



CRES 2017-18 NEWSLETTER

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Dear CRES community,

The wave of student- and faculty-led activism that brought Critical Race and Ethnic Studies (CRES) into being was part of decades-long struggle for ethnic, indigenous, and Third World studies on the UC Santa Cruz campus. Launched as a BA program in 2014, CRES is now in its fourth year. We are very proud to announce that our second class of CRES majors graduated this past spring.



CRES Senior Seminar at the June 2017 Graduation

As a fledgling program, we rely on the commitment, labor, and solidarity of a dedicated handful of faculty, student representatives, and staff. Student representatives participate in CRES meetings and collaborate in the vision of the program; faculty don multiple hats to keep the program running; and

staff work tirelessly with all too few resources. For those of us dedicated to CRES as an intellectual and political project, ours is a labor born out of a dual commitment to public education and racial justice yet we also recognize that the resource scarcity that confronts CRES reflects institutionalized inequities we are committed to challenging. In this moment of full-frontal ugliness, when “the war-minded, the racists, and the rich,” to quote Paul Robeson, occupy center stage, CRES as a space of intellectual exchange, political critique, and scholarly engagement is more urgent than ever. Against the nativism, xenophobia, jingoism, homophobia, and reactionary rage of these troubled times when white supremacy garbs itself in the language of multiculturalism and identity politics, we renew the commitment to politically engaged scholarship, structural analysis, and social justice activism that galvanized the creation of CRES in the first place. We recognize the cooptation of liberal discourses of diversity points to their exhaustion and insufficiency in the face of structural inequality.

In this era, university campuses have emerged as a flashpoint in which the unreconstructed nature of this country with regard to its legacies of racial violence and oppression has taken pitched, often oppositional expression. Yet more than just a backdrop for political expression, the system of public higher education is central to the perpetuation of deeply rooted structural injustices—and students have been key to the latter’s contestation. Last spring, the Afrikan Black Student Alliance (A/BSA) reclaimed Kerr Hall, challenging the administration to redress longstanding inequities that black students, who comprise just two percent of the student population, have faced both on campus and beyond. In response to student demands, the administration guaranteed increased access to housing and diversity training for matriculating students. It has yet, however, to meaningfully address the spirit behind the student call for a department of Black Studies. In conversation with Undergraduate Dean Richard Hughey last spring, we called for a cluster hire of Black Studies scholars. CRES will continue to advocate for the allocation of real resources to make this possible.


For many decades, the Resource Centers have furnished support and solidarity to students of color, indigenous students, Muslim and Arab students, students with disabilities, women students, queer and trans students, and undocumented students on this campus. With CRES now established as a formal program, it is our goal to work closely with the centers. United in vision and voice, we join their condemnation of Trump administration policies that, by terminating the Deferred Action for Childhood Arrivals (DACA) and Temporary Protected Status (TPS), erode the limited protections of undocumented youth, rendering their lives—and those of their families—even more precarious.

Finally, we end on a note of strength. In these bleak times, CRES has been greatly fortified by two faculty hires, Nick Mitchell in 2015 and Neel Ahuja in 2016. Both have long histories of social justice activism both on and off campus. While a doctoral candidate in History of Consciousness, Professor Mitchell was a key author of the graduate student proposal that made a powerful case for CRES, swaying faculty to lend their support to ethnic studies on this campus. It is fitting to welcome him into CRES faculty. Professor Ahuja joins our program from UNC Chapel Hill, where he worked with student and community activists. During his time at UC Santa Cruz, he has proven to be a powerful advocate for students fighting against various forms of racial and gender violence, taking the lead, for example, on behalf of CRES faculty in writing a faculty letter supporting A/BSA demands. We look forward to working with both of them in the years to come.

