

significance, or 2) the student writes a thesis describing experimental research conducted in the laboratory of a faculty member. For 191A: students writing a critical review select a topic and conduct library research; students writing an experimental thesis continue with laboratory work normally initiated through summer research or 199. In both cases, students submit an abstract of their thesis for departmental review. For 191B: students begin writing the thesis and present it, or parts of it, orally at a departmental seminar. Prerequisite: permission of department chair. P/NC only for 191A; letter grade only for 191B. Half-course. Each semester.

**99/199. Reading and Research: Selected Topics in Chemistry.** *Staff.* Advanced reading and/or laboratory techniques in chemistry, usually by means of student-faculty collaborative research in the junior or senior year. Prerequisite: permission of instructor. 99, lower-level; 199, advanced work. Course or half-course. May be repeated. Each semester. (Summer Reading and Research taken as 98/198.)

### Available at the Other Claremont Colleges

HM 104. Inorganic Chemistry

HM 110. Inorganic Chemistry Lab

JS 118. Enzymatic Roles of Metals in Biology

JS 119. Natural Products Chemistry

JS 128. Inorganic Chemistry

JS 130L. Inorganic Synthesis Laboratory

HM 161. Classical and Statistical Mechanics

HM 166. Industrial Chemistry

HM 168. X-Ray Crystallography

HM 173. Advanced Organic Chemistry: Pericyclic Reactions

HM 182. Chemistry in Living Systems

HM 184. Methods in Biochemistry

## CHICANO/A-LATINO/A STUDIES DEPARTMENT

Associate Professor Rita Alcalá, department chair

*Professors Buriel, Calderón (PZ), Tinker Salas*

*Associate Professors Alcalá (SC), Ochoa, Pantajoa (PZ), Soldatenko (PZ)*

*Assistant Professor Summers Sandoval*

*Lecturers Botello (CMC), Gálvez (CMC)*

Chicano/a-Latino/a studies is concurrently a multidisciplinary and interdisciplinary field of academic inquiry broadly relating to people of Latin American descent within the hemisphere, in particular within the United States and the wider diaspora. Chicano/a-Latino/a studies is the “umbrella name” for distinct and important academic and critical inquiries which began to converge in the last 20 years. Chicano/a-Latino/a studies emerged in the academy as a product of educational and social movements of the 1960s. These movements led to the initial creation of the program here at The Claremont Colleges in 1969, making our program the second-oldest in the nation. More recently, Chicano/a-Latino/a studies has emerged as a field of inquiry relating to Latin Americans in the hemisphere and has been the site for work seeking to transcend the gaps between area studies and ethnic studies.

As a multidisciplinary and interdisciplinary field, Chicano/a-Latino/a studies contributes to every and all fields in the humanities and social sciences, including professional programs such as education, social work, medicine and law. Courses in Chicana/o-

Latina/o studies take into account the intersections of race, ethnicity, class, culture, gender and sexuality. These courses are distributed across four areas of concentration that make up the Chicano/a-Latino/a Studies Major: 1) border and transnational studies; 2) *educación*: social justice, formation and critical pedagogy; 3) literature, art and representation; and 4) politics, social movements and labor.

## Requirements for the Major in Chicano/a-Latino/a Studies

Required courses

- HIST 17 CH, Chicana/o and Latina/o Histories
- SPAN 65 CH, Spanish for Bilinguals or 44, Advanced Spanish (or equivalent)

Two of the following introductory courses

- PZ GFS 61 CH, Contemporary Issues of Chicanas
- PSYC 84 CH, Psychology of the Chicano
- SOC 30 CH, Chicanos in Contemporary Society

One course from each of the four areas of concentration

- Border and transnational studies
- *Educación*: Social justice, formation and critical pedagogy
- Literature, art and representation
- Politics, social movements and labor

Two advanced courses in one area of concentration

Additional requirements

- Senior Exercise (191): thesis with oral presentation, performance, project, exhibit, etc.
- One course with a service learning or civic engagement component (GFS 154; SOC 30; SOC 114; SOC 141; SOC 145; SOC 150; SOC 155)

## Requirements for the Minor in Chicano/a-Latino/a Studies

HIST 17 CH. Chicana/o and Latina/o Histories; one of the introductory courses; one course from each of the four areas of concentration; one lower-division Spanish language course taken from either Spanish 33, 65CH or higher, or equivalent

## Courses

### Required Courses

**HIST 17 CH. Chicana/o and Latina/o Histories.** *Mr. Summers Sandoval.* Survey introduction to Chicana/o and Latina/o historical experiences across the span of several centuries, but focused on life in the U.S. Analyzes migration and settlement; community and identity formation; and the roles of race, gender, class and sexuality in social and political histories. Core course. Fall 2009.

