

## Latin American and Iberian Studies Major

### PREPARATION FOR THE MAJOR

#### SPANISH 6 or PORTUGUESE 6

#### **History 8. Introduction to History of Latin America**

(4) Cline, Rock, Mendez

The course will deal with major issues in Latin America's historical formation: pre-Hispanic cultures, the Spanish conquest, the role of colonial institutions, the development of trade, eighteenth-century reform, independence, the formation of nations; and identify major issues in current Latin American affairs.

Upper-Division Major

#### **LAIS 100. Introduction to Latin American and Iberian Studies**

(4) Staff

*Prerequisite: upper-division standing.*

*Required for all majors and minors in the program.*

Designed to acquaint students with current research on the main areas of Latin American and Iberian studies.

### AREA 1: SOCIAL SCIENCES

#### ANTHROPOLOGY

#### **102A. Introduction to Women, Culture and Development**

(4) Hancock

*Prerequisite: upper-division standing.*

*Same course as Sociology 156A and Global Studies 180A.*

Critical examination of relations among women, culture, and development. Topics include colonialism, violence, globalization and the state, health and reproduction, biotechnology, representation and resistance movements.

#### **102B. Seminar in Women, Culture and Development**

(4) Hancock

*Prerequisites: Anthropology 102A; upper-division standing.*

*Same course as Sociology 156B and Global Studies 180B.*

Critical examination of the interrelationships among women, culture, and development through individual research projects.

#### **104H. People, Poverty, and Environment in Central America**

(4) Stonich

*Prerequisite: Anthropology 2 or Environmental Studies 1 or 3.*

*Same course as Environmental Studies 104.*

Analysis of the interrelated social, demographic, economic, political, and environmental crises occurring in Central America from an anthropological perspective. Emphasis on

the evolution of contemporary problems, current conditions, and future prospects for the region.

### **122. Anthropology of World Systems**

(4) Staff

Focuses on the penetration and impact of global capitalist economy (national and multinational) upon local level third world societies, communities, and groups. A world system perspective is taken and anthropological case studies are presented from Asia, Africa, and Latin America.

### **129MG. Behavioral Ecology of Hunter Gatherers**

(4) Gurven

*Prerequisite: Anthropology 5 or 7.*

A thorough introduction using a behavioral ecology approach to the diversity of behaviors found among foragers in Africa, South America, Southeast Asia, and Australia. Topics include: diet and subsistence, mating, demography, social behavior, mobility and settlement patterns, gender, indigenous rights, and conservation.

### **130A. Third World Environments: Problems and Prospects**

(4) Stonich

*Prerequisite: Anthropology 2 or Environmental Studies 1 or 3.*

*Same course as Environmental Studies 130A.*

Examination of the human dimensions of globalization/global environmental change from the Third World. Emphasis on the sociocultural context of environmental destruction, environmental justice and interdisciplinary approaches.

### **130B. Third World Environments: Conservation and Sustainable Development**

(4) Stonich

*Prerequisite: Environmental Studies 1 or 3 or Anthropology 2.*

*Same course as Environmental Studies 130B.*

*Recommended preparation: Environmental Studies 130A or Anthropology 130A.*

Focus on conservation and sustainable development. Includes examination of contending views of sustainable development. Special emphasis on tourism, agricultural, fisheries and aqua-cultural development in the Third World.

### **130C. Third World Environments: Response and Resistance**

(4) Stonich

*Prerequisites: Environmental Studies 130A or 130B or Anthropology 130A or 130B.*

*Same course as Environmental Studies 130C.*

Concerned with response and resistance to economic globalization, impoverishment, and environmental degradation: household economic strategies; migration, urbanization; social conflict; environmental movements of the poor; the information revolution; and alternative development strategies.

### **133. Cultural Development in Mesoamerica**

(4) Staff

The rise and fall of various ancient civilizations such as those of the Maya, Aztecs, Toltecs, Teotihuacanos, and Olmec as well as their cultural antecedents. This course uses self-paced audiovisual modules as well as traditional lecture format. (Offered periodically)

### **134. Modern Cultures of Latin America**

(4) Staff

Continuities and changes in the contemporary cultures of peasant and urban societies in Mexico, Central, and South America. Examination of cultural institutions and values, social stratification, village and urban life, elites, urbanization.

### **135. Modern Mexican Culture**

(4) Staff

The impact of dependency, industrialization, urbanization, technology, and modern communications on Mexican society in the twentieth century. Examination of recent sociocultural contemporary urban and rural communities, class structure, value orientations, ethnic minorities, and national integration.

### **137. The Ancient Maya**

(4) Staff

The splendid Maya civilization as it waxed and waned during ancient times.

### **139MG. Indigenous Peoples of the Amazon**

(4) Gurven

This advanced undergraduate course examines the cultural landscape of lowland South America and its native inhabitants of the past and of today. Representations of the Amazonian "green hell" and focus on relevant topics such as ecological adaptations, indigenous rights, and conservation are discussed.

### **141. Agriculture and Society in Mexico: Past and Present**

(4) Palerm

The evolution of rural Mexico: from origins of Mesoamerican agriculture to the rise of high civilization; from the establishment of the colonial system to the demise of colonial agricultural institutions; from the revolution of 1910 to the enactment of land reform and development programs. Emphasis will be made on the role of peasantry in the making of the modern state.

### **146. Development Anthropology**

(4) Staff

*Prerequisite: upper-division standing.*

An introduction to the planning of economic development in the "Third World" and its social consequences from the perspective of anthropology.

### **149. World Agriculture, Food, and Population**

(4) Cleveland

*Prerequisite: upper-division standing.*

*Same course as Environmental Studies 149.*

Evolution, current status, and alternative futures of agriculture, food, and population worldwide. Achieving environmentally, socially and economically sustainable food systems; soil, water, crops, energy and labor; diversity, stability and ecosystems management; farmer and scientist knowledge and collaboration; common property management.

### **150A. The Archaeology of the Andean Preceramic**

(4) Staff

*Prerequisite: Anthropology 3 or 3SS or 5.*

A survey of the early cultures of the Andean region, with a focus on the early occupation of South America, the domestication of indigenous plant and animal species, and the origins of social complexity and inequality.

### **150B. Archaeology of Andean Civilizations**

(4) Schreiber

*Prerequisite: Anthropology 100.*

A survey of the prehistory of Andean South America beginning with the complex cultures of the Initial Period and ending with an overview of the Inca Empire. Major cultures include Chavin, Nasca, Moche, Wari and Tiwanaku.

### **150C. The Inca Empire**

(4) Schreiber

*Prerequisite: Anthropology 3 or 3SS.*

An in-depth study of the fabled Inca Empire of South America, including archaeological and historic sources. Topics include Inca origins, political organization, economy, and social structure.

### **163. Archaeology of North America**

(4) Staff

A survey of North American archaeology exclusive of Mesoamerica. Changes in prehistoric lifeways from simple hunting and gathering to complex agriculturally based chiefdoms will be explored through the study of the development of regional traditions over long periods of time.

### **164. The Origins of Complex Societies**

(4) Schreiber

*Prerequisite: Anthropology 3 or 3SS.*

Why and how complex societies developed from simple, egalitarian societies in some areas of the world. Course surveys major theories and evidence surrounding the origins of states and urban societies in New and Old World.

### **184. Settlement Pattern Analysis in Archaeology**

(4) Schreiber

*Prerequisite: Anthropology 100.*

How the arrangement of archaeological sites across the landscape indicates aspects of

human culture, including subsistence strategies and socio-political complexity. Methods of obtaining and interpreting settlement data.

### **194. Field Training in Archaeology**

(1-8) Staff

*Prerequisites: Anthropology 3 or 3SS; and, Anthropology 100 and 133.*

*May be repeated for credit to a maximum of 16 units, but only 8 units may be applied toward the major.*

Introduction to design of research projects and techniques of data collection in archaeology. The number of units taken in one course will depend on the amount of training and experience received.

### **197. Special Courses**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated to a maximum of 12 units provided content is different.*

Intensive studies or projects focused on special problems related to anthropology which are not covered by other courses.

## **BLACK STUDIES**

### **191AA-ZZ. Special Topics in Black Studies**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 16 units provided letter designations are different (only 12 units may be applied toward the major).*

Designed to broaden opportunities for students by offering varying topics related to the Black experience.

