiatives proposed or implemented under the guise of national security. This course will analyze the domino effect of the Patriot Act, the Absconder Initiative, Special Registration, the Real I.D. Act, border security including the building of the 700-mile fence along the U.S./Mexico border, Secured Communities Act-that requires the cooperation of state and local authorities in immigration enforcement, the challenge to birthright citizenship, and now the congressional hearings on Islamic radicalization. Have these policies been effective in combating the war on terrorism and promoting national security? Who stands to benefit from these enforcement strategies? Do immigrant communities feel safer in the U.S.? How have states joined the federal bandwagon of immigration enforcement or created solutions to an inflexible, broken immigration system?

Fall 2025: CSER UN3490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3490	001/10175	T 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4.00	18/22

CSER UN3656 Roots and Routes: Caribbean and Latinx Fictions. 4.00 points.

This interdisciplinary seminar explores contemporary literary fiction, visual art, and film from the Latinx and Caribbean diaspora, with a focus on how narrative and aesthetic elements such as characterization, structure, dialogue, setting, tone, and theme, shape meaning and invite new ways of seeing. Students will be encouraged to interrogate their own perspectives by examining the roots and routes of their imaginations, asking not only what they think, but why. The course will include weekly critical and creative assignments, offering students opportunities to respond with essays, sketches, micro-memoirs, and experimental reviews and stories. We will consider engaging fiction as both a political and artistic act—one that can emerge from love or violence, found objects or personal memories, autobiography or current events. Through close readings and viewings, we will challenge, and reimagine dominant narratives and the popular Latinx imaginary. Throughout the course, students will deepen their visual literacy, broaden their understanding of the historical and cultural contexts informing Latinx identities, and develop their own critical and creative voices through multimodal storytelling

Fall 2025: CSER UN3656

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3656	001/20048	T 4:10pm - 6:00pm 420 Hamilton Hall	ANGIE CRUZ	4.00	3/18

CSER UN3702 Memory and Monuments in the U.S. West. 4.00 points.

This class explores the relationships among memory, monuments, place, and political power in the United States West. The course begins with an introduction to the theory of collective memory and then delves into case studies in New Mexico, California, and Texas. We will expand our perspective at the end of the course to compare what we have learned with the recent debates over monuments to the Confederacy. We will consider both physical manifestations of collective memory such as monuments and architecture as well as intangible expressions like performance, oral history and folklore

Fall 2025: CSER UN3702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3702	001/10178	M 10:10am - 12:00pm 308a Lewisohn Hall	Brian Luna Lucero	4.00	7/22

CSER UN3919 MODES OF INQUIRY. 4.00 points.

Corequisites: CSER UN3921

Corequisites: CSER UN3921 This class, a combination of a seminar and a workshop, will prepare students to conduct, write up, and present original research. It has several aims and goals. First, the course introduces students to a variety of ways of thinking about knowledge as well as to specific ways of knowing and making arguments key to humanistic and social science fields. Second, this seminar asks students to think critically about the approaches they employ in pursuing their research. The course will culminate in a semester project, not a fully executed research project, but rather an 8-10 page proposal for research that will articulate a question, provide basic background on the context that this question is situated in, sketch preliminary directions and plot out a detailed methodological plan for answering this question. Students will be strongly encouraged to think of this proposal as related to their thesis or senior project. Over the course of the semester, students will also produce several short exercises to experiment with research techniques and genres of writing

Fall 2025: CSER UN3919

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3919	001/10179	M 4:10pm - 6:00pm 420 Hamilton Hall	Shana Redmond	4.00	8/15

CSER UN3922 RACE#REPRESENTATION IN ASIAN AMER CINEMA. 4.00 points.

Enrollment limited to 22.

This seminar focuses on the critical analysis of Asian representation and participation in Hollywood by taking a look at how mainstream American cinema continues to essentialize the Asian and how Asian American filmmakers have responded to Hollywood Orientalist stereotypes. We will analyze various issues confronting the Asian American, including yellowface, white patriarchy, male and female stereotypes, the "model minority" myth, depictions of "Chinatowns," panethnicity, the changing political interpretations of the term Asian American throughout American history, gender and sexuality, and cultural hegemonies and privileging within the Asian community

Fall 2025: CSER UN3922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3922	001/10180	Th 4:10pm - 6:00pm 306 Uris Hall	Eric Gamalinda	4.00	23/22

CSER UN3926 LATIN MUSIC AND IDENTITY. 4.00 points.

