

Spring 2010 Courses

### **History 368-1 Revolution in 20th Century Latin America: Mexico and its Revolutions**

Instructor: Brodwyn Fischer

This course charts Latin America's first major social revolution, from its beginnings as an explosive civil war through its political triumph, institutionalization, and ultimate corruption and dissolution. Though we will concentrate initially on the Mexican Revolution's first and most violent phases, we will also use the Revolution as a window through which to understand Mexico's culture and history over the entire twentieth century. Topics examined will include: the Revolution's roots in peasant unrest, dictatorship, and economic change; the story of the Revolution's armed phase; the struggle's impact on Mexico's economy and politics; the Revolution's significance for Mexican culture; the evolution of the Revolution under Lázaro Cárdenas in the 1930s; the development of 20th century Mexican nationalism; the Revolution and economic development; agrarian reform, rural poverty, and national and international migrations; popular disillusion and revolutionary authoritarianism; Mexico's 1960s counter-culture; the rise of neo-liberalism; and the close of the revolutionary cycle.

### **History 392-20 Comparative Slavery**

Instructor: Frank Safford and Sherwin Bryant

Tracing slavery from classical times to the late eighteenth-century, this course will interrogate the meaning of slavery through the lens of its long history in the ancient Mediterranean, medieval Europe, the early modern Atlantic World (especially Latin America), and the US south. Exploring the legal, economic, and religious basis for slavery, we will chart the rise of slavery in the New World, exploring the similarities and the salient differences between slave experiences across time and space. Our objective will be to complicate notions of slavery and slave societies, while gaining some sense of the institution's long and complex history.

### **Af Am St 345 Politics of Afro-Latin America**

Instructor: Sherwin Bryant

What does it mean to be "Black" in Latin America? What happens to our notions of "blackness," black experiences, and race when we imagine Africans and their descendants as political subjects? How do scholars identify and/or define 'race' and 'racism' in Latin America? When can we locate and examine 'race' and 'racism' in the history of Latin America? How has 'race' mattered in the history of the region? Has 'race' always constituted an organizational category throughout Latin America? And, how have the politics of race and sexuality converged in the making of Latin American Nations? For much of the twentieth century, Latin American nations worked to construct the identities of "racial democracies" - countries where the scourge of racism and prejudice could not take root due to processes of whitening via mestizaje (racial mixing) and Catholic education. Yet, in recent decades, several of these countries have come to recognize the failure of such "projects" even as a growing number of studies have come to highlight the persistent and insidious patterns of racial discrimination and inequality found throughout the region and its history. In this course, students will grapple with these ideas, histories, and themes,

developing a deeper understand of the social and political implications of race in Latin America. They will showcase their deepening understanding of these themes in their own words at various points in the course. Students will also be expected to pay close attention to current events affecting African-descended populations in Latin America.

### **Anthro 390-21 Ancient History of Caribbean**

Instructor: Luis Curet

CARIBBEAN ARCHAEOLOGY: The archaeology of the pre-Columbian groups of the Caribbean, their life, society, and history from the first migrations to the early times of European colonial domination. This course will focus on the study of prehistoric groups from the Greater and Lesser Antilles, as well as the Caribbean littoral of South America. Through archaeology and ethnohistory, the class examines the culture history, the social and political organization, economy, and religion of the different pre- and protohistoric peoples of the region. A broad range of issues and analytical perspectives concerning the discipline of archaeology are discussed using the Caribbean as a case study.

### **English 298-20 NonWestern Texts & Contexts**

Instructor: Evan Mwangi

This course is devoted to helping students develop sensitive reading of literatures from non-western cultures. Combining popular and canonical texts, we use Caribbean and African literary and cultural texts to appreciate the role of textual and political contexts in literary interpretation. What are the defining characteristics of a literary text? How might literariness vary from one culture to another? What are the qualities of a good critical essay? What is the role of the critic in literary production and reception? What critical approaches are the appropriate for a particular text? As we discuss these questions, we will pay attention to ways of constructing convincing arguments about literature and its contexts, especially when that literature comes from backgrounds other than our own. Although our focus will be on theoretical and methodological inquiries and on protocols of reading, we will emphasize practical criticism of particular works, writing about literature, and peer critiquing.