BB. The Political Uses of Race: McAuley

I. Black Philosophy and Social Theory: Duran

X. Racism, Sports and Politics: Madison

Z. Black Women's Consciousness: Staff

## **CHICANO STUDIES**

### **117. Aztec and Maya Mythologies**

(4) Aldana

*Prerequisites: Chicano Studies 7A-B or 9A-B.*

Explores ancient Mesoamerican mythology in both its indigenous and modern Chicana representations from archeological, historical, and Chicano perspectives. Emphasizes consideration of the various forms by which mythologies are maintained.

### **120. Indigenous Mestizos of Ancient Mesoamerica**

(4) Aldana

*Prerequisite: Chicano Studies 1A or 1B or 1C.*

Course begins with a comparison of the meanings of mestizaje in colonial and modern

times. We then look at case studies from classic and postclassic Mesoamerica that both corroborate and extend our understanding of this cultural phenomenon.

### **132. A History of Chicana/o Education**

(4) Yosso

*Prerequisite: upper-division standing.*

Presents a theoretical and empirical overview of Chicana/o educational issues in the U.S. Examines how historical, social, political, and economic forces impact Chicana/o educational attainment and achievement. Fieldwork component encompasses students conducting research projects in Chicana/o educational settings.

### **133. Struggles for Equality in Chicana/o Education**

(4) Yosso

*Prerequisite: upper-division standing.*

Investigates Chicana/o struggles for educational equality in the U.S. Presentations, discussions, written assignments analyze historical and contemporary examples of Chicana/o communities responding to and resisting subordination based on intersections of race with gender, class, language, immigrant status, and sexuality.

### **134. Contemporary Chicana/o Experiences in Bilingual/Multicultural Education**

(5) Yosso

*Prerequisite: upper-division standing.*

Addresses academic literature in bilingual and multicultural education in the context of hands-on experience in Chicana/o educational settings. Fieldwork encompasses students working as part of a research team in Santa Barbara area schools to link academic knowledge with K-12 practice.

### **135. Critical Race Theory in Chicana/o Education**

(4) Yosso

*Prerequisite: upper-division standing.*

Seminar examines Critical Race Theory (CRT) as an emerging analytical framework in the field of education. Course investigates how a CRT framework might address and challenge the impacts of race, class, gender, language, immigrant status, accent, and sexual orientation on Chicana/o, Latina/o educational attainment and achievement.

### **138. Barrio Popular Culture**

(4) Broyles-González

*Prerequisite: upper-division standing.*

Explores various manifestations of popular and mass culture in Chicano urban and semi-rural communities throughout the southwest. Both secular and religious cultural phenomena will be analyzed (lowriders, saints, music, etc.). Relationships to mainstream culture will be examined.

### **139. Native American Heritage and Chicanos**

(4) Broyles-González

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

Explores the intense recourse to the Native American heritage during the Chicano cultural renaissance of the 1960s and 1970s. The rediscovery of the native ancestral cultures will be analyzed in poetry, prose, drama, the graphic arts.

#### **140. The Mexican Cultural Heritage of the Chicano**

(4) Staff

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

A panoramic view of present-day Chicano traditions analyzed from a Mexican cultural heritage perspective in order to comprehend and appreciate the uniqueness and difference of present-day Chicano culture, its achievements, and contribution to the overall American culture.

#### **141. Central Americans in the United States**

(4) Roque Ramírez

*Prerequisite: upper-division standing.*

Provides an interdisciplinary historical overview of Central American migrations to the U.S., and a cultural and political analysis of resulting individual and group identities. Transnationalism, diasporas, politics, and community building among Central Americans, or "Central American-Americans" are explored.

#### **142. Salvadoran Diasporas**

(4) Roque Ramírez

*Prerequisite: upper-division standing.*

Reviews of Salvadoran people's movements across time and space, conscious of the intersection of cultural, social, and economic processes at individual and collective levels. Examines this diaspora and the forging of new identities and vision from this new Cuzcatlan.

#### **144. The Chicano Community**

(4) Armbruster-Sandoval, Segura

*Prerequisite: upper-division standing.*

*Same course as Sociology 144.*

Origins of the Chicano in rural Mexico; context of contact; patterns of settlement in the United States; the Chicano community, social structure, and social change; acculturation and generational patterns; community leadership and change.

#### **150. Mesoamerican Technology and Ideology**

(4) Aldana

Explores the extent to which communities and individuals can be identified in their production of material cultures. Begins and ends with examples from modern culture, then treats the production of stone tools, ceramics, and stone sculpture in classic Maya culture.

#### **153. Queer Identities, Communities, and Theories**

(4) Roque Ramírez

*Prerequisite: upper-division standing.*

Examines queer/lgbt community life and death; political and social identities; and multiple gender and sexual expressions. Grounded in narratives of identity and experience, the course explores dimensions of visibility, space, "silence," and politics of exclusion in queer worlds.

**154F. The Chicano Family**

(4) Segura

*Prerequisites: upper-division standing.*

*Same course as Sociology 154F.*

Provides an overview of historical and contemporary research on Chicano families in the United States. Changing viewpoints on the character of Chicano families and their implications with respect to policy issues are examined.

**160. Pre-Colombian Religions, Mexican Religions, and Chicano Religions**

(4) Talamantez

A response to present-day indigenous spirituality movement by examining pre-Colombian religions, religion in Mexico, Chicano religion, and the impact of Spanish colonization on these traditions. Pilgrimage, altars, rituals, influence of Aztec philosophy, Mexican and Chicano spirituality are examined from a contemporary perspective.

**166. Performing Politics**

(4) Sandoval

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

Recent definitions of the term politics describe it as an artful yet scientific process of "performance." This course examines the performances enacted by twenty-first century Chicano/a community activists. Students analyze these to produce their own video, spoken, audio, and written performance.

**170A. Chicano Political Organizing: Proseminar in Theory and History**

(4) Armbruster-Sandoval, Barvosa-Carter

*Prerequisite: upper-division standing.*

An in-depth examination of the theory and practice of various forms of political organizing. Case studies focus on Chicana/o political organizing in the postwar period with attention to grassroots community organizations, electoral politics and cultural production.

**171. The Brown/Black Metropolis: Race, Class, and Resistance in the City**

(4) Armbruster-Sandoval

*Prerequisite: upper-division standing.*

Traces the transition of Browns/Blacks from a rural to urban population and examines trends in family size, language usage, segregation and social inequality. Issues of urban decay and community conflict are also examined.

**172. Legal Issues in the Chicano Community**

(4) Staff

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

Survey of recent state and federal laws and court decisions affecting the Chicano community. Special consideration will be given to landmark cases and decisions. Analysis will be made of opposing views on each case in a historical context.

#### **174. Chicano/a Politics**

(4) Barvosa-Carter

*Same course as Political Science 174.*

Political life in the barrio, political behavior of the Chicano community, and representation of Chicanos by elected officials and interest groups.

#### **176. Theories of Social Change and Chicano Political Life**

(4) Barvosa-Carter, Armbruster-Sandoval

*Prerequisite: upper-division standing.*

Introduction to classical and contemporary theories of social and political change. Students apply these theoretical frameworks toward understanding specific cases of social and political transformation and continuity which have affected Chicanos/as during the twentieth century.

#### **177. Globalization and Transnational Social Movements**

(4) Armbruster-Sandoval

*Prerequisite: Chicano Studies 1A or 1B or 1C.*

Analysis of the globalization of the world economy and the social and economic consequences of this process. Examination of the transnational social movements that emerged in response to globalization. Emphasis on Mexico and Central America and role of Chicanos in these movements.

#### **178A. Global Migrants/Traveling Cultures**

(4) Inda

*Prerequisite: upper-division standing.*

The migration of people and cultures across national boundaries in the current age of globalization. Focus on Mexican migration to the US and third world migration to Europe.

#### **189. Immigration and the U.S. Border**

(4) Armbruster-Sandoval, Inda

*Prerequisite: upper-division standing.*

An analysis of the socioeconomic and political factors which have determined and continue to form the basis for the development of United States immigration policies and practices toward Mexico and the U.S.-Mexican border.

### **ECONOMICS**

#### **114. Economic Development**

(4) Staff

*Prerequisites: Economics 1 and 2; or Economics 109.*

*Recommended preparation: Economics 100A.*

Applications of economic theory to the problems of developing nations.

