

Department of Chicano/Latino Studies School of Social Sciences

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World Wide Web: <http://www.socsci.uci.edu/clstudies>

Louis DeSipio, **Chair**

[Courses](#)

Core Faculty

Louis DeSipio, Ph.D. University of Texas at Austin, *Associate Professor of Chicano/Latino Studies and Political Science*

Cynthia Feliciano, Ph.D. University of California, Los Angeles, *Assistant Professor of Chicano/Latino Studies, Sociology, and Education*

Raúl Fernández, Ph.D. Claremont Graduate School, *Professor of Chicano/Latino Studies and Social Sciences*

Lisa García Bedolla, Ph.D. Yale University, *Assistant Professor of Chicano/Latino Studies and Political Science*

Gilbert González, Ph.D. University of California, Los Angeles, *Professor of Chicano/Latino Studies and Social Sciences*

Michael J. Montoya, Ph.D. Stanford University, *Assistant Professor of Chicano/Latino Studies and Anthropology*

Alejandro Morales, Ph.D. Rutgers University, *Professor of Chicano/Latino Studies and Spanish*

Vicki L. Ruiz, Ph.D. Stanford University, *Professor of Chicano/Latino Studies and History*

Rodolfo D. Torres, Ph.D. Claremont Graduate School, *Professor of Chicano/Latino Studies, Social Ecology, and Political Science*

Deborah R. Vargas, Ph.D. University of California, Santa Cruz, *Assistant Professor of Chicano/Latino Studies*

Affiliated Faculty

Frank Bean, Ph.D. Duke University, *Professor of Sociology*

Leo Chávez, Ph.D. Stanford University, *Director of Chicano/Latino Studies and Professor of Anthropology*

Gilberto Q. Conchas, Ph.D. University of Michigan, *Associate Professor of Education*

Susan Bibler Coutin, Ph.D. Stanford University, *Associate Professor of Social Ecology*

Robert Garfias, Ph.D. University of California, Los Angeles, *Professor of Anthropology*

José Rodrigo Lazo, Ph.D. University of Michigan, *Assistant Professor of English*

Leticia Oseguera, Ph.D. University of California, Los Angeles, *Assistant Professor of Education and Chicano/Latino Studies*

Caesar D. Sereseres, Ph.D. University of California, Riverside, *Associate Dean for Undergraduate Studies, School of Social Sciences, and Associate Professor of Political Science*

James Diego Vigil, Ph.D. University of California, Los Angeles, *Professor of Social Ecology*

Chicano/Latino Studies is an interdisciplinary program designed to provide undergraduate students with an opportunity to examine the historical and contemporary experiences of Americans of Latin American origin. This diverse population includes people who trace their heritage to Mexico, Puerto Rico, Cuba, El Salvador, Guatemala, Nicaragua, and many other Latin American and Caribbean nations. The curriculum seeks to provide an awareness, knowledge, and appreciation of the language, history, culture, literature, sociology, anthropology, politics, social ecology, health, medicine, and creative (art, dance, drama, film, music) accomplishments in Chicano/Latino communities. The Program offers a B.A. degree in Chicano/Latino Studies and a minor.

Change of Major. Students who wish to change their major to Chicano/Latino Studies should contact the program office for information about change of major requirements, procedures, and policies. Information is also available at http://www.due.uci.edu/Change_of_Major.html.

Center for Research on Latinos in a Global Society

Interdisciplinary research in Chicano/Latino Studies is conducted under the auspices of the Center for Research on Latinos in a Global Society (CRLGS). Its multifold goals are: (1) to examine the emerging role of Latinos as actors in global economic, political, and cultural events; (2) to promote Latino scholarship; (3) to enhance the quality of research in Latino studies; (4) to provide a forum for intellectual exchange and the dissemination of research finding; and (5) to promote the participation of undergraduate and graduate students in research on Latino issues. The use of the term "global society" underscores the faculty's perception that, as a society, the United States is becoming "globalized,"

meaning that it is increasingly affected by worldwide economic, political, demographic, and cultural forces and that Latinos are at the center of this. Latinos in the United States, individually and as a sociopolitical group, play important roles in the multiple processes—immigration, trade, international capital flow, and international political movements—which are changing the traditional demarcation between domestic and foreign, and national and international politics, economics, and society.