**SC SPAN 65 CH. Spanish for Bilinguals: Level 1.** *Ms. Alcalá.* An intensive review of the fundamentals of grammar and orthography for students with oral proficiency in Spanish. Written assignments and oral presentations are structured around cinematographic musical and literary texts from Spain and Latin America, including work by U.S. Latinos. Offered 2010-11.

**191. Senior Thesis.** *Staff.* Each semester.

### Border and Transnational Studies

**PZ GFS 154 CH. Latinas in the Garment Industry.** *Ms. Soldatenko.* Research seminar on the lives and work of Latinas in the garment industry in Southern California using a historical and comparative approach. Origins of this industry in the U.S., unionization efforts and impact of globalization on women in plants abroad. Emphasis on contemporary Latinas working in the Los Angeles area. Extending through the afternoon on selected dates. Offered 2010-11.

- HIST 31 CH. Latin America Before Independence.** *Mr. Tinker Salas.* Examines history of Latin America to 1820, focusing on the indigenous civilizations of the region (Olmecs, Teotihuacanos, Mayas, Aztecs and Incas), the process of European expansion, the evolution of societies (gender, race and ethnicity) and the rise of colonial institutions in the Americas. Explores the contradictions that developed in the late colonial period as well as the wars of independence in the 19th century. Offered 2010-11.
- HIST 32 CH. Latin America Since Independence.** *Mr. Tinker Salas.* The history of Latin America from 1800 to the present, including the complex process of national consolidation, the character of new societies, the integration of Latin American nations into the world market, the dilemma of mono-export economies, political alternatives to the traditional order, relations with the United States and conflict in Central America. Core course. Offered 2010-11.
- HIST 100C CH. Chicana/Latina Feminist Histories.** *Mr. Summers Sandoval.* Reading seminar analyzing the historical experiences of Chicanas and Latinas. Foregrounds gender, race, class and sexuality, examining these women's responses to conquest, capitalism, racism and patriarchy. Investigates their struggles for justice, connections to other "Third World" women and formations of feminist theory and practice. Spring 2010.
- HIST 100I CH. Race & Identity in Latin America.** *Mr. Tinker Salas.* Latin America incorporates indigenous, European, African and Asian traditions. Examines interplay between race, identity, culture, gender and national consciousness; multifaceted process of ethnicity and race relations in colonial societies; 19th century, when elites were first enamored with European and later with U.S. models; challenges to those elite preferences; alternative cultural identities such as Indigenismo and Negritude; and impact of immigration and current state of nationalism. Fall 2009.
- HIST 100N CH. The Mexico-U.S. Border.** *Mr. Tinker Salas.* Examines transformation of the U.S.-Mexico border region from a frontier to an international boundary. Employs concept of an expansive "border region" that penetrates deep into Mexico and the United States and influences politics, economy and culture of both countries. Focuses on changes that Mexicans, Americans, native peoples and Chicanos experience as a result of border interaction. Offered 2010-11.
- HIST 100NB CH. U.S.-Latin American Relations.** *Mr. Tinker Salas.* An overview of the basic elements which have shaped the U.S. presence in Latin America and the way in which Latin America has been represented in the U.S. from the early 19th century to present day, exploring both official (public) policy as well as the impact of corporations and the market, ideology, cultural representations, the media and others. Offered 2010-11.
- HIST 110S CH. Latina/o Oral Histories.** *Mr. Summers Sandoval.* Explores use of oral histories in historical research of marginalized communities, investigating issues such as memory and the "body as archive." Provides overview of oral history theory, practice and ethical concerns. Students apply course knowledge in research project incorporating Latina/o oral histories. Offered 2010-11.
- PZ POLI 107CH. Latino Politics.** *Mr. Pantoja.* The role of Latinos in the American political process is examined. Latino political empowerment movements are analyzed with a focus on political culture/voter participation; organizational development in the different Latino subgroups; leadership patterns, strategy and tactics; and other issues impacting the Latino community. Spring 2010.
- PZ POLI 174 CH. U.S. Immigration Policy & Transnational Politics.** *Mr. Pantoja.* Examines the factors shaping the size and composition of past and contemporary immigration flows to the U.S. Areas examined include the role of economics, social networks, policy and politics in shaping immigration flows and the process by which immigrants simultaneously participate in the politics of sending and receiving countries. Fall 2009.
- SC SPAN 127 CH. Literatura Chicana en Español.** *Ms. Alcalá.* Analyzes 20th-century texts written in the U.S. in Spanish. Focusing primarily on the Mexican-American experience, we survey a wide array of genres dating to distinct historical periods, from *cronicas* published in Spanish language newspapers to political treatises, poetry, drama and narrative. Spring 2010.

