

Chicano and Latin American Studies

College of Social Sciences

Department of Chicano and Latin American Studies

Luz Gonzalez, *Chair*

Social Science Building, Room 211
(559) 278-2848

B.A. in Chicano Studies

Minor in Chicano/Latino Studies

Minor in Latin American Studies

BCLAD Emphasis Program

Chicano and Latin American Studies

Chicano and Latin American Studies (CLS) is an interdisciplinary department that has been successful in presenting a highly informed, active, and challenging view of the Chicano/Latino experience in the United States and in U.S./Latin American relations. Chicano and Latin American Studies provides an opportunity for a pluralistic exchange of ideas in an interdisciplinary academic setting, where faculty, students, and visiting Chicano and Latin American scholars can share experiences and create a dynamic, intellectual environment.

The Chicano and Latin American Studies Department is designed to meet the following objectives:

1. to promote an awareness of the historical and cultural roots of Chicanos/Latinos in the United States
2. to enhance an understanding of Latin America
3. to cultivate an appreciation of ethnic and national differences among all people
4. to critically analyze the Chicano and the Latin American experience in terms of significant issues, theories, current problems, and solutions, and
5. to provide students with a set of important professional skills to be utilized as they interact creatively and constructively with Chicano/Latino communities.

The department emphasizes an interdisciplinary approach to the study of family life, history, politics, culture, and the arts of Chicano and Latin American communities. The courses reflect an integrated approach



in providing students with greater knowledge and understanding of the essence and diversity of Chicanos and Latin Americans.

Faculty and Facilities

The Chicano and Latin American Studies Department consists of faculty whose teaching and research expertise cover a broad spectrum, including anthropology, education, history, sociology, political science, Latin America, and the arts. The department is also home to Fresno State's Faculty Mentoring Program (FMP). It is the proud sponsor of the Latino Commencement Celebration (LCC) and Fresno State's Los Danzantes de Aztlan. The offices of the department also serve as a resource center for many of the Chicano/Latino student organizations and as an information center for the community.

Career Opportunities

Chicanos and other Latinos will soon be the largest ethnic group in California. Demographers estimate that in California 40 percent of the population will be of Mexican or Latino ancestry by the year 2030. This segment of our population will have a major impact on our society, as its presence translates into an increasing economic and political influence. Crucial social, eco-

nomic, and political decisions will be made that affect this group and the nation at large. The growth of Latino-owned businesses, Spanish language media networks, and political organizations are all indicators of the importance of the Spanish-speaking people in the U.S. economy.

Chicano Studies majors are trained to analyze social issues, to think critically, and to conduct research. All majors receive applied as well as theoretical training, by serving an internship with a school or community agency to observe firsthand the social issues and theories which they study. These skills are useful in professional life and are valued in the public and private sectors.

Students of non-Latino origin find that Chicano and Latin American Studies courses are personally rewarding because they enable them to understand and relate to persons of different social and cultural backgrounds. Chicano and other Latino students find these courses highly conducive to strengthening their sense of identity and pride in their heritage.

Students who graduate with a B.A. in Chicano Studies or minor in Chicano/Latino Studies or Latin American Studies work in such fields as education, public administration, psychology, marketing, journalism, social services, and throughout the public and private sectors. Physicians, educators, lawyers, counselors, civil service employees, and other professionals have found that training in Chicano and Latin American studies improves their abilities to serve their clients and enhance their employment and advancement opportunities.

Students with a B.A. in Chicano Studies can enter master's or doctoral programs in the humanities and social sciences and in professional schools in such areas as Chicano studies, ethnic studies, anthropology, political science, history, public administration, social work and education. Also, students are encouraged to pursue dual majors; one in Chicano Studies and the second in a professional area of their preference. Students with questions related to their future careers or seeking advising assistance should consult with the major and minor advisers of the Chicano and Latin American Studies Department.

Faculty

Luz Gonzalez, *Chair*
 Manuel Figueroa-Unda
 Juan Felipe Herrera
 Ernesto A. Martinez
 Jesus Martinez-Saldaña
 Carlos Perez
 Victor Torres

**Bachelor of Arts
 Degree Requirements**

Students are strongly encouraged to pursue a dual major and can take the Chicano Studies either as a primary or secondary major. Chicano Studies majors and dual majors are required to see a CLS adviser during their first semester on campus.