Sincerely,

Neda Atanasoski (CRES Director) and Christine Hong (CRES Undergraduate Director)


CRES CORE FACULTY 2017-18

NEEL AHUJA	<p>Office Hours: Fall 2017 Wed. afternoons by appt. Wint. 2018 Tues. (for times check website) Office: Humanities 1 Room 441 Website: https://ahuja.sites.ucsc.edu/research/ Email: neel@ucsc.edu Phone: 831-459-4658</p>
	<p>I am associate professor of Feminist Studies and I teach CRES 100, the upper-division core course required for all CRES majors. I draw on research in postcolonial theory and feminist science studies to explore the geopolitics of the body (articulated through race, gender, species, and disability) in the context of colonial forms of governance, warfare, and security. I am the author of <i>Bioinsecurities: Disease Interventions, Empire, and the Government of Species</i> and have written a series of essays on the transnational politics of human-animal relations. I am currently working on a new writing project analyzing global relationships between migration, war, and climate change.</p>
<p>Winter: CRES 100 Comparative Studies of Race and Ethnicity CRES 190/FMST 194 Senior Seminar</p>	


NEDA ATANASOSKI (CRES Director)	<p>Office Hours: Fall 2017 Wed. 2-4 p.m. or by appt. Office: Humanities 1, Room 337 Email: natanaso@ucsc.edu Phone: 831-459-2773, 831-459-1924</p>
	<p>I am an associate professor of Feminist Studies and the CRES director for 2017-18. I teach classes focused on race and technology, postcolonial theory, gender and religion, and humanitarianism and human rights. My first book, <i>Humanitarian Violence: The U.S. Deployment of Diversity</i> (University of Minnesota, 2013), addresses the rise of U.S. humanitarian imperialism that has depended on the racialization of religious difference in places like the former Yugoslavia and Afghanistan since the end of the Cold War. Currently, I am completing a book co-authored with Kalindi Vora, <i>Surrogate Humanity: Race, Technology, Revolution</i>. Focusing on the material, social and political consequences of the mutual generation of “the human” and “the machine” during the US post-World War II standardization of automation into the present, we explore both the social impact of design and engineering practices intended to replace human bodies and functions with machines, and the shift in the definition of “the social” and “the racial” that these technologies demand in their relation to the post-Enlightenment figure of the human.</p>
<p>Spring: FMST 202 Disciplining Knowledge/graduate student methods FMST 1940 Politics of Gender and Human Rights</p>	


VILASHINI COOPAN	Office Hours: Fall 2017 TBA (please consult website) Office: Humanities 1, Room 633 Email: vcooppan@ucsc.edu Phone: 831-459-5632
	I am an associate professor of Literature. My research interests include postcolonial studies; comparative and world literature; literatures of slavery and diaspora; globalization studies; cultural theory of race and ethnicity. I am the author of the book <i>Worlds Within: National Narratives and Global Connections in Postcolonial Writing</i> (Stanford University Press, 2009). My articles include "Net Work: Area Studies, Comparison, and Connectivity," <i>PMLA: Publications of the Modern Language Association of America</i> . (May 2013); "Ghosts in the Disciplinary Machine: The Uncanny Life of World Literature," <i>Comparative Literature Studies</i> (2004); "Comparative Literature in an Age of Globalization," <i>Modern Philology</i> (May 2010); "The Double Politics of Double Consciousness: Nationalism and Globalism in The Souls of Black Folk," <i>Public Culture</i> (2005).
Fall 2017: LIT 138A Black Britain Spring 2018: LIT 1 Literary Interpretation LIT 251 Postcolonial Studies: Memory	


CHRISTINE HONG (CRES Undergraduate Director)	Office Hours: Fall 2017 Wed. 2-3 p.m. or by appt. Office: Humanities 1, Room 634 Email: cjhong@ucsc.edu Phone: 831-459-2920
	I am an associate professor of Literature. I specialize in transnational Asian American, critical Korean, and comparative ethnic studies at UC Santa Cruz, with a focus on U.S. military empire in the post-1945 Asia-Pacific region. My current book project, <i>Blurring the Color Line: Race, Militarism, and the Cold War Pax Americana in Asia and the Pacific</i> , examines the double-fronted nature of U.S. Cold War counterrevolutionary violence—the twinned logic of racial profiling and the target—that emerged in the wake of Japan's Pacific War defeat. Along with documentary filmmaker Deann Borshay Liem, I directed the Legacies of the Korean War oral history project. I am on the board of directors of the Korea Policy Institute and the executive board of the Critical Ethnic Studies Association, and I am a participant in the Working Group on Peace and Demilitarization in Asia and the Pacific.
Fall 2017: LIT 251 Race, Militarism, and Empire in Asia and the Pacific Spring 2018: LIT 61R Race in Literature: Los Angeles circa 1992 LIT 160E Theorizing Race and Comics	


