

UCSD ETHNIC STUDIES GRADUATE STUDENT HANDBOOK & READING LIST

2011-12

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MISSION &

VISION

Situated in a region where the US-Mexico border zone, indigenous national and tribal governments, and the Asia-Pacific interact to produce a dynamic geopolitical location, UCSD's Ethnic Studies Department is a vibrant community of scholars committed to the interdisciplinary study of race, ethnicity, indigeneity, gender, sexuality, class, and dis/ability.

The department's innovative approach represents a commitment to transnational, relational, and intersectional methods for producing critical knowledge about power and inequality, including systems of knowledge that have emerged from racialized and indigenous communities in global contexts.

Ethnic Studies is devoted to creative, conceptual, and empirical research; critical pedagogy; collaborations with a broad group of affiliated faculty; and social justice projects developed with and for the university, our home communities, and the broader public.

Academic work succeeds best when it is conducted in an atmosphere of mutual respect, professionalism, and seriousness. We are all stewards of the institution in which we work; we all have an important role to play in creating a positive environment and in helping each other succeed. Above and beyond the literal requirements and regulations that structure the department, we share a common obligation to construct a collegial, cooperative, and congenial community.



PROGRAM OF STUDY

ACADEMIC GOALS & TIMELINE: THE ETHNIC STUDIES PH.D.

This following pages outline how the basic goals and procedures for achieving the ethnic studies Ph.D. are to be accomplished, the rights and responsibilities of graduate students, and the resources and opportunities available to students that lend support to that effort. These academic and curricular phases delineate the Ethnic Studies Ph.D. program:

- | | |
|---|-------------------------------------|
| 1. Foundational course material | (during the first year) |
| 2. Literature Review (ETHN 291A) | (Spring quarter, first year) |
| 3. Methods courses | (during the second year) |
| 4. Methodologies Paper (ETHN 291B)
and completion of the comprehensive exam
and coursework requirements for the MA degree | (Spring quarter, second year) |
| 5. Preparing for the qualifying exam | (Winter quarter of the fourth year) |
| 6. Completing the dissertation prospectus | (by the end of the fourth year) |
| 7. Researching and writing the dissertation,
its defense, and awarding of the Ph.D. degree | (by the end of the sixth year) |

Three individuals are charged with advising first-year students. The Director of Graduate Studies serves as advisor for all incoming students and selects a Faculty Advisor for each new matriculant on the basis of his or her interests. The Graduate Coordinator is available to assist and inform students in any matters relating to program requirements and serves as a liaison between graduate students and the Office of Graduate Studies (OGS). Students should consult with both their Faculty Advisor and the Director of Graduate Studies with respect to the selection of courses for each quarter, developing plans for the Master's Comprehensive Exam, and other academic matters. After the first two quarters of the first year students may select another faculty member as their faculty advisor, if they wish, and with the approval of the new advisor.

REQUIRED COURSES

1. Ethnic Studies 200 A-B-C, 1st Year

All graduate students are required to take the introductory three-quarter core seminar (4 units each, 12 units total) during their first year in the program: 200A: "Departures: A Genealogy of Critical Racial and Ethnic Studies;" 200B: "Formulations: Interdisciplinarity and Knowledge Production in Ethnic Studies;" and 200C: "Projects (ProSeminar): Research in Ethnic Studies."

2. Ethnic Studies 201, 202, & 203, Research Methods Courses

These courses introduce students to the practice of original discovery research in the field of racial and ethnic studies, including articulating a research problem, placing it within theoretical discussions, selecting appropriate methods, and analyzing data.

ETHN 201 - Historical Methods and Archives (4 units): This course seeks to develop research skills in historical methods; to understand techniques and tools historians use to create historical narratives using archival and historical sources; and to compare and



relate the value of these to ethnic studies research.

ETHN 202 - Qualitative Methods / Ethnography (4 units): This course focuses on conceptual and methodological frameworks of Ethnography and qualitative inquiry including research design, grounded theory, the field note journal, participant observation and interviewing; major themes include the role of indigenous/insider researchers, ethics of involvement and community collaboration.

ETHN 203 - Cultural Studies and Cultural Production (4 units): This course will train students in approaches to interdisciplinary research concerned with power and the production of knowledge, with a focus on conducting multimedia field research, applying discourse analysis, and recognizing forms of data across disciplinary divides.

If appropriate to a student's research interests, one methods course may be selected (in consultation with the student's faculty advisor) from graduate methods courses offered by other UCSD Humanities and Social Science Departments.

3. **Ethnic Studies 230, Department Colloquium**

During the first two years of graduate study, all students are required to enroll each quarter in the department colloquium. In ETHN 230, department and affiliate faculty, graduate students, and visiting lecturers will make presentations about research in progress in our field. This colloquium is a one-unit course and must be taken for a total of six quarters.

4. **Ethnic Studies 291A-B Comprehensive Research Preparation:**

The Literature Review (year 1) & The Methodologies Paper (year 2)

Rather than emphasizing particular racial or ethnic identities, the Department of Ethnic Studies is an interdisciplinary social science department specializing in analytic, comparative, and theoretical approaches to the study of race and ethnicity, gender and sexuality, in a global context. As such, we interpret the term "comprehensive" to describe a complete set of conceptual, theoretical, and methodological tools that will enable candidates for the Ph.D. in Ethnic Studies to master the skills necessary to undertake exemplary research in the field of Ethnic Studies.

To fulfill requirements for the Master of Arts in Ethnic Studies, students should enroll in ETHN 291A-B, Comprehensive Research Preparation.

- In the Spring quarter of the first year of graduate studies, students enroll in ETHN 291A, Comprehensive Research Preparation: the Literature Review. The purpose of the First-Year Critical Literature Review is to evaluate students' familiarity and facility with key theoretical approaches, debates, and frameworks within the field of Ethnic Studies. It consists of a 20-page critical analysis of how existing scholarship within the field of Ethnic Studies informs their consideration of a specific research question, topic, or object of study. The topic of the review should be limited to a single cohesive subject within the field of Ethnic Studies; it should not be overly specific or too broad. The theoretical frameworks used, however, should demonstrate a comprehensive and holistic knowledge of critical approaches within the field, and must incorporate and expand upon key texts, ideas, and concerns discussed in the first-year core course sequence (200A, 200B, 200C). The total number of texts referenced should not be less than ten, and must incorporate at least three texts from the core sequence. The goal of the review is for students to

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construct a coherent theoretical framework or critical argument in which they effectively summarize, synthesize, and assess a particular body of relevant Ethnic Studies literature.

- In the Spring quarter of the second year, students enroll in ETHN 291B, Comprehensive Research Preparation: the Methodologies Paper. The Second-Year Research Methodologies Paper evaluates students' knowledge of and success in implementing interdisciplinary research methods in the service of an Ethnic Studies research agenda. It consists of a 20-25 page critical paper that encompasses both independent, generative research on issues germane to the study of race and ethnicity, and a critical evaluation of the selection and implementation of Ethnic Studies research methodologies. Drawing upon their study of interdisciplinary research methods in the second-year core course sequence (210, 211, 212), students will: 1) pose a research question appropriate to the field of Ethnic Studies; 2) engage relevant literature to provide a brief conceptual (theoretical) framework for their research; 3) select or develop appropriate Ethnic Studies research methodologies for their research project, and critically incorporate these methodologies into their research agenda; 4) construct a critical, thorough, and cohesive argument based on the collection, organization, interpretation, and analysis of evidence collected through the chosen research methodologies. The goal of the research methodology paper is for students to demonstrate their familiarity with the breadth of interdisciplinary methods appropriate to the field of Ethnic Studies and their mastery of the research methodological and analytical skills necessary for writing a Doctoral Dissertation in the field.

6. Elective Seminars (Four 4-unit seminars are required for the M.A. degree)

Graduate seminar classes are designed to cover theory, content, and topics that are necessary for a broad training in Ethnic Studies. They allow students to become acquainted with disciplines and faculty outside of Ethnic Studies, and fulfill requirements of the Ethnic Studies Ph.D. These seminars are especially relevant in the pre-masters period. Department seminar offerings include:

ETHN 231:	Academic Publishing	ETHN 263:	Language & Socialization Across Cultures
ETHN 252:	Race, Gender & Space	ETHN 264:	War, Race, & Violence
ETHN 253:	Mass Media & Ethnic Identity	ETHN 265:	Critical Immigration & Refugee Studies
ETHN 254:	Race & Racism	ETHN 266:	Popular Culture & Pedagogy
ETHN 255:	Race & Psychoanalysis	ETHN 267:	History & Memory
ETHN 256:	Gender, Sexuality, & Race	ETHN 270:	Indigenous Epistemologies & Their Disruptions
ETHN 257A-B:	Social Theory	ETHN 275:	Marxist Thought
ETHN 260:	Transnationalism & Borderlands: the Local & the Global	ETHN 280:	Black Thought: Roots & Routes
ETHN 261:	Race & Law	ETHN 289:	Topics in Ethnic Studies Research (course may be repeated 3 times for credit as long as topics vary)
ETHN 262:	Race, Inequality, & Health		

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As appropriate to a student's research interests, courses may be selected, in consultation with the student's faculty advisor, from graduate courses offered by other UCSD Humanities and Social Science Departments.

