GE Cluster Proposal / Renewal – Viewing Diversity

1. **What is the theme you propose for your group of courses? In what ways do you think this theme speaks to issues important to our freshman population?**

   The theme for this cluster is contemporary human cultural and social diversity. We approach this theme by examining, in a 3-quarter sequence of courses, the ways that European colonialism and colonial encounters in Africa, Asia, and Latin America have affected the human experience and have shaped both the actual diversity of human conditions and the ways we perceive that variation. In the Fall quarter we look at the 500-plus year history of global exploration, conquest, trade, and exploitation inaugurated by European colonialism, starting with a tour of world cultures in 1400 A.D. In the Winter quarter we look more closely at the responses of colonialism, focusing particularly on indigenous forms of resistance to oppression. In the Spring quarter we look at post-coloniality, including issues of identity and personal freedoms. Throughout the year we direct students’ attention to the ways that the experience of colonialism continues to shape ideas, opportunities, ideologies, and politics today. Students who take this course should come away with improved writing skills, enhanced research skills, a broader understanding of the ways that critical discourse regarding diversity is reshaping individual, social, and political agendas around the world, and with heightened sensitivity regarding the overt and covert ways in which arbitrarily constructed concepts of “normal” society perpetuate social inequity. These are critical issues to everyone, but in particular for the freshman population at California State University East Bay which is largely composed of students from an incredibly broad range of cultural backgrounds; learning about their own and others’ histories and positions within American and global society is eye-opening and important as each student shapes his or her approach to the world.

2. **List the three courses (prefix, number, title, units)**

   - ES 1005 Viewing Diversity 4 units
   - MLL 1005 Viewing Diversity 4 units
   - PHIL 1005 Viewing Diversity 4 units

3. **Explain how the theme will be used to integrate course content in each course. (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students.)**

   Viewing Diversity is structured to integrate Ethnic Studies, Modern Languages and Literatures, and Philosophy throughout the academic year. The Ethnic Studies material provides commentary on the creation and representation of ideas of difference and on narratives of indigenous community. The Modern Languages and Literatures material provides a broad base of understanding of the interrelationship of the world community with specific emphasis on colonialism in the Francophone world and Latin America. The Philosophy material explores enduring human philosophical concerns and raises issues of ethics and truth in relation to the exercise of power in colonial encounters.

   The course addresses the theme of diversity in the Fall Quarter by examining the experience of European and North American colonization (roughly 1500-1965) and its effects on both ideas...
and material conditions in the “core” and “periphery.” In the Winter Quarter the course focuses on the diversity of forms of resistance to colonization and oppression. In the Spring the course looks at contemporary and future issues in diversity.

The class meets two days each week and professors teach all three quarters. On the first day of each week all three classes (ES 1005, MLL 1005, and PHIL 1005) meet together in a large lecture hall. All three professors are present. One of the three professors presents a lectures (approximately 45 minutes in length) on the topic of the day, for which he/she has chosen the assigned readings. A second professor is the designated respondent: he/she speaks for 15-20 minutes and offers commentary or augments the material in the lecture and readings. The third professor may speak but is not required to do so. If the third professor speaks they have 5 to 10 minutes for a brief response. The first professor is then allowed a moment to respond to commentary of the other two professors and he/she opens up the floor for questions and commentary from students. It is in this fashion that the three professors model disciplinary difference and reasonable academic discourse.

On the second session of the week, each class meets with the professor of the course the students is registered for in the “section” format. The class discusses the lecture and readings and occasionally other topics as well.

Students enroll in one of ES 1005, MLL 1005, or PHIL 1005 in the Fall quarter, and during that quarter the professor in charge of that course is their primary instructor. That professor grades the student for that quarter. Students then enroll in a different course during the Winter, and the remaining course in the Spring. For example, a student may enroll in ES 1005 for Fall, MLL 1005 for Winter, and PHIL 1005 for Spring. In this way, all 90 registered students will cycle through all three courses during the year, providing an enrollment of 30 in each section for each quarter.

4. Explain how each course in the proposed learning community will support student learning of each of the lower division general education area learning outcomes and General Education requirements.