<p>STEVE McKAY</p>	<p>Office Hours: Fall 2017 Mon. and Wed. 11 a.m.-12:30 p.m. or by appt. Office: Rachel Carson College, Room 318 Email: smckay@ucsc.edu Phone: 831-502-7331</p>
	<p>I am an associate professor of Sociology and Director of the UCSC Center for Labor Studies. My research has focused on labor, gender, racial formation, and globalization. I am currently working on a book, based on historical and multi-sited ethnographic research, on the rise and reproduction of ethno-national labor niches in contemporary global labor markets. The book, focused on global shipping, is entitled <i>Born to Sail? Race, Masculinity and the Making of Filipino Seafarers</i>. I am also working locally in the Santa Cruz area on a series of community-initiated, student-engaged research projects – collectively part of the <u>Working for Dignity</u> program - focusing on low-wage work, wage theft, immigration, and affordable housing.</p>
<p>Fall 2017: SOCY 15 World Society: Origins & Consequences of Globalization Winter 2018: SOCY 229 Work and Labor Markets in the New Economy Spring 2018: SOCY 139T Community-engaged Research Practicum: The Santa Cruz Affordable Housing Study</p>	

<p>NICK MITCHELL</p>	<p>Office Hours: Fall 2017 Mon. 1-3 p.m. Office: Humanities 1, Room 437 Email: nmitchel@ucsc.edu Phone: 831-459-5776</p>
	<p>I trained in critical theory, black radical thought, and feminist theory at the University of California, Santa Cruz, where I received a Ph.D. in History of Consciousness with an emphasis in Feminist Studies. During that time I also served as a founding coordinator of the Black Cultural Studies Research Cluster and the Critical Race and Ethnic Studies Graduate Collective. My research and teaching explore the social arrangements of knowledge and the ways that knowledge and its institutional practices arrange social worlds. Currently, I am at work on a book tentatively titled <i>Disciplinary Matters: Black Studies, Women's Studies, and the Neoliberal University</i>, which argues that attention to the historical formation of minoritized fields of study and intellectual activity offers a crucial—and heretofore undertheorized—perspective on the forces that transformed U.S. universities from crowning institutions of Cold War liberalism to levers of neoliberal retrenchment.</p>
<p>Fall 2017: CRES 10 Critical Race and Ethnic Studies: An Introduction FMST 194V Marxism and Feminism Winter 2018: FMST 100 Feminist Theories FMST 243 Feminist/Ethnic Studies and the University (FMST/CRES)</p>	


MARCIA OCHOA	Office Hours: 2017-18 on leave Office: Humanities 1, Room 342 (research) Email: marcia8a@ucsc.edu Phone: 831-459-4356
	<p>I am an anthropologist specializing in the ethnography of media. My first book is on the accomplishment of femininity among beauty pageant contestants (misses) and transgender women (transformistas) in Venezuela. My work focuses on the role of the imaginary in the survival of queer and transgender people in Latin America, and the place of these subjects in the nation. I also work with El/ La Para TransLatinas in the Mission District of San Francisco, CA to develop programming and social justice work that promotes transgender Latina participation and reflects the style and grace of translatina survival. My research interests include transgender studies, gender and sexuality, race and ethnicity, Latina/o studies, media and cultural studies, ethnography of media, feminism, queer theory, multimedia production, Latin American studies - Colombia and Venezuela, citizenship and social participation, Social Documentation, and colonial historiography.</p>
ON LEAVE	

JUAN POBLETE	Office Hours: 2017-18 on leave Office: Humanities 1, Room 530 Email: jpoblete@ucsc.edu Phone: 831-459-5734
	<p>I am a professor of Latin/o American Literature and Cultural Studies, and the author of <i>Literatura chilena del siglo XIX: entre públicos lectores y figuras autoriales</i> (Santiago: Cuarto Propio, 2003), editor of <i>Critical Latin American and Latino Studies</i> (University of Minnesota Press, 2003), and co-editor of <i>Andrés Bello</i> (with Beatriz Gonzalez-Stephan, ILLI, 2009), <i>Redrawing The Nation: National Identities in Latin/o American Comics</i> (with Héctor Fernández-L' Hoeste, Palgrave, 2009), <i>Desdén al infortunio: Sujeto, comunicación y público en la narrativa de Pedro Lemebel</i> (with Fernando Blanco, Santiago: Cuarto Propio, 2010), <i>Sports and Nationalism in Latin America</i> (with Héctor Fernández L'Hoeste and Robert McKee-Irwin, Palgrave, 2015), and <i>Humor in Latin American Cinema</i> (with Juana Suárez, Palgrave, 2015). I am currently at work on three book projects: one on Latin American cinema, another on US Latino Cultures in a transnational context, and one entitled <i>Angel Rama y la Critica Cultural Latinoamericana</i>.</p>
ON LEAVE	