## Educación: Social Justice, Critical Pedagogy and Inquiry

- PZ GFS 166 CH. Chicana Feminist Epistemology.** *Ms. Soldatenko.* Examination of Chicanas' ways of knowing and the origins, development and current debates on Chicana feminism in the United States. The study of Chicana writings informs a search for the different epistemologies and contributions to feminism and research methods. Offered 2010-11.
- PSYC 84 CH. Psychology of the Chicano/a.** *Mr. Buriel.* Selected topics in psychology dealing with affective and intellectual aspects of Chicano/a behavior. The psychological development of Chicanos evaluated against traditional psychological theories and variations in Chicanos' sociocultural environment. Fall 2009.
- PSYC 151 CH. The Psychology of Multicultural Education.** *Mr. Buriel.* Examines educational theory, research and practice as it relates to the experience of Chicanos/as and other ethnic and linguistic minorities. Consideration of selected psychological processes that potentially explain the scholastic performance of these groups. Discussion of case studies describing the relevance of multicultural education. Offered 2010-11.
- PSYC 180M CH. Chicano/Latino Cultural Psychology.** *Mr. Buriel.* The cultural basis of Chicanos' and Latinos' psychology will be examined in different areas, including immigration, acculturation, identity formation, family life and mental health. The immigrant student paradox in behavior and education will constitute a central theme of the seminar. Fall 2009.
- SOC 141CH. Chicanas/os and Latinas/os in the U.S.** *Ms. Ochoa.* Focuses on ways that race, ethnicity, class, gender and sexuality intersect and impact the lives of Chicanas/os and Latinas/os in the U.S. As a way of linking theory to experiences, the course examines in detail several key areas: health, migration, work and family. Examples of resistance and strategies for building alliances are discussed. Offered 2010-11.
- SOC 150 CH. Chicanos/as-Latinos/as and Education.** *Ms. Ochoa.* Examines historical and institutional processes related to educational experiences of Chicanas/os and Latinas/os, as well as exploring the relationship between school factors (tracking, teacher expectations, educational resources) and educational performance; attention is given to politics of language, cultural democracy and schooling, higher education and forms of resistance. A field internship option is offered as part of the course. Fall 2009.

## Literature, Art and Representation

- ART 67 CH. Chicano/a Art & Its Antecedents.** *Mr. Botello.* Chicano/a art as an autonomous offspring of Mexican art. The influence of Mexican muralists and other Mexican artists depicting the dramatic changes brought by the revolution. Spring 2010.
- DANC 70 CH. Regional Dances of Mexico.** *Mr. Galvez.* An introduction to Mexican dance in its most traditional manner. A practical study of choreography for the Sonos, Jarabes and Huapangos from principal folk regions of Mexico. Includes history and meaning of dances. Offered 2010-11.
- DANC 73CH. Pre-Columbian Dance.** *Mr. Galvez.* Introduction to Mexican dances since pre-Columbian times: La Danza de la Pluma, Danza de los Quetzoles, Danza de los Negritos and Pasacolas from Tarahumdra Indians. Aztec/Conchero dance with Alvanzas (songs by Concheros), along with Matachines from different parts of Mexico and their historical roots to pre-Aztec times covered. Students will learn to make Aztec and Matachin costumes and headdresses. Fall 2009.
- SC SPNT 126A CH. Chicano Movement Literature.** *Ms. Alcalá.* Readings in Chicano/a literature from 1940s to 1970s. Special emphasis on historical context within which texts are written, i.e., post-World War II and civil rights era. Recently discovered novels by Americo Paredes and Jovita Gonzalez and poetry, narrative and theater produced during Chicano Movement will be subjects of inquiry. *Taught in English.* Offered 2010-11.
- SPNT 126B CH. Contemporary Chicana/o Literature.** *Ms. Alcalá.* Beginning with the groundbreaking anthology *This Bridge Called My Back* (1981), examine how Chicana/o literature focuses on questions of identity, specifically gender and sexuality. Theoretical