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THE M.A. DEGREE & COMPREHENSIVE EXAMINATION

Students entering the Ethnic Studies doctoral program must first complete a master's degree before continuing toward the doctorate. University regulations prohibit entering students who already have a master's degree in Ethnic Studies from receiving a second master's degree. Nonetheless, students who are admitted to the Ethnic Studies doctoral program with a master's degree must complete all the requirements for the Ethnic Studies Master of Arts degree.

Each student will work with a faculty advisor, assigned during the student's first year; each part of the Comprehensive Examination, the Literature Review in year one and the Methodologies Paper in year two, will be evaluated by two faculty Readers, one chosen by the student in consultation with his/her advisor, and one chosen by the Director of Graduate Studies in consultation with the faculty. The two faculty Readers will be chosen no later than Winter quarter of the first year for the Literature Review; and Winter quarter of the second year for the Methodologies Paper. These readers may ask for revisions or responses to the examination papers.

The M.A. degree is awarded on the basis of the successful completion of all the required coursework in the first and second years of the program and the two parts of the Comprehensive Examination. Students must successfully complete the Literature Review no later than Spring quarter of the first year of study; and they must successfully complete the Methodologies Paper no later than Spring quarter of the second year of study.

After the completion of the Comprehensive Examination, the two faculty Readers and the student's Faculty Advisor convey their recommendation to the Graduate Record Committee (GRC) based on coursework grades, the two examination papers, and yearly faculty evaluations. This committee ascertains the student's suitability for doctoral work and recommends either advancement to Ph.D. work or termination. The Graduate Record Committee makes the final decision and awards three possible grades: "Pass," "M.A. Only," and "No-Pass."

All passing students are eligible to continue in the Ph.D. program. Students who do not already have a Master's degree in Ethnic Studies from another institution receive the Master of Arts degree. Students who receive "M.A. Only" evaluations gain the Master's degree but may not continue in the department's Ph.D. program. Students who receive a No-Pass evaluation must withdraw from the program without a graduate degree. To receive the M.A. degree, students must file at OGS an Application for Candidacy for the Degree of Master of Arts no later than the last day of the second week of Spring Quarter of their second year. Students should request this form from the Graduate Coordinator.

DIRECTED READINGS POLICY & REQUIREMENTS

Directed Readings are designed for students who have completed the M.A. and who are studying for the Qualifying Exam. Pre-M.A. graduate students interested in taking Ethnic Studies Directed Readings will need to adhere to the following proce-



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ture:

Graduate students may enroll in ETHN 298 units only after their first two quarters. Students will need to explore seminars in and out of the Ethnic Studies department, and requests for the 298 must illustrate that no seminars are being offered from which the student would benefit. In addition, a requested ETHN 298 must relate directly to the individual's M.A. research, either the Literature Review or the Research Paper, and students making this request must explain a special circumstance and be approved by the student's Faculty Advisor and the Director of Graduate Studies. Specifically, the student must explain why the skills and knowledge provided by the requested reading are pertinent at this particular point in the program. Pre-M.A. students are limited to up to 12 units of ETHN 298 coursework.

The M.A. preparation courses 291A and 291B are specifically designed to allow students time to prepare the Literature Review and the Methodologies Paper. The completion of class work for the Ethnic Studies Ph.D. requires the completion of the formal requirements and the stipulated amount of course hours. Directed readings may complement these requirements but should not be viewed as alternatives to required or elective classes offered by Ethnic Studies or those which can be taken outside of the department.

DOCTORAL QUALIFYING EXAMINATION

The Doctoral Qualifying Examination (Orals) tests the student's readiness to undertake advanced independent teaching and research in Ethnic Studies. It can be scheduled as early as the Spring quarter of a student's third year in the Program; it will normally be taken by the Winter Quarter of the fourth year; and in every case must be completed by the end of the Spring quarter of the fourth year.

The Qualifying Examination is comprised of three parts: 1) the composition of three distinct reading lists: General Ethnic Studies, Specialty Field, and Teaching Field; 2) the completion of the Specialty Field Paper, based on the Specialty Field reading list and an Annotated Course Syllabus, based on the Teaching Field reading list; 3) a two-hour oral examination on the General Ethnic Studies reading list, the Specialty Field paper, and the Annotated Course Syllabus.

A required Workshop, Preparing Qualifying Exam Reading Lists, will be offered early in Fall quarter of the third year. Students also begin discussions with faculty for convening a Qualifying/Doctoral Committee.

DOCTORAL COMMITTEE

The Doctoral Committee consists of five persons proposed by the student and accepted by the Chair of the proposed committee, the Department Chair, and the Office of Graduate Studies according to graduate council regulations. At least five of the committee members shall be officers of instruction and no fewer than four shall hold professorial titles (of any rank). The committee members shall be chosen from at least two departments, and at least two members shall represent academic specialties that differ from the student's chosen specialty. In all cases, each committee must include one tenured or emeritus UCSD faculty member from outside the student's major department. A sixth member of the committee may be added with the approval of the department chair. A useful chart on the OGS website gives additional information



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about doctoral committee membership: <http://ogs.ucsd.edu/academic-affairs/degree-information-procedures/doctoral-committee-membership.html>

Students should select the chair of their examination committee by 1 December of their third year of study. The chair of the Doctoral Committee serves as the student's adviser for the remainder of the student's graduate program and s/he should be consulted prior to registering for classes and with regard to plans for completion of examinations and for dissertation research.

PART ONE: THE QUALIFYING READING LISTS

Students will devise three Qualifying Reading Lists, each drawn from bibliographies of approximately twenty (20) to thirty (30) scholarly article and book titles. The Qualifying/Doctoral Committee will be convened no later than Winter quarter of the third year, and the three reading lists will be completed and filed with the Graduate Coordinator no later than the end of the Winter quarter of the student's third year in the Program. The three reading lists are as follows:

The General Ethnic Studies Reading List draws from Part I of the Ethnic Studies Graduate Reading List, posted in the Graduate Handbook. This list will provide a framework for establishing command of the core theoretical, historical, and methodological foundations of Ethnic Studies. General Ethnic Studies reading lists submitted in the process of Qualifying will be used to revise the Ethnic Studies Graduate Reading List for subsequent cohorts.

The Specialty Field Reading List defines a broad area of expertise related to the student's dissertation research interests. Bibliography choices should follow relevant and emerging areas of scholarship that provide the broad context for the dissertation topic.

The Teaching Reading List demonstrates mastery over an area in which the student expects to offer a variety of courses. A Teaching Field may overlap the terrain of the Specialty Field, but should be substantially different from or wider than the Specialty Field.

PART TWO: THE QUALIFYING WRITTEN COMPONENTS

Students begin working on the Specialty Field paper and the Annotated Syllabus as soon as they have submitted the three reading lists and convened a Qualifying/Doctoral Committee; students are expected to complete the two written components during the Fall quarter of the fourth year.

In the Specialty Field Paper, students will demonstrate their familiarity with key texts in a chosen field of specialization and the capacity to critically engage key issues, central debates, and shaping trajectories of a defined field that will reflect the development of their dissertation topic and research agenda. This literature review provides committee members a valuable opportunity to assess students' critical writing skills as well as their capacity to synthesize and evaluate complex, heterogeneous, and interdisciplinary bodies of scholarship. The specialty field paper will be expected to provide contextual background and a jumping-off point for conceptualizing and drafting the dissertation prospectus.

The Annotated Syllabus allows doctoral candidates to conceptualize and articulate the key debates and themes that define a particular field, as well as to develop their



pedagogical approach to course development. In contrast to the specialty field paper, the annotated syllabus will highlight the student's breadth as a teacher beyond their chosen research area of expertise. Additionally, it will provide students with a valuable template for their future employment and fellowship application materials.