<p>ERIC PORTER</p>	<p>Office Hours: Tues. 10 a.m.-noon or by appt. Office: Humanities 1, Room 235 Email: ecporter@ucsc.edu Phone: 831-459-5287</p>
	<p>I am a professor of History and the chair of History of Consciousness. My research interests include black cultural and intellectual history, US cultural history, jazz and improvisation studies, urban studies, and critical race and ethnic studies. I am the author of <i>What Is This Thing Called Jazz? African American Musicians as Artists, Critics, and Activists</i> (University of California Press, 2002), winner of an American Book Award; <i>The Problem of the Future World: W.E.B. Du Bois and the Race Concept at Midcentury</i> (Duke University Press, 2010); and, with the photographer Lewis Watts, <i>New Orleans Suite: Music and Culture in Transition</i> (University of California Press, 2013).</p>
<p>Fall 2017 HIST 122B Jazz and U.S Cultural History, 1945-present Spring 2018 HIST 204C Race, Colonialism, Nationalism Research Seminar</p>	


<p>FELICITY AMAYA SCHAEFFER</p>	<p>Office Hours: Fall 2017 Wed. 2-4 p.m. Office: Humanities 1, Room 334 Email: fsg@ucsc.edu Phone: 831-459-2363</p>
	<p>Felicity Amaya Schaeffer is an Associate Professor in and chair of the Feminist Studies Department. Her book, <i>Love and Empire: Cybermarriage and Citizenship Across the Americas</i>, was published in 2013 with NYU Press. She is working on a new project called "Tracking Migrants: Biosecurity Across Erotic Borders" that follows the de-humanization of Latina/o migrants branded as biothreats, or deviant and criminal threats. In this project I follow the ways state surveillance remakes relations between technology-the-body-and nature, and then decolonize these state regimes through an Anzaldúan approach to what I call an erotic cosmology: using the body as a technology to hone our senses deeper into the sensual relationality of human-animal-cosmic ontologies.</p>
<p>Winter 2018 FMST 214C Women of Color and "New" Materialism</p>	

<p>KAREN TEI YAMASHITA</p>	<p>Office Hours: TBA (please consult website), Winter 2018 on leave Office: Humanities 1, Room 231 Email: ktyamash@ucsc.edu Phone: 831-459-2167</p>
	<p>I am a professor of Literature and Creative Writing. My research interests include the history and anthropology of Japanese immigration to Brazil, Asian American literature, modern fiction, and playwriting. I am the author of <i>Through the Arc of the Rain Forest</i>, <i>Brazil-Maru</i>, <i>Tropic of Orange</i>, <i>Circle K Cycles</i>, and <i>I Hotel</i>, all published by Coffee House Press. <i>I Hotel</i> was selected as a finalist for the National Book Award and awarded the California Book Award, the American Book Award, the Asian/Pacific American Librarians Association Award, and the Association for Asian American Studies Book Award. I recently received a US Artists Ford Foundation Fellowship and was the co-holder with Bettina Aptheker of the UC Presidential Chair for Feminist Critical Race and Ethnic Studies.</p>
<p>Fall 2017: LIT 279B Creative Writing Studio LIT 179A Creative Writing Studio: Prose Spring 2018: LIT 190V Fiction Senior Seminar</p>	

