

**Quarterly Approved
Courses:
Winter 2007**

1. Hispanic, US Latino/a and Luso-Brazilian Cultures
2. Locating Europes and European Colonies
3. Pacific Rim
4. Inter-Area Studies
5. Locating Asias (Nation, Culture, and Diaspora)
6. Atlantic Rim
7. Locating Africas (Nation, Culture, and Diaspora)

1. Hispanic, US Latino/a and Luso-Brazilian Cultures

Important!

Always double-check the DAYS and TIME listed below against the official schedule of classes. All entries below are tentative!

<p>AFAM 110 CARIBBEAN: COLONIAL-EMANCIPATION JAMES, W.</p> <p>TuTh 3:30- 4:50p</p> <p><i>Same as Hist 169.</i> Exploration of the history of the archipelago from pre-Columbian times to the end of slavery; examining the impact of European colonization, decimation of the indigenous populations, African slavery, resistance and emancipation; the unity and diversity of experience in region.</p>
<p>English 105 Multicultural Topics in Literatures in English</p> <p>Topic in Winter Quarter: Chicano Lit J. Lazo</p> <p>TuTh 3:30- 4:50p</p> <p>No detailed course description. English 105 course typically focuses on ethnic or minority literatures, or treats issues related to race and cultural identity. May be repeated for credit as topics vary.</p>
<p>HISTORY 151A CHICANA/O HIST – 1900 RUIZ, V.L.</p> <p><i>Same as Chc/Lat 132A.</i></p> <p>TuTh 9:30-10:50</p> <p>This course offers an overview of Chicano History from Mesoamerican origins to 1900. Focusing on the contributions of Mexican Americans to the economic and cultural development of the region now known as the American West. Decades, even centuries, before the famed covered wagons rolled across the prairies and deserts, mestizo peoples, citizens of New Spain (and later Mexico) ventured north. They established presidios, missions, pueblos, and ranchos. This course relates the history of these mestizo pioneers, their ever-changing interactions with indigenous peoples and EuroAmerican newcomers, as well as the transformation of their societies following the Texas Revolution and the U.S.-Mexican War.</p>

HISTORY 161A | COLONIAL MEXICO | RODRIGUEZ, J.E.

TuTh 11:00-12:20p
(see Class schedule for Discussion times)

The course examines the history of Mexico from prehistoric times to the eighteenth century. It will focus on the social, economic, and political evolution of the new Mexican society that resulted from the “meeting” of two cultures. There will be three graded assignments in this course: a midterm, a paper, and a final. The paper will be on a topic of the student's choice but it must deal with some aspect of the course. It is not a formal research paper but it will require outside reading. The paper should be between ten and fifteen pages in length. Before writing the paper, students are required to meet with the instructor. Students must submit their paper topics and a tentative bibliography.

LIT JRN 101BW | CROSSING BORDERS | KATZ, J.

F 2:00- 4:50p

Good journalism is, at its heart, a form of translation: the process of discovering and deciphering and ultimately reconstructing the world in a way that makes the unfamiliar more comprehensible. This workshop will focus on stories that explore foreign terrain, that seek to navigate and illuminate the bewildering cultural landscape of Southern California. Students will be invited to insinuate themselves into a community not their own—one, perhaps, that is concealed or misunderstood or even readily demonized—and immerse themselves in its vocabulary and traditions. They will be encouraged to emerge with a narrative that is at once daring, humane, curious, and non-judgmental, that explains something new without condescending to or exoticizing the subject. The reading list will be anchored by Ted Conover’s *Coyotes: A Journey Through the Secret World of America’s Illegal Aliens*, a quite literal interpretation of the course’s title. Works by Mark Arax, Charles Bowden, William Finnegan, J.R. Moehringer, and Adrian Nicole LeBlanc will also be considered.

SPANISH 110C | CARIBBEAN LATINA WRITERS | HERNANDEZ-TORRES

TuTh 12:30- 1:50p

The purpose of the course is to study a selection of contemporary texts (novels, poems, video performances, essays) written or performed by U.S. Caribbean Latina writers, with a particular emphasis in the ways in which identity, memory, place, and gender issues are explored. Our goal is to examine how differences and similarities of Latina experiences in the U.S. emerge and are represented from the perspectives of Puerto Ricans, Dominicans, and Cuban-Americans. Some of the authors included are: Sonia Rivera Valdés, Alina Troyano, Coco Fusco, Loida Maritza Pérez, Esmeralda Santiago, and Achy Obejas. Students will be required to read critical and theoretical essays that will broaden our discussions. Requirements for the course will include a midterm exam, one final paper, and oral reports. Readings in English and Spanish. Class

discussion in Spanish.

SPANISH 150 | IMMGRATION & TRAUMA IN SPAIN | HAMILTON, M.