PART THREE: THE ORAL EXAMINATION

The Qualifying Oral Examination may be scheduled when the student has read the material on the three Qualifying reading lists, written a Specialty Field Paper based on the Specialty Field reading list, and completed an Annotated Course Syllabus based on the Teaching Field reading list. Seven days before the scheduled qualifying examination (and no later than week 9 of Winter quarter), the student must submit the written Specialty Field paper and Annotated Course Syllabus to the examination committee. A two-hour oral examination will occur on the appointed date. At the two-hour oral exam, the student will answer questions posed by the committee about the General Ethnic Studies reading list, the Specialty Field paper, the Annotated Course Syllabus, and comprehensive knowledge of Ethnic Studies scholarship. Based on the written components and on oral performance, one of three possible grades will be selected by the examination committee: No-Pass, Pass, and High Pass. Students who receive a No Pass must retake the qualifying examination within one year and obtain a Pass grade to remain in the doctoral program. Students must complete the Qualifying Exam by the end of Winter quarter of the fourth year; this includes:

- convening a committee (organized in Winter Quarter of the third year)
- completing the Specialty Field Paper
- completing the Annotated Syllabus
- passing the oral examination
- fulfilling the language requirement, as needed

THE LANGUAGE REQUIREMENT

Before beginning dissertation research, all doctoral candidates must certify to the department's Graduate Record Committee (GRC) that they have adequate linguistic competence in one foreign language relevant to their area of research by translating three pages of scholarly text written in the designated foreign language. The student's doctoral committee may waive the language requirement and test the candidate on other specialized skills in instances where knowledge of a foreign language is not relevant to the candidate's areas of research. Students should obtain a Foreign Language Competency form from the Graduate Coordinator at the time the Qualifying Exam is scheduled. Within one week of the Qualifying Exam, the form should be turned in to the student's committee chair, who should verify competency and return the completed form to the Director of Graduate Studies for inclusion in the students academic record. Competence in one or more foreign languages is encouraged but not required at the M.A. level.

Once a student has fulfilled all the requirements of the Qualifying Examination, s/he will obtain the Doctoral Committee signatures on the Report of the Qualifying Examination form, pay the candidacy fee to the University Cashier, and file the Report with the Office of Graduate Studies. Once the Report is approved by the Graduate Dean, the student will be Advanced to Candidacy. These requirements of the Qualifying Examination are mandatory for the 2011-2012 cohort and those to follow. Graduate stu-



dents from previous cohorts may elect to follow the new requirements, to the extent possible.

DISSERTATION PROSPECTUS AND PROSPECTUS MEETING

In Week 10 of Winter quarter of the fourth year, students attend a required workshop, Preparing the Dissertation Prospectus. A Dissertation Prospectus of fifteen (15) to twenty (20) pages, excluding bibliography, will be due by the end of the Quarter following the Qualifying Examinations. The dissertation prospectus is a written document that (1) specifies the dissertation research topic; (2) places the dissertation research in the context of the relevant literature in the field; (3) identifies the significance of the project as original discovery scholarship; (4) explains and justifies the research methods to be employed; (5) establishes the feasibility of the research and identifies the primary sources or data bases to be used; (6) indicates the anticipated steps leading to completion of the project; and (7) provides a timetable for the research and writing phases of the project.

No later than week 9 of Spring quarter of the fourth year, the candidate will furnish the prospectus to the dissertation committee members and will schedule a one and a half hour Prospectus Meeting with the entire dissertation committee. The Prospectus Meeting must be at least one full week after the Prospectus has been completed and sent to Committee members.

DISSERTATION RESEARCH

Once students pass the qualifying exam, they may begin dissertation research. Students are expected to consult with their committee members on a regular basis during the research process. All doctoral students will be evaluated annually by the doctoral committee and given a written report signed by the committee Chair or Co-Chairs and at least two other committee members according to campus policy. When the dissertation has been substantially completed and once committee members have had the opportunity to review drafts of the written work, the committee meets (with or without the student present at the discretion of the committee chair) to consider the progress made and to identify concerns, changes to be made, or further research to be done. Students must submit the final draft of the dissertation to the Committee at least one (1) month in advance of the scheduled defense. The final version of the dissertation must be approved by each member of the doctoral committee. Once the committee members are substantially satisfied with the written work, the student, in consultation with the committee, schedules the oral defense of the dissertation. By University regulation, the defense is open to the public.

Having successfully defended the dissertation in oral examination, the student is eligible to receive the Ph.D. degree. The final version of the dissertation is then filed with the university librarian via the Office of Graduate Studies and Research. Acceptance of the dissertation by the University Librarian is the final step in completing all requirements for the Ph.D.

Understanding the structure of the program, the resources available to students from the department and the university, and the strategic use of these resources can greatly enhance academic success. The advising functions of faculty and staff available to graduate students include:



DIRECTOR OF GRADUATE STUDIES (ROSS FRANK, 2010-12)

- Advice and information about the Ethnic Studies Graduate Program and graduate student life in general
- Advice about courses of study, research goals, the M.A. comprehensive exam, and doctoral committees
- Information and advice regarding petitions and exceptions to policy (with Chair, provides signature approval for petitions)
- Employment as Teaching Assistant, Reader, or Graduate Student Researcher (GSR)
- Grant and fellowship applications

FACULTY ADVISERS

- Every entering student will have a Faculty Adviser for the first two years of graduate study, assigned by the first week of Fall Quarter
- Faculty Advisers provide individual guidance to new students; they meet at least once each quarter with their advisee and are available to discuss course enrollment, graduate program and trajectory, and academic, professional, and personal goals.

QUALIFYING / DOCTORAL COMMITTEES

- Doctoral committee members, particularly committee chairs, meet with their students weekly, monthly, or quarterly, as appropriate, to discuss the Qualifying requirements, the prospectus and the dissertation project, and academic, professional, and personal goals.

GRADUATE COORDINATOR (CHRISTA LUDEKING)

- Advice and information on academic procedures and regulations, time limits, graduate student petitions, course information, and academic records
- Student employment information
- Fellowship and stipend information
- Advice, information, and referrals regarding student life issues (housing, health care resources, recreation, financial aid, etc.)

GRADUATE RECORD COMMITTEE

- Membership consists of the Director of Graduate Studies plus two other faculty members (in 2010-12 the members are Ross Frank, Kirstie Dorr, and Daphne Taylor-García).
- The GRC makes final decisions for the M.A. degree based on the Readers' recommendations.
- The GRC reviews proposals for travel/research grants or other funding opportunities and makes awards based on available funding.
- Reviews and approves of petitions and exceptions to policy
- The GRC is available to consult with students in order to mediate a grievance between a student and faculty in the event that the student has not been able to address and/or resolve the grievance with the faculty involved.

TA FACULTY ADVISER (CURTIS MAREZ, 2010-12)

- Supervises the systematic training and evaluation of Teaching Assistants
- Advises Teaching Assistants on pedagogical issues and academic integrity and honesty
- Serves a two-year term and meets twice annually (as scheduled) with TA Faculty Advisers in other department to discuss campus TA matters.

PRINCIPLES OF ACADEMIC ENGAGEMENT & INTEGRITY

Graduate students are responsible for observing all academic requirements, the procedures established for Teaching Assistants (when applicable), and in general for

ADVISING RESOURCES

OFFICE OF GRADUATE STUDIES:

Dean of Graduate Studies:
Kim Barrett

Associate Dean:
Steven Cassedy

Assistant Dean,
Student Affairs:
April Bjornsen

Director, Graduate
Academic Affairs:
Mary Lillis Allen

M.A. Degrees:
Michelle Carlson

Ph.D. Degrees:
Norie Saigo

Director, Graduate
Financial Support:
Kathryn Murphy

Graduate Fellowship
Advisor: Zoe Michel,
gradadvisor@ucsd.edu



acting in a professional manner and demonstrating respect for the diversity of perspectives that are represented within the Department of Ethnic Studies. If a faculty member, the Department Chair, the Director of Graduate Studies, or the student's Faculty Advisor or Committee Chair believe that a student has acted in a way that violates these standards and requirements, a letter may be sent to the student that addresses the relevant issues, a copy of which could be placed in his or her file. In such a case, the faculty member would first meet with the student and discuss the matter. Whenever the issue(s) discussed remain(s) unresolved both student and/or faculty may meet with his or her Faculty Advisor or Committee Chair, the DGS and/or the Department Chair.

For any matters that falls under the purview of the UCSD Academic Integrity Office, the department will follow AIO procedures. The AIO works closely with the Academic Senate, the six undergraduate colleges, the Office of Graduate Studies, academic departments, and central administration to:

- Create a culture of academic integrity on campus
- Reduce student cheating
- Process allegations of Policy on Integrity of Scholarship violations

More information about UCSD Academic Integrity policies is available at:

<http://students.ucsd.edu/academics/academic-integrity/index.html>

GRADUATE STUDENT/FACULTY COMMUNICATION

Students benefit from communications and perspectives of all faculty and have a responsibility to themselves and the Ethnic Studies Department community to engage with faculty and fellow students with respect, with adherence to the goals of the department, and in accordance with the UCSD Principles of Community. If a conflict arises with a student and a faculty member, the faculty will act according to the following procedure:

- First order of communication: Unless there is a danger to the student's well-being, a student who has a conflict with a faculty member should first address the issue with the faculty involved. If the student is a Teaching Assistant, and the faculty member is the supervising instructor, a student should first consult with the TA Faculty Advisor.
- If that fails, s/he should consult with the Graduate Record Committee, whose responsibility will be to mediate between the student and the faculty.
- If a student approaches an Ethnic Studies faculty member for advice or to share an issue, the faculty member should direct the student to follow the above departmental procedures.