Latin music has had a historically strained relationship with mainstream music tastes, exploding in occasional boom periods, and receding into invisibility in others. What if this were true because it is a space for hybrid construction of identity that directly reflects a mixture of traditions across racial lines in Latin America? This course will investigate Latin musics transgression of binary views of race in Anglo-American society, even as it directly affects the development of pop music in America. From New Orleans jazz to Texas corridos, salsa, rock, and reggaeton, Latin music acts as both as a soundtrack and a structural blueprint for the 21st century's multicultural experiment. There will be a strong focus on studying Latin musics political economy, and investigating the story it tells about migration and globalization

Fall 2025: CSER UN3926

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3926	001/10181	T 2:10pm - 4:00pm 420 Hamilton Hall	Edward Morales	4.00	25/22

CSER UN3928 COLONIZATION/DECOLONIZATION. 4.00 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor's permission.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructors permission. This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents

Fall 2025: CSER UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/10182	W 10:10am - 12:00pm 420 Hamilton Hall	Karl Jacoby	4.00	21/20

CSER UN3935 Historical Anthropology of the US-Mexico Border. 4 points.

Beginning in the 1980s, border crossing became an academic rage in the humanities and the social sciences. This was a consequence of globalization, an historical process that reconfigured the boundaries between economy, society, and culture; and it was also a primary theme of post-modernist aesthetics, which celebrated playful borrowing of multiple and diverse historical references. Within that frame, interest in the US-Mexican border shifted dramatically. Since that border is the longest and most intensively crossed boundary between a rich and a poor country, it became a paradigmatic point of reference. Places like Tijuana or El Paso, with their rather seedy reputation, had until then been of interest principally to local residents, but they now became exemplars of post-modern "hybridity," and were meant to inspire the kind of transnational scholarship that is required in today's world. Indeed, the border itself became a metaphor, a movable imaginary boundary that marks ethnic and racial distinction in American and Mexican cities. This course is an introduction to the historical formation of the US-Mexican border.

Fall 2025: CSER UN3935

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3935	001/10183	M 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Claudio Lomnitz	4	6/35

CSER GU4400 Histories and Representations of the Bronx. 4.00 points.

The history of the Bronx is a history of the struggles, political coalitions, and creative contributions of the dispossessed. To tell the story of the Bronx is to tell the story of how historically marginalized communities have survived and made a home in environments forsaken by the state. And yet, in the popular imagination, the Bronx often circulates simply as a symbol of urban abjection, as the necessary foil against which prosperous urban spaces define themselves. Many of these "Bronx tales" invariably relegate the borough both materially and imaginatively to the past—infused with either white ethnic nostalgia of a lost Bronx innocence or with battle-scar bravado won on its mean streets. This interdisciplinary course invites students to interrogate these long-standing narratives about the Bronx through a critical study of the borough's rich history and enduring cultural, political, and artistic traditions during the past century. This course explores a variety of movements and artifacts that have been central to the making of the Bronx such as: efforts to establish affordable housing, public art-making, the literary tradition of Bronx coming-of-age stories, grassroots organizing for immigrant rights, struggles against gentrification and environmental racism, and the inter-ethnic collaborations that led to the emergence of hip hop. Students will have the opportunity to embark on field trips and will undertake a wide array of methods including oral histories, performance analysis, archival research, ethnography, mapping, as well as opportunities to engage in creative art-making. By the end of the semester, students will gain a nuanced understanding of the central role that Bronx communities have played in the making of modern New York City

Fall 2025: CSER GU4400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4400	001/10184	Th 10:10am - 12:00pm 317 Hamilton Hall	Deborah Paredes, Frank Guridy	4.00	18/18

AMST BC2001 Third World Studies. 4.00 points.

Between 1967 and 1969, groups of American Indian, Black, Chinese, Filipino, Japanese, Mexican, and Puerto Rican college students began to articulate demands for a transformed university, touching everything from admissions, relations to community, and curriculum. Their proposals contributed to the Third World Liberation Front strike at San Francisco State University, the longest student strike in US history. Drawing inspiration from Gary Okihiro, founding director of Columbia's Center for the Study of Ethnicity and Race, this course takes student activists' proposals for Third World Studies seriously. Our readings will draw on the traditions of anti-racist and anti-colonial struggle in North America, alongside perspectives from Africa, Asia, and Latin America

Fall 2025: AMST BC2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 2001	001/00164	M W 2:40pm - 3:55pm 302 Barnard Hall	Manu Karuka	4.00	19/50

ANTH GU4196 Mexico's Disappeared Practicum. 4.00 points.

