170. Contemporary Issues in Chicano Art (4)
Lecture—4 hours. Issues and conflicts in the dismantling of the Contemporary Chicano Art Movement. Response and challenge to the dominant culture. GE credit: ACGH, AH, DD, VL, WE.—Jackson

171. Mexican and Chicano Mural Workshop (4)
Studio—8 hours; independent study—1 hour. Prerequisite: course 70 and/or written consent of instructor. The mural: a collective art process that empowers students and people through design and execution of murals in the tradition of the Mexican Mural Movement; introduces materials and techniques. May be repeated one time for credit. (Same course as Studio 171.) GE credit: ArtHum, Div | AH, VL, DD, WE.—M. Montoya

172. Chicana/o Voice/Poster Silk Screen Workshop (4)
Studio—8 hours; independent study—1 hour. Prerequisite: course 70 and/or written consent of instructor. The poster as a voice art form is utilized by Chicana/os and other people of color to point to the deplorable social and political reality and the possibility for change, from the Chicana/o artist's perspective. May be repeated one time for credit. GE credit: AH, OL, VL, WE.—Jackson

180. Grant Writing in the Chicana/o/Latino Community (4)
Lecture—4 hours. Prerequisite: course 10, 23 or consent of instructor. Upper division standing. Overview of key elements for grant writing. Topics include community needs assessments, development of human subjects protocols, data collection methods, evaluation designs, and community based methodologies for grant development applications in the Latino community.—de la Torre

181. Chicanas and Latinos in the U.S.: Historical Perspectives (4)
Lecture/discussion—4 hours. Prerequisite: course 10 or Women's Studies 50. Historical issues in the lives of Chicana/os, Puerto Ricans, and Cubans in the U.S. and their countries of origin. GE credit: ArtHum, Div | AH, DD, VL, WE.—Chabram

182. Race and Juvenile Justice (4)
Lecture—4 hours. Prerequisite: course 10, Women's Studies 10, or Sociology 10, or equivalent. Individual and institutional responses to "troublesome" youth of color through history and in contemporary society. Emphasis on how race, as well as ethnicity, class, and gender have informed the treatment of "delinquent" youth. Offered in alternate years. GE credit: ArtHum or Div | AH, DD, VL, WE.—de la Torre

184. Latina Youth Gangs in Global Perspective (4)
Lecture—3 hours; term paper. Comparative analysis of Latina youth gangs in Jackson, Latin America, and the United States. Social, economic, political, and cultural factors leading to youth gangs as well as the responses are considered within a global perspective. Not open for credit to students who have completed course 184. Offered in alternate years. GE credit: SocSci | ACGH, DD, OL, SS, WE.—Chabram

185. Latino Youth Gangs in Global Perspective (4)
Lecture—12 hours. Comparative analysis of Latino youth gangs in Europe, Latin America, and the United States. Social, economic, political, and cultural factors leading to youth gangs as well as the responses to youth are considered within a global perspective. Not open for credit to students who have completed course 184. Offered irregularly. GE credit: SocSci | ACGH, DD, OL, SS, WE.—Chabram

192. Internship in the Chicana Chican/Chicana/Latina/Latino Community (1-12)
Internship—3-36 hours. Prerequisite: course 10, 21, or 50, Spanish 3 or equivalent. Academic guidance and practice in supervised internships in community agencies serving Mexican/Latina/Latino/Chicana/Chicano clients. Use of bilingual skills and knowledge of history, culture, economics, politics and social issues. Internship project required. May be repeated for credit up to 12 units. [P/NP grading only.]

1925. Internship (1-12)
Internship. Prerequisite: consent of instructor; course 10, 21, or 50; Spanish 3 or equivalent. May be repeated for credit [P/NP grading only.]

194HA-194HB:194HC, Senior Honors Research Project (2-5)
Independent study—6-15 hours. Prerequisite: senior standing in Chicana/o Studies major. Student is required to read, research, and write Honors Thesis on Chicana/o Studies topics. [Deferred grading only, pending completion of sequence.] GE credit: OL, WE.