ACADEMIC AND SUPPORT TIME LIMITS

Pre-candidacy status, that is, the registered time before a student passes the qualifying examination and thereby advances to Ph.D. candidacy, may not exceed four years. Normative time for a Ph.D. in Ethnic Studies is six years. Normative time is defined as that period of time in which students under normal circumstances are expected to complete their doctoral program. To provide an incentive for students to complete the Ph.D. within normative time, students will only be eligible for departmental financial support for six years (eighteen quarters). University policy states that



the doctoral dissertation must be submitted and defended within eight years. To meet this normative time limit, and to meet departmental requirements, students must complete the Qualifying Examination by the end of the fourth year.

As long as a student is in good academic standing and is within the support and academic time limits, s/he is eligible to receive stipends, scholarships, or employment in a graduate student title: Graduate Student Researcher (GSR), Teaching Assistant (TA), Reader, Tutor, or Associate-in (teaching a class). The following academic and support time limitations apply to the ethnic studies Ph.D. program:

1. Completion of the Comprehensive Examination and coursework requirements for the M.A. degree within the first two years is a department time limit. If the Literature Review has not been completed by the end of Spring quarter of the first year, or the Methodologies Paper has not been completed by the end of the Spring quarter of the second year, the student will be ineligible for support and will not be allowed to register for classes for the following Fall quarter unless they meet these conditions:
 - Students will be allowed to continue working on the Literature Review or Methodologies Paper during the summer after its due date only if they petition the Graduate Record Committee by 30 May by submitting a Request for Extension and Plan for Completion of the Literature Review or Methodologies Paper. The Graduate Record Committee must approve the petition no later than 15 June.
 - Students are responsible for coordinating with each Reader to ensure that they will all be available to read the Literature Review or Methodologies Paper during the summer.
 - Students with an approved extension must submit the completed assignment to the Readers no later than 1 August following the original assignment due date. In all cases, the Literature Review or Methodologies Paper must be approved by 15 August.

Students who have not obtained approval of a Request for Extension and Plan for Completion by 15 June or obtained approval of the Literature Review or Methodologies Paper by 15 August will, except in exceptional circumstances, be ineligible to continue in the graduate program.

2. If a student does not meet the qualifying time limit within four years, s/he will lose support eligibility unless a petition to extend the qualifying time is approved by the department Chair, the Graduate Council, and the Dean of Graduate Studies.
3. UCSD imposes a support time limit of six years to complete the ethnic studies Ph.D. Students who have not completed the degree within six years will lose their support eligibility unless a petition to extend the support time limit is approved by the department Chair, the Graduate Council, and the Dean of Graduate Studies.
4. UCSD imposes a registration time limit of nine years for graduate students. Students who are no longer eligible for university support may continue to be enrolled in classes for the remaining quarters of their eligibility, but they must pay registration fees themselves and are not eligible for employment as a Reader,

ACADEMIC ENGAGEMENT & POLICY



TA, Tutor, Associate in, or GSR.

5. A graduate doctoral student will receive a 100% reduction in nonresident tuition beginning with the first quarter following advancement to candidacy and ending three years later. After three years, any student who continues to be enrolled will be charged the full nonresident tuition rate.
6. An extension of one time limit does not extend any future time limit.
7. Students are eligible for three quarters of approved Leave of Absence; an approved Leave of Absence will extend academic and support time limits one quarter forward for every quarter a student is on an approved Leave of Absence.

ENROLLMENT IN CLASSES

Students should be enrolled in at least 12 units by the posted deadlines for each quarter, and should make all changes, adjustments, adds or drops to that quarter's course schedule no later than the end of the second week of each quarter. Students should observe enrollment and fee payment deadlines to insure they are not dropped from classes by the Registrar. If a student receives a bill from the UCSD Bursar about which s/he has a question, please contact the Bursar or the Ethnic Studies Graduate Coordinator as soon as possible.

SPRING EVALUATIONS

The Office of Graduate Studies (OGS) regulations call for a departmental evaluation to be submitted annually by the faculty for each graduate student. Students who have not yet taken the Oral Examination and advanced to candidacy for the Ph.D. receive an evaluation written by the DGS summarizing faculty input. Each spring, the faculty are asked to write a short evaluation of each student they have worked with during that year. The faculty meet and discuss each student individually and agree on the general points to be included in the evaluation.

Asking graduate students to sign the evaluation serves as a record of having been given the opportunity to read it. The evaluation is placed in each student's file at OGS. OGS uses them to confirm that each student is making acceptable progress in the program. OGS has ultimate approval over graduate funding, but grades generally determine continued funding eligibility.

Within the department, the faculty consider the annual evaluation an important part of recognizing student achievements and pointing out any weaknesses that might exist. After they have served that purpose the evaluation letters become part of the student's departmental record but are not used to determine any issues of departmental support or to affect student's status in any direct way. The Admissions and Graduate Record Committees have the responsibility for these kinds of decisions. Graduate students who have qualified receive an annual evaluation written by their thesis chair and signed by at least two members of the committee.

PEDAGOGY AND TEACHING

Classroom teaching is a necessary and valuable component of graduate student training. Most students will have an opportunity to be a Teaching Assistant during their six years in the program. Students who are employed as Teaching Assistants are also enrolled in 4 units of an apprentice teaching course, ETHN 500 (or similar course

ACADEMIC ENGAGEMENT & POLICY



for students working for the college writing programs or other departments).

Once a student has passed their qualifying examination, s/he is eligible to serve as the teacher of record for undergraduate courses in the Associate in Ethnic Studies title. Teaching opportunities are based on departmental need and student seniority, and should not interfere with the student's progress towards completing their degree; there are opportunities to teach a course as an Associate in Ethnic Studies during Summer Session and during the regular academic year.

Instructors of courses to which TA's have been assigned should arrange to visit the classroom of each TA for the course at least once and write an evaluation of the TA for each quarter that the student has been employed as a TA. TA evaluation forms developed by the Department will also be distributed via Survey Monkey to all discussion sections for courses with TAs during weeks eight, nine, and ten. The responses from the evaluation forms will be compiled into a report for review by the course instructor, the Graduate Advisor, and the TA; faculty mentors of Associates in Ethnic Studies will provide regular advising and a written evaluation of the student's teaching.

ACADEMIC ENGAGEMENT & POLICY



PROGRAM OF STUDY

ETHNIC STUDIES

GRADUATE

DEGREE

CHECKLIST

Faculty Advisor

REQUIREMENT	COURSES TAKEN	QUARTER/YEAR
Core Sequence (12 units total)	200A (4 units)	Fall, 1st year
	200B (4 units).....	Winter, 1st year
	200C (4 units).....	Spring, 1st year
Department Colloquia..... (3 units)	230 (1 unit).....	Fall, 1st year
	230 (1 unit).....	Winter, 1st year
	230 (1 unit).....	Spring, 1st year
Comprehensive Exam Prep: Literature Review	291A (4 units).....	Spring, 1st year
	Reader 1 _____	
	Reader 2 _____	
Methods Sequence..... (12 units total)	201 (4 units).....	Fall, 2nd year
	202 (4 units).....	Winter, 2nd year
	203 (4 units).....	Spring, 2nd year
Department Colloquia..... (3 units)	230 (1 unit).....	Fall, 2nd year
	230 (1 unit).....	Winter, 2nd year
	230 (1 unit).....	Spring, 2nd year
Comprehensive Exam Prep: Methodologies Paper	291A (4 units).....	Spring, 2nd year
	Reader 1 _____	
	Reader 2 _____	
Electives (16 units, Ethnic Studies Department seminars or appropriate seminars offered by other depts.)	1) _____ (4 units).....	_____
	2) _____ (4 units).....	_____
	3) _____ (4 units).....	_____
	4) _____ (4 units).....	_____
Doctoral Committee.....	Chair _____	
	Co-Chair (if applicable) _____	
	ES Member _____	
	ES Member _____	
	Outside tenured member _____	
	Outside member _____	
Qualifying Examination..... (date) _____		
Language Requirement (date) _____		
Prospectus (date) _____		
Dissertation Defense..... (date) _____ Title _____		



FALL QUARTER, 2011

ETHN 200A – Departures: A Genealogy of Critical Racial & Ethnic Studies – C. Marez

ETHN 230 – Department Colloquium (1 unit course) – R. Frank

Wednesdays, 3:00pm, SSB 107; Speakers/Topics TBA

ETHN 252 – Race, Gender, & Space – K. Dorr

This course will explore indigenous epistemologies, their ontological dimensions, the methodological issues surrounding related research, and their significance in relation to the production of knowledge and the histories, presents, and futures of Native American and Indigenous people.