This practicum is an exercise in engaged pedagogy. The academic work we do will be conducted for the benefit of the cause of Mexico's now over 110,000 disappeared persons. Students will be engaged in a sustained research effort to develop a "context analysis" of disappearances in the state of Zacatecas (Mexico)– an exercise in social study that focuses on the economic, political, social, and criminological context in which disappearances occur. Research is done in coordination with Mexico's National Commission for the Search of the Disappeared. Alongside the practical, real-world, objective, this Practicum is designed to perfect research skills in the social sciences. PREREQUISITE: Spanish language comprehension is compulsory for 60% of those enrolled.

Fall 2025: ANTH GU4196

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 4196	001/10145	M 10:10am - 12:00pm 963 Ext Schermerhorn Hall	Claudio Lomnitz	4.00	17/20

CPLS GU4325 Abolition Medicine: Medical Racisms and Anti-Racisms. 3.00 points.

In 1935, WEB Dubois wrote about abolition democracy: an idea based not only on breaking down unjust systems, but on building up new, antiracist social structures. Scholar activists like Angela Davis, Ruth Gilmore and Mariame Kaba have long contended that the abolition of slavery was but one first step in ongoing abolitionist practices dismantling racialized systems of policing, surveillance and incarceration. The possibilities of prison and police abolition have recently come into the mainstream national consciousness during the 2020 resurgence of nationwide Black Lives Matters (BLM) protests. As we collectively imagine what nonpunitive and supportive community reinvestment in employment, education, childcare, mental health, and housing might look like, medicine must be a part of these conversations. Indeed, if racist violence is a public health emergency, and we are trying to bring forth a "public health approach to public safety" – what are medicine's responsibilities to these social and institutional reinventions? Medicine has a long and fraught history of racial violence. It was, after all, medicine and pseudoscientific inquiry that helped establish what we know as the racial categorizations of today: ways of separating human beings based on things like skin color and hair texture that were used (and often continue to be used) to justify the enslavement, exclusion, or genocide of one group of people by another. Additionally, the history of the professionalization of U.S. medicine, through the formation of medical schools and professional organizations as well as and the certification of trained physicians, is a history of exclusion, with a solidification of the identity of "physician" around upper middle class white masculinity. Indeed, the 1910 Flexner Report, whose aim was to make consistent training across the country's medical schools, was explicit in its racism. From practices of eugenic sterilization, to histories of experimentation upon bodies of color, medicine is unfortunately built upon racist, sexist and able-ist practices. This course is built on the premise that a socially just practice of medicine is a bioethical imperative. Such a practice cannot be achieved, however, without examining medicine's histories of racism, as well as learning from and building upon histories of anti-racist health practice. The first half of the semester will be dedicated to learning about histories of medical racism: from eugenics and racist experimentation to public health xenophobic fear mongering. The second half of the semester will be dedicated to examining medical and grassroots anti-racist practices: from the free health clinics and hospital takeovers of the Black Panther and Young Lords Parties, to environmental activism in Flint and the Sioux Rock Reservation to antiracist AIDS and COVID activism.

Fall 2025: CPLS GU4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4325	001/10323	Th 12:10pm - 2:00pm 309 Hamilton Hall	Sayantani DasGupta	3.00	21/20

ENGL BC3242 LITERATURE OF LIBERATION BEFORE 1900. 3.00 points.