readings in feminism and gay studies inform our interpretation of texts by Anzaldúa, Castillo, Cisneros, Cuadros, Gaspar de Alba, Islas, Moraga and Viramontes, among others. Taught in English. Fall 2009.

**SC SPAN 127 CH. *Literatura Chicana en Español.*** *Ms. Alcalá.* Spring 2010.

**SC SPNT 186 CH. *Seminar in Contemporary Chicana Narrative.*** *Ms. Alcalá.*

Analyzes how Chicana writers have negotiated with and against the symbolic inheritance (and the material social consequences) of four Mexican cultural icons of womanhood: La Malinche, La Virgen de Guadalupe, Sor Juana Ines de la Cruz and La Llorona.

Furthermore, the process of icon construction in Mexicano-Chicano culture will be explored by studying post-mortem representations of Selena. Spring 2010.

## Politics, Social Movements and Labor

**PZ GFS 61 CH. *Contemporary Issues of Chicanas & Latinas.*** *Ms. Soldatenko.*

Examines the contemporary experiences of Chicanas and Latinas in the United States, addressing issues of culture, identity, gender, race and social class. Provides historical background for in-depth exploration of the latest exemplary works. Attention is given to diverse manifestations of cultural production in Chicana/Latina communities. Spring 2010.

**PZ GFS 154 CH. *Latinas in the Garment Industry.*** *Ms. Soldatenko.* Research seminar studies the lives and work of Latinas in the garment industry in Southern California using a historical and comparative approach. Origins of this industry in the U.S., unionization efforts and impact of globalization on women in plants abroad. Emphasis is on contemporary Latinas working the Los Angeles area. Offered 2010-11.

**HIST 25 CH. *All Power to the People!*** *Mr. Summers Sandoval.* A survey of 20th century movements for change, with a focus on those created by and for communities of color. Examines issues of race, gender and class in the U.S. society while investigating modern debates surrounding equity, equality and social justice. Spring 2010.

**PZ SOC 30 CH. *Chicanas/os in Contemporary Society.*** *Mr. Calderon.* Sociological analysis of the theoretical and methodological approaches used to study the Chicano/a and Latina/o communities. Examines socioeconomic conditions, education, cultural change, the family, gender relations and political experiences. Includes a field internship option. Spring 2010.

**SOC 114 CH. *Los Angeles Communities: Transformations, Inequality and***

***Activism.*** *Ms. Ochoa.* This course uses a case study approach to explore the interplay between economic and demographic transformations and community dynamics. Focusing on Los Angeles communities, the course reviews some of the most recent scholarship in this area and considers topics such as economic transformations, (im)migration, class divisions, race and ethnic relations, community organizing, women and activism and strategies and possibilities for change. Offered 2010-11.

**PZ SOC 145 CH. *Restructuring Communities.*** *Mr. Calderon.* Examines how Latino and multi-racial communities are being transformed through economic restructuring, both locally and globally. Issues of community building and participating in the informal economy are brought to life through a service learning collaborative with a day labor center in the city of Pomona. Students work in teams as part of a partnership with immigrant day laborers, city officials, community leaders and a community-based board of directors. Offered 2010-11.

**PZ SOC 155 CH. *Rural & Urban Social Movements.*** *Mr. Calderon.* Examines the emergence of social movements, the process of their formation and the varied strategies for their mobilization. Particular attention paid to the Chicano/a civil rights, farm labor and union movements. Students organize a memorial and alternative spring break with the United Farm Workers Union. Spring 2010.