ETHN 260 – Transnational & Borderlands: The Local & the Global – F. El-Tayeb

This course critically reviews the analytical frameworks of transnationalism and borderlands. The goals are to assess traditional and current social science practice on immigration, identity, and community studies, and to understand how diverse peoples engage and participate in global processes.

ETHN 291A – Comprehensive Exam: Literature Review – D. Taylor-García (2nd year cohort)

WINTER QUARTER, 2012 (PROPOSED*)

ETHN 200B – Formulations: Interdisciplinarity & Knowledge Production in Ethnic Studies – A. Imada

ETHN 230 – Department Colloquium (1 unit course) – R. Frank

Wednesdays, 3:00pm, SSB 107; Speakers/Topics TBA

ETHN 255 – Race & Psychoanalysis – R. Kheshti

This seminar explores the centrality of race to the formation of the discipline of psychoanalysis as well as the relevance of psychoanalysis to the study of race, gender and sexuality. We will read key texts by Freud, Lacan and Fanon and follow the development of their ideas in the works of late 20th and 21st century scholars like Spillers, Marriott, Judy, Seshadri-Crooks, Eng and Mercer.

ETHN 256 – Race, Gender, & Sexuality – S. Kaplan

This course studies the body cross-culturally as a site for the construction of gender, sex, ethnic, and racial identities.

ETHN 280 – Black Thought: Roots & Routes – G. Mendes

This course takes a broad conceptualization of Black intellectual history as it explores, thematically, geographically, and chronologically, major currents in Black thought and some paths less well tread. Students can expect to read foundational primary sources along with contemporary scholarly studies of African Diasporic texts.

SPRING QUARTER, 2012 (PROPOSED*)

ETHN 200C – Projects (ProSeminar): Research in Ethnic Studies – Y. Espiritu

ETHN 230 – Department Colloquium (1 unit course) – Ross Frank

Wednesdays, 3:00pm, SSB 107; Speakers/Topics TBA

ETHN 268 – Theories & Cultures of U.S. Imperialism – A. Imada

How did the United States become an empire? This course approaches the historical and contemporary problem of the United States as an imperial power through analyses of hierarchies and cultures at “home” and outside of formal U.S. borders.

ETHN 291A – Comprehensive Exam Prep: Literature Review – Y. Espiritu (1st year cohort)

ETHN 291B – Comprehensive Exam Prep: Methodologies Paper – K.W. Yang (2nd year cohort)

GRADUATE COURSES, 2011-12

Notes:

* Graduate students may take elective courses from other departments, or upper division elective courses that fit their research goals; students should consult with their faculty advisor and the course instructor to determine appropriate assignments and workload for a graduate level student taking upper division courses.

* Course schedules are subject to change based on availability of faculty and curriculum needs.



**UCSD
ENROLLMENT &
REGISTRATION
CALENDAR
2011-12**

DESCRIPTION	FALL 11	WINTER 12	SPRING 12
Schedule of Classes available.....	4/29.....	10/28.....	2/10
Enrollment for continuing students	5/4.....	11/2.....	2/15
Billing statement available on TritonLink	9/1.....	11/29.....	3/1
Mandatory insurance health waiver			
deadline for all students	9/16.....	12/14.....	3/16
Deadline to pay fees without			
\$100 late enrollment / late payment fees	9/16.....	12/14.....	3/16
Cancellation of classes for non payment.....	9/21.....	1/9.....	4/2
Quarter begins	9/19.....	1/4.....	3/29
First day of classes.....	9/22.....	1/9.....	4/2
Re-enrollment (for late payment drop) deadline.....	10/7.....	1/20.....	4/13
Leave of absence or part-time status for current			
quarter filing deadline (graduate students) ..	10/7.....	1/20.....	4/13
Advancement to candidacy for			
master's degree filing deadline.....	10/7.....	1/20.....	4/13
Deadline to change grading option, change units,			
and drop classes without "W" on transcript..	10/21.....	2/3.....	4/27
Financial aid withdrawal date			
to retain 100% federal aid.....	11/9.....	2/24.....	5/17
Last day of classes before finals.....	12/2.....	3/16.....	6/8
Finals week.....	12/5-10.....	3/19-24.....	6/11-15
Quarter ends	12/10.....	3/24.....	6/15
Deadline to file "Removal of Grade Incomplete"			
from previous quarter	12/10.....	3/24.....	6/15
Deadline to request "Incomplete" Grade	12/12.....	3/26.....	6/18
View grades on TritonLink.....	12/21.....	4/5.....	6/27

SCHEDULED HOLIDAYS, 2011-12 ACADEMIC YEAR (NO CLASSES)

Veterans Day Holiday	Friday, November 11, 2011
Thanksgiving Holiday	Thursday-Friday, November 24-25, 2011
Martin Luther King, Jr. Holiday	Monday, January 16, 2012
President's Day Holiday	Monday, February 20, 2012
Cesar Chavez Holiday	Friday, March 30, 2012
Memorial Day Observance.....	Monday, May 28, 2012



UCSD HUMAN RESEARCH PROTECTIONS PROGRAM

The UCSD Human Research Protections Program (HRPP) exists to promote high quality, ethical research by serving as the advocate for the rights and welfare of persons who participate in research programs conducted by UCSD faculty, staff, students, and researchers. Though located within the School of Medicine, the Human Research Protections program has responsibility for review of research involving human subjects conducted by all Schools, Centers, and Programs of UCSD. The Human Research Protections Program office assists researchers in complying with federal, state and University policies regarding experimentation involving human subjects, and oversees the review and conduct of research conducted by federally registered Institutional Review Boards (IRBs). For more information and information on how to submit the Social and Behavioral Sciences Application to the HRPP, please check their website: irb.ucsd.edu

FELLOWSHIPS AND SCHOLARSHIPS

Ethnic Studies Department scholarships and fellowships are awarded from the department block grant, which is an allocation from the Dean of Graduate Studies. The department seeks to balance funds in the block grant between continuing students and incoming students. We offer students full or partial remission of fees and tuition, full scholarships, and stipends through the block grant.

Students are nominated for campus fellowships, including the San Diego Fellowship, the Tribal Membership Initiative, the Humanities Fellowship, the UC Presidents Dissertation Fellowship, and others. Incoming students are nominated by the Admissions Committee based on fellowship criteria and their qualifications; continuing students are nominated for fellowships announced by the Office of Graduate Studies according to the criteria of the fellowship. The Graduate Coordinator forwards fellowship announcements to faculty and students; if a student feels that s/he or his/her research fits the fellowship criteria and s/he would like to be nominated, s/he should talk to his/her committee chair or faculty adviser and the Graduate Coordinator to discuss eligibility and to make sure all necessary materials are provided by the appropriate deadline. Students should also check the OGS fellowship adviser's blog:

<http://ogs.ucsd.edu/FinancialSupport/Fellowship/Advising/Pages/blog.aspx>

The Center for Global California Studies, UCSD Latino Studies Research Initiative, UC Mexus, and many other Centers and research units have provided fellowships and Graduate Student Research positions. Academic Senate and other research grants to faculty have provided funds to hire Graduate Student Researchers, who, if appointed during the academic year at a level of at least 25%, are eligible for tuition and fee remission during the quarter(s) they are employed. Our students have applied for, and been successful in obtaining external pre-dissertation and dissertation fellowships, as well. The Ford Foundation, the Mellon Foundation, the UC President's Dissertation Fellowship program, and other sources have selected many ethnic studies graduate students for support over the years.

PROCEDURES FOR AWARDING INTERNAL FELLOWSHIPS

The department makes every attempt to provide financial support to all entering students and continuing graduate students in good standing. We expect students requesting support to be enrolled on a full-time basis.



FINANCIAL SUPPORT POLICIES & RESOURCES

The department's block grant cannot cover all student requests for funding, thus the DGS makes fellowship and scholarship award decisions with the goal of leveraging all available resources to optimize the fullest support for as many students as possible, and as equitably as possible. Other factors contributing to support decisions include a student's good academic standing and demonstration of progress toward degree. In the six-year time to degree, most students will be supported for the first two years with fellowship support; most students will work as a Teaching Assistant or GSR for two years or more. Most students will have an opportunity to work as a TA for ethnic studies courses, but all students will most likely work outside the department as well. While employment as a Teaching Assistant can be an excellent professional development opportunity, the department recognizes that teaching duties often require time that is then not available for research. Most students learn to keep their academic research and employment in balance in order to continue to make good progress toward the degree.