Two essays 3-5 pages in length are required each quarter and students take a midterm and final examination. Students are also required to participate in oral argumentation in class for both the large lecture and section meetings. A portion of the grade is determined by oral presentation.

4(a) Recognition of the application of disciplinary concepts: standard or basic theories and models, key disciplinary terms, and professional applications of disciplinary concepts;

In the Ethnic Studies segment we examine theories of critical race studies and racial formation theory, cultural representation, queer of color theory, attendant theories of disidentification, decolonization, and critical white studies. Critical Race Theory in particular helps our students understanding the legal basis of racially-based forms of exploitation while Racial Formation Theory assists with understanding the mechanics of the manipulation of race in order to create social policy. Students become familiar with basic terms and ideas such as the racial project, representation, disidentification, heteronormativity, and heteropatriarchy.
In the Philosophy segment we deal with enduring human concerns that undergird contestations for colonial power. We discuss the philosophical origins of race including the influence of Cartesian ocular metaphysics, and the influence of pseudo-scientific race thinking in the Enlightenment. We explore the ethical positions of cultural relativism as well as the ethical demands of violent v. nonviolent resistance to colonial exploitation.

In the Modern Languages and Literatures segment we explore the mechanics of the earliest colonial encounters in terms of language and discourse. For example, the discursive differentiation between capitalism and American Indian concepts of usufruct provide a compelling explanation for the exploitation of the treaty system. The Modern Languages and Literatures segment further provides the student with a more sophisticated understanding of colonized cultures including indigenous cultural expressions throughout the New World.

4(b) Recognition of the inquiry methods used by at least one of the social or behavioral science disciplines: key research issues, hypothesis and research question formulation, data, data analysis.

We frequently apply our theoretical and historical materials to real world contexts and ask that students apply the inquiries to the readings. For example, our historical studies of the role of gender in Algerian (1950s) or Central American (1980s) revolutionary practice and the transformation of women’s roles during revolution can be re-located to insurgent practice in contemporary Iraq. Students become familiar with the forms of research by reading a wide range of academic articles in our three disciplines. In the lecture portion of the course, professors challenge each other to explain how they are approaching a particular topic: what data they have used, and how they have framed their inquiry and perspectives. Much of our data is historical, but given the three-discipline approach of our class our data are, properly speaking, linguistic, ethnographic, historical, scientific, and statistical. Students are exposed to data in various forms, from literature, artwork, photographs, monographs, government documents, documentary film, speeches, laws, personal accounts, etc. all of which are components of the economic, cultural and political infrastructure of the colonial project. Students are encouraged to compare the ways different scholars structure their examination of issues such as race, identity, or economic exploitation. We describe materialist theories, approaches inspired by the school of cultural studies, contrasts between statistical and ethnographic studies of societies, etc. Key issues include the role of race, gender, and sexual identity in the construction of and resistance to contemporary geopolitical social orders. Data are analyzed within specific theoretical constructs. For example, data on gender/sexual identity and revolutionary practice may be analyzed within Fanon’s analyses of gender, sexuality, veiling, and revolutionary practice in the Algerian revolution.

4(c) Appreciation of human diversity and the diversity of human societies’ influence on our understanding of human behavior, individually and in societies, both local and global. The entire class is dedicated to the study of human diversity. This is covered in large measure in our response to question 1.

4(d) Knowledge of the political, social, and/or economic institutions of a country other than the United States.

The material of the course includes information on the United States as well as a wide range of other nations and cultural groups. Some of the places, histories and cultures we look at in some depth are Latin America, Mexico, China, India, the Congo, Spanish and English colonization of North America, Japanese colonial expansion, and the French colonization of North Africa. We
look at contemporary political and economic formations and trace connections to historical experiences of colonization as well as other influences.

4 (e) Describe major positions and contrasting arguments made on one or more significant contemporary issues area confronting US society as applied to human behavior. The class models academic investigation and argument. Not only do the professors engage in friendly disputes, but the readings themselves offer diverse, and occasionally divergent perspectives on issues. Students are supported in their efforts to come to their own positions, given the range of information and stances they see in the class. Some of the issues we address are: 9/11 and terrorism, the Iraq war, the imprisonment of a large percentage of the ethnic male population, affirmative action, religious fundamentalism and democracy, and human sexuality as a personal and political issue.

5. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses.

Viewing Diversity has been taught for several years and has consistently been a valued example of a successful freshman cluster course. It began with courses offered by Anthropology, Ethnic Studies, and Communication. In 2009-10 Viewing Diversity was suspended in light of the unavailability of professors who had long served the cluster. The present cluster was revived in 2010-11 with a new collaboration of Ethnic Studies, Philosophy, and Modern Languages and Literatures, all of whom have committed professors to the course. We are attaching syllabi/course outlines for the Viewing Diversity cluster as it was most recently taught in 2013-14. Each course outline is for the quarter and covers all three courses. In other words, the reading is identical and shared across all three classes within any quarter. In each quarter, students are required to complete two short papers (3-5 pages in length) and two multiple-choice exams. The paper topics and exam questions are framed by all three professors together in each of the three quarters. The critical papers are exercises in developing argumentative writing, applying theory and historical data, making connections across disciplinary boundaries and historical contexts, and substantiating arguments. Exams access the ability of students to comprehend and apply key disciplinary terms. We are also attaching examples of essay questions that have been assigned in previous quarters.

Approved by Department Chairs:

__________________________________________ __________ __________
Signature Department Date

__________________________________________ __________ __________
Signature Department Date

__________________________________________ __________ __________
Signature Department Date

Approved by College Dean/Associate Dean

__________________________________________ __________
Signature Date
Signatures of three faculty members: Ideally, the person who will teach the courses will participate in the cluster planning. We acknowledge, however, the difficulties of staffing departments face and understand that the person who plans the new cluster may not be the person who teaches the cluster course. In these cases, we expect the faculty member who plans the cluster will provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor.

We each agree, if selected, to meet on the following three days for an end-of-Spring or Summer Seminar on interdisciplinary curriculum and pedagogy and course integration.

______________________________________________ _________________
Signature Date

______________________________________________ _________________
Signature Date

______________________________________________ _________________
Signature Date
ES1005, PHIL 1005, MLL 1005
Viewing Diversity

Fall Quarter 2013
TTH 12-1:50

Instructors: Nicholas Baham (ES), Meiling Wu (MLL), Barbara Hall (PHIL)
Overview

Viewing Diversity is a three-quarter freshman cluster course that investigates the role of 500 years of European colonialism on contemporary cultural diversity. In the Fall quarter we begin with the early histories of European colonialism in Africa, Asia, and the New World. In the Winter quarter we investigate the post-WWII histories of indigenous resistance to European colonialism. In the culminating Spring quarter we look at how the experience of colonialism continues to shape ideas, opportunities, ideologies, and politics today.

The readings include primary source material central to the contemporary global discourse of colonialism, neo-colonialism, and post-colonialism from the sometimes disparate perspectives of three academic disciplines: Philosophy, Modern Languages and Literatures, and Ethnic Studies. While there is significant overlap among these fields, the lectures and lively debates that foreground this course will elaborate key theoretical differences in disciplinary perspectives.

Students who take this course should expect to come away with improved skills in critical thinking, writing, oral argumentation, and research. Additionally, students should come away with a broader understanding of the ways that critical discourse regarding diversity is reshaping individual, social, and political agendas around the world, and a heightened sensitivity regarding the overt and covert ways in which arbitrarily constructed concepts of “normal” society perpetuate social inequity.

Requirements

Attendance: Students are expected to attend every lecture and every section meeting.

Reading: We assign a significant amount of challenging reading in this course. It is imperative that you keep up with the assigned reading. We expect that you will have completed the assigned reading before the Tuesday lecture in the week the reading is assigned and that you are prepared to discuss the reading and to ask questions to learn more. All readings are required readings.

Short Papers: We assign 2 short papers each quarter. Expectations will be clarified when the first paper is assigned.

Examinations: There will be a midterm and final examination. Both

Materials

This reader is the required text for this course. In addition, any handouts distributed in class will be considered required readings. No other books are required. The reader can be purchased during at the University Bookstore.