Scholarship Opportunities

The Jeff Garcilazo Fellowship/Scholarship Fund, in honor and memory of the late Chicano/Latino Studies and History professor, was established to provide opportunities for students to examine the historical and contemporary experiences of Americans of Latin American origin. Funds are awarded to current UCI students.

The Hispanic Scholarship Fund (HSF), formerly the National Hispanic Scholarship Fund, awards scholarships annually to students enrolled in and attending an accredited college full-time from the fall through the spring (or summer) terms.

CAREER OPPORTUNITIES

Many career opportunities exist for students who graduate with a B.A. degree in Chicano/Latino Studies, such as service with national and international organizations which seek knowledge of American multicultural society in general, and of Chicano/Latino peoples and cultures in particular; positions as area specialists with state and federal government agencies; careers in the private sector with corporations or private organizations which have a significant portion of their activities in the U.S. and Mexico, Puerto Rico, Cuba, El Salvador, Guatemala, and other Latin American countries; and positions of service and leadership within Chicano/Latino communities such as education, human services, law, health fields, journalism, and public policy. Students may also continue their education and pursue professional or graduate degrees. Employers and admission officers understand that many of their employees and graduates will one day work in communities with significant Chicano/Latino populations, and for this reason they give due consideration to applicants who have in-depth knowledge of Chicano/Latino culture.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

University Requirements: [See pages 59-64.](#)

Requirements for the Major

A. Familiarity with basic mathematical, computational, and statistical tools underlying modern social sciences. This requirement is met by passing a three-course sequence in mathematics selected from Anthropology 10A-B-C, Mathematics 2A-B, 7, Psychology 10A-B-C, Social Science 10A-B-C, Social Science 100A-B-C, or Sociology 10A-B-C. Computer education is essential for a complete social science education. This

requirement can be satisfied by passing Information and Computer Science 10A, 10B, or 21, or Social Science 3A. This course requirement should be taken during the student's first year. (NOTE: ICS 10A, 10B, 21, and Social Science 100A may be taken Pass/Not Pass.)

B. An understanding of the fundamental concepts, analytical tools, and methods of social science. This requirement is met by taking two four-unit introductory courses in the School of Social Sciences bearing a one-digit course number. These courses normally should be taken during the student's first year.

C. Five core courses: Chicano/Latino Studies 61, 62, 63, 101, 102.

D. Spanish 2A or its equivalent; students are encouraged to continue their Spanish language education through Spanish 2C.

E. One comparative ethnic studies course selected from either African American Studies, Asian American Studies, or Education 124. Course must focus on the study of African American or Asian American communities in the U.S.

F. Four upper-division electives are required; each course must be completed in a separate category selected from the following six: Literature, Arts, Media, Culture (Chicano/Latino Studies 110-129); History (Chicano/Latino Studies 130-139); Society, Labor, Politics, Law, Gender, Race, Ethnicity (Chicano/Latino Studies 140-159); Globalization, Transnationalism, Immigration, U.S.-Mexico Border (Chicano/Latino Studies 160-169); Health, Medicine, Psychosocial Dynamics (Chicano/Latino Studies 170-179); Educational Policy and Issues (Chicano/Latino Studies 180-189).

G. Three additional elective courses, two of which must be upper-division, selected from Chicano/Latino Studies courses. Electives may include Field Research/Independent Studies courses (Chicano/Latino Studies 190-199). Students may obtain credit for one of these three courses through participation in a study abroad program in Mexico. Students must consult with the Program office for additional information regarding this option.

Residence Requirement for the Major: A minimum of five upper-division courses required for the major must be completed successfully at UCI. Courses taken through the UC Education Abroad Program will be counted toward satisfaction of the residence requirement by student petition and upon prior approval of course content by the Chicano/Latino Studies Program Committee.