"We are all bound up together in one great bundle of humanity," wrote the abolitionist writer Frances Ellen Watkins Harper a few years after the Civil War. This course explores the creative productions, critiques, and political projects of colonized people themselves, specifically focusing on writers in the indigenous, African American, and global anti-imperialist traditions. How did these heterogeneous communities differently diagnose the context of colonialism? What positive horizons of freedom, equality, and democracy did they aspire towards? What do their works tell us about gender, land, and labor? We explore themes of sovereignty against settler colonialism in the work of indigenous writers like Kandianor, William Apess, E. Pauline Johnson, Sarah Winnemucca, Zitkala Sa, and Liliuokalani, Queen of Hawaii. Next, we read the African American abolitionist tradition, beginning with Phillis Wheatley and slave narratives (Frederick Douglass, Mary Prince, Harriet Jacobs) followed by works by Harriet Wilson, Ida B. Wells, and Machado de Assis. The final third of the class will focus on works by those encountering imperialism in Egypt, South Asia, Latin America, the Philippines, and China: Al-Jabarti, Dinabandhu Mitra, José Martí, Jose Rizal, Huang Zunxian, and Qiu Jin

Fall 2025: ENGL BC3242

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3242	001/00024	M W 11:40am - 12:55pm LI001 Milstein Center	Ken Chen	3.00	22/50

HIST UN1488 Indigenous History of North America. 4.00 points.

This course is an introduction to the history of the Native peoples of North America. Instruction will focus on the idea that indigenous people in North America possess a shared history in terms of being forced to respond to European colonization, and the emergence of the modern nation-state. Native peoples, however, possess their own distinct histories and culture. In this sense their histories are uniquely multi-faceted rather than the experience of a singular racial group. Accordingly, this course will offer a wide-ranging survey of cultural encounters between the Native peoples of North America, European empires, colonies, and emergent modern nation-states taking into account the many different indigenous responses to colonization and settler colonialism. This course will also move beyond the usual stories of Native-White relations that center either on narratives of conquest and assimilation, or stories of cultural persistence. We will take on these issues, but we will also explore the significance of Native peoples to the historical development of modern North America. This will necessarily entail an examination of race formation, and a study of the evolution of social structures and categories such as nation, tribe, citizenship, and sovereignty

Fall 2025: HIST UN1488

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1488	001/10360	T Th 11:40am - 12:55pm 313 Fayerweather	Michael Witgen	4.00	25/60

HIST UN2688 The History of Latinos in the U.S.. 4.00 points.

What is the difference between terms like "Hispanic," "Latin American," "Chicano," "Boricua," "Latinx" and "Latiné"? Though Latinos are not a recently arrived group in the U.S., they are often misunderstood, stereotyped, and portrayed as a perpetually new, foreign, or threatening presence in the United States. This lecture course traces Latinos' long social, political, and cultural history in the US from the 1600s to the present. Groups examined include Spaniards, Mexicans, Puerto Ricans, Cubans, Dominicans, Central Americans, South Americans, Caribeños, and indigenous peoples. Key topics include war and conquest; past and present migrations; race and citizenship; labor and political activism; gender and family; transnational and multiracial identities; and contemporary political debates around borders and migration. This course aims to show the uniqueness of the Latino experience while making them more central figures in American history

Fall 2025: HIST UN2688

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2688	001/15222	T Th 2:40pm - 3:55pm 313 Fayerweather	Lori Flores	4.00	10/60

HIST UN3030 IMMIGRATION AND CITIZENSHIP IN AMER HIST. 4.00 points.

This course explores the meaning of American citizenship in connection with the country's immigration history. Topics include historic pathways to citizenship for migrants; barriers to citizenship including wealth, race, gender, beliefs and documentation; and critical issues such as colonialism, statelessness, dual nationality, and birthright citizenship. We will ask how have people become citizens and under what authority has that citizenship been granted? What are the historic barriers to citizenship and how have they shifted over time? What major questions remain unanswered by Congress and the Supreme Court regarding the rights of migrants to attain and retain American citizenship?

Fall 2025: HIST UN3030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3030	001/11065	Th 12:10pm - 2:00pm 302 Fayerweather	Jessica Lee	4.00	15/17

HIST UN3697 Food, Race, and Migration. 4.00 points.

This course explores the intersectional histories of food, race, and migration in the U.S., with most of its focus on the period 1900 to the present. From food that migrated with colonists and enslaved laborers, to food created within ethnic communities trying to establish comfort and presence in the nation, to haute and fusion cuisines that cross racial, classed, and geographic borders—the things we see on our plates are the product of a myriad of movements of people, commodities, and ideas. How have factors such as race/ethnicity, migration, class, and gender impacted the foods available to us to eat, buy, and share? How have different waves of immigrants to North America shaped the nation's culinary landscape, and conversely, how has the national culture shaped the diets of newcomers? How does food function to unite and separate people? How have food politics and activism developed over time in the U.S.? This class will explore all of these questions, and more

Fall 2025: HIST UN3697

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3697	001/16948	Th 4:10pm - 6:00pm 302 Fayerweather	Lori Flores	4.00	13/13

HIST GU4518 Research Seminar: Columbia and Slavery. 4 points.