<p>ALICE YANG</p>	<p>Office Hours: Fall 2017 Tues. 9:30-11:30 a.m. Office: Stevenson provost office Email: ayang@ucsc.edu Phone: 831-459-2328</p>
	<p>I am an associate professor of History, the provost of Stevenson College, co-director of the Center for the Study of Pacific War Memories, and CRES director this fall. My research interests include transnational Asian American history, memories of the Pacific War and the War on Terror, oral history, and civil rights. My publications include <i>Historical Memories of the Japanese American Internment and the Struggle for Redress</i> (Stanford University Press, 2007); <i>Major Problems in Asian American History</i> (Houghton Mifflin, 2003, 2nd edition 2016); and <i>What Did the Internment of Japanese Americans Mean?</i> (Bedford/St. Martins Press, 2000). I am currently researching transnational memories of World War II in the Pacific and memories of patriotism and protest during the War on Terror.</p>
<p>Winter 2018: HIST 80Y World War II Memories in the U.S. and Japan HIST 194Y Memories of World War II in the U.S. and Japan</p>	

CRES STUDENT REPRESENTATIVES 2017-18

<p style="text-align: center;">AK DE MORAIS</p>	<p>Spring 2018 Graduate Representative Department: History of Consciousness (Feminist Studies and CRES DEs) Email: amorais@ucsc.edu</p>
	<p>AK de Moraes is a PhD candidate in the History of Consciousness Department, with Designated Emphases in Feminist Studies and Critical Race and Ethnic Studies. AK studies the visual and material culture of the British Empire in Africa, focusing on how ethnographic museum culture along the Cape-to-Cairo route and typological postcards have informed geographic, temporal and racial ideas of the African continent.</p>
<p style="text-align: center;">SAREIL "REIL" BROOKINS</p>	<p>2017-18 Undergraduate Representative Majors: Intensive Psychology and CRES Email: sabrooki@ucsc.edu</p>
	<p>I was born and raised in the capital of this beautiful state (Sacramento). I am currently a junior double majoring in Intensive Psychology and CRES, with an emphasis in the African Diaspora and Rights & Revolution. I am affiliated with Stevenson college, a new Residents Assistant, Research assistant for the Psychology Department, CAPS peer educator, African American Resource & Cultural Center intern, and many other positions to help better the campus and help folks in their journey through higher education. Coming from Sacramento to Santa Cruz has been a huge culture shock that I am still figuring out how to navigate, and being at a PWI has shifted my entire perspective and educational interests. I had always been highly interested in Psychology, however, CRES sparked my interest since I had discovered that it is a major that requires having conversations that people tend to not want to have (primarily race and racial equality), AND it attracts/includes people who are willing to not only have those conversations, and may be unfamiliar with it, but individuals who desire to come up with ways to address real-world issues discussed in readings and in class.</p>

YUKI OBAYASHI	2017-18 Graduate Representative Department: Literature (CRES DE) Email: yobash@ucsc.edu
	Yuki Obayashi, a PhD candidate in Literature with a designated emphasis in CRES, is excited to support CRES as a student representative this academic year. Yuki received her master's degree in Asian American Studies at San Francisco State University and has done extensive work with the Japanese American National Library (JANL) and the Diasporic Vietnamese Artist Network (DVAN). Her current dissertation project is a comparative study of the Japanese and U.S. empires, which was showcased this summer in the interdisciplinary global literature class, "King Kong vs. Godzilla."

ETHNIC STUDIES TIMELINE AT UC SANTA CRUZ

(adapted from e2 handout)

1969 Students take over first graduation ceremony to protest the marginalization of and discrimination against students of color on this campus.

1977 Students who are a part of the coalition against institutional racism mobilize against the racist government of South Africa, the lack of ethnic studies courses, and higher SAT requirements, as well as to support the Third World Teaching Resource Center.

1977 Students of color organize conference for students of color to find out concerns of students of color on campus.

1977 Proposal by groups of Third World students calls for the implantation of Third World and Native American Studies (TWNAS).

1978 Second conference is held for Third World students to discuss proposal written by Provost Michael Cowan. The proposal creates call for a Third World Studies Institute.

1978 Administration creates committee on Third World Studies to take recommendations from students on TWNAS proposal.

1978 A fourth proposal is written as a synthesis of the previous two drafts and is presented to the chancellor for response and recommendation.

1979 "Reorganization": fourth proposal is lost in a shuffle of the administrative priorities. No commitment is made on the part of administration to Third World Studies.

1981 Third World and Native American Students (TWNAS) organizes a forum for all Third World groups and campus organizations, they vote to support Third World and Native American Studies.