Optional Independent Research Project

Students are encouraged to pursue field research and write a substantial research paper on topics of their choice under the guidance of Chicano/Latino faculty members. Often, this project will grow out of issues examined in Chicano/Latino Studies 102 (Research Seminar). Research projects typically involve a combination of library research and

fieldwork in a local "Chicano/Latino community." Methods and analytical frameworks vary depending on the student and faculty advisors. Interested students should enroll in Chicano/Latino Studies 199 (Independent Study).

Honors Program in Chicano/Latino Studies

The Honors Program in Chicano/Latino Studies is designed to allow undergraduates to pursue field research and write an honors thesis on topics of their choice under the guidance of Chicano/ Latino Studies faculty members. Research projects typically involve a combination of library research and field research. The program is open to all senior Chicano/Latino Studies majors with a grade point average of 3.3 or better overall, with 3.5 in Chicano/ Latino Studies courses (at least five courses). Prior completion of or concurrent enrollment in Chicano/Latino Studies 101 (Research in the Latino Community) is strongly recommended. Successful completion of the Honors Program and the honors thesis satisfies the upper-division writing requirement.

Although course work for the Honors Program does not start until the senior year, it is highly recommended that during the spring quarter of the junior year, students find a professor willing to serve as their research project advisor on the basis of a mutually acceptable abstract that indicates the goal and significance of their project. If extensive research is to be undertaken at this time, students should enroll in Chicano/Latino Studies 199.

During the fall quarter of the senior year, students enroll in Chicano/Latino Studies H190A and write a proposal describing their research question, the relevant background literature, and the method of data collection and analysis. Field work for the project may begin during this quarter.

In the winter quarter of the senior year, students begin or continue their research by enrolling in Chicano/Latino Studies H190B. In the spring quarter of the senior year, students enroll in Chicano/ Latino Studies H190C and complete a senior honors thesis. Honors theses are read and evaluated by the advisor and a second faculty member chosen by the Director of the Chicano/Latino Studies Program in consultation with the advisor.

Requirements for the Minor

Completion of three core courses: Chicano/Latino Studies 61, 62, 63; three upper-division courses selected from Chicano/Latino Studies 100-179; and Spanish 2A or its equivalent.

Residence Requirements for the Minor: Other than the language requirement, no more than two courses taken at other academic institutions may be used toward satisfaction of minor.

In addition to satisfying the requirements for the major or minor, students are encouraged to take advantage of the variety of unique educational opportunities available at UCI.

Through the Education Abroad Program (EAP), students receive academic credit while studying at universities in Mexico, Chile, Costa Rica, Brazil, or Spain. Internship opportunities with private and public institutions concerned with the Chicano/Latino communities are available in Orange County, Sacramento, and Washington, D.C. Independent research with faculty on Chicano/Latino issues is also encouraged. Student research is conducted and given academic credit through independent study or group research courses offered in each academic unit. The Undergraduate Research Opportunities Program (UROP) and the Summer Academic Enrichment Program (SAEP) are examples of programs at UCI which allow students to work as research assistants with professors.

Courses in Chicano/Latino Studies

LOWER-DIVISION

61 Introduction to Chicano/Latino Studies I (4). Introduces links between culture, history, and sociology of Chicano/Latino communities. Examines the formation, evolution, and adaptation of Chicano/Latino communities within a national and international perspective. Reviews literature on Chicano/Latino Studies as a field of intellectual inquiry. **(III, VII-A)**

62 Introduction to Chicano/Latino Studies II (4). Foundations of Latinos from pre-history to present with emphasis on race, class, gender, and culture. Examines institutions/processes of: indigenous culture; conquests, colonialism/neocolonialism; racialization; capitalist industrialization; immigration; Americanization. History, literary, and artistic materials/texts of Latino subgroups. **(III, VII-A)**

63 Introduction to Chicano/Latino Studies III (4). An introduction to Chicano/Latino Studies through inter- and intra-group comparisons of various Latino groups in the United States. Issues examined include immigration, political participation and protest, socioeconomic status, gender relations and sexuality, and ethnic and racial discrimination. **(III, VII-A)**