In this course, students will write original, independent papers of around 25 pages, based on research in both primary and secondary sources, on an aspect of the relationship between Columbia College and its colonial predecessor King's College, with the institution of slavery.

Fall 2025: HIST GU4518

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4518	001/10355	T 10:10am - 12:00pm 311 Fayerweather	Karl Jacoby	4	10/13

SPAN UN3895 Women, Creation, and Feminisms in Contemporary Spain. 3.00 points.

At the crossroads of social media, social movements, and the arts, the present course offers a comprehensive genealogy of recent cultural interventions embodying the most pressing issues for feminisms in Spain today. For this endeavor, the syllabus is organized around three thematic axes: memory, bodies, and territories. By deploying an open consideration of arts, activism, and their creators, the case-studies here introduced unfold a polyphonic nature in both content and form. In this light, problematics such as ecology, technology, love, violence, healthcare, labor, or collective trauma will be navigated through the genres of performance, essay, poetry, graphic novel, photography, documentary, music, or the videoclip. These will shape the singularities of the later socio-political cycle in the country, distinguished by the internationalist expansion of feminisms; an interconnected and intersectional approach to social justice; the emergence of a globalized and domestic far-right; and the shifting of the institutional left. Such a background will nurture a series of feminist interventions claiming radical imaginaries in the favor of the 99#

Fall 2025: SPAN UN3895

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3895	001/13790	T Th 2:40pm - 3:55pm 313 Pupin Laboratories	Miguel Angel Blanco Martinez	3.00	10/15

Spring 2026

Ethnicity and Race Studies

CSER UN3701 LATINX RACIAL IDENTITY # CULTURAL PRODUCTION. 4.00 points.

Enrollment limited to 22.

The course will investigate the impact of racial identity among Latinx in the U.S. on cultural production of Latinos in literature, media, politics and film. The seminar will consider the impact of bilingualism, shifting racial identification, and the viability of monolithic terms like Latinx. We will see how the construction of Latinx racial identity affects acculturation in the U.S., with particular attention to hybrid identities and the centering of black and indigenous cultures. Examples will be drawn from different Latinx ethnicities from the Caribbean, Mexico and the rest of Latin America

Spring 2026: CSER UN3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3701	001/11391	T 2:10pm - 4:00pm 420 Hamilton Hall	Edward Morales	4.00	0/22

CSER UN3821 Archives of Possibility. 4.00 points.

In part due to the rise of social and political movements challenging and reshaping colonial narratives about the past, the emergence of digital technologies, and unprecedented access to information, attention to archives has increased over the last decades. This course aims to familiarize students with theories, histories, and practices of archival-building as a mode of knowledge production and to explore questions regarding the relationship between archives and power. The course also examines how and under what conditions archives open up new possibilities by producing and circulating marginalized knowledge, narratives, and perspectives; promotes archival research, and familiarizes students with the basics of preservation in collaboration with the Rare Book # Manuscript Library. As part of the course, students will research Columbia's archives and build their own as part of this process

Spring 2026: CSER UN3821

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3821	001/13661	W 4:10pm - 6:00pm 420 Hamilton Hall	Frances Negrón-Muntaner	4.00	0/15

CSER UN3940 COMP STUDY OF CONSTITUTNL CHAL. 4.00 points.

This course will examine how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Focus will be on the role that race, citizenship, capitalism/labor, property, and ownership played in the court decision in the context of the historical, social, and political conditions existing at the time. Topics include the denial of citizenship and naturalization to slaves and immigrants, government sanctioned segregation, the struggle for reparations for descendants of slavery, and Japanese Americans during World War II

Spring 2026: CSER UN3940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3940	001/11395	Th 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4.00	0/22

CSER UN3942 RACE AND RACISMS. 4.00 points.