We offer tuition scholarships to incoming students who are not California residents, with the expectation that they will be able to declare state residency in their second year. Students who are employed as Teaching Assistants, Readers, and Associates in Ethnic Studies and who have at least a 25% appointment in one of those titles are eligible for partial tuition and fee remission through TAHI/TAFE (TA Health Insurance and Fee remission); the department awards a block grant fee scholarship for the balance of fees not covered by TAHI/TAFE for students thus employed as long as funding is available. Students who are employed at least 25% during the regular academic year as a Graduate Student Researcher (GSR) are eligible to receive Graduate Student Tuition/Fee Remission (GSRTF) which pays all registration and tuition fees, including non-resident tuition. Continuing students who are neither fellowship recipients nor employed in titles eligible for TAHI/TAFE or GSRTF may receive fee scholarships when funds are available. Such grants are at the discretion of the Department Chair and the DGS.

TRAVEL & RESEARCH FUNDING

The department allocates funds as available from the operating budget for graduate support for travel and research expenses, which are granted in two phases. The application guidelines and procedure are available in the appendix to this handbook. The goal is to give students adequate funding for travel for research purposes and basic research expenses including photocopying, equipment (excluding computers), transcription, and other services. We give priority to proposals that are directly related to thesis and/or dissertation research. We also provide funds to defray the cost of traveling to academic conferences and meetings when the student is presenting their research. Students who have papers accepted at conferences or who are invited to serve on panels are encouraged to seek additional support from the Deans' Social Science fund, CILAS, and other sources.

EMPLOYMENT IN GRADUATE STUDENT POSITIONS

Graduate student academic employment provides opportunities for professional development in teaching and research assistance. Employment as a Teaching Assistant, Reader, Graduate Student Researcher (GSR), or Associate in Ethnic Studies is a major source of support for graduate students, usually beginning in year 3. Students



apply through an open recruitment for TAs, Readerships, Associate in positions, and any department funded GSR positions through ASES (the online Academic Student Employment System) in the Spring Quarter for the following academic year. The call for applicants is announced in Week 6 of Winter Quarter, and the application is due the first Friday of Spring Quarter. Students will find the application and instructions on the ASES website, for any open recruitments throughout the campus, at this link (you must login with your SSO):

<http://academicaffairs.ucsd.edu/Modules/ASES/OpenPositions.aspx>

All graduate students will receive an email announcing the recruitment period for Ethnic Studies graduate student positions.

The Curriculum Committee is the selection committee for TA, Reader, Associate in, and any department funded GSR positions. The committee makes decisions based on teaching experience, curricular needs, students' professional development needs, the department's support commitments to students (e.g., if the TAship is a condition of their original fellowship offer) available funding and, wherever possible, the student's preferences; decisions about TAships, and the first round of offers to students for employment in the following academic year will be sent to students by the first Friday in May. Because of the confidential nature of employment offers, there is no public announcement until after offers of employment have been accepted.

TEACHING ASSISTANTSHIPS

Teaching Assistants are assigned to the lower division ETHN 1A-B-C and ETHN 20 or upper division ETHN 101 or ETHN 190 courses, the department's large undergraduate lecture courses. Ethnic Studies graduate students are also regularly employed as teaching assistants by the college writing programs and other departments and programs. Since the department does not have enough Teaching Assistant positions for all students in the department who want them, the department expects that all students who seek TA positions with the department will also apply for TA positions in the Writing Programs during the annual TA Clearinghouse call for applications, which are due on May 1 of each year (the six college writing programs have a separate call for TAships, which is also coordinated through ASES)

A Teaching Assistant appointment is usually a graduate student's first experience in a formal teaching setting. While a graduate student has a Teaching Assistant appointment, s/he is also enrolled in ETHN 500, Apprentice Teaching, or a similar course if s/he is working in another department or program. The Teaching Assistants' responsibilities include:

- To teach two sections each of ETHN 1A,B,C or other undergraduate courses with discussion sections; teaching responsibilities will be coordinated with the Course Instructor.
- Attend class lectures as required by the Course Instructor; when special circumstances arise that create the possibility that TAs will not be able to attend class lectures or meet scheduled office hours the TA should notify the Professor in advance and make appropriate arrangements to cover his/her responsibilities;
- To regularly attend weekly Instructors' meetings as scheduled;
- To hold a minimum of three regularly scheduled office hours per week per



quarter, during which the students' needs in understanding the course material are addressed;

- To submit grades, graded student papers, exams and other assignments for the quarter to the Course Instructor by the specified deadlines;
- To participate in all training sessions as scheduled by the department. In addition, if you are a new TA, you are required to attend a campus training session offered by the Center for Teaching Development (CTD) see <http://www-ctd.ucsd.edu/>
- The Ethnic Studies Department TA Faculty Advisor is available for guidance and support and will meet formally with all TAs at least twice each quarter;
- To enroll in ETHN 500 (4 units, S/U grading option): Apprentice Teaching in Ethnic Studies, for each quarter that student is a TA; the ETHN 1A,B,C or other undergraduate Course Instructor will be the instructor for the ETHN 500 course;
- To advise the department of a current address and phone number (and active summer address and phone number) so students may receive any materials or notifications in a timely manner;
- To act in a cooperative and professional manner with the Course Instructor and other Teaching Assistants to decide sections assignments each quarter;
- Any issues that arise pertaining to a Teaching Assistant appointment should be discussed in a cooperative and professional manner with the Course Instructor. The Graduate Coordinator, TA Faculty Advisor, DGS and Department Chair should be consulted in the event that a matter remains unresolved after discussion with the Course Instructor;
- Meet with your instructor periodically to get feedback on performance and assistance with any instructional or student issues that may arise;
- Meet with the Ethnic Studies Department Faculty TA Advisor at meetings scheduled during the quarter;
- TA Office Hours: TA's are expected to provide three office hours per week. These are to be scheduled on two, or preferably three, separate days/times each week to accommodate students. TA's should notify Yolanda Escamilla of their office hours before the first week of class each quarter. If a TA cannot keep an office hour, an office staff member should be notified so that appropriate notice can be posted on the TA's office door.

Teaching Assistants with a minimum 25% appointment during an academic quarter will receive partial tuition and fee remission (TAHI and TAFE) for that quarter. The Ethnic Studies Teaching Assistant Statement and Guidelines details policies and goals for department Teaching Assistants is included in the appendix of this handbook and is also available at:

ethnicstudies.ucsd.edu/Ethnic-Studies-TA-Statement.pdf

READERSHIPS

Reader positions are usually available the second or third week of each quarter and are based on enrollment in Ethnic Studies Department undergraduate courses. The title "Reader" is given to a student employed for the ability to render diverse services as

FINANCIAL SUPPORT POLICIES & RESOURCES



a “course assistant,” which normally includes the grading of student papers and examinations. A reader will not be given the teaching responsibilities customarily accorded to a Teaching Assistant. (Readers are not required to attend lectures or film viewings, although they are welcome. Readers are paid only to read midterms and finals). Readers with a minimum 25% appointment during an academic quarter will receive partial tuition and fee remission (TAHI and TAFE) for that quarter.

ASSOCIATE IN ETHNIC STUDIES

Associate in Ethnic Studies positions are available depending on department funding and curriculum needs and are open to graduate students who have completed the Qualifying Exam, who have demonstrated teaching ability, and who are doing research in an area appropriate to the course being taught. Associate in appointments are at 50% and students with an appointment are eligible to receive partial tuition and fee remission (TAHI and TAFE) for that quarter.

COLLECTIVE BARGAINING AGREEMENT

Teaching Assistant, Reader, and Associate in positions are covered by a collective bargaining agreement between the University and the UAW. Pursuant to the agreement, your name and department address will be released to the UAW each quarter that you are employed in the bargaining unit. The Agreement can be retrieved electronically at:

http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/academicstudentemployees_bx/agreement.html

GRADUATE STUDENT RESEARCHERS

GSR appointments are available based on faculty funding and are announced as needed. Ethnic Studies Faculty and faculty in other departments employ Graduate Student Researchers for variable times and appointments based on project needs and funds available. GSRs with a minimum 25% appointment during an academic quarter will receive Graduate Student Researcher tuition and fee remission (GSRTF) for that quarter.

OTHER CAMPUS EMPLOYMENT

Additional employment in TA, Reader, or GSR positions is periodically available through other departments at UCSD. Announcements about open positions are sent to students via e-mail. Student employment in positions that are not reserved for graduate students is available through the Job Opportunities Program. Information about these positions is on the Career Services website at <http://career.ucsd.edu/>

Click on the Port Triton icon to register and browse the job listings.



DEPARTMENT FACILITIES & RESOURCES

ETHNIC STUDIES DEPARTMENT SPACE

Ethnic Studies Department Space is located on the second floor of the Social Science Building.