### **180. International Trade**

(4) McAusland

*Prerequisite: Economics 100B or 104B.*

International trade theory and policies with examples from current issues and problems.

### **181. International Finance**

(4) Staff

*Prerequisite: Economics 101 or 105.*

International money and capital markets and their impact on the domestic and world economies; international financial institutions and policies.

## **EDUCATION**

### **124. Research on Teaching and Learning in Sociocultural Contexts**

(4) Brenner, Duran

*Prerequisite: consent of instructor.*

*May be repeated for credit to a maximum of 12 units.*

Introduction to theory and research on teaching and learning from a sociocultural perspective. Students will examine data and findings emanating from research projects grounded in the local community and schools.

## **ENVIRONMENTAL STUDIES**

### **122NE. Cultural Representations: Nature and the Environment**

(4) Staff

Prerequisites: Writing 2 or 50 or 109AA-ZZ (one course from series) or English 10 or upper-division standing.

Same course as English 122NE.

Perceptions of nature have changed throughout the history and vary across cultures. Course explores changing expressions of our changing relations to the world we live in, with emphasis on cultural movements (films, literature, newspapers, etc.) that have affected contemporary American experience.

### **130A. Third World Environments: Problems and Prospects**

(4) Stonich

*Prerequisite: Environmental Studies 1 or 3 or Anthropology 2.*

*Same course as Anthropology 130A.*

Examination of the human dimensions of globalization/global environmental change from the Third World. Emphasis on the sociocultural context of environmental destruction, environmental justice, and interdisciplinary approaches.

### **130B. Third World Environments: Conservation and Sustainable Development**

(4) Stonich

*Prerequisite: Environmental Studies 1 or 3 or Anthropology 2.*

*Same course as Anthropology 130B.*

*Recommended preparation: Environmental Studies 130A or Anthropology 130A.*

Focus on conservation and sustainable development. Includes examination of contending views of sustainable development. Special emphasis on tourism, agricultural, fisheries, and aqua-cultural development in the Third World. (W)

### **130C. Third World Environments: Response and Resistance**

(4) Stonich

*Prerequisites: Environmental Studies 130A or 130B or Anthropology 130A or 130B.*

*Same course as Anthropology 130C.*

Concerned with response and resistance to economic globalization, impoverishment, and environmental degradation: household economic strategies; migration, urbanization; social conflict; environmental movements of the poor; the information revolution; and alternative development strategies. (S)

## **LATIN AMERICAN & IBERIAN STUDIES**

### **101. Interdisciplinary Approaches to the History and Societies of Latin America and Iberia**

(4) Staff

*Prerequisite: upper-division standing.*

Issues central to the study of Latin America and Iberia across the social sciences and history. Topics may include nationalism, revolution, politics and the state, economic development and international relations, labor, popular culture, race, gender, religion, migration, environment, imperialism, and colonialism.

### **194AA-ZZ. Special Topics in Latin American and Iberian Studies**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 20 units provided letter designations are different, but only 12 units may be applied toward the major.*

Special topics in an area of faculty expertise. Specific course titles to be announced by the program each quarter. May be offered in English, Spanish, or Portuguese. See LAIS program office for information.

## **LINGUISTICS**

### **130. Language and Culture**

(4) Du Bois, Bucholtz

*Prerequisite: Linguistics 20.*

An introduction to the study of language in its cultural setting: the effect of culture on the linguistic system, as well as the effect of the system on the culture; language in relation to cognitive categories, both universal and culture-specific; language in relation to social roles (e.g., male, female).

### **175. Introduction to Romance Linguistics**

(4) Schwartz, Raposo

The course aims to illustrate principles of comparative-historical linguistic analysis by examining Romance languages (French, Portuguese, etc.) for similarities and differences, and tracing their evolution from Vulgar Latin.

## **POLITICAL SCIENCE**

### **105. Theories of Comparative Politics**

(4) Freeman, Lopez-Alves

*Prerequisite: Political Science 6.*

A comparison of federalism, political parties, and executive leadership in different countries. A core course generally recommended, and in some cases required, for advanced work in comparative government.

### **106AA-ZZ. Special Topics in Political Science**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of eight units provided letter designations are different.*

Lectures in special areas of interest in political science. Specific course titles to be announced by the department each quarter offered.

### **109. Revolution and Mass Movement**

(4) Staff

*Prerequisite: Political Science 6.*

Analyzing the dynamics of revolutions from the French and Soviet to contemporary revolutions in Asia, Latin America, and the Middle East.

### **134. Relations Between the United States and Mexico**

(4) Bruhn

*Prerequisite: Political Science 6 or 7.*

A general examination of relations between the United States and Mexico in the nineteenth and twentieth centuries. Emphasis on issues such as the origins of conflict and cooperation, and current issue areas including immigration.

### **147. Third World Politics**

(4) Bruhn

*Prerequisite: Political Science 6.*

A comparative analysis of the political systems of a selected number of African, Asian, and Middle Eastern countries, with particular development and modernization common to all of them.

### **148A. Reform and Revolution in Latin America**

(4) Lopez-Alves

*Prerequisite: Political Science 6.*

A comparative study of governmental and political development, organization, and practices in the states of Middle America.

**174. Chicano/a Politics**

(4) Staff

*Same course as Chicano Studies 174.*

Political life in the barrio, political behavior of the Chicano community, and representation of Chicanos by elected officials and interest groups.

**PORTUGUESE**

**125A. Culture and Civilization of Portugal**

(4-4) Camilo-Dos-Santos, Oliver

*Prerequisite: upper-division standing.*

The distinctive features of Portugal as manifested in their institutions, art, music, and literature. Taught in English.

**RELIGIOUS STUDIES**

**114B. Religious Traditions of the Southwest**

(4) Talamantez

Survey of the cultures of the southwestern United States to discern the place of religion in the life of Athabascan, Pueblo, Uto-Aztecans, and native peoples of California.

Consideration of the relationships between social structure, environment, and history as they affect religious behavior. Brief overview of the Native American church, folk Catholicism, curanderismo, and espiritualismo.

**126. Roman Catholicism Today**

(4) Staff

A survey of the history of Roman Catholic Christianity, leading to Vatican II and subsequent changes in the church.

**191A. Latino Religious Thought**

(4) Busto

Examination of the influence, themes and issues in Latino religious thought. Course surveys the roots of Mexican, Chicano, Puerto Rican, and Cuban writers, theologians, and activists: Sor Juana, Vasconcelos, Moraga, Guerrero, Anzaldúa, Chavez, Tijerina, Elizondo, Goizueta, Isasi-Diaz, others.

**SOCIOLOGY**

**128. Interethnic Relations**

(4) Daniel

Patterns of racial and ethnic relations, with particular emphasis upon minorities in the United States.

### **130. Development and its Alternatives**

(4) Foran

*Prerequisite: upper-division standing.*

Survey of development and social change, emphasizing the Third World; modernization, dependency and other theories applied to cases drawn from Latin America, Asia, and Africa; examination of social structure, culture, social problems, and mechanisms of change.

### **130GR. Globalization and Resistance**

(4) Foran, Robinson

*Prerequisite: upper-division standing.*

Examines current debates about the impact of globalization on political-economic, social, and cultural arrangement around the world, investigating how people are affected by it, and what forms resistance to these developments is taking in the emerging anti-globalization movements.

### **130SW. Sociology of the Southwest**

(4) Segura

*Prerequisite: upper-division standing.*

Examines the historical development of the U.S. Southwest in sociological perspective. Topics include the region's underlying political economy, the demographic, social, political, and symbolic processes that shape the region's ethnic and cultural makeup, gender dynamics, the family, and other social institutions.

### **134LA. Studies in Latin American Revolutions and Social Movements**

(4) Daniel, Foran, Robinson

*Prerequisite: upper-division standing.*

Explores aspects of a selected case or cases of social movements or revolutions in Latin America, historically and in the present, looking at debates on such issues as the causes, actors, outcomes, and meanings of the events.

### **134R. The Sociology of Revolutions**

(4) Foran

*Prerequisite: upper-division standing.*

Theories of social revolution will be presented; the causes, types, nature, processes, and outcomes of revolutions will be explored and assessed, with case studies drawn from among the French, Russian, Chinese, Mexican, Cuban, Iranian, and Nicaraguan revolutions, among others.