64 Introduction to Minority Politics (4). Examines major theories that attempt to explain the roles of race and ethnicity in U.S. politics, while also looking at the political attitudes and behaviors of ethnic and racial populations in order to measure their contemporary political influence. Same as Political Science 61A. **(III, VII-A)**

65 Ethnic and Immigrant America (4). Focusing on Asian, Latino, and Black immigrant groups, examines the second generation's experience of straddling two cultures and growing up American. Covers topics such as assimilation, bilingualism, race relations, education, bicultural conflicts, interracial marriage, and multiracial identities. Same as Sociology 68A. **(VII-A)**

UPPER-DIVISION

101 Research in the Latino Community (4). Students engage in firsthand research in the local Orange County environment. Students identify a research problem, conduct a literature review, develop questions and/or hypotheses, appropriate methods, and write a proposal. Formerly Chicano/Latino Studies 195A.

102 Chicano/Latino Research Seminar (4). Taught as a writing and research seminar in Chicano/Latino Studies. Student develops own project; engages in peer editing; drafts, writes, and presents paper at spring research conference. Prior course work in Chicano/Latino Studies helpful, i.e., Chicano/Latino Studies 61, 62, 63. Prerequisites: Chicano/Latino Studies 101, satisfactory completion of the lower-division writing requirement, and upper-division standing. Formerly Chicano/Latino Studies 100C. **(VII-A)**

103 Comparative Latino Populations (4). Provides foundation for understanding of Chicano/Latino Studies as an interdisciplinary field of inquiry. Focus on the history, arts, cultures of distinct (Mexican, Cuban, Puerto Rican, Central American) Latino communities. Topics include: precolonial history and culture, conquest, mestizaje, colonialism/neocolonialism, resistance. Same as Social Science 173K. Formerly Chicano/Latino Studies 100A. **(VII-A)**

104 Latinos in a Global Society (4). Examines interconnections between diverse Latino groups in the U.S. and the effects of globalization on their social, cultural, political realities. Topics include: immigration, demographics, socioeconomic differentiation, familial relations, political protest/resistance, law and policy, and links to "homeland" issues. Prerequisite: Chicano/ Latino Studies 103. Same as Social Science 173L. Formerly Chicano/Latino Studies 100B. **(VII-A)**

110-129: LITERATURE, ARTS, MEDIA, CULTURE

110A, B Chicano Literature (4, 4). Focus on contemporary Chicano literature, in relation to Chicana literature, women's literature, American literature, and Latino literature. Prerequisite: Spanish 10B or consent of instructor. Same as Spanish 140A, B. **(VII-A)**

111A Critical Issues in Chicano Studies (4). A critical survey of social science literature on the Chicano experience and a general discussion of the various models and theories applied by social scientists to the study of oppressed national minorities. Discussion of race and class within the context of the Chicano experience. **(VII-A)**

111B Chicano Culture (4). Current research and perspectives on different aspects of Chicano culture: political, economic, sociological, artistic, and folkloric. Prerequisite: Spanish 10B or equivalent. May be taken for credit twice as topics vary. Same as Spanish 142. **(VII-A)**

113 Literature and Ethnicity (4). Examines the works of several American minority authors in order to discuss the relationship of ethnicity as a social phenomenon to literature. Same as Social Science 175A. **(VII-A)**

114 Film Media and the Latino Community (4). Uses film as a resource for understanding contemporary issues and problems facing the Chicano/ Latino community. (Does not study cinema as a genre.) Same as Social Science 173G. **(VII-A)**

115A Latino Music: A View of Its Diversity and Strength (4). A survey of the music of the many Latin cultures of the Americas including Mexico, Central and South America, as well as the Caribbean, and of those many Latin cultures which thrive and survive in the United States. Same as Anthropology 138Q. **(VII-B)**

115B Music of Greater Mexico (4). A wide range of musics exists in Mexico, and in the Mexican traditions within the United States. From the indigenous traditions of Mexico and the ancient Aztec and Mayan civilizations through the Colonial and Revolutionary periods, the variety of Mexican music is explored. Same as Anthropology 138S.