- Administrative offices are located in suite 201
- Faculty offices are located in rooms 220-232 (faculty roster gives specific locations)
- Graduate student and temporary faculty offices are located in rooms 240-251
- The department lounge, shared by faculty, staff, and students, is located in room 233
- Seminar rooms are located in SSB 253 (at the end of the corridor housing student offices) and SSB 103 (on the first floor of the Social Science Building)

Graduate students may reserve seminar spaces for workshops, practice job talks or conference presentations during regular business hours (8:00am-4:30pm) as long as the room is not being used for classes or administrative meetings.

OFFICE SPACE

The Fiscal Officer assigns room keys for graduate student offices. Replacement cost for a lost key is \$10. Most graduate student office spaces will accommodate three to four students. Office space is allocated according to the following priorities:

Students who work as teaching assistants or Associates In will be assigned office space

- First and second year students will be assigned office space
- Students beyond the second year who are not working as TA's for the Ethnic Studies Department will be assigned office space if they are registered and enrolled and there is space available according to the three- to four-person capacity of available office space.
- Students working as GSRs paid on department funds will be assigned office space if it is available; GSR's reporting to a faculty supervisor should arrange with the faculty for office space.

DEPARTMENT LOUNGE

All graduate students will have access to the Department Lounge (SSB 233). It is furnished with a refrigerator, microwave, and small kitchen sink. Each person who uses the lounge is responsible for cleaning immediately after use. The lounge may be used for small informal meetings, but the space cannot be reserved for special functions, meetings, or class sessions.

SECURITY

It is recommended that offices be locked and deadbolted even if you leave for only a brief time. In the event of a theft please contact the Campus Police (858-534-HELP) and also notify Samira Khazai (858-534-3278) ASAP.



MAIL AND COPYING

Every graduate student has a department mailbox located in the mailroom, located in SSB 201. The department mailcode is 0522, and for on-campus mailings, a name and department mailcode are sufficient for addressing. Your address to receive mail to your department mailbox from off campus should include:

Your Name
UCSD Ethnic Studies Department, 0522
9500 Gilman Drive
La Jolla, CA 92093-0522

Mail can be placed in the bins (on the shelf near the shredder) marked “off campus” or “campus,” as appropriate. Mail is picked up and delivered at the office twice a day at approximately at 9:30am and 1:00pm and is distributed shortly thereafter. For your convenience, there are copier machines located in the Geisel Library, and at Imprints, a copy shop in the Price Center Bookstore.

COMPUTERS

For your convenience, there is a computer lab downstairs with MACs and PCs, as well as printers. Contact the Graduate Coordinator for your individual security code to access the labs. These codes should not be shared with others. In order to use the printers, the Academic Computing and Media Services office in (located in APM, the Applied Physics & Mathematics building) will set up your account. The printers in the Ethnic Studies office or mailroom are NOT for student use.

TELEPHONES

The phones in the main office are for administrative use only. However, the front desk phone may be used briefly in the event of an emergency.

FIRST-AID KITS

First-aid kits can be found in the following locations:

- Department Main Office, SSB 201
- Seminar Room, (SSB 253) in credenza cabinet



**ORGANIZATION
& GOVERNANCE
2011-12**

Department Chair

Yen Le Espiritu

Department Vice Chair

Curtis Marez

Director of Undergraduate Studies

Adria Imada

Director of Graduate Studies

Ross Frank

Graduate Record Committee:

Ross Frank (Chair), Kirstie Dorr, Daphne Taylor-Garcia

TA Faculty Advisor

Curtis Marez

Academic Senate Representatives

TBD, TBD (Alternate)

Graduate Admissions Committee

Ross Frank (Chair), TBD, TBD)

Curriculum Committee:

Adria Imada, Ross Frank, Yolanda Escamilla, Graduate Coordinator (TBD)

Graduate Student Representatives

The Ethnic Studies Department benefits from the observations, ideas, and contributions of its graduate students. To that end, several volunteer positions provide representation from graduate students at faculty meetings, in making decisions about curriculum, new faculty, and admission of future graduate students, and to facilitate social and professional development events for graduate students. 2011-12 representatives will be chosen by vote at the first Town Hall Meeting of the Fall Quarter of Ethnic Studies graduate students:

- TBD..... Graduate Representative(s) to Faculty Meetings
- TBD..... Graduate Student Association (GSA) Representatives
- TBD..... GSA officially designated proxy



Patrick Anderson, ASSOCIATE PROFESSOR, PHD, PERFORMANCE STUDIES, UC, BERKELEY; Joint appointment, Department of Communication and Department of Ethnic Studies and Director, Critical Gender Studies Program (2011-14); Performance studies and cultural studies; women, gender, and sexuality; **Office: Comm 204; 858-534-2356; pwa@ucsd.edu**

Kirstie Dorr, ASSISTANT PROFESSOR, PHD, COMPARATIVE ETHNIC STUDIES, UC, BERKELEY; Critical race and gender studies, transnational cultural studies, and political geography, Latin America and the Latino/a United States; **Office: SSB 232; 858-822-0651; kdorr@ucsd.edu**

Fatima El-Tayeb, ASSOCIATE PROFESSOR, PHD, HISTORY, UNIVERSITY OF HAMBURG; Joint appointment, Department of Literature and Department of Ethnic Studies and Associate Director, Critical Gender Studies Program (2011-14); African Diaspora Studies, Queer Theory, Transnational Feminism, Film Studies, European Migrant and Minority Cultures, Queer of Color Critique, Visual Cultural Studies, Media Theory; **Office: LIT 424; 858-534-3563; feltayeb@ucsd.edu**

Yen Le Espiritu, CHAIR & PROFESSOR, PHD, SOCIOLOGY, UCLA; Race and Ethnic Relations; Asian American Studies; Gender Studies; Migration & Transnationalism
Office: SSB 228; 858-534-5026; yespiritu@ucsd.edu

Ross H. Frank, ASSOCIATE PROFESSOR, PHD, HISTORY, UC BERKELEY; Native American History and Culture; Colonial Americas; Material Culture Studies; Indian-White Relations
Office: 227; 858-534-6646; rfrank@ucsd.edu

Dayo Gore (Fall 2012), ASSOCIATE PROFESSOR, PHD, HISTORY, NYU; African American Women's history; U.S. Political and Cultural Activism; African American and the African Diaspora politics; and Gender and Sexuality studies; **Office: SSB TBA; 858-534-3276; dfg2nyc@yahoo.com**

Adria L. Imada, ASSISTANT PROFESSOR, PHD, AMERICAN STUDIES, NYU; Cultures & theories of U.S. imperialism, Pacific Islands Studies, performance, visual studies, & popular culture
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Sara C. Kaplan, ASSISTANT PROFESSOR, PHD, ETHNIC STUDIES, UC BERKELEY; Literatures and cultures of the African Diaspora; feminist and queer theory; comparative ethnic studies; critical race feminism; theories of performance and performativity
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Roshanak Kheshti, ASSISTANT PROFESSOR, PHD, CULTURAL ANTHROPOLOGY, UC SANTA CRUZ; Transnational feminisms and cultural anthropology; third world feminist theories; transnational queer theories; cross-cultural gender studies; sexuality; global popular culture
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Lisa M. Lowe, PROFESSOR, PHD, LITERATURE, UC SANTA CRUZ; Joint appointment, Department of Literature and Department of Ethnic Studies; U.S.-Asian relations; race, immigration, and culture; globalization: comparative colonialisms; transnational feminisms
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Daphne Taylor-Garcia, ASSISTANT PROFESSOR, PHD, ETHNIC STUDIES, UC BERKELEY; Colonialism, the Atlantic, race and sexuality, theories of Indigeneity and Blackness, print culture, decolonial feminisms, cultural studies; **Office: SSB 226; 858-822-1580; dtg@ucsd.edu**

Kalindi Vora, ASSISTANT PROFESSOR, PHD, HISTORY OF CONSCIOUSNESS (FEMINIST STUDIES), UC SANTA CRUZ; Science and Technology Studies, Postcolonial Theory, Critical Race and Gender Studies, South Asian Area and Diaspora Studies, Globalization, Marxist Theory, Cultural Studies
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K. Wayne Yang, ASSISTANT PROFESSOR, PHD, SOCIAL & CULTURAL STUDIES, UC BERKELEY; Youth Culture and Pedagogy in the emergence of social movements

FACULTY

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EMERITUS FACULTY

Robert Alvarez, Jr., PROFESSOR, PHD, ANTHROPOLOGY, STANFORD

Ramón A. Gutiérrez, PROFESSOR, PHD, HISTORY, UNIVERSITY OF WISCONSIN, MADISON

Ana Celia Zentella, PROFESSOR, PHD, EDUCATIONAL LINGUISTICS, UNIV. OF PENNSYLVANIA; Anthro-Political Linguistics; Bilingualism; Child Language Socialization; Latino, Spanish and English Dialects