Contact Information

Nicholas.baham@csueastbay.edu
Meiling.wu@csueastbay.edu
Barbara.hall@csueastbay.edu

Each professor will hold office hours for students in their sections. Students should take advantage of office hours as opportunities for clarification on lectures, essays, and exams.
Viewing Diversity Cluster Proposal 2014
Ethnic Studies, Philosophy, Modern Languages & Literatures

will be in a multiple-choice format and you will need to bring a brown scantron and a #2 pencil to class on the day of the exam. All material (lectures, discussions, films, readings, etc.) may be covered on the exams.

**Schedule of Readings and Assignments**

**Thursday, September 26** – Course Introduction, Introduction of Professors

**Tuesday, October 1** – Lecture One: “The Genealogy of Racism”  
Lecture - Dr. Nicholas Baham  
Response – Dr. Barbara Hall  
Reading: West, Cornel “Race and Modernity” from *The Cornel West Reader*  
Basic Civitas Books 2000

**Tuesday, October 8** – Lecture Two: “The Experience of African Slavery”  
Lecture - Dr. Barbara Hall  
Response – Dr. Nicholas Baham  
Introduction and Chapter 1  
Thomas, Hugh *The Slave Trade: The Story of the Atlantic Slave Trade 1440-1870*  
Simon & Schuster 1999  
Chapter 1 – “Freedom and Bondage in English Thought”

**Tuesday, October 15** – Lecture Three: “Modern Japanese Literature and the Legacy of Colonialism”  
Lecture - Dr. Meiling Wu  
Response - Dr. Barbara Hall  
“One Soldier” by Tayama Katai

**Thursday, October 17** – MIDTERM PAPER ASSIGNED in Sections

**Tuesday, October 22** – Lecture Four: “The Making of Empire in Latin America”  
Lecture - Dr. Nicholas Baham  
Response – Dr. Meiling Wu  
Reading: Gonzalez, Juan *Harvest of Empire: A History of Latinos in America*  
Penguin Books 2001

**Thursday, October 24** – MIDTERM PAPERS DUE in Sections

**Tuesday, October 29** – Lecture Five: “The Racial Contract- Part I”
Lecture – Dr. Barbara Hall
Response – Dr. Nicholas Baham
Chapter 2

Thomas, Hugh *The Slave Trade: The Story of the Atlantic Slave Trade 1440-1870*
Simon & Schuster 1999
Chapter 2 – “Beastly Lyvinge': Images of West Africans and Native Americans”

Tuesday, November 5 – Lecture Six: “The Tunnel: Modern Chinese Literature and the Legacy of Colonialism”

Lecture – Dr. Meiling Wu
Response – Dr. Barbara Hall
China: "Man and Beast" by Mo Yan

Thursday, November 7 MIDTERM EXAMINATION in Sections

Tuesday, November 12 – Lecture Seven: “The European Creation of the Orient”

Lecture- Dr. Nicholas Baham
Response – Dr. Meiling Wu
Reading – Said, Edward *Orientalism* Vintage 1979

Tuesday, November 19 – Lecture Eight “The Racial Contract Part 2”

Lecture – Dr. Barbara Hall
Response – Dr. Nicholas Baham
Chapter 3

Tuesday, November 26 – Lecture Nine – “Modern Korean and Vietnamese Literature and the Colonial Legacy”

Lecture – Dr. Meiling Wu
Response – Dr. Nicholas Baham
Reading – Lee, Peter *Modern Korean Literature: An Anthology* University of Hawaii Press
"Cranes" by Hwang Sunwon
Khue, Le Minh *The Stars, the Earth, the River* Curbstone Press
"The Distant Stars" by Le Minh Khue

Thursday, November 28 - FINAL PAPER ASSIGNED in Sections

Tuesday, December 3 Review for Final Exam

Thursday, December 5 FINAL PAPERS DUE
Thursday, December 12 FINAL EXAMINATION in Sections
**Viewing Diversity**

Winter Quarter 2014 Final Examination

Rowley       Hall       Baham

March 20, 2014

*This is a short-answer/essay examination. There are 15 questions that will each demand at least a 2 to 3 sentence response. Please try to get to the point and answer each question within these constraints.*

1. What is the difference between the assimilationist, separatist and hybrid theories of political philosophy? Where and how does multiculturalism fit into this scheme?