In this class we will approach race and racism from a variety of disciplinary and intellectual perspectives, including: critical race theory/philosophy, anthropology, history and history of science and medicine. We will focus on the development and deployment of the race concept since the mid-19th century. Students will come to understand the many ways in which race has been conceptualized, substantiated, classified, managed and observed in the (social) sciences, medicine, and public health. We will also explore the practices and effects of race (and race-making) in familiar and less familiar social and political worlds. In addition to the courses intellectual content, students will gain critical practice in the seminar format – that is, a collegial, discussion-driven exchange of ideas

Spring 2026: CSER UN3942

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3942	001/11401	F 10:10am - 12:00pm 420 Hamilton Hall	Catherine Fennell	4.00	0/15

CSER UN3990 SENIOR PROJECT SEMINAR. 4.00 points.

The Senior Project Seminar will focus primarily on developing students' ideas for their research projects while charting their research goals. The course is designed to develop and hone the skills necessary to complete a senior thesis paper or creative project. An important component of the seminar is the completion of original and independent student research. The seminar provides students a forum in which to discuss their work with both the instructor and their peers. The professor, who facilitates the colloquium, will also provide students with additional academic support through seminar presentations, one-on-one meetings, and classroom exercises; supplementary to the feedback they receive from their individual faculty advisors. The course is divided into three main parts: 1.) researching and producing a senior project thesis; 2.) the submission of coursework throughout the spring semester that help lead to a successful completed project; 3.) and an oral presentation showcasing one's research to those in and beyond the CSER community at the end of the academic year. This course is reserved for seniors who are completing a CSER senior project and who have successfully completed Modes of Inquiry in either their junior or senior year

Spring 2026: CSER UN3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3990	001/11405	W 12:10pm - 2:00pm 420 Hamilton Hall	Darius Echeverria	4.00	0/10

CSER GU4004 Data, Race, Power and Justice. 4.00 points.

For more than a century, scientists, policy makers, law enforcement, and government agencies have collected, curated and analyzed data about people in order to make impactful decisions. This practice has exploded along with the computational power available to these agents. Those who design and deploy data collection, predictive analytics, and autonomous and intelligent decision-making systems claim that these technologies will remove problematic biases from consequential decisions. They aim to put a rational and objective foundation based on numbers and observations made by non-human sensors in the management of public life and to equip experts with insights that, they believe, will translate into better outcomes (health, economic, educational, judicial) for all. But these dreams and their pursuit through technology are as problematic as they are enticing. Throughout American history, data has often been used to oppress minoritized communities, manage populations, and institutionalize, rationalize, and naturalize systems of racial violence. The impersonality of data, the same quality that makes it useful, can silence voices and displace entire ways of knowing the world

Spring 2026: CSER GU4004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4004	001/11431	F 10:10am - 12:00pm Room TBA	Brian Luna Lucero	4.00	0/22

CSER GU4340 Visionary Medicine: Racial Justice, Health and Speculative Fiction. 4.00 points.

In Fall 2014, medical students across the U.S. staged die-ins as part of the nationwide #blacklivesmatter protests. The intention was to create a shocking visual spectacle, laying on the line "white coats for black lives." The images were all over social media: students of all colors, dressed in lab coats, lying prone against eerily clean tile floors, stethoscopes in pockets, hands and around necks. One prone student held a sign reading, "Racism is Real." These medical students' collective protests not only created visual spectacle, but produced a dynamic speculative fiction. What would it mean if instead of Michael Brown or Eric Garner or Freddie Gray, these other, more seemingly elite bodies were subjected to police violence? In another viral image, a group of African American male medical students from Harvard posed wearing hoodies beneath their white coats, making clear that the bodies of some future doctors could perhaps be more easily targeted for state-sanctioned brutality. "They tried to bury us," read a sign held by one of the students, "they didn't realize we were seeds." Both medicine and racial justice are acts of speculation; their practices are inextricable from the practice of imagining. By imagining new cures, new discoveries and new futures for human beings in the face of illness, medicine is necessarily always committing acts of speculation. By imagining ourselves into a more racially just future, by simply imagining ourselves any sort of future in the face of racist erasure, social justice activists are similarly involved in creating speculative fictions. This course begins with the premise that racial justice is the bioethical imperative of our time. It will explore the space of science fiction as a methodology of imagining such just futures, embracing the work of Asian- and Afroturism, Cosmos Latinos and Indigenous Imaginaries. We will explore issues including Biocolonialism, Alien/nation, Transnational Labor and Reproduction, the Borderlands and Other Diasporic Spaces. This course will be seminar-style and will make central learner participation and presentation. The seminar will be inter-disciplinary, drawing from science and speculative fictions, cultural studies, gender studies, narrative medicine, disability studies, and bioethics. Ultimately, the course aims to connect the work of science and speculative fiction with on the ground action and organizing

Spring 2026: CSER GU4340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4340	001/11410	Th 12:10pm - 2:00pm 420 Hamilton Hall	Sayantani DasGupta	4.00	0/20

CSER GU4350 CINEMA OF SUBVERSION. 4.00 points.