**Chicano Studies Major Units
 Major requirements 33**

- Lower-division requirements (6)
 - Basic Content:
 - CLS 3 or 5 (3)
 - Latin America:
 - CLS 70 or 72 (3)
 - Upper-division requirements (21)
 - U.S.-Mexico Relations:
 - CLS 114 or 115 (3)
 - Political and
 - Economic Issues:
 - CLS 126 or 128 (3)
 - Arts and Humanities:
 - CLS 100, 101, 106
 or 108 (see *note 1*) (3)
 - Research Methods:
 - CLS 142 or 116 (3)
 - Family and Gender:
 - CLS 152, 160 or 162 (3)
 - Education:
 - CLS 141 or 143 (3)
 - Community Service/
 Senior Project:
 - CLS 145 (see *note 1*) (3)
 - Approved electives (6)
 - Consult your adviser.

General Education 51

**Electives and remaining
 degree requirements 40-46***

It is recommended that units in this area be utilized to complete a second major or minor. See *Degree Requirements*.

Total 124

* This total indicates that 6 units of the following courses in General Education also may be applied to the Chicano studies major: CLS 9 in G.E. C1, and CLS 3 or 5 in G.E. D3.

Advising Notes

1. Contact the department chair or CLS adviser for list of approved electives. A maximum of 3 units from CLS 106, 107, 108, 145, and 180T can be used to fulfill 3 units of electives, but students must secure proper and final approval from the department chair or CLS adviser.
2. Consult your adviser or the *Schedule of Courses* to determine what CLS courses also meet General Education requirements.
3. If the Chicano studies major is taken as a second major, CLS courses taken to complete General Education Integration requirements also can be used to satisfy major requirements.
4. Chicano studies majors are not permitted to take CLS courses by *CR/NC* grading (unless the courses are only offered on that basis).
5. General Education and elective units may be used toward a dual major or minor (see *Dual Major* or other departmental minor). Consult the appropriate department chair, program coordinator or faculty adviser for further information.
6. Students who are planning to do graduate work in Chicano or Latin American studies are advised to study Spanish and/or Portuguese.
7. Liberal Studies/BCLAD students may take CLS 145 in lieu of EHD 50 or EHD 115, but not both.
8. No General Education Integration or Multicultural/International course offered by the Chicano and Latin American Studies Department may be used to satisfy the General Education requirements for majors in the department.

Dual Major in Chicano Studies

A dual major in Chicano studies must have prior and final approval of the Chicano and Latin American Studies Department. Students must see a CLS adviser to plan their dual major programs. The dual major consists of 24 units of CLS courses, 12 of which must be upper-division. The CLS adviser, in consultation with the student, will select and approve courses that complement the student's primary major.

Minors

The Chicano and Latin American Studies Department offers two minors — one in Chicano/Latino Studies and one in Latin

American Studies. Students intending to pursue a minor in either area must see a CLS adviser. The CLS adviser must approve the selected courses.

Note: The minors also require a 2.0 GPA and 6 upper-division units in residence.

Chicano/Latino Studies

Students are encouraged to focus on an area of interest in Chicano/Latino studies or on a social issue affecting the Chicano/Latino population in the United States. General Education can be double-counted for the minor. See *Minor Advising Note 2* below.

Units

Lower division: CLS 3, 5, and 7 or 9	9
CLS upper-division or acceptable substitutes	12
Total	21

Latin American Studies

Students are encouraged to focus on an area of interest in Latin America, such as a country, region, or social issue affecting a particular region. The Latin American Studies Minor is an interdisciplinary program consisting of courses dealing with Latin America and the Caribbean with course offerings from several departments.

Units

Lower division: CLS 3, 70, 72	9
Acceptable substitutes approved by a CLS adviser include HIST 3 or 8, HUM 14	
Upper-division courses	12
Select from CLS 112, 114, 115, 180T*, 190*, AFAM 130T*, ART H 173, 175; ECON 114, 178, 179, 181, 188T*; ETH S 130T*; F L 125, 143, 145, 147, 148T*, 240T*; GEOG 170T, 172, 188T*; HIST 145, 160, 162, 165, 166, 169T, 183, 198*; INTD 130; PHIL 132; PL SI 121, 126, 146T; W S 135	
Total	21

Minor Advising Notes

- *1. Special topics or directed reading courses must have subject matter dealing with Latin America, the Caribbean, or must focus on issues affecting those areas.
2. Courses taken to complete major requirements *cannot* be double-counted for the minor.

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3. Courses taken to complete General Education Integration requirements *can* be double-counted for the minor.
4. Other acceptable courses can be substituted to satisfy minor requirements with approval of your CLS adviser.

Credential Program for Liberal Studies Students

The Bilingual Cross-Cultural Language and Academic Development (BCLAD) Emphasis program has replaced the Bilingual/Cross-Cultural Credential program. BCLAD will authorize teachers to provide academic instruction to limited-English proficient student in the primary language. See a CLS adviser for specific details.