### **144S. Sexuality, Race, Gender, and Class**

(4) Schneider

*Prerequisite: upper-division standing.*

Examines interplay of sexuality, race, gender, nation, and class with focus on social processes and practices of lesbians, gays, and bisexuals of color. Raises critical intellectual issues about racialized and gendered social practices involving culture, politics, ideologies, and power relations.

**155W. La Chicana: Mexican Women in the U.S.**

(4) Segura

*Prerequisite: upper-division standing.*

*Same course as Chicano Studies 155W.*

Examines existing research on native-born and immigrant Mexican women in the United States with emphasis on family, education, employment, and politics. Analysis of the Chicana experience organized by considering how interplay between class, race, and gender affects access to opportunity and equality.

**166W. The Contemporary World System**

(4) Appelbaum

*Prerequisite: upper-division standing.*

*Same course as Global Studies 122.*

Seminar addressing various theoretical perspectives and empirical issues and aspects of the world system, with emphasis on political, economic, cultural, and social processes and relations.

**SPANISH**

**119A-B. Spanish Institutions and Culture**

(4-4) Checa

*Prerequisite: Spanish 16A or 16B or 25 (may be taken concurrently).*

Study of the development of the Spanish nation, with special focus on key social and political institutions, the arts, and major currents of thought.

**176. Contemporary Spanish Culture**

(4) Bermúdez

*Prerequisite: Spanish 16A or 16B or 25 (may be taken concurrently).*

A survey of the political, religious, social, and philosophical issues in twentieth-century Spanish life and letters.

**177. Spanish-American Thought**

(4) Castillo

*Prerequisite: Spanish 16A or 16B or 25 with a minimum grade of C.*

Leading social, institutional, intellectual, and artistic trends from the sixteenth century to the present.

**178. Mexican Culture**

(4) Lomelí, Perissinotto, Poot-Herrera

*Prerequisite: Spanish 16A or 16B or 25 (may be taken concurrently).*

*May not be taken for credit by students who have taken Spanish 180.*

Social, institutional, intellectual, and artistic trends in the development of modern Mexico.

**AREA 2: ART HISTORY, MUSIC, FILM and DRAMA**

## **ART HISTORY**

### **123A. Modern Latin American Art**

(4) Staff

*Prerequisite: upper-division standing.*

A survey of Modernism in Latin America from the 1850's to the 1950's. Examines the painting, sculpture, architecture and graphic arts of Latin American elites within their social-cultural contexts.

### **123C. Modern Art of Mexico**

(4) Staff

*Prerequisite: upper-division standing.*

A general survey of the main developments of nineteenth- and early twentieth-century Mexican art in its social context. Particular attention is given to the Mexican mural renaissance and the works of Posada, Rivera, Siquieros, Orozco, Tamayo, and Frida Kahlo.

### **124AA-ZZ. Special Topics in Latin American Art**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in Latin American art.

A. Modern Art of Brazil

B. The Art of Cuba

C. Colonial Art of Latin America

D. Pop Art in Latin America

E. Colonial Art of Mexico

F. Contemporary Mexican Art

G. The Mexican Mural Movement

H. Mexican Photography

I. Latin American Photography

J. Art and Politics in Latin America

K. Popular Art in Mexico and Latin America

L. Diego Rivera and Frida Kahlo

### **125A. Chicano Art: Symbol and Meaning**

(4) Staff

*Prerequisite: upper-division standing.*

This iconography course traces the sources and historical development of symbols and forms that originated in the art of New Spain and Mexico and became crucial for the development of a contemporary Chicano art. Emphasis given to artistic conceptions of America and Aztlan by Mexican, Mexican American, and Chicano artists.

### **126AA-ZZ. Special Topics in Chicano Art**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 12 units provided letter designations are different.*

Special topics in Chicano art.

### **130A. Pre-Columbian Art of Mexico**

(4) Peterson

*Prerequisite: not open to freshmen.*

The art and architecture of selected cultures of northern Mesoamerican (non-Maya) from circa 1200 B.C. to the Conquest with an emphasis on iconographical and historical problems.

### **130B. Pre-Columbian Art of the Maya**

(4) Peterson

*Prerequisite: not open to freshmen.*

Exploration of the arts of Maya-speaking cultures in southern Mesoamerica using archeological, epigraphic, and ethnographic data to help reconstruct Maya religion and civilization.

### **130C. The Arts of Spain and New Spain**

(4) Peterson

*Prerequisite: not open to freshmen.*

Beginning with the Islamic, Medieval and Renaissance arts of Spain, this course will chart their influence and transformation in the sixteenth and seventeenth century arts of the New World. Special emphasis on the creative interaction of the European and indigenous traditions in colonial arts of the Americas.

### **130D. Pre-Columbian Art of South America**

(4) Peterson

*Prerequisite: not open to freshmen.*

The architecture, sculpture, ceramics, textiles, and metalwork of the Andean civilizations from 3000 B.C. to A.D. 1532 examined within their archaeological and cultural contexts.

### **130E. Art and Empire in the Americas: Aztec, Inka, Spanish**

(4) Peterson

*Prerequisite: not open to freshmen*

Two powerful empires in the Americas at conquest, the Aztecs and Inkas, controlled artistic production to sustain their hegemony. Comparison of how urban planning, sculpture, textiles, and murals functioned within political, economic, and religious spheres and the Spaniard's similar exploitation of visual culture to advance imperial objectives.

### **131AA-ZZ. Special Topics in Pre-Columbian/Colonial Art**

(4) Peterson

*Prerequisite: not open to freshmen.*

*May be repeated for credit to a maximum of 12 units provided letter designations are*

*different.*

Special topics in Pre-Columbian/Colonial art.

**186L. Seminar in Art of the Americas**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units with different topic.*

Advanced studies in the art of the Americas. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186M. Seminar: Problems in the History of Chicano Art**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units with different topic.*

*Not open for credit to students who have completed Chicano Studies 195.*

An examination of definitions of Chicano and Chicana art. Students conduct primary research and analyze the pluralistic facets of Chicana and Chicano art, artists, and art criticism within the context of mainstream American art, institutions, and culture.

**186O. Seminar in Latin American Art**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units with different topic.*

Advanced studies in Latin American art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**186P. Seminar in Pre-Columbian/Colonial**

(4) Peterson

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units with different topic.*

Advanced studies in pre-Columbian/colonial art. Topics will vary. This course requires weekly readings and discussion, and the writing of a research seminar paper.

**119. Mesoamerican Art and Artists**

(4) Aldana

Introduction to public and private art in Mesoamerican cultures. Considers the social and political place of artists and their products. Focus is on the Classic Maya, but course surveys Olmec, Teotihuacano, Mixtec, and Aztec art as well.

**125B. Contemporary Chicano and Chicana Art**

(4) Latorre

*Prerequisite: upper-division standing.*

*Not open for credit to students who have completed Art History 125B or 146.*

Examination and appraisal of the Chicana/o art movement within the context of contemporary American art and the contemporary art of Mexico. A survey of major

Chicano and Chicana artists and developments in Chicano painting, sculpture, graphic, and conceptual art from the late 1960's to the present.

#### **146. Humor and the Chicana/o Artist**

(4) Latorre

*Prerequisite: Chicano Studies 1A or 1B or 1C.*

Though Chicana/o art is often associated with serious political and grassroots movements, the use of humor has been a recurring element in its production. Course examines the various instances of humor, irony, and parody in Chicana/o art.

#### **147. Figuration in Chicana/o Art**

(4) Latorre

*Prerequisite: Chicano Studies 1A or 1B or 1C.*

Chicana/o artists often work in a realist style putting great emphasis on the human figure. Class analyzes how Chicana/o artists render the human figure and how their representations of the body reflect or inform the ideology of the Chicano movement.

#### **148. Chicana Art and Feminism**

(4) Latorre

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

An overview of contemporary Chicana art and feminist theory from the late 1960s to the present placed within the context of the Chicano movement and other historical events.

#### **149. Body, Culture, and Power**

(4) Inda

*Prerequisite: upper-division standing.*

Exploration of the construction, imaging, and experience of the body in light of modern regimes of power/knowledge. Particular attention is paid to the work of Michel Foucault on disciplinary technologies, medical practices of ab/normalization, and the emergence of bio-power.