115C Afro-Latin American Music (4). Musical culture of Afro-Latin American peoples, emphasizing Spanish-speaking Caribbean. Topics include: background in West Africa, the persistence of traditions in the Caribbean, the commercial music of the twentieth century, the connections between musical culture, religion, and the economy. Same as Social Science 176A. **(VII-B)**

116 Reading Images Culturally (4). Students are provided with the analytical tools necessary to undertake research on visual representations. Images, as cultural productions, are steeped in the values, ideologies, and taken-for-granted beliefs of the culture which produced them. Of concern are representations of race, identity, gender, and the "Other." Same as Anthropology 137A.

117 Chicano/Latino Experience: History, Society, and Culture in Autobiography (4). Examines how history, society, and culture are manifested in autobiography and studies how Chicano/Latino subjects have recorded their life experience before and during the twentieth century. Same as Social Science 173J. **(VII-A)**

119 Chicana, Chicano/Latina, Latino Cultural Studies (4). Explores sites of cultural production within the scholarship area of Chicano/Latino Cultural Studies. Considers questions pertaining to social structural processes as they relate to cultural productions and considers potential political strategies for challenging inequality within cultural sites. **(VII-A)**

121 Latina/Latino Pop: Latina/Latino Popular Culture (4). With a focus on the politics of language and space/place, prepares students to critically analyze sites of Latina/Latino popular culture including: music, film, performance, sports, media, and varied subcultures.

129 Special Topics in Literature, Arts, Media, Culture (1 to 4) F, W, S. Prerequisites vary. May be repeated for credit as topic varies.

130-139: HISTORY

132A Chicana/Chicano History: Pre-Colonial to 1900 (4). Examines social history of the Southwest region from antiquity to 1900. Discusses major questions, theory and research methods pertinent to Chicanas/Chicanos. Themes include: indigenous empires, conquest, colonialism, social stratification, ideology, marriage, sexuality, industrial capitalism, accommodation and resistance. Same as History 151A. **(VII-A)**

132B Chicana/Chicano History: Twentieth Century (4). Examines social history of the Southwest with emphasis on Mexican-origin people. Discusses major questions, theory, and research methods pertinent to Chicana/Chicano history. Themes explored include: immigration, xenophobia, class struggle, leadership, generational cohorts, unionization, education, barrioization, ethnicity, patriarchy, sexuality. Same as History 151B. **(VII-A)**

133A Nineteenth-Century Mexico (4). Examines the history of Mexico in the nineteenth century. Focuses on the social, economic, political, and cultural transformation of Mexico in the 1800s. Same as History 161B. **(VII-B)**

133B Twentieth-Century Mexico (4). Examines the history of contemporary Mexico beginning with the Mexican Revolution and concluding with the present administration. Social, economic, and political effects of the Revolution; formation of a "one-party democracy"; economic transformation of the nation; the present crisis. Same as History 161C. **(VII-B)**

134 U.S. Latino Cultures (4). Focuses on some aspect—literature, art, cultural production, history—of the multifaceted Latino cultures that have developed within the United States. Can focus on one group, such as Caribbean Americans, Chicanos, Central Americans, or take a comparative perspective of several groups. Prerequisite: Spanish 10B or equivalent. Same as Spanish 110C. **(VII-A)**

135 Latinas in the Twentieth-Century U.S. (4). Latinas in the U.S. from 1900 to present, offering a diversity of their cultures, regional histories, sexualities, generations, and classes. Same as History 151C. **(VII-A)**

139 Special Topics in Chicano/Latino History (1 to 4) F, W, S. Prerequisites vary. May be repeated for credit as topic varies.

140-159: SOCIETY, LABOR, POLITICS, LAW, GENDER, RACE, ETHNICITY

140A Latina/Latino Queer Sexualities (4). Introduces students to the notion of "queer" in relation to Chicanas/Chicanos and Latinas/Latinos and provides students with

theoretical frameworks to explore the shifting categories of sexuality, gender, Chicano, Latino within the scholarship areas of Chicana/Chicano and Latina/Latino Studies.