COURSES

Chicano and Latin American Studies (CLS)

3. Introduction to Chicano/Latino Studies (3)

Introduction to the historical and contemporary experiences of Chicanos and other Latinos in American society. Their contributions to the United States and their current economic, political, and social status are discussed. G.E. Breadth D3.

5. Chicano Culture (3)

A historical examination of Chicano culture from the pre-Columbian period to the present. The customs, values, belief-systems, and their symbols are analyzed; important events and changes occurring through time are emphasized. G.E. Breadth D3.

7. Music of Mexico and the Southwest (3)

A study of Mexico's musical culture starting from its pre-Columbian origins to the present and its impact on contemporary Chicano music.

9. Chicano Artistic Expression (3)

Introduction to Chicano artistic expression, with special attention to cultural continuity and change; the interrelationships between popular music, dance, drama, literature, and the graphic arts are analyzed. G.E. Breadth C1.

20. Freshman Seminar for Minority Students (3)

Open to freshmen and transfer students. Designed to further student development in such areas as study skills, writing, oral presentations, and interaction with other students and faculty. Students are assigned a faculty mentor.

30. Critical Thinking in Chicano and Latin American Studies (3)

Distinguishes belief vs. knowledge and fact vs. opinion; examines relationship between language/logic in structuring around arguments; uses deductive/inductive reasoning; distinguishes and evaluates unsupported beliefs. Critical thinking skills are applied to topics concerning questions of race, ethnicity, gender, culture and class with a focus on Chicanos and Latin America. G.E. Foundation A3.

42A. Introduction to Chicano-Latino Literature and Resources (3)

University Migrant Services students have first priority; other students may receive priority status by permission of instructor. Introduces students to the professional literature on Chicano-Latino communities. Focuses on the use of library resources; identifying and analyzing problems in specific areas of research; interpretation of existing research findings; preparation of research paper. (Formerly CLS 180T section)

42B. Introduction to Chicano-Latino Research Methods (3)

Prerequisite: CLS 42A or permission of instructor. Introduces students to basic research methodologies and theories pertaining to Chicano/Latino communities. Focuses on identifying specific areas in need of further research; locating and formulating problems; basic techniques including methods of observation, gathering, and analysis of data; interpretation of data; access database programs; preparation of research paper. (Formerly CLS 180T section)

70. Introduction to Latin American Studies (3)

A basic overview of Latin America; its nations, history, problems, and realities. Theoretical paradigms utilized to analyze Latin American issues are discussed.

72. Latin American Creative Expression (3)

Provides students with an understanding of the cultural history and contributions of Latin American nations. The art and writings of individuals such as Diego Rivera, Pablo Neruda, Gabriel Garcia Marquez, and Isabel Allende are explored.

100. Chicano Literature (3)

An interpretive analysis of written Chicano literature: poetry, drama, short story, novel, and essay. The relationship between literature and a changing Chicano sociocultural environment is explored.

101. Chicano Art (3; max total 6)

Chicano Studio Arts, including various media such as oil, ceramics, weaving, sand painting, and murals that relate to the heritage of the Chicano. Special emphasis on individual development of artistic and technical expression.

103. Chicano Folklore (3)

An analysis of Chicano folklore and its relationship to earlier Indo-Hispanic antecedents. Emphasis is placed on the folk arts: verbal, material, and musical as well as folk beliefs and practices, as these have been modified by intercultural contact.

106. Folkloric Dance (3; repeatable up to 12 units)

History and performance of Mexican folk music and dance; Indian, African, Spanish, and European influences; contemporary relationships to Chicano culture.

107. Latino Dance (2; max total 4)

Examination of origins, composition, and performance of various types of Chicano/Latino music and dance: boleros, huapangos, cumbias, chachas, salsa; emphasis on contemporary and cross-cultural influences in Chicano/Latino music-and-dance. *CR/NC* grading only.

108. Chicano Theatre (1-3; repeatable up to 12 units)

Production of Chicano Theatre for major performances. *Comedia del Arte*, Passion Plays, Theatre of the Absurd, Socially Popular Theatre: *Teatro Compesino*.

112. Pre-Hispanic Civilizations (3)

Historical examination of the origins of the Maya-Aztec civilizations in Meso America until 1521. The values, social organization, religion and their daily lives, technological and scientific achievements will be examined.