#### **185. De-colonizing CyberCinema**

(4) Sandoval

*Prerequisite: upper-division standing.*

CyberCinema is one of the most recent and innovative technologies for representing reality. What are its aesthetic forms, and how do they work to de-colonize the imagination under postcolonial conditions? Can we identify a specific "Chicana/o" criticism or aesthetics?

#### **188C. Chicano Theater Workshop**

(4) Staff

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

Reading and analysis of contemporary bilingual Chicano plays, in conjunction with acting and technical training. A dramatic piece will be rehearsed and performed.

### **189B. The Global Underground**

(4) Inda

*Prerequisite: upper-division standing.*

Explores some of the more negative aspects of globalization. Topics covered might include the trafficking of women, the exploitation of workers, and the subjugation of indigenous peoples.

## **DRAMATIC ART**

### **155D. Hispanic-American Drama**

(4) Cabranes-Grant

A survey of Hispanic-American drama and theory including authors like Carballido, Gambaro, Marques, Triana, Valdez, and others.

### **155E. Culture Clash: Studies in U.S. Latino Theatre**

(4) Morton

A survey, in English, of the dramatic literature of U.S. Latinos from 1965 to the present. Includes history and criticism of the theatre of Chicano, Puerto Rican, Cuban, and other Americans of Hispanic origin in the U.S.

### **167. Spanish Drama**

(4) Cabranes-Grant

An overview of Spanish drama from the Renaissance to recent times including Lope de Vega, Cervantes, Calderon, Lorca, and Valle-Inclan.

## **FILM STUDIES**

### **126. Cuban Cinema**

(4) Venegas

*Prerequisite: Film Studies 46 or upper-division standing.*

Examines the cinema of Cuba in terms of major periods, themes, and formal parameters in relation to both national and international cultural histories.

### **127. Latin American Cinema**

(4) Venegas

*Prerequisite: Film Studies 46 or upper-division standing.*

Study of the central issues in the history of Latin American cinema from early developments to the present with an emphasis on the role of political cultures, aesthetics and nationalism in its development. This course may also be offered as a focus on one specific national film culture.

### **161. Third World Cinema**

(4) Staff

*Prerequisite: Film Studies 46 or upper-division standing.*

*Same course as Black Studies 161.*

This course studies representative films from Africa, Asia, and Latin America from the

1950s to the present. Explores the socio-cultural and aesthetic dimensions of these cinemas (which have emerged as the "other" of Hollywood and European cinema).

## **LATIN AMERICAN and IBERIAN STUDIES**

### **102. Interdisciplinary Approaches to the Cultures, Languages, and Literatures of Latin America and Iberia**

(4) Staff

*Prerequisite: upper-division standing.*

Issues pertinent to the diverse cultures, languages, and literatures of Latin America and Iberia. Disciplines and approaches may include: pre-Columbian studies; Spanish and Spanish American literatures; Portuguese and Brazilian literatures; translation studies; cultural, gender, and queer studies; Romance language and linguistics.

### **194AA-ZZ. Special Topics in Latin American and Iberian Studies**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 20 units provided letter designations are different, but only 12 units may be applied toward the major.*

Special topics in an area of faculty expertise. Specific course titles to be announced by the program each quarter. May be offered in English, Spanish, or Portuguese. See LAIS program office for information.

## **SPANISH**

### **126. Spanish Cinema**

(4) Checa

Study in English of Spanish films of the past forty years both as an art medium and as a document of a changing society. Special attention paid to the work of the new generation of directors. When applicable, the relationship between a literary work and its film adaptation will be studied.

### **158. Exploring Minor Theatrical Genres: Analysis, Writing, and Staging**

(4) Cabranes-Grant

*Prerequisite: upper-division standing.*

Familiarizes students with a usually understudied field, the "minor" genres of drama during the Golden Age. Combines theory with praxis by asking the students to write and stage their own "minor" texts as a final project for the class. Performances are open to the general public.

### **159A-B. The Theatrical Experience: Drama and Performance in Hispanic America**

(4-4) Cabranes-Grant

*Prerequisite: upper-division standing.*

Presents an overview of the history of the theater in Hispanic America, from the Mayas to the twentieth century. Authors include: Gómez de Avellaneda, Alejandro Tapia,

Florencio Sanchez, Rodolfo Usigli, Roberto Arlt, José Antonio Ramos, René Marqués, and Luis Rafael Sánchez.

### **174. The Hispanic Novel and Cinema**

(4) Cabranes-Grant

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 111C or 110D.*

Study of three or four Hispanic novels vis-à-vis their movie versions, permitting analysis of narrative in both genres, using existing films and videos based on masterpieces of Hispanic literature. Taught in Spanish.

## **AREA 3: HISTORY**

### **CHICANO STUDIES**

#### **167. Chicana Feminisms**

(4) Barvosa-Carter, Herrera-Sobek, Sandoval

Different feminisms have contributed significantly to contemporary political thought. In this course, students survey the historical development and primary issues of Chicana Feminism, including its practices of political intervention, major writings, and comparisons to other influential feminisms.

#### **168A-B. History of the Chicano**

(4-4) García, Vargas

*Prerequisite: History 17A or 17B or 17C or Chicano Studies 1A or 1B or 1C or upper-division standing.*

*Same course as History 168A-B.*

The history of the Chicanos, 1821 to the present; traces the sociocultural lifeline of the Mexicans who have lived north of Mexico.

#### **168E. History of the Chicano Movement**

(4) García

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

*Same course as History 168E.*

An examination of the Chicano movement in the United States from the mid-1960s to the mid-1970s. Topics will include the student movement, the farmworker movement, the Plan de Aztlán, the Raza Unida Party, Chicana feminists, the anti-war movement, and Chicano studies.

#### **168I. Latino Autobiography and History**

(4) García

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

*Same course as History 168I.*

Examines a diverse number of Latino autobiographical texts that reflect the changing nature of the Latino historical experience. Topics to be covered include issue of race, class, gender, immigration, labor, politics, religion, and culture.

### **168P. Proseminar in Chicano History**

(4) García

*Prerequisite: History 168A or 168B or Chicano Studies 168A or 168B.*

*Same course as History 168P. May be repeated for credit to a maximum of 8 units.*

Studies in selected aspects of Chicano history with an emphasis on social and economic history.

### **168R. Latino Religious Traditions in Historical Perspective**

(4) García

*Same course as History 168R and Religious Studies 124R.*

Focuses on the role of religion in the Chicano/Latino historical experience. Includes pre-Colombian traditions, Spanish colonial traditions, religion of the U.S.-Mexico borderlands, immigrant religious traditions, the changing nature of Latino religions in the twentieth century.

### **168S. Latino Leadership Traditions**

(4) García

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

Focuses on the issue of leadership in the Chicano/Latino experience. A historical as well as a contemporary perspective is utilized. Leadership includes politics, community action, labor, academics, and cultural activities.

## **HISTORY**

### **151A-B-C. Latin American History**

(4-4) Cline, Rock, Dutra, Mendez

*Prerequisite: History 8 or upper-division standing.*

A. A general survey of the social, economic, institutional, and intellectual history of colonial Spanish America (1492-1800), with comparisons to colonial Brazil.

B. Nineteenth-century Latin America. Topics include: the independence movements, the consolidation of the new states, and the rise of export-oriented economies.

C. Twentieth-century Latin America: the export economies, industrialization, the rise of U. S. hegemony; populism and military dictatorship in the postwar period; the Mexican and Cuban revolution; Vargas, Peron, Cardenas, Castro, and Allende.

### **151FQ. Latin America History through Film**

(4) Soto, LaVeaga

*Prerequisite: History 8.*

A weekly seminar discussing films relevant to different periods and topics in the history of Latin America combined with selected readings. Written assignments required.

### **151I. Comparative History of native Peoples of the Americas**

(4) Cline

*Prerequisite: History 2B or 2C or 8 or 156I or 179A or 179B.*

Colonial English, French, Spanish, and Portuguese policies on indigenous populations and native peoples' responses surveyed. Modern histories of native peoples in the U.S.,

Canada, Mexico, and Brazil emphasize legal status, place in national life, and ethnic identity in comparative perspective.

