

**Quarterly Approved  
Courses:  
Winter 2007**

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

**6. Atlantic Rim**

**Important!**

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

**AFAM 110 | CARIBBEAN: COLONIAL-EMANCIPATION | JAMES, W.**

**TuTh 3:30- 4:50p**

*Same as Hist 169.* 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.

**AFAM 111A | AFAM ART: 1650-1900 | COOKS, B.**

**MW 11:00-12:20p**

*Same as Art Hist 164A.* A survey of visual production by North Americans of African descent, from colonial times through the late 19th century. Includes African-American activity in such fields as architecture, crafts, decorative arts, painting, sculpture, and photography. Examines processes of cultural adjustment, exchange, and resistance; problems of patronage and aesthetic evaluation, as well as the effects of gender, class, color, and regional differences among African-Americans.

**AFAM 130 | HARLEM RENAISSANCE & SOPHIATOWN | MASILELA, N.**

*Same as English 105.*

**TuTh 9:30-10:50**

One of the extraordinary events of the twentieth century has been the emergence of black modernities across the oceanic divide. These modernities took on particular historical forms as well as singular cultural configurations. Invariably, in their formation, realization, and actualization, whether on African or in the African Diaspora, they constituted themselves as historical discourse, usually across the Atlantic, about cultural identities, historical survivals, invention of traditions and the formation of new nationalities. At the center of these reciprocal exchanges and interactions in the black world has been the New Negro modernity in the United States.

It was largely the New Negro modernity which orchestrated the deeper strains of cultural splay of black historical avant-gardes globally. The course will investigate and analyze some of these seminal United States cultural and literary influences on south Africa. On the cultural plane, of essential importance will be an understanding of how the concepts of the New Negro and New African were formulated and came into being, as well as the 'construction' of the literary periods of the Harlem Renaissance and the Sophiatown Renaissance. Within each literary period, the complexly different intersection and combination of literary modernity and literary modernism will be theorized. Each literary period had a peculiarly differential structure of generic forms. Despite this, several parallels between writers will be discussed: say, between Zora Neale Hurston and Bessie Head, W.E.B. Du Bois and H.I.E. Dhlomo, Langston Hughes and Rive Rive and Ezekiel Mphahlele, Rudolph Fisher and Arthur Maimane, George Schuyler and Casey Motsisi, and etc. Of the six assigned books, five are anthologies. Fredric Jameson has recently observed: "The eclipse of avant-gardes (including political ones) has often been taken to be more than accidental characteristic of the postmodern turn; less often remarked is the concomitant substitution---for the great avant-garde manifestos and indeed for the very conception of the great individual master text or statement---of the anthology, the collective symposium, as the generic expression of the emergence of new concerns and new fields or objects of study." Clearly, the relation between United States and South Africa concerning modernity and modernism is an emergent new concern of intellectual endeavor.

**ENGLISH 102D | ANGLO-AMERICAN MODERNISM | NORRIS, M.**

**TuTh 9:30-10:50**

This course is designed to explore the major canonical works of Modernism by British and American writers whose works encompass the period from just before the turn of the century to the outbreak of World War II. Encompassing a moment between two world wars, the period from 1900-1940 was one of great upheaval that had significant repercussions for culture and the arts on both sides of the Atlantic. The lectures in this course will focus on the historical conditions of each author, and the formal experiments and innovations that were the poetic responses of writers to those conditions. We will read Joseph Conrad's The Heart of Darkness, T. S. Eliot's The Waste Land, D. H. Lawrence's Lady Chatterley's Lover, several stories from James Joyce's Dubliners, Gertrude Stein's The Autobiography of Alice B. Toklas, Djuna Barnes's Nightwood, Nella Larsen's Quicksand, as well as some poetry from the Harlem Renaissance. There will be two examinations--a mid-term and a final--and possibly a short paper. The examinations will be half objective, half essay. Book List: Joseph Conrad, The Heart of Darkness; T. S. Eliot, The Waste Land; D. H. Lawrence, Lady Chatterley's Lover; James Joyce, Dubliners; Gertrude Stein, The Autobiography of Alice B. Toklas; Djuna Barnes, Nightwood; Nella Larsen, Quicksand

**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

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.

**SPANISH 150 | IMMIGRATION & 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 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)

**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.