141 Chicano/Chicana Labor History (4). Examines origins of Latino/ Latina labor from colonial period to present. Emphasis on the issues of race, culture, class, and gender. Focus on processes and institutions including: encomienda, migration, unions, informal economies, Bracero program, domestic work. Same as Social Science 167. **(VII-A)**

142 Latinos and the Law (4). Examines a range of theoretical, empirical, and policy approaches to legal issues affecting the Latino population, with emphasis on California. Discusses topics concerning the purpose of law, the creation of law, and the enforcement of law. Same as Criminology, Law and Society C171.

143 Mexican-Americans and Politics (4). Examines political development of Mexican-Americans. Topics include their "territorial" roots in the Southwest, demographics, political leadership and organization; policy issues of immigration, bilingualism, education, and economics; relations with other minority groups; the role of Mexican-Americans in U.S.-Mexico relations. Same as Political Science 126A. **(VII-A)**

147 Comparative Minority Politics (4). Examines the political experiences of Blacks, Latinos, and Asian Americans in the United States from roughly 1950 to the present. Focuses on how each group has pursued political empowerment via both conventional political channels and social movements. Same as African American Studies 151, Asian American Studies 132, and Political Science 124C. **(VII-A)**

148 Racial and Ethnic Relations in the United States (4). Examines central questions and issues in the field of race and ethnicity; the emergence, maintenance, and consequences of the ethnic and racial stratification system in the United States; the future of racial and ethnic relations; and relevant public policy issues. Prerequisite: satisfactory completion of the lower-division writing requirement. Same as Sociology 167A.

151 Latinos in U.S. Politics (4). Comparing the political issues facing Latino groups by examining their migration histories, voting behavior, nonelectoral participation, and policy issues. Latino issues are examined on the national, state, and local levels, including formal representation, immigration, affirmative action, and language policy. Same as Political Science 124B. **(VII-A)**

152 Race and Citizenship in America (4). The role U.S. citizenship policy has played in the social construction of race. Looks comparatively at citizenship experiences of different racial/ethnic groups to understand how the meaning of being a U.S. "citizen" has varied over time and across groups. Same as Political Science 124D. **(VII-A)**

153 Cross-Cultural Research on Urban Gangs (4). Taking an urban policy approach, examines the background and contemporary traditions of gangs in several ethnic groups including African-, Asian-, and Mexican-Americans. Cross-cultural exploration of the

varied facets of gang life. The major social-control institutions affecting them. Same as Criminology, Law and Society C156.

154 Latino Metropolis (4). Explores the processes of Latino urbanization in the United States and the spatialization of Latino identities, particularly in the context of Southern California with selected comparisons drawing from other cities. Same as Environmental Analysis and Design E190U. **(VII-A)**

155 Culture Change and the Mexican People (4). Reviews culture contact and colonization, innovation diffusion, acculturation, assimilation, culture conflict and marginality, modernization, urbanization, legal transformations. Mexico and the Southwestern U.S. are reviewed through several centuries to better appreciate the indigenous base of the Mexican people. Same as Criminology, Law and Society C172. **(VII-A)**

158 Chicana Feminisms (4). Surveys the development of Chicana feminist thought and practice. Focuses on historical contemporary writings by and about Chicana feminists. Draws from interdisciplinary scholarship in order to survey the diversity of Chicana feminisms. Prerequisite: satisfactory completion of the lower-division writing requirement. Formerly Chicano/Latino Studies 120. **(VII-A)**

159 Special Topics in Society, Labor, Politics, Law, Gender, Race, Ethnicity (1 to 4) F, W, S. Prerequisites vary. May be repeated for credit as topic varies.