Russian filmmaker Andre Tarkovsky said that “the artist has no right to an idea in which he is not socially committed.” Argentine filmmaker Fernando Solanas and Spanish-born Octavio Getino postulated an alternative cinema that would spur spectators to political action. In this course we will ask the question: How do authoritarian governments influence the arts, and how do artists respond? We will study how socially committed filmmakers have subverted and redefined cinema aesthetics to challenge authoritarianism and repression. In addition, we will look at how some filmmakers respond to institutional oppression, such as poverty and corruption, even within so-called “free” societies. The focus is on contemporary filmmakers but will also include earlier classics of world cinema to provide historical perspective. The course will discuss these topics, among others: What is authoritarianism, what is totalitarianism, and what are the tools of repression within authoritarian/totalitarian societies? What is Third Cinema, and how does it represent and challenge authoritarianism? How does film navigate the opposition of censorship, propaganda and truth? How do filmmakers respond to repressive laws concerning gender and sexual orientation? How do they deal with violence and trauma? How are memories of repressive regimes reflected in the psyche of modern cinema? And finally, what do we learn about authority, artistic vision, and about ourselves when we watch these films?

Spring 2026: CSER GU4350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4350	001/11414	Th 4:10pm - 6:00pm Room TBA	Eric Gamalinda	4.00	0/22

CSER GR5001 METHODS IN AMERICAN STUDIES. 4.00 points.

Conceived in the 1920's and 1930's, American Studies sought to make a synoptic account of the “national character.” Since the 1960's, the field has turned towards a focus on various forms of inequality as the dark side of American exceptionalism. This course surveys the development of the field's current preoccupations, covering a range of periods, regions, groups, and cultural practices that present productive problems for generalizations about U.S. identity. We begin with the first academic movement in American Studies, the myth and symbol school –and think through its growth in the context of post-WWII funding for higher education. We then move on to a series of debates centered at intersections of race, ethnicity, gender, and sexuality. We'll close by examining the historical background of protest movements built around the identitarian concerns about rape culture and mass incarceration

CLGR UN3460 Narrating Immigration Control. 3.00 points.

“The passport is the noblest part of a human being,” wrote the German exiled writer Bertolt Brecht in the late 1930s. When millions fled Nazi political and racial persecution, and before any country had a designated refugee policy, the immigration and identification system of control as we know it today was relatively new. For the refugees, having the right papers meant a difference between life and death. Visas, passports, and other documents also began to appear in Hollywood films, novels, and critical writing. Almost a century later, Germany, now a destination for refugees from other, war-ridden regions, is still ruled by papers. In this seminar, we will read and watch refugee narratives from these two biggest “refugee crises” in human history. We will study shifting refugee policies and bureaucratic practices along with their roles in cultural imaginations. We will trace the history of passports, visas, and identification as integral to the development of the modern state, and examine their symbolic values in a variety of aesthetic mediums, such as literature, film, dance, and video games

Spring 2026: CLGR UN3460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLGR 3460	001/10774	Th 12:10pm - 2:00pm Room TBA	Didi Tal	3.00	0/15

HIST UN1512 The Battle for North America: An Indigenous History of the Seven Years War, the American Revolution, and the War of 1812. 4.00 points.

