

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 Mexican'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.