200. Directed Group Study (1-5)
Prerequisite: upper division standing and consent of Program Chairperson. [P/NP grading only.]

200A-200B, Group Study for Graduate Students (1-5)
Prerequisite: graduate standing, consent of instructor. May be repeated for credit when topic differs. [S/U grading only.]

299. Special Study for Graduate Students (1-12)
Prerequisite: graduate standing and consent of instructor. [S/U grading only.]

Professional
396. Teaching Assistant Training Practicum (1-4)
Prerequisite: graduate standing. May be repeated for credit. [S/U grading only.]

Child Development (A Graduate Group)

Katherine J. Conger, Ph.D., Group Chairperson

Group Office. 1315 Hart Hall
530.754.4109; http://humandevdevelopment.ucdavis.edu/

Faculty. See Human Development (A Graduate Group), on page 345.

Graduate Study. The Graduate Group in Child Development offers a multidisciplinary program leading to an M.S. degree. The program provides students with an opportunity to pursue a coordinated course of graduate study in the field of child development which cuts across departmental boundaries. Students may work with children and families in the community, as well as the University's Center for Child and Family Studies. Students pursuing the degree gain sufficient background to engage in professions that directly (e.g., preschool, 4-H) or indirectly (e.g., social policy) involve children and families.
families, obtain positions in teaching or research settings, or pursue further study leading to a doctorate in child development, human development, clinical psychology, or related fields.

Applicants seeking admissions and fellowships consideration must submit all materials by our priority deadline December 15 deadline. The final admissions deadline is March 1. See our website for more details.

Graduate Adviser. Contact Group office.

Chinese

See Asian American Studies, on page 171; East Asian Languages and Cultures, on page 223; and East Asian Studies, on page 228.

Cinema and Technocultural Studies

(College of Letters and Science)

Michael Neff, Ph.D., Program Director
Krisa Ravetto-Biagioli, Ph.D., Program Director


Committee in Charge
Sarah Pia Anderson, B.A. (Cinema and Technocultural Studies)
Jesse Drew, Ph.D. (Cinema and Technocultural Studies)
Jaimey Fisher, Ph.D. (German and Russian, Cinema and Technocultural Studies)
Colin M. Milburn, Ph.D. (English)
Michael Neff, Ph.D. (Computer Science, Cinema and Technocultural Studies)
Bob Ostertag, Ph.D. (Cinema and Technocultural Studies)
Krisa Ravetto-Biagioli, Ph.D. (Cinema and Technocultural Studies)
Eric Smodin, Ph.D. (American Studies)
Julie Wyman, M.F.A. (Cinema and Technocultural Studies)

Faculty
Sarah Pia Anderson, B.A., Jesse Drew, Ph.D., Jaimey Fisher, Ph.D., Colin M. Milburn, Ph.D., Michael Neff, Ph.D., Bob Ostertag, Ph.D., Krisa Ravetto-Biagioli, Ph.D., Julie Wyman, M.F.A.

Emeriti Faculty
Frances Dyson, Ph.D., Professor Emerita
Lynn Hershman, M.A., Professor Emerita

The Film Studies Major Program

The interdisciplinary major in Film Studies takes one of the most influential art forms of the twentieth century and today as its object of study. The field of Film Studies addresses the history, theory, and culture of this art form and asks questions about film texts themselves: modes of production (including everything from filmmakers’ aesthetic choices to the role of the global economy); historical, national, and cultural contexts; and spectators and audiences. Questions of gender, race, sexuality, and nationality, in all of these areas, have been central to Film Studies almost since its inception and continue to shape much of the work in the field. While the program emphasizes film history, criticism, and theory, students also have opportunities to explore film/video production.

The Program. Students majoring in Film Studies take upper-division courses in film history and film theory, as well as in at least three of five general areas of study. Students also develop a thematic emphasis, in consultation with an advisor, that draws on courses from at least two different departments/programs and that allows them to pursue their particular interests within the field of Film Studies. Students have the option of completing a senior thesis (either a written paper or an original film/video) within this emphasis.