### **English 365 "Postcolonial Lit: Art and Autobiography or Post-Afrocentric Translations"**

Instructor: Evan Mwangi

This course examines the intersection of art and autobiography in postcolonial cultures. We read works by prominent and upcoming writers, especially the way the writers' use of self-representation to critique colonial and postcolonial relations in Africa, Asia and the Caribbean. Comparing poetry, novels and auto/biography, we will pay close attention to the artistic devices the writers deploy in composing stories about themselves or historical personalities. We will also discuss key concepts in postcolonial theory such as abrogation,' hybridity,' counter-hegemonic discourse,' the subaltern' and syncreticism' as they are manifested or contested in literary texts.

## **English 368-21 Geography of Storytelling**

Instructor: Cristina Henriquez

An investigation of the fundamentals of literary studies, exploring concepts such as theme, metaphor, and dramatic irony through the lens of selected short fiction. You will learn not only how to become better readers, but how to more effectively and accurately talk about what you've read. Our concurrent emphasis will be on how writers from around the world (India, Haiti, Russia, Nigeria, Latin America, etc.) are telling their stories. How, specifically, are they tackling the idea of culture? We will contrast their methods of telling with the methods of American writers you may already have read, probing the relationship between an author's culture and the literature they create.

## **Latina/o St 393 Afro-Latina/o Diasporic Aesthetics**

Instructor: Micaela Diaz-Sanchez

This class offers an introduction to performance practices rooted in the African diaspora of the Americas. We will focus on how identities are articulated in dance, music, visual art, theatrical texts as well as political speeches and beauty pageants. We will examine how these performances have historically functioned and continue to inspire social transformation and the recovery of shared histories in the Afro-Latina/o diaspora.

## **Port 303 Culture/Literature**

Instructor: Vera Regina Muller-Bergh

Advanced review of grammar concepts and idiomatic use of the Portuguese language in the context of Brazilian literature, May be taken more than once for credit if on a different topic.

## **Port 397 Topics in Brazilian Culture: Popular Culture in Brazil, Portugal & African Lusophone Countries**

Instructor: Ana Thome Williams

This course covers the main facts about Brazil's 5 Regions: North, Northeast, Southeast, South and Central-West. We will explore Brazil's regional cultures, highlighting the Indigenous, European and African influences that thrive through the lives of its people and their celebrations. The study of Brazil's regions and their popular festivals offers the student a wide view of historical and social facts of one of the most hybrid modern societies. It also examines the importance of rituals and traditions in defining the national profile.

## **Soc 376-22 Latino Culture & Ethnicity**

Instructor: Hector Carrillo

By 2050, 1 out of every 3 people in the United States will be Latino or Latina. Much of the growth of this group is related to migration from Latin American and the Caribbean. In this course, we will examine the sociological implications of this form of transnational movement,

paying special attention to the formation of Latina/Latino ethnicity and culture and its incorporation into—and transformation of—the broader U.S. social landscape. We will consider a variety of structural and cultural issues related to U.S. immigration policy, the participation of immigrants in U.S. society, the factors that propel international migration in the first place, and the effects of back and forth movement between home countries and the United States.

The reading list may include such authors as Alejandro Portes, Peggy Levitt, Robert Courtney Smith, Rubén Rumbaut, Douglas Massey, Gloria Anzaldúa, Leo Chavez, and Nicholas DeGenova, among others.

### **Span 202 Conversations on Current topics Mexico and USA**

Instructor: Elisa Baena

The primary goal of this course is to develop advanced (ACTFL, 1999) oral proficiency in Spanish through the study of current social effects of globalization in Mexico. The course focuses on the/ maquiladoras/, femicide in Juarez and on Mexican immigration into the U.S. Texts include/ Las hijas de Juarez/, chapters from/ Espaldas Mojadas/, current journalistic readings, and other relevant texts. The documentary films/ Maquilapolis; Senorita Extraviada; En el Borde; Wetback: The Undocumented Documentary;/ and/ Made in L.A./ will further enhance the students' discovery of the topics. In addition to formal presentations, debates and round tables, students will journal about their experiences working at the non-profit community center, Centro Romero where they will assist teachers of a citizenship class and help Hispanic students prepare for their citizenship exam. The course will culminate with individual presentations based on the student's experiences at Centro Romero and the immigration stories they also gathered there..