2. According to Delaney how did sympathy and being “foreign to the sympathies” affect the treatment or enslavement of African Americans?

3. What is “moral suasion”? How did Douglas’ views on the fate of blacks in America differ from those of Delaney?

4. What does Delaney mean by “degradation”? To whom was he referring and why?

5. Explain the theory of natural law. Discuss the two ways in which laws may be unjust.

6. What were the goals, strategies, and motivations of the Women’s Movement of the 1960s? What was the overall impact of the Women’s movement on the lives of women in American society?

7. What were the goals, strategies, and motivations of the Free Speech Movement in the 1960s? Consider how members of FSM linked their interests with those involved in other resistance struggles at home and abroad. What was the central contribution of the Free Speech Movement?

8. Assess the strategies and ideologies of the Weather Underground. Was this a successful movement? Why did they resort to violence?

9. On December 2, 1964 at a protest in Sproul Plaza on the campus of the University of California, Berkeley, Free Speech Movement leader Mario Savio said: “There is a time when the operation of the machine becomes so odious, makes you so sick at heart, that you can’t take part. You can’t even passively take part! And you’ve got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus, and you’ve got to make it stop! And you’ve got to indicate to the people who run it, to the people who own it — that unless you’re free, the machine will be prevented from working at all!” Provide an interpretation of Mario Savio’s statement. What did he mean? Was he advocating nonviolence or violent action?

10. What is the difference between deafness and deafhood? Why is it important to know these terms? How are these terms used? Put them into a sentence to show exactly how you would expect it to be used.
11. Regarding intersectionality, Deaf people of color often have double burdens of Audism and Racism. Do these burdens still exist if they socialize within their own community? Explain.

12. Give an example of Individual Audism and Institutional Audism. Explain why these still exist and why they are hard to fight back against.

13. When looking at the Deaf Experience along with other minority groups, we realize that the Deaf Community has not had a huge Civil Rights movement like other groups. Is this necessary for the Deaf Community to achieve in order to have a less oppressive lifestyle? What needs to happen? Look at the success/failures of other Civil Rights movements and evaluate whether or not this would be true for the Deaf Community as well.

14. The 1st Amendment and 14th Amendment rights for Professor Rowley were violated when the US Supreme Court ruled that she doesn’t need a sign language interpreter in class. Explain.

15. Deaf artists portrayed both resistance art and affirmation art. Below are two types of art work. Explain which is resistance and which is affirmative art. Also explain what the art represents and how you might interpret each piece. How does art have it’s own impact on the everyday colonialism that Deaf people experience? Pick a picture to analyze and explain what the imagery represents that the artist is trying to convey.
Please choose one of the following three questions/topics and write a 3 to 5 page critical, argumentative paper in response.

Effective papers have a coherent thesis and solid supporting data drawn either from the readings, films, lectures, or credible outside sources. Internet sources are acceptable. All sources should be cited and a bibliography or works cited page should be provided at the end of your essay. Your paper should be written in 12-point type in a standard and legible font (e.g. Times New Roman, Garamond, etc.), double-spaced with 1-inch margins top/bottom/lef/ right.

1. Mills says that there are certain individuals and groups that are perceived to be "outside the boundaries in which moral values, rules, and considerations of fairness apply." Pick some contemporary individuals or groups to whom you think this applies and argue why/how the racial contract is to blame for their unfair treatment.

2. Select a visual media representation (film, video, painting, illustration, photograph, etc.) of contemporary Orientalism. Explain why the media representation you chose represents Orientalist thinking. Discuss the purpose that such an image represents. Please apply Edward Said’s analysis and/or points raised by Dr. Baham’s Powerpoint and lecture.

