

**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)

4. Inter-Area Studies

Important!

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

<p>Soc Sci 119 GEOGRAPHY OF PACIFIC RIM BRAND, J.</p> <p>TuTh 11:00-12:20p</p> <p>Social Science 119A-Z Special Topics in Geography (4) F, W, S. May be repeated for credit. Prerequisites vary.</p>
<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>ART HIS 103 GREEK SANCTUARIES MILES, M.M. // Same as ArtsHum 101 GREEK SANCTUARIES</p> <p>TuTh 11:00-12:20p</p> <p>A study of the art and architecture of the sanctuaries of ancient Greece, with special attention to how archaeology helps illustrate the history of Greek religion. The sanctuaries served as centers of worship of the gods, and were focal points for Greek politics, athletics, medicine, art and architecture. This course covers the panhellenic sanctuaries of Delphi and Olympia; selected city sanctuaries; Eleusis, the site of the Eleusinian Mysteries; and Epidauros, the primary center for the healing god Asklepios. One mid-term examination, one paper, final examination. Recommended prerequisite: Art History 40A or background in Classics.</p>

ART HIS 121 | RENAISSANCE VENICE | BAUER, L. // Same as ArtsHum 101

TuTh 9:30-10:50

This course will examine the three-way relationship among the city of Venice, the artists and architects working there during the fifteenth and sixteenth centuries, and developing forms of visual culture. It will consider the geography, history, and institutions of the city, such artists as the Bellini, Titian, and Palladio, and topics ranging from pictorial identity and secular narrative to gender and the development of the nude. In addition to a midterm and a final examination, two short papers will be required.

ASIANAM 110 | LIT OF SOUTH ASIAN DIASPORA | SHROFF, B.

MW 12:00- 1:20p

Same as English 105. In this class we analyze the work of writers who are of South Asian ancestry living in North America and Britain. A central concern is how through literary and cinematic representations, spaces of “home” and “belonging” are negotiated through narratives of disjunctures and displacements. How do the literary and cinematic texts represent multiple and contradictorily organized spaces where new identities must be negotiated? How do writers and filmmakers construct and negotiate their identities in their own specific cultural context and also in the larger diasporic context? We analyze texts such as Meena Alexander’s “Fault Lines”, Jhumpa Lahiri’s short stories “The Interpreter of Maladies”, Hanif Kureishi’s screenplay “My Beautiful Laundrette”, and Agha Shahid Ali’s poems “The Half Inch Himalayas”, among others.

ASIANAM 142 | MUSLIM IDENTITIES IN NORTH AMERICA | LEONARD, K.B.

TuTh 11:00-12:20p

Same as Anthro 125Z and Rel Std 150. This course explores multiple identities of Muslims in North America, including African American Muslims and immigrants of many national origins. We explore religious, political, cultural, ethnic, and class differences among American Muslims, paying particular attention to recent efforts to mobilize and participate in American politics. The course involves a team research effort in the local communities.

ASIANAM 161 | RACIAL/ETHNIC COMMUNITIES | LIU, J.

Same as Soc Sci 175B.

LIU, J.

This course will examine different conceptions of how racial and ethnic communities are formed and maintained as well as the conditions that enable these communities to continue to exist. Contemporary Chinese, Korean, South Asian, and Khmer communities will be looked at to determine the applicability of these varying conceptions. Although the focus is primarily on various Asian American communities,

comparison to African American and Latino communities will be made when appropriate.

ASIANAM 164 | ASIANAM/AFAM RELATIONS | FUJITA-RONY, D.

TuTh 2:00- 3:20p

Same as AfAm 110 and Hist 184. This course will explore the comparative and often connected history of Asian Americans and African Americans in the United States, with particular emphasis on the contemporary era. Themes will include labor, community formation, political mobilization, and cultural expression. Requirements will be a 5-page paper, midterm, final exam, and engaged class participation.

COM LIT 104 | INTRO TO EURO STUDIES: THE CASE OF THE RENAISSANCE | NEWMAN, J.O.

TuTh 8:00- 9:20

Same as Humanities 101A. What is Eurocentrism? Where is “the West”? Is the ‘New World’, including the US, automatically implicated in political and cultural conditions inherited from a strictly (Western) European past? What about Islam, Asia and “the East”? Why do we think geographically about identity anyway? Is identity a matter of a fixed geography, indeed, is identity fixed according to ethnic, religious, and political coordinates at all? -- These are some of the questions we will examine in this course, which is the first course of the two-course Core Sequence in the Major in European Studies in the School of Humanities. (European Studies majors need to take both quarters at some point, but both courses are also open to non-majors on a first come, first served basis; all other students may sign up under the CL104 number.) This quarter, we will focus on the period of the Renaissance as one of the key periods during which the very concept of Europe began to be defined. Our special interest will be the question of Europe and Islam; we will study ‘Europe’ as it intersects—commercially, politically, culturally, and in terms of religion—with Africa, the Ottoman Empire and the ‘New World’. Using historical maps, literary texts (including Shakespeare’s *Othello*, Torquato Tasso’s *Jerusalem Liberated*, Cervantes’ *Don Quixote*, and Corneille’s *The Cid*, among others), and historical and art historical materials, we will begin to trace the influence of politics, religious ideology, military engagement, and mercantilism on the creation of the ‘European’ subject—whoever she or he may have been. Along the way, we will think about how the construction of Europe and religious identity in the past may bear on how we understand our always complex, often confusing, and at times pretty scary political and cultural present. Reading logs and a research paper.