**151P. Proseminar in Latin American History**

(4) Rock, Mendez

*Prerequisite: History 8 or upper-division standing.*

*Recommended preparation: Writing 109HU.*

A weekly seminar in the history of Latin America. A research paper will be required.

**153. Comparative Seaborne Empires: 1415 to 1700**

(4) Dutra

*Prerequisite: a prior course in history or upper-division standing.*

Analysis of the similarities and differences between the overseas activities of Portugal, Spain, France, England, and the United Provinces of the Netherlands.

**153L. History of Argentina from Spanish Settlement to the Present Day**

(4) Rock

*Prerequisite: History 8 or upper-division standing.*

A case study in economic underdevelopment and political instability.

**153P. Special Studies in the History of Overseas Expansion: 1415-1825**

(4) Dutra

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

A weekly seminar on overseas expansion (Portugal, Spain, England, France, and the Netherlands), 1415-1825. A research paper will be required.

**154LA. Andean History: Prehispanic and Colonial Periods**

(4) Mendez

*Prerequisite: History 8 or LAIS 10 or upper-division standing.*

Early precolumbian states; the Inca empire; the Spanish conquest of the Inca; the formation of a colonial Andean society; movements toward independence to the end of the colonial period.

**154LB. Andean History: The National Period**

(4) Mendez

*Prerequisite: History 8 or 154LA or LAIS 10 or upper-division standing.*

The birth of the modern Andean republics; the shaping of national identity; the problem of "race"; Indigenismo; political movements and revolutions from the early nineteenth century to the present.

**155A-B. History of Portugal**

(4-4) Dutra

*Prerequisite: a lower-division course in history or upper-division standing.*

A. A general survey of Portugal from its origins to 1580 with an emphasis on social, economic, and cultural history.

B. Modern Portugal, 1580 to the present.

**155E. Portugal Overseas**

(4) Dutra

*Prerequisite: a lower-division course in history or upper-division standing.*

*Not open for credit to students who have completed History 154A-B.*

A comparative analysis of Portuguese activity in Africa, Asia, and America, 1415 to 1825.

**155P. Proseminar in the History of Portugal and Portuguese Expansion**

(4) Dutra

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units.*

*Recommended preparation: Writing 109HU.*

A weekly seminar on the history of Portugal including topics on its origins to the present and Portuguese expansion in Africa, Asia, and America. A research paper will be required.

**156A. History of Mexico**

(4) Cline, Soto LaVeaga

*Prerequisite: History 8 or upper-division standing.*

Socioeconomic history of colonial Mexico with special attention on the indigenous peoples.

**156B. History of Mexico**

(4) Cline, Soto LaVeaga

*Prerequisite: History 8 or 156A or upper-division standing.*

Post independence Mexico.

**156I. Indians of Colonial Mexico**

(4) Cline

*Prerequisites: History 8 or upper-division standing.*

*Not open for credit to students who have completed History 150I.*

History of Colonial Nahuas, particularly focusing on indigenous sources in translation.

**156Q. Readings in Modern Mexican History**

(4) Cline, Soto LaVeaga

*Prerequisite: History 8 or 156A or 156B or 156C or 156I or 156IP or 156P.*

Exploration of selected topics in modern Mexican history through memoirs, historiography, and works of fiction. The course is structured as a dialog between students and the instructor based on written analysis of the literature.

### **157A-B. History of Brazil**

(4-4) Dutra

*Prerequisite: a lower-division course in history or upper-division standing.*

A general survey of the history of Brazil in two quarters:

A. From the discovery of the New World to the formation of the empire. (Offered every other year; alternates with History 155A).

B. Modern Brazil. (Offered every other year; alternates with History 155B).

### **168I. Latino Autobiography and History**

(4) Garcia

*Prerequisite: Chicano Studies 1A or 1B or 1C or upper-division standing.*

*Same course as Chicano Studies 168I.*

Examines a diverse number of Latino autobiographical texts that reflect the changing nature of the Latino historical experience. Topics covered include issues of race, gender, immigration, politics, religion, and culture.

### **168LA. History of Chicano Workers from the Nineteenth Century to the Early 1930's**

(4) Vargas

*Prerequisite: History 168A or 168B or Chicano Studies 168A or 168B.*

*Same course as Chicano Studies 168LA.*

History of Chicano workers from the late nineteenth century to the early Great Depression, focusing on immigration, regional labor migrations, class formation, unionization, and work lives. The history of Chicano workers is examined within the framework of U.S. labor history.

### **168LB. History of Chicano Workers from the Late 1930's to the Present Era**

(4) Vargas

*Prerequisite: History 168A or 168B or 168LA or Chicano Studies 168A or 168B or 168LA.*

*Same course as Chicano Studies 168LB.*

History of Chicano workers from the late 1930's to the present era, focusing on labor struggles, union organization, civil rights politics, migration and immigration, and work. The history of Chicano workers is examined within the framework of U.S. labor history.

## **LATIN AMERICAN AND IBERIAN STUDIES**

### **101. Interdisciplinary Approaches to the History and Societies of Latin America and Iberia**

(4) Staff

*Prerequisite: upper-division standing.*

Issues central to the study of Latin America and Iberia across the social sciences and history. Topics may include nationalism, revolution, politics and the state, economic

development and international relations, labor, popular culture, race, gender, religion, migration, environment, imperialism, and colonialism.

## **AREA 4: LITERATURE AND LANGUAGE**

### **BLACK STUDIES**

#### **130A. Negritude and African Literature**

(4) Strongman

*Prerequisite: upper-division standing.*

*Recommended preparation: Black Studies 1 or 3 or 7.*

History of French-African literature with emphasis on its development in Africa and the West Indies; the concept of negritude from its birth to the present.

### **CHICANO STUDIES**

#### **137. Chicano/Mexican Oral Traditions**

(4) Broyles-González, Herrera-Sobek

*Prerequisite: upper-division standing.*

*Recommended preparation: fluency in Spanish.*

Introduces students to the ancient roots of Chicano oral traditions. Contemporary forms of Chicano oral poetry, oral narrative, and drama are examined, in addition to more ephemeral forms such as cabala, choteo, joke-telling, or dichos.

#### **180. Survey of Chicano Literature**

(4) Lomelí, Herrera-Sobek

*Same course as Spanish 135.*

This course encompasses a general overview of all genres (poetry, novel, theatre, short story, and essay) of Chicano literature. A people's socio-historical experiences are examined to understand ethnicity, creativity, and world view.

#### **181. The Chicano Novel**

(4) Lomelí, Herrera-Sobek

*Same course as Spanish 179.*

Reading, analysis, and critique of the contemporary Chicano novel as it pertains to the Chicano experience.

#### **183. Border Narrative**

(4) Leal, Herrera-Sobek, Lomelí

*Prerequisite: upper-division standing.*

Reading and analysis of US/Mexico border narratives (novels, essays, short stories, autobiographies) focusing on the problems associated with relations between countries.

#### **184A. Chicana Writers**

(4) Herrera-Sobek

Examination of literary works by Chicana writers. Feminist theories as well as other

contemporary critical theories are applied to the analysis of prose, poetry and dramatic words written by such authors as Sandra Cisneros, Ana Castillo, Helen Viramontes, and others.

## **LATIN AMERICAN AND IBERIAN STUDIES**

### **102. Interdisciplinary Approaches to the Cultures, Languages, and Literatures of Latin America and Iberia**

(4) Staff

*Prerequisite: upper-division standing.*

Issues pertinent to the diverse cultures, languages, and literatures of Latin America and Iberia. Disciplines and approaches may include: pre-Columbian studies; Spanish and Spanish American literatures; Portuguese and Brazilian literatures; translation studies; cultural, gender, and queer studies; Romance language and linguistics.

### **194AA-ZZ. Special Topics in Latin American and Iberian Studies**

(4) Staff

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 20 units provided letter designations are different, but only 12 units may be applied toward the major.*

Special topics in an area of faculty expertise. Specific course titles to be announced by the program each quarter. May be offered in English, Spanish, or Portuguese. See LAIS program office for information.

## **PORTUGUESE**

### **102A-B. Advanced Grammar and Composition**

(4-4) Staff

*Prerequisite: upper-division standing.*

*Recommended preparation: Portuguese 6 or equivalent.*

Study of the finer points of Portuguese grammar and syntax. Equal stress is placed on written and oral practice of the language. The work in class will consist of careful study of essays and articles.