3. Confucianism built the foundation of social structure in Asia. In order to resist the European colonial subjugation, Japan turned itself into a colonial empire, China first became a Republic nation and then, a Communist nation; as for Korea and Vietnam, their nations were divided. Can Japanese colonialism and slavery in China and Korea be justified in terms of Japan’s need to compete with the West industrially and militarily and does the character of Japanese colonial policy in China and Korea differ from French colonialism in Vietnam? Please discuss the contexts and characters in the selected short stories, “Man and Beast,” “Cranes,” and “the Distant Stars” and deliberate the complicity of anti-colonial movements in Asia.
Please choose one of the following three questions/topics and write a 3 to 5 page critical, argumentative paper in response. Effective papers have a coherent thesis and solid supporting data drawn either from the readings, films, lectures, or credible outside sources. Internet sources are acceptable. All sources should be cited and a bibliography or works cited page should be provided at the end of your essay. Your paper should be written in 12-point type in a standard and legible font (e.g. Times New Roman, Garamond, etc.), double-spaced with 1-inch margins top/bottom/left/right. Papers are due in one week, March 13, 2014 and should be submitted to the professor in charge of the section in which you are registered.

1. Amongst Deaf people, the burden of Audism and other “isms” lie to the person themselves. With so many systematic barriers already in place, how does the Deaf Community even big to battle this colonialist oppression on the Deaf Community? Select one issue such as the Medical Industry (cochlear implant companies, ENT doctors, audiologist, hearing aid dealers, insurance companies etc.), the government (ADA, IDEA, Vocational Rehabilitation, etc.) or educational settings (mainstreamed schools, residential schools or self-contained programs) to analyze. This will require a bit of investigating on your part since many of these issues were not talked about in class, however information is plentiful on these topics.  
Craft an argument regarding whether medical, governmental, or educational "solutions" (pick one) constitute colonialist oppression against Deaf citizens, and to back up their arguments with specific discussions about everything from cochlear implants to mainstreamed schools, etc and how these oppress Deaf persons.

2. The Weather Underground and the Free Speech Movement provide examples of the critical dissent of persons considered to be representative of “the majority” in American society. Both of these movements considered their interests linked to the struggles of oppressed minorities. In your opinion, did either of these movements make a meaningful contribution to the struggles of oppressed persons in America? Specifically enumerate at least two significant contributions and support these with evidence from the readings, lecture, or any relevant and credible outside sources.

3. Frederick Douglass and Dr. King were assimilationists who believed that the full integration of African Americans into American society was both possible and desirable. Delaney, Marcus Garvey and others were separatists who thought that white racism would keep blacks and nonwhites from ever fully being accepted in a majority white society. Thus, they advocated separatism and called for blacks to form their own society/nation. Given the current situation of blacks in the United States and what you know about the effects of physical and psychological violence, discuss whether or not it would be more advantageous for Blacks had the newly freed slaves been given a separate state in which to live (as had been considered by the U.S. government). Explain your reasoning.
Spring 2014 Viewing Diversity

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<tr>
<th>Hall</th>
<th>Baham</th>
<th>Diaz-Caballero</th>
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<td>Philosophy</td>
<td>Ethnic Studies</td>
<td>Modern Languages &amp; Lit.</td>
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Course Professors

Dr. Nicholas L. Baham III Ethnic Studies
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Dr. Jesus Diaz-Caballero
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Dr. Barbara Hall
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Course Description

Viewing Diversity is a three-quarter freshman cluster course that investigates the role of 500 years of European colonialism on contemporary cultural diversity. In the Fall quarter we begin with the early histories of European colonialism in Africa, Asia and the New World. In the Winter quarter we investigate the post-WWII histories of indigenous resistance to European colonialism. In the culminating Spring quarter we look at how the experience of colonialism continues to shape ideas, opportunities, ideologies, and politics today.

The readings include primary source material central to the contemporary global discourse of colonialism, neo-colonialism, and post-colonialism from the sometimes disparate perspectives of three academic disciplines: Philosophy, Ethnic Studies and Modern Languages. While there is significant overlap among these fields, the lectures and lively debates that foreground this course will elaborate key theoretical differences in disciplinary perspectives.

Students who take this course should expect to come away with improved skills in critical thinking, writing, oral argumentation, and research. Additionally, students should come away with a broader understanding of the ways that critical discourse regarding diversity is reshaping individual, social and political agendas around the world, and a heightened sensitivity regarding the overt and covert ways in which arbitrarily constructed concepts of “normal” society perpetuate social inequity.