E ASIAN 55 | KOREAN WAR FICTION | KIM, K.H.

MWF 1:00- 1:50p

This course examines both written fictions and films that account the Korean War (1950-1953) and the subsequent division of Korean peninsula. The course will mainly study how the historiography of the war is written from the South Korean perspective, while considering also how the modern gender relations have been impacted by the war. We will investigate the origin of the traumas that are narrated in many of the fictions and evaluate how these works aim to facilitate a process of healing. Through the analyses of these works of fiction, we will attempt to understand what the relationship between literature and politics is in a society that has undergone one of the most intense political experiences of the 20th Century. (East Asian 55 DOES NOT meet the upper-division foreign language literature in translation requirement for either the Comparative Literature or English major.)

E ASIAN 116 | CHRISTIANITY & MODERNITY IN KOREA | CHOI, C.

Same as Rel Std 120.

MWF 1:00- 1:50p

This course examines the ways in which Christianity has been received and resisted as a force of modernity in Korea and a wide range of political, social, and cultural changes that Christianity has impacted. Materials will be drawn from history, literature, autobiographies, and visual images. (East Asian 116 DOES NOT meet the upper-division foreign language literature in translation requirement for either the Comparative Literature or English major.)

ASIANAM 150 | ASIANAM & POP CULTURE | MIMURA, G.

Same as Flm&Mda 130.

TuTh 11:00-12:20p

(see Class schedule for Discussion times)

Do Asian Americans have a stake in popular culture? Why and how? Since the 1960s, Asian Americans have been producing distinct and exciting popular cultures that challenge racism, create new experiences of leisure, and advance democratic values. We will examine the relationship between Asian Americans and popular culture in several areas: image culture, popular music, high and low fashions, street cultures, and shopping malls. Grading is based on the following: attendance and participation 20%, midterm 40%, and final 40%.

FLM&MDA 160 | PHILIPPINE CINEMA | LIM, F.

TuTh 3:30- 4:50p

(see Class schedule for Discussion times)

This class introduces Filipino Cinema through a matrix of intersecting discourses: nationalism, class, historiography, Filipino film criticism, star discourses, genre study, and audience reception. Encompassing the studio era and its decline, the auteurist New Cinema, and contemporary Filipino popular and independent film production, the course attempts to familiarize students not only with the films themselves, but to a wide range of critical discourses, developed in the Philippines and often inflected by American academic discourses such as third world and postcolonial studies. The films were chosen to familiarize the student not only with the canonical directors of Filipino cinema but also to foster an appreciation for the commercial cinema's talented array of stars, directors, and screenwriters. The course examines Philippine cinema's rich and nuanced articulation of nation, history, sexuality, and diasporic experience in relation to the intersecting discourses of filmmakers, stars, critics, and audiences. Weekly notebook entries on required readings; response papers. This course has a non-refundable lab fee.

FRENCH 150 | FRENCH ORIENTALISMS | ZAYED, O.

TuTh 2:00- 3:20p

Since France's colonization of Algeria in 1830, one means whereby French culture sought to dominate and "manage" the non-European Third World was by uniformly locating and constituting the "Orient" as the Other of the Occident. While appropriating the Orient as language depended on the construction of consistent clichés and stereotypes that represent their objects as fixed or stable, Orientalist literature is marked by contradictions, slippages and moments of instability which point not only to the heterogeneity of the orientalist object but to orientalist discourse as the site of multiple inscriptions of difference. In reading works by Fromentin, Flaubert, Gautier and Loti, we will be looking at various orientalisms, giving particular attention to places in the text where what purports to be a univocal narrative finds itself troubled, interrupted and rearticulated against itself. (French 150 DOES meet the upper-division foreign language literature in translation requirement for English majors completing the F'05 major requirements.)

130C Topics in Jewish History (4) | Schroeter. D. J.

TuTh 12:30- 1:50p

No course description given. May be repeated for credit as topics vary.

HISTORY 135E | HISTORY OF NAVIGATION | SEED, P.