114. Mexico and the Southwest 1810-1910 (3)

Examines the development of the Mexican nation from the Independence period to the Mexican Revolution (1810-1910). Special attention is given to the nineteenth-century Mexican-American and Chicano experience in the Southwest United States before the Treaty of Guadalupe Hidalgo (1848). G.E. Integration ID.

115. Mexico-U.S. Relations Since 1910 (3)

Historical perspective of the changing relationship between Mexico and the United States during the 20th century. Analysis of the Mexican Revolution, the Great Depression, World War II, immigration, and

their impact on Mexico-U.S. relations. Special emphasis on status of Mexicanos/Chicanos in the United States.

116. Cultural Change and the Chicano (3)

Prerequisite: CLS 5 for CLS majors; CLS 5 recommended for CLAD/BCLAD students. An analysis of the continuities and the changes in the culture and daily life of the urban and rural Chicano in the 20th century created by immigration, acculturation, urbanization, and technological and scientific changes.

123. Business Development in Minority Communities (3)

Business and economic development in minority communities and their relationship to the wider economic and social systems.

126. Chicanos in the U.S. Economy (3)

Historical analysis of the Mexicano's relationship to American economy. The transformation of the Chicano/Mexicano from rural, agricultural laborer to urban, industrial worker; special emphasis on immigration, the development of dual labor markets, and their effects on Chicanos.

128. Contemporary Political Issues (3)

Political philosophies, goals, and strategies of Chicanos and Latinos as reflected in their attempts to gain political power.

129. Chicano/Latino Leadership (2)

Provides students with important leadership skills, organizational and decision making abilities. It includes an internship with a campus or community agency and enables students to take a more active role in the community.

141. The Chicano and the Educational System (3)

Exploration of the sociohistorical development of public education in the southwest, with special emphasis on the Chicano experience. Topics include segregation/desegregation, institutional racism, and equality of opportunity.

142. Chicano Research: Issues and Analysis (3)

An interdisciplinary approach to research techniques with special emphasis upon issues, problems, and research designs appropriate to the study of Chicano communities. Field application of research plans, techniques including methods of observation, gathering, and analyzing data.



143. Bilingual/Bicultural Education (3)

Prerequisite: CLS 116 for CLS majors; CLS 116 recommended for CLAD/BCLAD students. Investigation into what it means to be bilingual and bicultural; review of programs scaled toward a more meaningful education for the Chicano child. (Bilingual Education majors see department chair for further prerequisites.)

145. Fieldwork in Community Settings (3; max total 6)

Prerequisite: CLS 3; for CLS majors and recommended for BCLAD students. Supervised placement in community and educational settings. Provides a variety of learning experiences in community agencies, organizations, or educational institutions. (Liberal Studies Program and BCLAD students, see *Advising Notes*.)

152. The Chicano Family (3)

(Same as WS 152.) Traditional and changing relationships in the family structure of the Chicano; interaction with wider institutional social system.

154. The Chicano Child (3)

General psychological principles and theories of growth and development and their applicability to the Chicano child.

156. The Chicano Adolescent (3)

The adjustment of Chicano adolescents to American society and its impact on self, peer group relations, and family life; with emphasis on sources of conflict and tension.

158. Health and Social Services in the Chicano Community (3)

An analysis of health and social service programs, their policies and effects on the Chicano community. Explores alternatives to dependent social services programs.

160. Sex, Race, and Class in American Society (3)

From an interdisciplinary perspective, focuses on ethnic identity and gender and their interrelationship with socioeconomic class structure in American society. Special attention is given to analyzing how inequities in race, gender, and class structures influence and shape social, economic, and political relations in society.

162. Chicana Women in a Changing Society (3)

Focuses on current issues relevant to Chicana women in the workforce, the family, the health care system, and the educational system. The intersection of race, class, and gender will be the analytical context for examining both their historical and contemporary roles.

170. Latin American Studies (3)

Overview of the dynamic changes in the nations of Latin America. Uses an interdisciplinary approach that integrates a cultural, political, social, and economic perspective to the study of Latin American countries. Helps students develop a better understanding of the historical roots and circumstances that are shaping the current realities of each nation. G.E. Multicultural/International MI.

180T. Topics of Chicano Society (1-3; max total 3 if no topic repeated)

Culture, art forms, economy, and societal organization. Certain CLS 180T classes are *CR/NC* grading only. See department for further information.

190. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

195. Diversity in the United States: Race and Gender Issues (3)

(Same as A I S 195, AF AM 195, ASAM 195, WS 195.) This interdisciplinary course introduces students to theoretical perspectives concerning the historical development of class, race, and gender within the United States and the impact of these issues on contemporary U.S. society. Participation in a special class project is required. Fulfills Liberal Studies Program requirement.