Required Text

This reader is the required text for this course. In addition, any handouts distributed in class will be considered required readings. No other books are required. The reader can be purchased during our first course sessions from CopyMat in downtown Hayward.

Expectations

Attendance: Students are expected to attend every lecture and every section meeting.

Reading: We assign a significant amount of challenging reading in this course. It is imperative that you keep up with the assigned reading. We expect that you will have completed the assigned reading before the Tuesday lecture in the week the reading is assigned and that you are prepared to discuss the reading and to ask questions to learn more. All readings are required readings.

Examinations: There will be two examinations during the quarter; one at the midpoint and one just prior to the end of the quarter. Both exams will consist of questions that require short essay answers. Students should bring blue (green) books in which to write.

Paper: Students will be assigned one 5-page that will be due the week of final exams. Your professor may require you to submit your paper via Turnitin on Blackboard. You will be expected to submit an outline of your proposed paper (including a thesis statement) due near the mid-point of the quarter. This outline will count as a part of your grade.

Grades: You will be evaluated by the professor to whom you have been assigned this quarter.
Schedule of Lectures, Assignments, and Readings

April 1 – First class meeting (large lecture hall)
- Introduction to the Course (Hall, Diaz-Caballero, Baham)
- Film Viewing: Blacks in Latin America (Dr. Henry Louis Gates, Jr.)

April 3 – Section Meetings – Review of Film

April 8 – Lecture One: “The Shame that Binds”
- Lecture – Dr. Hall
- Response – Dr. Baham

Readings:

April 10 – Section Meetings

April 15 – Lecture Two: “The Challenges of Racial Democracy in Latin America”
- Lecture – Diaz-Caballero
- Response – Dr. Hall

Readings:

April 17 – Section Meetings

April 22 – Lecture Three: “The Future Beyond Race”
- Lecture – Dr. Baham
- Response – Dr. Diaz-Caballero

Readings: Paul Gilroy excerpts from Against Race – Imagining Political Culture Beyond the Color Line (MA Harvard Univ. Press, 2000)

April 24 – Section Meetings

April 29 – Lecture Four: “Colonized Gender Relations”
- Lecture – Dr. Hall
- Response – Dr. Diaz-Caballero

Readings:

May 1 – Section Meetings: PAPER OUTLINE DUE

May 6 – Lecture Five: “The Challenges of Racial Democracy in Latin America”
  
  **Lecture** – Dr. Diaz-Caballero  
  **Response** – Dr. Baham

**Readings:**


**Films:**


May 8 – MIDTERM EXAMINATION IN SECTIONS

May 13 – Lecture Six: “Sexuality and Global Capitalism”
  
  **Lecture** – Baham  
  **Response** – Hall

**Readings:**

Klaus de Alburquerque “Sex, Beach Boys and Female Tourists in the Caribbean” *Sexuality and Culture, Vol 2* 1998, pp. 87-111


May 15 – Section Meetings

May 20 – Lecture Seven: “Pedagogy of the Oppressed”
  
  **Lecture** – Dr. Hall  
  **Response** – Dr. Baham

**Readings:**

**Freire, Paulo** excerpt from *Pedagogy of the Oppressed* (New York: Continuum, 1981) pp. 40-56

May 22 – Section Meetings

May 27 – Lecture Eight: “The Challenges of New Latino Migration”
  
  **Lecture** – Dr. Diaz-Caballero  
  **Response** – Dr. Hall

**Readings:**


May 29 – Section Meetings

June 3 – Lecture Nine: Race, Gender, and Culture in Cyberspace: Colonialism and the Virtual World

Lecture – Dr. Baham
Response – Dr. Diaz-Caballero

TED Talk Viewings:
Ben Kacyra: Ancient Wonders Captured in 3D  
http://www.ted.com/talks/ben_kacyra_ancient_wonders_capsured_in_3d#t-548207

Philip Rosedale: Life in Second Life  
http://www.ted.com/talks/the_inspiration_of_second_life

Jane McGonigal: Gaming Can Make a Better World  
http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

June 5: Section Meetings – 5-page PAPER Due

Final Examination Thursday, JUNE 12.