Career Alternatives. The A.B. degree in Film Studies prepares students for a variety of careers in media industries: for example, local and national film and television production companies, local television newsrooms, community television stations, computer graphic companies, advertising and marketing companies, public relations departments, and film distributors. Students wishing to pursue graduate work will be prepared to go on to film studies, as well as a variety of other fields that draw on interdisciplinary study: for example, American studies, English, history, and languages, drama, communication, computer science, cultural studies, women and gender studies, and ethnic studies programs. Many film studies students also choose to go on to law school, and the analytical skills, writing abilities, and familiarity with theoretical thought developed through the film major prepare them well for the study and practice of law.

A.B. Major Requirements:

Preparatory Subject Matter.........20-40

Film Studies 1.................................4
A four-course sequence in a single language or equivalent .................................0-20
One course from: American and African American Studies 15, 50; American Studies 1A, 21, 30, 40, Studio 20, Chicano/a Studies 50, 50; Design 1; French 50; Humanities 60; Italian 50; Japanese 25; Native American Studies 32; Textiles and Clothing 7; Women’s Studies 20, 25 ........................................4
One course from: American and African-American Studies 10, 15, 50; American Studies 1A, 1B, 1C, Chicano/a Studies 10, 50, 50; Native American Studies 1, 10, 50, 50; Women’s Studies 20, 25, 50, 70, 80 .................................4
Two courses from: Art History 1A, 18, 1C, 1D; American Studies 2; Chinese 10, 11; Classics 10; Comparative Literature 3, 4, 5, 6, 7; Dramatic Art 1, 20; English 43, 44, 48; German 119, 142, Film Studies 176A, 176B, Italian 150, Japanese 106, Religion 301, Russian 129, Spanish 148
Women’s Studies 32; Textiles and Clothing 7; Women’s Studies 33; Russian 41, 42 .................................8

Depth Subject Matter ........................36-40

One course from: English 161A, 161 B or Film Studies 12, 124 .................4
One course from: English 162, Film Studies 127, Philosophy 127, Women and Gender Studies 162 .................................4
One course in one of the following topic areas: Cinematic Traditions and Movements, Visual and Popular Culture, Gender/sexuality/Class, Race/Ethnicity/Class, Production emphasis .........12
A current list of approved classes is available from the Advising office and from the faculty adviser.

Notes: 16-20 units from the two breadth areas not used to satisfy the breadth requirement, or development of a thematic area in consultation with a faculty adviser ........................ 16-20

Qualified students who complete 20 units and have an overall GPA of 3.500 may choose the senior thesis option (194H-196H) for 8 of those 20 units. No course may be counted for more than one requirement for the major.

Total Units for the Major.................56-80

Minor Adviser. See Program office.

Minor Program Requirements:

Preparatory Subject Matter........UNITS

One course from: English 162; Film Studies 124, 125, Women’s Studies 164

Minor Adviser. See Program office.

The Technocultural Studies Major Program

The Technocultural Studies major is an interdisciplinary integration of current research in cultural history and theory with innovative hands-on production in digital media and “low-tech.” It focuses on the fine and performing arts, media arts, community media, literature and cultural studies as they relate to technology and science. Backed by critical perspectives and the latest forms of research and production skills, students enjoy the mobility to explore individual research and expression, project-based collaboration and community engagement.

The Program

Preparatory course work involves a solid introduction to the history, ideas and current activities of technocultural studies. For depth subject matter, students in the major select to concentrate on either critical studies or creative production emphases, and work toward a final project. All majors are required to take at least one course from another department or program relevant to their area of study, upon approval from Technocultural Studies, and may take more courses with approval. The final project for the critical studies emphasis consists of a substantial research paper. The final project for the creative production emphasis will be a major individual or collaborative work. Plans for final projects must be approved in advance.

Career Paths. Technocultural Studies is designed to prepare graduates to be highly adaptable, collaborative, multi-skilled and current with the latest developments. Perhaps most importantly is self-motivation: students do best when fueled by their own passions and plot their own directions, while held to very high standards. We feel this is the best education for living and working in a complex, rapidly changing world. Final research papers and creative production portfolios will provide graduate school admissions committees, employers or clients with tangible evidence of Technocultural Studies graduates’ track records and talents.