### **105A-B-C. Survey of Portuguese Literature**

(4-4-4) Camilo-Dos-Santos, Sharrer, McGovern

*Prerequisite: upper-division standing.*

*Recommended preparation: Portuguese 6 or equivalent.*

A. Portuguese literature from its origins to the sixteenth century.

B. Portuguese literature of the sixteenth, seventeenth, and eighteenth centuries.

C. Portuguese literature of the nineteenth and twentieth centuries.

### **106A-B-C. Survey of Brazilian Literature**

(4-4-4) Camilo-Dos-Santos, McGovern, Oliver

*Prerequisite: upper-division standing.*

*Recommended preparation: Portuguese 6 or equivalent.*

- A. Brazilian literature of the colonial period.
- B. Brazilian literature from the nineteenth century to 1922.
- C. Brazilian literature from 1922 to present.

**115AA-ZZ. Brazilian Literature (in English Translation)**

(4) Camilo-Dos-Santos, Oliver

*Prerequisite: upper-division standing.*

*May be repeated for credit to a maximum of 8 units provided letter designations are different.*

Significant writers and poets of nineteenth- and twentieth-century Brazil. Topic or author to be chosen by faculty member. Each course on a different topic. Taught in English.

**120AA-ZZ. Portuguese Literature (in English Translation)**

(4) Camilo-Dos-Santos, Oliver

*May be repeated for credit to a maximum of 8 units provided letter designations are different.*

A presentation of major works in Portuguese to reveal the interest and the originality of Portuguese literature through the ages. Topics or author to be chosen by faculty member. Each course on a different topic.

**125A-B. Culture and Civilization of Portugal and Brazil**

(4-4) Camilo-Dos-Santos, Oliver

*Prerequisite: upper-division standing.*

The distinctive features of Portugal and Brazil as manifested in their institutions, art, music, and literature. Taught in English.

A. Portugal

B. Brazil

**180. African Literature in Portuguese (in English Translation)**

(4) Staff

Writers from Angola, Mozambique, and other Portuguese speaking countries from Africa, presented in English translation, for the benefit of students who do not know Portuguese.

**183AA-ZZ. Studies in Portuguese Literatures**

(4) Camilo-Dos-Santos, Oliver, Sharrer, McGovern

*Prerequisite: upper-division standing.*

*May be repeated to a maximum of 20 units provided the letter designation is different.*

*Recommended preparation: Portuguese 6 or equivalent.*

Topic or author chosen by faculty member; each course on a different topic.

**184AA-ZZ. Studies in Portuguese Linguistics**

(4) Raposo

*Prerequisite: upper-division standing.*

*May be repeated for a maximum of 20 units, provided letter designation is different.*

*Students limited to one topic per quarter.*  
Topic to be chosen by faculty member.

### **185. Brazilian Novel of the Twentieth Century**

(4) Camilo-Dos-Santos, Oliver

*Prerequisite: upper-division standing.*

*Recommended preparation: Portuguese 6 or equivalent.*

A study of the Brazilian novel from Machado de Assis to the present, including authors such as Lima Barreto, Érico Veríssimo, Guimarães Rosa, Lins do Rego, Graciliano Ramos, Mário de Andrade, Oswald de Andrade, Jorge Amado, Clarice Lispector.

## **SPANISH**

### **100. Introduction to Hispanic Linguistics**

(4) Miglio, Perissinotto, Raposo

*Prerequisite: Spanish 16A or 16B or 25 (may be taken concurrently).*

*Prerequisite to all other upper-division courses in Hispanic linguistics.*

Introduction to linguistic theories, methods, and problems as applied to Spanish. Taught in Spanish with Spanish examples.

### **101. American Spanish**

(4) Perissinotto

*Prerequisite: Spanish 100.*

Geographical, social, and stylistic distribution of phonemic, morphosyntactic, and lexical features in Spanish as spoken in Latin America.

### **102A-B. Advanced Grammar and Composition**

(4-4) Staff

*Prerequisite: Spanish 6.*

*Required for teaching credential candidates with major in Spanish.*

The study of the finer points of Spanish grammar and syntax. Stress is placed on written practice of the language.

### **102L. Introduction to Hispanic Literary Studies**

(4) Staff

*Recommended preparation: Spanish 16A or 16B or 25 (may be taken concurrently).*

*Intended for Spanish and Latin American & Iberian Studies majors.*

Analysis and interpretation of literary texts. Conceptual tools of traditional and contemporary currents of literary criticism will be applied to a wide selection of texts that shall encompass all established literary genres.

### **107. Languages in Contact**

(4) Perissinotto

*Prerequisite: Spanish 100.*

The social and historical contexts of the contact between Spanish and Latin, Italian,

French, Aztec, Quechua, English, Portuguese, etc. Causes and mechanisms that result in interference and borrowing on the phonic, grammatical, and lexical levels.

### **109. Spanish in the United States: The Language and Its Speakers**

(4) Perissinotto

*Prerequisite: upper-division standing.*

Study of Spanish used in the United States by native and immigrant groups: Mexicans, Chicanos, Cubans, Puerto Ricans and others in Spanish-speaking enclaves. Focus on language and social and cultural manifestations arising in contact between linguistically different groups. Taught in English.

### **110A-B-C-D. Spanish Literature from the Beginnings to the Present**

(4-4-4-4) Staff

*Prerequisite: Spanish 102L (may be taken concurrently).*

- A. Medieval Spanish literature.
- B. Golden Age literature.
- C. Eighteenth- and nineteenth-century Spanish literature.
- D. Twentieth-century Spanish literature.

### **111A-B-C. Spanish-American Literature from the Beginning to the Present**

(4-4-4) Staff

*Prerequisite: Spanish 102L (may be taken concurrently).*

- A. Colonial Spanish-American literature.
- B. Nineteenth-century Spanish-American literature.
- C. Twentieth-century Spanish-American literature.

### **114A-B. The Spanish Language: A Linguistic Approach**

(4-4) Miglio, Perissinotto, Raposo

*Prerequisites: Spanish 100.*

Study of the systematic aspects of language structure which make communication possible. Each quarter deals with a different aspect of the Spanish system, as follows:

- A. Phonetics and phonemics
- B. Morphology and syntax
- C. Semantics

### **115B. Masterpieces of Spanish Literature (in English Translation)**

(4) Bermúdez

*Prerequisite: upper-division standing.*

Readings in English translation and discussion of representative works from the Middle Ages to the end of the sixteenth century, and from the seventeenth century to the end of the twentieth.

### **116. Juan Ruiz: the Book of Good Love (in English Translation)**

(4) Staff

*Prerequisite: upper-division standing.*

Reading and interpretation of the fourteenth-century Spanish masterpiece in English

translation. A study of *The Book of Good Love* in the context of other great works of the period, such as *The Decameron* and *The Canterbury Tales*.

### **119A-B. Spanish Institutions and Culture**

(4-4) Checa

*Prerequisite: Spanish 16A or 16B or 25 (may be taken concurrently).*

Study of the development of the Spanish nation, with special focus on key social and political institutions, the arts, and major currents of thought.

### **120A-B. Contemporary Spanish-American Fiction in English Translation**

(4-4) Levine, McCracken

A. Reading and discussion of novels and short stories by Borges, Carpentier, Cortázar, García Márquez, Vargas Llosa, and others.

B. Reading and discussion of representative works of contemporary Mexican authors, including Yañez, Rulfo, Fuentes, and others.

### **121. Language and History in the Hispanic World**

(4) Staff

*Prerequisite: Spanish 100.*

The different languages spoken in the Hispanic world: their origins, development, convergence, divergence, and diffusion in relation to historical processes.

### **122A-B. Medieval Spanish Literature**

(4-4) Sharrer, Cortijo

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 110A.*

A detailed survey of the main trends in Spanish literature to 1500.

### **123A. Hispanic Balladry**

(4) Sharrer, Cortijo

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Spanish 123A equivalent to Spanish 110B.*

History of the Spanish ballad; Hispanic balladry in Spanish America, the United States, and among the Sephardic Jews.

### **125. Introduction to Romance Linguistics**

(4) Miglio, Raposo, Perissinotto

*Prerequisite: upper-division standing.*

*Same course as Linguistics 175. Taught in English.*

Illustrates principles of comparative-historical linguistic analysis by examining Romance languages (French, Portuguese, etc.) for similarities and differences, and tracing their evolution from Vulgar Latin.

