

ETHNICITY AND RACE STUDIES

The Center for the Study of Ethnicity and Race

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

Office location: 420 Hamilton Hall

Office contact: 212-854-0510, 212-854-0507

Director of Undergraduate Studies: Dr. Bahia Munem;
bmm2194@columbia.edu; 212-854-2058

Assistant Director: May Niiya; mkn2129@columbia.edu; 212-854-0510

Program Coordinator:

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)
- Bahia Munem (bmm2194@columbia.edu)
- Carlos Alonso Nugent (can2162@columbia.edu)
- Claudio Lomnitz (cl2510@columbia.edu)
- Darius V. Echeverria (dve2101@columbia.edu)
- Deborah Paredez (d.paredez@columbia.edu)
- Frances Negron-Muntaner (fn2103@columbia.edu)
- Jennifer Lee (lee.jennifer@columbia.edu)
- Karl Jacoby (kj2305@columbia.edu)
- Mae Ngai (mn53@columbia.edu)
- Manan Ahmed (ma3179@columbia.edu)
- Marie Myung-Ok Lee (mml2189@columbia.edu)
- Matt Sandler (mfs2001@columbia.edu)
- Michael J. Witgen (mw3528@columbia.edu)
- Sayantani Dasgupta (sd2030@columbia.edu)
- Shana L. Redmond (slr2215@columbia.edu)

Adjuncts

- 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 Room TBA	Shana Redmond	4.00	7/60

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	16/22

CSER UN3523 INTRODUCTION TO LATINX STUDIES. 4.00 points.

In the US, Latinxs are often treated in quantitative terms—as checkmarks on census forms, or as data points in demographic surveys. However, Latinxs have always been more than mere numbers: while some have stayed rooted in traditional homelands, and while others have migrated through far-flung diasporas, all have drawn on and developed distinctive ways of imagining and inhabiting the Americas. In this course, we will explore a wide range of these Latinx lifeways. Through readings in the humanities and social sciences, we will learn how Latinxs have survived amidst and against settler colonialism and racial capitalism. Meanwhile, through the study of literature and art, we will see how Latinxs have resisted and/or reinforced these social systems. With our interdisciplinary and intersectional approach, we will determine why Latinidad has manifested differently in colonial territories (especially Puerto Rico), regional communities (especially the US–Mexico borderlands), and transnational diasporas (of Cubans, of Dominicans, and of a variety of Central Americans). At the same time, we will understand how Latinxs have struggled with shared issues, such as (anti-) Blackness and (anti-)Indigeneity, gender and sexuality, citizenship and (il)legality, and economic and environmental (in)justice. During the semester, we will practice Latinx studies both collectively and individually: to enrich our in-class discussions, each student will complete a reading journal, a five-page paper, a creative project, and a digital timeline

Fall 2025: CSER UN3523

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3523	001/10177	W 12:10pm - 2:00pm 420 Hamilton Hall	Darius Echeverria	4.00	4/25

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 Room TBA	Brian Luna Lucero	4.00	11/22

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	W 2:10pm - 4:00pm 420 Hamilton Hall	Bahia Munem	4.00	11/15

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 Room TBA	Eric Gamalinda	4.00	24/22

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	22/22

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	4/20

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	0/22

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 420 Hamilton Hall	Frank Guridy, Deborah Paredez	4.00	5/15

CSER GR5000 INTRO TO AMERICAN STUDIES. 3.00 points.

This course explores the set of possibilities presented by American Studies as a comparative field of study. We begin with a brief overview of the history of the field, and then we'll focus primarily on the range of modes in which its interdisciplinary work has been undertaken (literary, historical, legal, digital, etc.). The idea here is not to arrive a comprehensive picture of American Studies, but to think about the many ways people have produced knowledge under its aegis. We will also focus on work by Columbia faculty, and sessions of the course are built around visits by faculty in the field to Columbia's University Seminar in American Studies. Our guiding questions include: How does one do research in a multimedia, "cultural" environment? How does one situate oneself as an "intellectual" or "critic" in relation to one's object of study? How does one write about different media/genres? How does one incorporate different methodologies into one research project?

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 Room TBA	Claudio Lomnitz	4.00	1/20

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	14/25

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 Room TBA	Sayantani DasGupta	3.00	16/20

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 328 Milbank Hall	Ken Chen	3.00	35/60

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 Room TBA	Michael Witgen	4.00	48/60

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 Room TBA	Jessica Lee	4.00	14/13

HIST UN3501 Indians and Empires in North America. 4.00 points.

In this course you will be asked to re-think American history. That is, we will approach the history of America as a continental history. This will require that we think of North America as a New World space, a place that was uninhabited and occupied by indigenous peoples, and then remade by the arrival and settlement of Europeans. You will be asked to imagine a North America that was indigenous and adaptive, as well as colonial and Euro-American. This approach to the study of North American history is designed to challenge the epistemology and literature of the history of colonization and American expansion, which displaces Native peoples from the central narrative of American history by placing them at the physical margins of colonial and national development. Instead we will explore the intersection and integration of indigenous and Euro-American national identity and national space in North America and trace their co-evolution from first contact through the early nineteenth century

Fall 2025: HIST UN3501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3501	001/10362	W 10:10am - 12:00pm Room TBA	Michael Witgen	4.00	0/13

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 Room TBA	Karl Jacoby	4	3/13

SOCI UN3968 IMMIGRATION, RACE, AND ASIAN AMERICANS. 4.00 points.

Drawing from evidenced-based social science research, this course will equip students to understand how the laws and policies of America's past continue to affect the experiences, trajectories, and perceptions of Asian Americans today. Tracing the racial mobility of Asian Americans from "unassimilable to exceptional", we begin by studying legacies of exclusion and then examine Asian Americans' experiences in education, affirmative action, the workplace, and the surge of anti-Asian violence during the Covid-19 pandemic

**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 Room TBA	Miguel Angel Blanco Martinez	3.00	10/15