### **Span 204 Reading and Writing the Art of Protest**

Instructor: Anna Diakow

Second course of a sequence designed to develop writing skills and structures through analysis of socially committed art. Emphasis on cultural analysis and development of longer essays.

### **Span 261 Literature in Latin America since 1888**

Instructor: Nathalie Bouzaglou

Survey of the modern period, including modernismo, the historical avant-garde, the "Boom," and recent literary trends. Authors such as Delmira Agustini, Jorge Luis Borges, Julio Cortázar, Rubén Darío, Gabriel García Márquez, José Martí, Pablo Neruda, Cristina Peri Rossi, and Elena Poniatowska. Prerequisite (may be taken concurrently): 220.

### **Span 345 Reading the "Boom"**

Instructor: Emily Maguire

Historical, literary and cultural characteristics of the "Boom" in the 1960s and 1970s and the development of the "new" narrative in Latin America. Readings include novels, short fiction, and essays by Guillermo Cabrera Infante, Julio Cortázar, José Donoso, Carlos Fuentes, Gabriel García Márquez, Manuel Puig, Juan Rulfo, Mario Vargas Llosa.

### **Span 395-20 Real and Imaginary Space 20th Century**

Instructor: Nathalie Bouzaglou

Cultural Borders/Border Cultures Due to the antithetical elements it embodies, the "border" is a conflictive and problematic topos. It is an in-between space that unites and separates, opens up and closes off, includes and excludes. It is also a spacial construction that defines and fixes a specific territory, while at the same time moving and displacing it. This enables us to think of the border as a space of transit, of "passing through", a space of contact, of mixing, just as it is also a space in transit, because it moves and is displaced according to the historical or political situation. In addition, all borders presuppose the act of being traversed in order to cross over to "the other side", which supposes complex processes of de-territorialization and re-territorialization of identity, culture, legality, and citizenship, not just for those who cross the border but for those who receive the immigrants. Cultural studies, along with other branches of contemporary theory, has shown the extent to which economic globalization has disfigured the world map, articulated, until now, around national states conceived of as borders that serve to localize and define the identity of countries. Added to this are human migrations, both symbolic and economic, as well as the impact of mass media on the means of producing, consuming, and imagining identities as fundamental factors in this "world-space". In light of these global changes, this course seeks to reflect on the theoretical idea of the border. We will examine diverse representations (literary, artistic, cinematographic) of border spaces and subjectivities in Latin America (the US-Mexico border; the Caribbean as a border space) in order to study the processes of contact, hybridization, adaptation, and exclusion that are generated, and the modes of self-fashioning that are produced from within this cultural dislocation.

### **Theatre 369 Lat Amer & US Latina/o Perform**

Instructor: Ana Puga

This class focuses on how playwrights from Mexico, Cuba, and the United States grapple with Latin American and US Latina/o history. We start from the premise that exploring character psychology is important, but gives us only partial understand of a theatrical work. To more completely appreciate and richly stage a play we must understand its artistic strategies as part of the historical and political conditions to which it responds. To put it simply: What world does this play come from and how does it try to change that world? If staged here and now, how might it change our world? The plays are divided into five units focused on different

historical/political phenomena: the Mexican Revolution and the legend of Pancho Villa, the migration of Mexican divas to Hollywood, the post-1985 migration of Mexicans to the United States, the Cuban Revolution and the rule of Fidel Castro, and the post-1959 exile of Cubans to the United States. We will read works by the Mexican playwrights Sabina Berman, Carlos Fuentes, Javier Malpica, and Hugo Salcedo; by the Mexican-American Luis Valdez; and by the Cuban-Americans Nilo Cruz, Maria Irene Fornes, Eduardo Machado, and Dolores Prida.

### **Theater 140 Intro to Latin American & Latina/o Theater**

Instructor: Puga

This survey introduces students to some of the best plays from Latin America and the Latin American diaspora. We will read the works of playwrights from Chile (Juan Radrigan, Ariel Dorfman); Argentina (Roberto Cossa, Griselda Gambaro, Manuel Puig); Mexico (Sabina Berman, Carlos Fuentes, Javier Malpica), Cuba (Alberto Pedro Torriente), and the United States (Luis Valdez, Nilo Cruz, Eduardo Machado, Maria Irene Fornes), as well as one work of journalistic biography by Gabriel Garcia Marquez and one memoir by Alicia Partnoy.