### **130. The Fantastic and Its Development in Spanish-American Short Story**

(4) Castillo, Levine, Poot-Herrera

*Prerequisite: Spanish 102L with a minimum grade*

of C.

Exploration of the multiple manifestations of the fantastic in Spanish American short story from its origin, linked to nineteenth-century sensationalistic journalism, up to neofantastic mode appearing circa 1950, with its more epistemological goals.

### **131. Spanish Golden Age Poetry I**

(4) Checa

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 110B.*

Lyric poetry of the sixteenth century: Garcilaso, Luis de Leon, San Juan de la Cruz, and others.

### **132. Spanish Golden Age Poetry II**

(4) Checa

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 110B.*

Spanish lyric poetry of the seventeenth century. Major trends and authors. Close readings of Lope de Vega, Gongora, Quevedo, and other poets.

### **135. Survey of Chicano Literature**

(4) Lomelí

*Same course as Chicano Studies 180.*

The course encompasses a general overview of all genres (poetry, novel, theatre, short story and essay) of Chicano literature. A people's sociohistorical experiences are examined to understand ethnicity, creativity, and world view.

### **136. Modern Mexican Literature**

(4) Lomelí, Poot-Herrera

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 111C.*

Study of texts explaining the development of Mexican culture and literature. Topic and writers: modernism (from Gutiérrez Nájera to Tablada); the novel on the Mexican Revolution (Azuela); and the modern essay (Alfonso Reyes and Octavio Paz).

### **137A-B. Golden Age Drama**

(4-4) Checa, Cortijo, Cabranes-Grant

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 110B.*

The classic comedia, by Lope, Tirso, Alarcón, Calderón, and other dramatists.

### **138. Contemporary Mexican Literature**

(4) Lomelí, Poot-Herrera

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 111C.*

Continued study of major trends in Mexican literature as evidenced in selected works of the following authors: the poetry of López Velarde and Octavio Paz; the Contemporáneos

(Torres Bodet, Villaurrutia, Pellicer); and contemporary fiction (Yañez, Rulfo, Arreola, and Fuentes).

### **139. U.S. Latino Literature**

(4) McCracken

*Prerequisite: upper-division standing.*

*Taught in English.*

A comparative study of the literature and culture of the diverse Latino populations of the United States, including Chicano, Puerto Rican, Cuban-American, Dominican-American, and other U.S. Latino groups. Writers, genres, and periods vary from quarter to quarter, emphasizing salient examples of fiction, poetry, drama, the essay, film or art.

### **140A-B. Cervantes: Don Quijote**

(4-4) Checa

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 110B.*

Reading and discussion of the first and second parts of *Don Quijote*.

### **142A-B. Don Quixote (in English Translation)**

(4-4) Checa, Cabranes-Grant

*Prerequisite: upper-division standing.*

Reading, examination, and discussion (all in English) of the first and second parts of Cervantes' masterpiece and its reflection on world literature.

### **148. Indianismo y Abolicionismo en la Novela Latinoamericana del Siglo XIX**

(4) Castillo

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 111B.*

Problematises the representation of the other (the African and/or Native American) in a group of nineteenth-century Latin American narratives in which cultural hybridity and racial mixing become fundamental but contentious concepts vis-a-vis the nation building agenda fostered by the hegemonic Creole class.

### **151A. Catalan Language and Culture**

(4) Sharrer

*Prerequisite: upper-division standing.*

*Not open for credit to students who have completed Spanish 151.*

*Recommended preparation: proficiency in Spanish, Portuguese, or another romance language.*

Catalan for advanced students. An intensive course for students with no previous study of Catalan.

### **153. Introduction to Basque Studies**

(4) Staff

Spanish Basque culture, the Basque language, its uniqueness, the geography of the

Basque country (Euskalerrria), its history, its literature, in Basque and in Spanish (in English translation).

### **154A-B. Basque Language and Culture**

(4-4) Staff

*Prerequisite: upper-division standing (for 154A): Spanish 154A (for 154B).*

An intensive course for students with no previous study of the Basque language.

### **156. Introduction to Galician Studies**

(4) Staff

*Prerequisite: upper-division standing.*

*Recommended preparation: proficiency in Spanish or Portuguese.*

The uniqueness of the culture and language of Galicia, its history, ethnography, folklore, and literature, in Galician and Spanish.

### **162. Spanish-American Romanticism**

(4) Castillo

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 111B.*

Reevaluation of main trends of Spanish-American Romanticism as evidenced in representative poets and prose writers. Traces the reception and transfiguration of continental Romantic topoi and questions the assumption that the Spanish-American Romantic aesthetic is essentially derivative and non-original vis-a-vis its continental counterparts.

### **170. The Generations of 1898 and 1927**

(4) Bermúdez

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 110C or 110D.*

Readings of such authors as Unamuno, Baroja, Azorín, Valle-Inclán, Antonio Machado, Ortega, Gómez de la Serna, Guillén, García Lorca, and others, analyzed in their historical and social context.

### **176. Contemporary Spanish Culture**

(4) Bermúdez

*Prerequisite: Spanish 16A or 16B or 25 (may be taken concurrently).*

A survey of the political, religious, social, and philosophical issues in twentieth-century Spanish life and letters.

### **177. Spanish-American Thought**

(4) Castillo

*Prerequisite: Spanish 16A or 16B or 25 with a minimum grade of C.*

Leading social, institutional, intellectual, and artistic trends from the sixteenth century to the present.

**179. The Chicano Novel**

(4) Lomelí, McCracken

*Same course as Chicano Studies 181. Taught in English.*

Reading, analysis and critique of the contemporary Chicano novel as it pertains to the Chicano experience.

**181. Hispanic Poetry: 1900 to 1945 (in English Translation)**

(4) Bermúdez

*Prerequisite: upper-division standing.*

Reading and discussion of twentieth-century Spanish and Spanish-American poets and trends in their socio-historical context. Taught in English.

**183AA-ZZ. Selected Authors and Topics in Hispanic Literature**

(4) Staff

*Prerequisite: Spanish 102L (may be taken concurrently).*

*May be repeated for credit to a maximum of 20 units, provided letter designation is different.*

Selected authors and topics in Hispanic literature. Topic or author chosen by faculty member.

**185. The Spanish-American Nueva Novela**

(4) Levine, Lomelí, Poot-Herrera

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 111C.*

Readings of such authors as Borges, Rulfo, Fuentes, Vargas Llosa, García Márquez, Donoso. Emphasis put on the innovative structure and language brought to Hispanic literature by the so-called *nueva novela*.

**186AA-ZZ. Selected Topics in Hispanic Linguistics**

(4) Staff

*Prerequisite: Spanish 100.*

*May be repeated for credit to a maximum of 20 units, provided letter designation is different.*

Topics for the course reflect the research interests of faculty members.

**187A-B. Modern Hispanic Drama**

(4-4) Fuentes, Cabranes-Grant

*Prerequisite: Spanish 102L (may be taken concurrently).*

A. Representative dramatists of Spain such as Unamuno, Valle-Inclán, García Lorca, Buero Vallejo, and others.

B. Representative Spanish-American dramatists such as Carballido, Solórzano, Wolff, Cuzzani, Márquez, and others.

**188. Modernismo**

(4) Castillo, Bermúdez

*Prerequisite: Spanish 102L with a minimum grade of C.*

*Equivalent to Spanish 111B.*

Introduction to the poetry and prose of Hispanic modernismo. Major writers and their most representative works: Martí, Darío, Rodo, Lugones. Lyric poetry, short story, novel, the essay, and other forms are studied.

### **190. Borges and his Precursors**

(4) Levine

*Prerequisite: upper-division standing.*

*Taught in English.*

This course focuses on Borges the reader, and traces in particular his affinities with North American and European literatures.

### **194. Spanish American Women's Writing**

(4) Bermúdez, Poot-Herrera

*Prerequisite: Spanish 102L (may be taken concurrently).*

*Equivalent to Spanish 111A or 111B or 111C.*

An introduction to nineteenth- and twentieth-century Spanish American women's writings. Themes may include women's participation in the formation of national literatures, their engagement with a tradition of women's writing, and issues of authorship and authority.