MWF 10:00-10:50

This class, which will be taught in English, will explore the history of immigration and the traumas it has produced within and around the context of the Iberian world--both in Spain and the Americas--through the lens of literary representation. Immigration and the trauma that results in the lives of immigrants as well as in the societies from which and to which they move is a defining feature of human history. In this class we will explore various historical moments of intense immigration in the Iberian world. The social and individual impact migrations such as those of Arabs and Jews forced out of the Iberian Peninsula or of Spaniards to the Americas have proven decisive in the history of Spanish and Iberian (if not global) society. Contemporary migrations of Spanish-speaking populations throughout the Americas and of Africans into the Iberian Peninsula also constitute some of the largest cultural and social shifts affecting their respective continents. In this class we will read early Iberian poems addressing the status of the immigrant—the nostalgia for the lost homeland and the lost language—as well as a fictional narrative (Leo Africanus) describing the itinerant life of an Andalusian exile in the Mediterranean world. This account offers a glimpse of a cosmopolitan culture characterized by international trade and cultural exchange comparable in many ways to contemporary society and will provide a forum for discussion of the immigrant's role in such a global society. We will also read Spanish accounts of the Conquest of the Americas and explore the various implications such imperial immigration had not only for indigenous peoples and cultures, but also the effects such immigrations had on Peninsular Spanish society. The final weeks will be devoted to contemporary Spanish-speaking immigration in the Americas. The principal reading will be Enrique's Journey, a non-fiction account of one boy's journey from Honduras to the United States. Readings of Latino poetry and of U.S.-Latino narrative will supplement the examination of contemporary traumas associated with Spanish-speaking immigration in the Americas. Questions explored in this class include: What effect does immigration have on the individual—how does it affect their relationships with family, friends, power and themselves? What effect does immigration have on society and the State—how does it affect family structure, state infrastructure (how money is spent in a particular community and within a nation), gender relations? How are these changes represented/reflected in literary texts? Taught in English. There will be two quizzes and one short paper (5-6 pages) on a particular representation of immigration in the Spanish-speaking world (examples include a poem, short story, novel, painting, etc.). Students are required to attend class and do the homework (which maybe collected at any time). (Spanish 150 DOES meet the upper-division foreign language literature in translation requirement for English majors completing the F'05 major requirements.)

**Anthro 125X IMMIGRAT COMP PERSP
CHAVEZ, L.**

TuTh 11:00-12:20p

125X Immigration in Comparative Perspective (4). Examines issues related to the migration and settlement of immigrants. Although the focus is on the Mexican migration to the United States, comparisons are also made to immigrant groups from Korea, Japan, Southeast Asia, Central America, the Caribbean, and Europe. Same as Chicano/Latino Studies 161. (VII-A)

Anthro 121D Cross-Cultural Studies of Gender
O'ROURKE, S.

TuTh 5:00- 6:20p

Familiarizes students with the diversity of women's experiences around the world. Gender roles and relations are examined within cultural and historical contexts. A central concern is how class, race, and global inequalities interact with women's status. Prerequisite: Anthropology 2A or 2B. (VII-B)

Soc Sci 185W PEOPLE IN SOCIETY
OKANE, J.

TuTh 3:30- 4:50p

185 People in Society (4). Through readings about people in distinctly different societies throughout history, students learn concepts that cross the boundaries of the social science disciplines. Such themes as democracy, elitism, power, social class, race, gender are used as basis for discussion and writing. Prerequisite: satisfactory completion of the lower-division writing requirement.

INTERNATIONAL STUDIES 179 REGIONAL TOPICS IN INTERNATIONAL STUDIES (4).

TOPIC IN WINTER QUARTER: US INTERVENTION: LATIN AMERICA WITH PROFESSOR ROBERT DUNCAN (course code 64600). MAY BE REPEATED FOR CREDIT AS TOPICS VARY. (VII-B):

MWF 12:00-12:50p

No detailed course description available

INTERNATIONAL STUDIES 189. SPECIAL TOPICS IN INTERNATIONAL STUDIES (4).

TOPIC IN WINTER QUARTER: LATIN AMERICA: RACE AND ETHNICITY ALSO TAUGHT BY PROFESSOR DUNCAN (COURSE CODE 64815)

MWF 10:00-10:50 + Discussion
(see class schedule for Discussion times)

No detailed course description available

CRIMINOLOGY/LAW 172 CULTURE CHANGE AND THE MEXICAN PEOPLE (4).
| J. VIGIL. (same as 61355 Chc/Lat 155, Lec A)

TuTh 11:00-12:20p

Lecture, three hours. Reviews culture contact and colonization, innovation diffusion, acculturation, assimilation, culture conflict and marginality, modernization, urbanization, legal transformations. Mexico and the Southwestern U.S. are reviewed through several centuries to better appreciate the indigenous base of the Mexican people. Same as Chicano/Latino Studies 155. (VII-A)

Special note:

Please note that the 103B course listed hereafter — required for the Global Major — is offered this coming quarter:

HUMAN 103B | Global Literature and Culture | ALKASSIM, D.

M 3:00- 5:50p

For your info, here are the overall requirements for our Major:

Requirements for the Major

Fourteen courses are required: History 21A-B-C; Humanities 103A-B; eight upper-division courses from an approved emphasis list (see sample below), six of which must be selected from one emphasis and two from a second emphasis (three of the eight courses must focus on representation, i.e., Art History, Film, Media, Literature, History, French, Italian, Spanish, Russian); and Humanities 191. Quarterly consultation with a faculty advisor is also required.