160-169: GLOBALIZATION, TRANSNATIONALISM, IMMIGRATION, U.S.-MEXICO BORDER

160 Perspectives on the U.S.-Mexican Border (4). Economic aspects of the historical development of the U.S.-Mexican border. The current economic situation in the Southwest and border areas as it affects both Mexico and the Latino/Chicano population is also examined. Same as Social Science 173I. **(VII-A)**

161 Immigration in Comparative Perspective (4). Examines issues related to the migration and settlement of immigrants. Although the focus is on the Mexican migration to the United States, comparisons are also made to immigrant groups from Korea, Japan, Southeast Asia, Central America, the Caribbean, and Europe. Same as Anthropology 125X. **(VII-A)**

162 Social Ecology of the Borderlands (4). An introduction to the most important socioeconomic issues affecting the urban-regional context of the U.S.-Mexico border area. Borderlands regional development, urbanization, migration, industrialization, labor market, and environmental issues are considered. Prerequisite: Environmental Analysis and Design E8. Same as Environmental Analysis and Design E143U. **(VII-B)**

163 U.S. Immigration Policy (4). Examines selected immigration policy debates since the nineteenth century, rationale and consequences of immigration law since 1965,

problems of administration, implementation and enforcement, impact of immigration policy on foreign relations, and contemporary debate regarding the future of U.S. policy. Same as Political Science 126C. **(VII-A)**

164 U.S.-Mexican Relations (4). Realism and interdependence theories are applied to this asymmetric relationship. Analysis of NAFTA, relations with Canada, current issues in trade, capital flows, migration, narcotics control, and energy. Emphasis on interplay of domestic politics (California, Mexican-Americans) and foreign policy. Same as Political Science 145B. **(VII-B)**

165 Latin American and Latino Cultures I (4). Surveys the history, social and economic conditions, gender issues, problems of economic and social development in Latin America and their relation to U.S. Latinos. Topics include the colonial experience, economic relations with the U.S., Latin American migration to the U.S. Same as Social Science 172F. **(VII-B)**

169 Special Topics in Globalization, Transnationalism, Immigration, U.S.-Mexico Border (1 to 4) F, W, S. Prerequisites vary. May be repeated for credit as topic varies.

170-179: HEALTH, MEDICINE, AND PSYCHOSOCIAL DYNAMICS

170 Chicano/Latino Families (4). Introduction to the research, literature, and issues surrounding the topic of Chicano/Latino families in the United States. Topics include: cultural history of Chicano/Latino families, demographic changes, social organization, traditions, lifestyles, values, beliefs, generational differences, ethnic identity, immigration, regional variation. Formerly Chicano/Latino Studies 144. **(VII-A)**

171 Chicano/Latino Psychology (4). Examines research and literature investigating Chicano/Latino ethnicity as a variable influencing behavior. Explores mental health needs and issues of Chicano/Latinos and discusses competent, sensitive methods of mental health service delivery. Prerequisite: Psychology 7A or 9A-B-C. Same as Psychology 174F. Formerly Chicano/Latino Studies 145. **(VII-A)**

172 Culture and Health (4). Explores America's cultural diversity by examining differing systems of belief and behavior in relation to illness, curing, disease, practitioner behavior, and use of conventional medical services. Groups focused on include Native Americans, African Americans, Latinos, and Asians. Same as Anthropology 134D. Formerly Chicano/Latino Studies 146.

173 The Chicana/Latina: A Psychosocial Perspective (4). Provides an in-depth psychosocial perspective of the Chicana/Latina experience in the U.S. Topics include the historical contributions of Latina women in Latino communities; Chicana feminist theories, gender roles and sexuality, ethnic identity, education, health, and models of multicultural counseling. Prerequisite: satisfactory completion of the lower-division writing requirement. Formerly Chicano/Latino Studies 149. **(VII-A)**

174 Multicultural Counseling (4). Covers both theories and application of multicultural counseling that are of greatest relevance to psychology. Topics include the historical foundations of multicultural counseling; theories and models of multicultural counseling; multicultural assessment and prediction; counseling and effective interventions for minorities. Prerequisite: satisfactory completion of the lower-division writing requirement. Formerly Chicano/Latino Studies 150. (VII-A)

175 Latinos/Latinas and Medicine (4). Introduction to medical social science perspectives of Latinos/Latinas in a variety of settings. Emphasis placed on understanding the intersection of immigration, mental health, gender, reproduction, and spirituality in analyzing how the experience of health and illness is shaped by these factors. Same as Anthropology 133A. Formerly Chicano/Latino Studies 156. (VII-A)

176 Race, Science, and Disease (4). Contemporary issues of race, ethnicity, and the science of disease. "Race" as a biological, social, legal, and cultural construct is examined from three interlinked axes: genetic ideologies, disease explanations, and social inequalities. Historical and current analyses of health and inequality. Same as Anthropology 128B. (VII-A)

179 Special Topics in Health, Medicine, and Psychosocial Dynamics (1 to 4). Prerequisites: vary. May be repeated for credit as topics vary.