TuTh 12:30- 1:50p

Sailing, shipbuilding, navigation happens the world over, but rarely do we learn about its history, which goes back thousands of years. This course develops the comparative history of sailing and navigation around the globe--in Polynesia, the South China Seas, the Atlantic, and Arabian and Persian Oceans from the first sailors through the advent of steam.

HISTORY 158A | U.S. FOREIGN RELATIONS SINCE WWII | ROSENBERG, E.S.

MWF 8:00- 8:50

What are the cultural, economic, and strategic patterns that have made up U.S. foreign relations from World War II to the present? Drawing on a diversity of texts, including books, films, and documents, and reflecting a variety of perspectives about the role of the United States in the world, this class explores themes that have shaped America's role in the world over the past sixty years, including exceptionalism, nationalism, secrecy, discourses of race and gender, modernization, anticommunism, and human rights. It considers both the domestic and international settings of past U.S. policies; sets a broad context of both governmental and non-governmental global connections; and discusses various international and domestic perspectives on U.S. foreign policy since World War II. Class requirements will include regular attendance, reading four books and many scholarly articles, using resources on assigned websites, participating in an "interest group" that reports to the class, completing a few quizzes or short-essay assignments, and writing a midterm and a final exam.

HISTORY 190 | SHANGHAI & LA FACT & FICTION | WASERSTROM, J.

TuTh 11:00-12:20p

Shanghai and Los Angeles are very different cities in many ways. For example, though Shanghai is a "young" city by Chinese standards, it had already been in existence for centuries before L.A. was founded. Still, these two giant cities perched on opposite sides of the Pacific Rim turn out to have some intriguing things in common, including close ties to the world of cinema (in the 1930s, Shanghai was called the "Hollywood of China") and a tendency to be admired by some, reviled by others, and simultaneously loved and hated by still others. During the winter quarter, we will explore the similarities and differences between Shanghai and Los Angeles as physical places and symbols of modernity via readings that range from scholarly works to a cyberpunk novel. We will also view and discuss scenes from films, listen to presentations by guest speakers, and find out what resources relating to Shanghai and L.A. are available at the Langston Library. These winter activities will lay the groundwork for students to pursue individual projects in the spring (in a linked 192 course), culminating in the writing of an extended research paper on one or the other case study city—or on a related urban history topic selected in consultation with the instructor.

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.)

WOMN ST 110C | PRODUCING GENDER TRANSNATIONALLY | GREWAL, I.

TuTh 3:30- 4:50p

Focus on South Asia and gender in 19th and 20th centuries. Examination of impact of colonialism, diasporas and modernity on the formation of gender in South Asia. We will read historical, anthropological, literary and cultural studies scholarship, view movies, documentaries and examine popular culture and its artifacts (VII-B)

WOMN ST 156A | RACE AND GENDER | KIM, K.

TuTh 11:00-12:20p

Note: Womn St 156A was offered prior to F'05 as one of the topics available under Womn St 162. Students who took Womn St 162 when the topic was Race and Gender, will NOT receive credit for Womn St 156A.

This course examines the nexus of sexuality, degeneracy, and racism central to proslavery discourses that sanctioned the brutal exercise of power and absolute domination over captive bodies and to colonial discourses that consolidated the myth of imperial authority and rationalized the exploitative structures of colonial rule. The course looks at the figuration of both the captive person during New World slavery and the "native" during European colonial conquest over African and Asian territories and revolves around a seeming paradox that recurs in the representative discourse that ascribes degenerate sexuality to racialized bodies: the simultaneous figuration of the Other as empowered and subordinated, as desired and/or repugnant, as wholly different but also the same. The course looks as well at the effects of these discourses: material, psychic, and political. The course's study of the effects of these discourses during Reconstruction and decolonization acknowledges the continuities and discontinuities between slavery and emancipation, between colonial and postcolonial

practices around this repertoire of images and its twinned discourse of bourgeois civility, which was articulated by post-abolition freed black populations and postindependence nationalist movements as grounds for citizenship and as evidence of self-determination and autonomy from foreign mandates. (VII-A)

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)

Dept of Chicano Studies
115C Afro-Latin American Music (4). | R. Fernandez

3:00-4:50

Musical culture of Afro-Latin American peoples, emphasizing Spanish-speaking Caribbean. Topics include: background in West Africa, the persistence of traditions in the Caribbean, the commercial music of the twentieth century, the connections between musical culture, religion, and the economy. Same as Social Science 176A. (VII-B)

Soc Sci 178E JAPANESE AMER EXPER
LIU, J.

TuTh 3:30- 4:50p

178E The Japanese American Experience (4). Studies the settlement of Japanese in Hawaii and the continental United States since the late nineteenth century. Topics covered include sugar plantations, development of rural Japanese America, World War II internment, post-War community development, and persistence of Japanese American identity. Same as Asian American Studies 151E. (VII-A)

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.

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.