This course will explore the struggle to control the continent of North America from an Indigenous perspective. After a century of European colonization Native peoples east of the Mississippi River Valley formed a political confederation aimed at preserving Native sovereignty. This Native confederacy emerged as a dominant force during the Seven Years War, the American Revolution, and the War of 1812. At times Native political interests aligned with the French and British Empires, but remained in opposition to the expansion of Anglo-American colonial settlements into Indian country. This course is designed to engage literature and epistemology surrounding these New World conflicts as a means of the colonial and post-colonial past in North America. We will explore the emergence of intersecting indigenous and European national identities tied to the social construction of space and race. In this course I will ask you to re-think American history by situating North America as a Native space, a place that was occupied and controlled by indigenous peoples. You will be asked to imagine a North America that was indigenous and adaptive, and not necessarily destined to be absorbed by European settler colonies. Accordingly, this course we will explore the intersections of European colonial settlement and Euro-American national expansion, alongside of the emergence of indigenous social formations that dominated the western interior until the middle of the 19th century. This course is intended to be a broad history of Indigenous North America during a tumultuous period, but close attention will be given to use and analysis of primary source evidence. Similarly, we will explore the necessity of using multiple genres of textual evidence – archival documents, oral history, material artifacts, etc., – when studying indigenous history

Spring 2026: HIST UN1512

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1512	001/11651	T Th 11:40am - 12:55pm Room TBA	Michael Witgen	4.00	0/30

HIST UN2222 NATURE # POWER: ENV HIST NORTH AMERICA. 4.00 points.

Environmental history seeks to expand the customary framework of historical inquiry, challenging students to construct narratives of the past that incorporate not only human beings but also the natural world with which human life is intimately intertwined. As a result, environmental history places at center stage a wide range of previously overlooked historical actors such as plants, animals, and diseases. Moreover, by locating nature within human history, environmental history encourages its practitioners to rethink some of the fundamental categories through which our understanding of the natural world is expressed: wilderness and civilization, wild and tame, natural and artificial. For those interested in the study of ethnicity, environmental history casts into particularly sharp relief the ways in which the natural world can serve both to undermine and to reinforce the divisions within human societies. Although all human beings share profound biological similarities, they have nonetheless enjoyed unequal access to natural resources and to healthy environments—differences that have all-too-frequently been justified by depicting such conditions as “natural.”

Spring 2026: HIST UN2222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2222	001/11656	T Th 1:10pm - 2:25pm Room TBA	Karl Jacoby	4.00	0/60

HIST UN3421 The US-Mexico Borderlands. 4.00 points.

This reading and writing-intensive course explores the history of the U.S.-Mexico borderlands through prisms including those of race, labor, politics, gender and sexuality, the environment, the law, indigeneity and citizenship, and migration and mobility. What is the definition of a “borderland” and who or what creates one, physical or imagined? What makes the U.S.-Mexico borderlands a unique space, and how has it changed from the Spanish colonial period to the present day? By the end of the semester students will have enough experience in analyzing primary documents and secondary sources to produce their own original research papers related to some aspect and era of U.S.-Mexico borderlands history

Spring 2026: HIST UN3421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3421	001/13795	W 4:10pm - 6:00pm Room TBA	Lori Flores	4.00	0/13

HIST UN3502 The Struggle for Indigenous Sovereignty in the Early American Republic. 4.00 points.

The United States was founded on Indigenous land and in conversation with Indigenous nations who shared possession to most of the territory claimed by the republic. The expansion of the U.S. beyond the original thirteen states happened in dialogue, and often in open conflict with the Native peoples of North America. This course will examine the creation and expansion of the American nation-state from the perspective of Indigenous peoples and Indigenous history. Most histories of the Republic equate the founding of the U.S. with the severance of colonial ties to Great Britain and the proceed to characterize America as a post-colonial society. We will study the U.S. as the first New World colonial power, a settler society whose very existence is deeply intertwined with the Indigenous history of North America

Spring 2026: HIST UN3502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3502	001/13017	W 10:10am - 12:00pm Room TBA	Michael Witgen	4.00	0/13

HIST GU4842 The City # the Archive. 4.00 points.

How to write the city? What is an archive for writing the city? What liminal and marginal perspectives are available for thinking about writing the city? What is the place of the city in the global south in our historical imagination? Our attempt in this seminar is to look at the global south city from the historical and analytical perspectives of those dispossessed and marginal. Instead of ‘grand’ summations about “the Islamic City” or “Global City,” we will work meticulously to observe annotations on power that constructs cities, archives and their afterlives. The emphasis is on the city in South Asia as a particular referent though we will learn to see Cairo, New York, and Istanbul

Spring 2026: HIST GU4842

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4842	001/12192	W 10:10am - 12:00pm Room TBA	Manan Ahmed	4.00	0/13