1981 Ed Castillo, the only Native American studies instructor on campus, is dismissed without reason.

1981 Six hundred students march to the chancellor's office with a list of five demands to be answered within five working days. The administration responds by forming another committee rather than addressing the longstanding demands for Third World and Native American Studies.

1981 TWANAS and Native American studies support group combine as the Third World and Native American Studies Support Coalition. The coalition presents demands to secure permanent faculty positions, expecting this to generate changes in the campus curriculum.

1981 In response, the TWANAS support coalition organizes a hunger strike in which 24 students commit to fasting until all demands are met. Meanwhile the chancellor flies to East Coast to attend to some business.

1981 What begins as a rally against homophobia and racism becomes an all-night sit-in at the McHenry Library. Students are concerned that the \$44,000 of funding meant to support ethnic studies classes for the 1990-91 academic year will be withheld by Chancellor Tanner. Tanner promised the students that he will work with the deans of Humanities and Social Sciences "to see that Ethnic Studies stays on an even footing."

1996 In response to the passage of Prop. 209, students occupy Hahn Student Services Building for twelve hours to secure access and services for historically underrepresented communities.

2001 The Ethnic Student Organizing Council organizes a vigil in response to a series of racist hate violence incidents and the administration's and campus community's lack of support. Engaging Education (e2), a student-initiated outreach and retention center, is conceived.

2006 The e2 fall class, frustrated with the lack of an Ethnic Studies department on campus after strong and long struggle, creates a pamphlet on "The Need for Ethnic Studies" to remobilize students.

2007 A delegation of students attends the Ethnic Studies conference in San Francisco.

2007 Five SUA representatives and five representatives from each of the big five ethnic organizations attend the Ethnic Studies conference in New York. From this trip, the Committee on Ethnic Studies is created.

May 3, 2007 An information session is held at Oakes College to inform people about the importance for an ethnic studies department.

May 7, 2007 A strategy session is held to continue the struggle for an Ethnic Studies department.

2009 Jim Crow and nativist graffiti ("San Diego Lynch") appears throughout campus. Administration and campus community fail to meaningfully respond.

2009 Community Studies and American Studies are suspended.

2010 Students, faculty, and staff reorganize for ethnic studies at UC Santa Cruz. Over 1,000 students, alumni, members of the community, faculty sign a petition calling for a program in Critical Race and Ethnic Studies (CRES).

2011-2012 Student organizers teach their own political education and ethnic studies classes, and grad students draft a powerful proposal calling for a program in CRES.

2014 CRES BA program is launched in June.

CRITICAL RACE AND ETHNIC STUDIES

COURSE OFFERINGS 2017-2018

NOTE: *This is a preliminary course list. Courses may be added as they become available.* This list is meant to serve as a guide, not a definitive course selection source. Please check in with the **CRES Director or Undergrad Director** in order to draft your emphasis in the major through selected courses before you declare your CRES major in the advising office. If you have taken, are taking, or plan to take a course not listed on this document but that has significant CRES content (including independent studies), you can petition to have it count for the major.

* **Fulfills the outside the U.S./transnational requirement**

FALL 2017

Emphasis	DEPT.	Course#	Course Title
CORE	CRES	10	Critical Race and Ethnic Studies: An Introduction
I C	ANTH	130C	Politics and Culture in China*
I B	ANTH	130L	Ethnographies of Latin America*
	ANTH	159	Race and Anthropology*
III A	ANTH	194X	Women in Politics: A Third World Perspective*
III B	FILM	165B	Race on Screen
II B	FMST	115	Transnational Migration*
III A, iii C	FMST	124	Technology, Science and Race Across the Americas*
IIIB	HAVC	141K	Activist Art Since 1960: Art, Technology, Activism
IB, IIIB	HAVC	163	The Native in Colonial Spanish America*
IIIB	HAVC	172	Textile Traditions of Oceania*
II A	HIS	115A	U.S. Labor History to 1919
I A	HIS	121A	African American History to 1877
I A	HIS	122B	Jazz and United States Cultural History, 1945-present
I B	HIS	130	History of Modern Cuba*
I A, I B	HIS	190A	Slavery and Race in Latin America*
I B	LALS	100	Concepts and Theories in LALS
I B	LALS	143	Race and Ethnicity
I A	LIT	138A	Culture and Nation: Black Britain*
	LIT	145A	Colonial American Literatures
I E	LIT	164D	Jewish Diaspora, Ethnicity and Urban Life
I B	LIT	189V	Andean Indigenismo* (REQUIRES SPANISH LANGUAGE PROFICIENCY)
II D	SOCY/LGST	128M	International Law and Global Justice*
III B	THEA	161R	Theater of American Cultures