180-189: EDUCATIONAL POLICY AND ISSUES

180 History of Chicano Education (4). Examines the relationship between the development of the public education system and the Chicano community in the U.S. Same as Social Science 173H. Formerly Chicano/Latino Studies 131. (VII-A)

182 Latina/Latino Access and Persistence in Higher Education (4). Introduction to how social, political, and economic forces impact on Latina/Latino racial/ethnic minorities with regard to their access and persistence in the U.S. higher education system. Investigates historical perspectives and theoretical underpinnings of college access and retention research. (VII-A)

190-199: SPECIAL COURSES

H190A Honors Research Preparation (4). Students write a proposal describing their research question, the relevant background literature, and the method of data collection and analysis. Field work for the project may begin during this quarter. Prerequisites: open only to students in the Honors Program in Chicano/Latino Studies; consent of instructor.

H190B Honors Field Research (4). Students begin or continue their research for their senior honors thesis. Prerequisites: Chicano/Latino Studies H190A; consent of instructor.

H190C Honors Thesis (4). Students draft a senior honor thesis (typically) with the following sections: problem statement, literature review, description of the methods,

results, and conclusions. Prerequisites: Chicano/Latino Studies H190A-B; satisfactory completion of the lower-division writing requirement; consent of instructor.

191A-B-C HABLA: Language Intervention for Disadvantaged Children (4-4-4).

Trains students (fall quarter) to deliver home visits (winter and spring) that promote school readiness among two-four year-olds from low SES and educational backgrounds. Covers fundamentals of child language, literacy, cognitive development; procedures, ethics of home visitation. Work with parents and children to create better home literacy and language environment. Prerequisites: must pass an interview by instructor, be fluent in English and one other language (Spanish most typically), must have experience with preschool children and be culturally sensitive. Same as Psychology 144A-B-C and Social Science 186A-B-C.

198 Group Directed Study (1 to 4). Prerequisite: consent of instructor. May be repeated for credit as topics vary.

199 Independent Study (1 to 4). Prerequisite: consent of instructor. May be repeated for credit as topics vary.

GRADUATE

212 U.S. Latinos, Culture, Medical Beliefs (4). Examines culture, social history, and medical beliefs of U.S. Latinos. Examines the development of issues related to identity, alternative medical practices and beliefs, sexuality, family, gender, and religious beliefs as they relate to contemporary Latinos. Same as Anthropology 233A.

213 Health and Medicine Among Latinos and Latinas (4). Examines contemporary issues of health beliefs, health practices, reproduction, political economy, immigration, access to medical care, culture competency, medicalization, biomedicine, and disease as they relate to U.S. Latinas and Latinos. Same as Anthropology 233B.

217 Street Ethnography (4). Focuses on urban populations, especially gangs, and outlines some of the major conceptual and theoretical issues related to this topic and the processes of street socialization. Methods of inquiry include mapping, ethnohistory, survey questionnaires, and other quantitative techniques. Prerequisite: graduate standing or consent of instructor. Same as Criminology, Law and Society C222.

220E-F U.S. Latino Cultures I, II (4-4). The history and cultural background of contemporary Americans of Latin American descent. Introduction to major works in history, social sciences, and the arts that are essential for understanding this aspect of the U.S. socio-historical development. Prerequisite: graduate standing or consent of instructor. Same as Social Science 274E-F.

230 Spaces of Inequalities and Alternative Futures (4). Interface between social theory and social policy explored with analytical attention to the widening class divide with its

gendered and racialized spaces of inequalities. Contemporary U.S. social policy debates assessed within wider social and economic processes and structures of inequalities.

289 Special Topics in Chicano/Latino Studies (1 to 4). Current research in Chicano/Latino Studies. May be repeated for credit.