WINTER 2018

	CRES	70S	Introduction to the Sikhs (2 unit lower division course)
CORE	CRES	100	Comparative Theories of Race and Ethnicity
DC	CRES	190	Topic TBD: SENIOR SEMINAR (offered with FMST 194)
II D	ANTH	130T	Religion and Politics in the Muslim World*
I B	ANTH	130X	Special Topics: Ethnographies of the Southern Cone: Chile and Argentina*
III A	ANTH	131	Women in Cross-Cultural Perspective
III A	FMST/POLI	112	Women and the Law

III A	FMST	131	The Politics of Matter & the Matter of Politics
IA, IIIA, IIIB	HAVC	115	Gender in African Visual Culture*
IIIB, IIIC	HAVC	142	Contemporary Art and Ecology
IIIB	HAVC	170	Art of the Body in Oceania*
I A	HIS	110D	Civil War Era
II A	HIS	115B	U.S. Labor History, 1919 to the Present
I A	HIS	121B	African American History: 1877 to the Present
II B	HIS	123	Immigrants & Immigration in U.S. History
I B	HIS	128	Chicano/Chicana History
I E	HIS	155	History of Modern Israel*
II D	HIS	156	Interrogating Politics in the Post-Colonial Middle East*
I B, I E	HIS	185I	Latin American Jewish History in the Modern Period*
IC	HIS	194Y	Memories of WW II in the U.S. & Japan*
I B, III B	LALS	130	Expresiones Cuir de Genero y Sexualidad en el Cine Latinoamericano*
I B	LALS	152	Consumer Cultures Between the Americas*
I B, II D	LALS	172	Visualizing Human Rights*
	LIT	102	Translation Theory
II B	LIT	160J	Exile, Diaspora, Migration*
I E	LIT	164A	Jewish Travel Narratives
I B	LIT	189L	Poesia latinoamericana* (REQUIRES SPANISH LANGUAGE PROFICIENCY)
II D	SOCY/LGST	128I	Race and Law*
III B	THEA	151A	African American Theater Arts Troupe (requires audition)

SPRING 2018

CORE	CRES	101	Research Methods & Writing in CRES
I D	ANTH	130O	Native American Women
II D	ANTH	149E	Anthropology of Activism
I B, III B	FILM	165E	Chicano/a Cinema, Video
III A	FMST	145	Racial and Gender Formations in the U.S.
IIIB	HAVC	141B	Death, Desire and Modernity
I D	HIS	104D	Museums & Representation of Native Amer. History, Memory & Culture
I B	HIS	125	California History
IA	HIS	181B	Africa & Britain in an Imperial World*
III A	HIS	190S	Women and Social Movement
I B, II B	LALS	115	Mexico-United States Migration*
III B	LALS	127	Genero, Nacion y Modernidad en el Cine (REQUIRES SPANISH PROFICIENCY)
IIIA	LIT	149E	Modern Fiction and Poetry: Race, Gender, and Performance
III B	LIT	160E	Theorizing Race and Comics
I E	LIT	160G	Topics in Literary Theory: Jews in Theory
II B	LIT	182K	Textes et contextes: France & Migration * (REQUIRES FRENCH LANGUAGE PROFICIENCY)
I B	LIT	189R	La novela de la dictadura (REQUIRES SPANISH LANGUAGE PROFICIENCY)
I A	MUSIC	180D	Studies in World Musics: Africa and the Americas*
IIIA	SOCY	120	Race, Gender, Sexuality and Cultural Politics
III C	SOCY	121	Sociology of Health and Medicine

EMPHASES

I A	African Diaspora
I B	Chicano/a, Latino/a, Latin American
I C	Asian American/Pacific Islander/Asian
I D	Native Studies/Indigeneity Studies
I E	Jewish Studies
II A	Labor
II B	Migration
II C	Education
II D	Rights and Revolution
III A	Feminism
III B	Visual Culture
III C	Science Studies