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Luis Alvarez, HISTORY; Comparative race and ethnicity; popular culture; Chicana/o studies; Latina/o studies; African American studies; U.S.-Mexico borderlands; transnationalism; resistance, identity, and community formation; cultural theory

John D. Blanco, LITERATURE; Comparative literature; Filipino literature; 19th century Latin American and Caribbean literature; anti-colonial thought

Boatema Boateng, COMMUNICATION; Globalization and culture; Intellectual property law; Gender studies

David Borgo, MUSIC; Jazz studies and ethnomusicology

Robert Cancel, LITERATURE; African and comparative literature

Dennis Childs, LITERATURE; African American literature and culture Black literary modernism

Anthony Davis, MUSIC; African American music

Ricardo Dominguez, VISUAL ARTS; Performance activism

Gerald Doppelt, PHILOSOPHY; Ethics and social justice

Steven Erie, POLITICAL SCIENCE; DIRECTOR, URBAN STUDIES & PLANNING PROGRAM; Ethnicity and politics; urban politics

Ivan Evans, SOCIOLOGY; Power, culture, and social revolt; sociology of intellectuals

Camille Forbes, LITERATURE; 19th century African-American literature and culture; African-American performance; American literature; cultural studies

Rosemary George, LITERATURE; Literature of the British Empire; literatures in global English; cultural studies; gender studies; diaspora cultures

Nadine George-Graves, THEATRE & DANCE; African

American studies, feminist studies, theatre history, and dance history

David Gutiérrez, HISTORY; DIRECTOR, CENTER FOR THE STUDY OF RACE AND ETHNICITY; Chicano movements, immigration history

Michael Hardimon, PHILOSOPHY; 19th century German philosophy, ethics, and social and political philosophy

Louis Hock, VISUAL ARTS; Film, video, photography, public art, installations

Sara Johnson, LITERATURE; 19th and 20th century anglophone, francophone and hispanophone

Caribbean literature and theory; African-American literature; literature of the Americas; cultural studies of the African Diaspora

Bennetta Jules-Rosette, SOCIOLOGY; Ethnographic film; sociology

Martha Lampland, SOCIOLOGY; Political economy, history, feminist theory, science studies, social theory, and the symbolic analysis of complex societies

James Lin, MATHEMATICS; Algebraic topology

George Mariscal, LITERATURE; Chicano literature

Luis Martin-Cabrera, LITERATURE; Peninsular and Latin American Literature and Culture TransAtlantic Studies, Spanish Film, Critical Pedagogy, Cultural Theory

John Moore, LINGUISTICS; Syntactic theory, lexical semantics, Spanish

Elizabeth Newsome, VISUAL ARTS; Precolumbian and Native American art history

David Pedersen, ANTHROPOLOGY; Historical anthropology, modernity, capitalism, transnational migrant life; Latin America, USA, El Salvador, California

Emily Roxworthy, THEATRE & DANCE; Asian American and intercultural performance

Rosaura Sánchez,

LITERATURE; Critical theory; cultural studies; third world studies; gender studies

Gershon Shafir, SOCIOLOGY; DIRECTOR INSTITUTE FOR INTERNATIONAL, COMPARATIVE, AND AREA STUDIES; Nationalism, ethnicity, and politics

Nayan Shah, HISTORY; Asian American history; United States cultural and political history; race and sexual politics

Shelley Streeby, LITERATURE; Colonialism and empire; war, violence, memory, and visual culture; political theory; social movements; American Studies; science fiction

Olga Vásquez, COMMUNICATION; Education, language and ethnic identity

Daniel Widener, HISTORY; African American and Californian history

Elana Zilberg, COMMUNICATION; Interconnection, simultaneity, and articulation between the Americas

EMERITUS AFFILIATES

Matthew Chen, LINGUISTICS

Wayne Cornelius, POLITICAL SCIENCE

Anthony Curiel, THEATRE & DANCE

Claudio Fenner-Lopez, COMMUNICATION / VISUAL ARTS

Jorge Huerta, THEATRE & DANCE

Arend Lijphardt, POLITICAL SCIENCE

Cecil Lytle, MUSIC; ASSOCIATE DIRECTOR, CREATE

Michael Meeker, ANTHROPOLOGY

Edward Reynolds, HISTORY

Marta Sánchez, LITERATURE

AFFILIATE FACULTY



Samira Khazai

Academic Business Officer Officer (ABO)

Office: SSB 201, room 205-B, Phone: 858-534-3278, e-mail: skhazai@ucsd.edu

Samira is responsible for the management of all business aspects of the department and supervises the staff.

Kim Rhoads

Fiscal Manager

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Kim handles departmental accounting activities including honoraria, travel and miscellaneous reimbursements, purchasing, research grants and academic research awards.

Yolanda Escamilla

Undergraduate Coordinator

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Yolanda is responsible for the administration of the Undergraduate Office, coordinating Department curriculum, advising undergraduate students, processing degree checks, preparing catalog copy, processing book orders and desk copies, and other miscellaneous course matters.

Christa Ludeking

Graduate Coordinator

Office: SSB 201, room 206, Phone: 858-534-6040, e-mail: taitchison@ucsd.edu

The Graduate Coordinator is responsible for the administration of the Graduate Office, advising graduate students, managing the graduate admissions process, and managing TA and Reader employment.

Student Assistant (858-534-3276)

Gordon García (Fall, 2011)

Reception and phones; assists Department Manager (ABO) with Academic Recruitment and Review files; assists Student Affairs Coordinators with student affairs projects and related clerical tasks; assists Fiscal Manager with miscellaneous projects; copies syllabi and course materials as time permits and as needed.

Department Address Information:

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Ethnic Studies Department

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Web Home Page: ethnicstudies.ucsd.edu

FAX: (858) 534-8194

Office Hours: Monday-Friday, 8:00-12:00, 1:00-4:00

STAFF



FALL QUARTER 2011

Month / Week / Event	2010-11 Date	Time
September		
Welcome Week: ES Graduate Orientation..	Wednesday, Sept 21 ..	9:00am - 2:00pm
Week 1: Town Hall Meeting	Wednesday, Sept. 28 .	3:00-5:00pm
October		
Workshop: Qualifying Reading Lists	TBD	TBD
November		
Week 7: Graduate Open House	Wednesday, Nov. 9	9:30am-5:00pm
December		
Department Winter Party	Saturday, Dec. 3	TBD pm

WINTER QUARTER 2012

Month / Week / Event	2010-11 Date	Time
January		
Week 1: Town Hall Meeting	Wednesday, Jan.10.....	3:00-5:00pm
February		
Week 9: Graduate Recruitment Day	Wednesday, March 7 .	9:00 am-5:00 pm
March		
Prospectus Wordshop	TBD	TBD

SPRING QUARTER 2012

Month / Week / Event	2010-11 Date	Time
April		
Week 1: Town Hall Meeting	Wednesday, April 4	3:00-5:00pm
May		
June		
Week 10: Honors Presentation & Reception...for Graduating Seniors	Wednesday, June 6..	2:00-5:00pm
Week 10: Department Year-End Picnic	Saturday, June 9	TBD (afternoon)

ETHNIC STUDIES 2011-12 CALENDAR

(Please save these dates for Ethnic Studies Department events throughout the 2011-12 academic year)



GRADUATE READING LIST

This list is intended to be a guide for graduate students as you prepare for the qualifying examination in ethnic studies. It has been compiled by the department faculty, and is viewed as the core of scholarly training in the field. The list is divided into three sections. Part I is comprised of readings that form the theoretical, historical, and methodological foundations of ethnic studies. It is expected that this section will be read in its entirety. Part II includes texts that are considered important models of ethnic studies scholarship, and these readings should be selected based on their relevance to the student's interests, expertise, and planned research. Part III includes new and emerging texts in the field that are not currently in the graduate reading list. Many of the texts and articles listed below are assigned as required reading in the department's graduate seminars, thus you are likely to encounter them at least once during your coursework. Students should work through this list in close consultation with their advisor, department faculty, and affiliated faculty.

Doctoral students are expected to read texts in relation to each other with the goal of identifying themes and connections that inform your understanding of guiding questions in ethnic studies. Readings in Part I have been grouped into categories to facilitate this process. These readings are intended to cut across disciplines, in the process identifying studies in which race and ethnicity occupy a central position. By the time of the qualifying examination, it is expected that students will be able to address the scholarly conversations in the field rather than summarizing individual texts. Materials submitted in Part III of each student's General Reading List (for the Qualifying Exam) will be considered for inclusion in subsequent years' revised graduate reading lists.

PART I - FOUNDATIONAL

A. Theories of Modern Culture and Society

Classics

Adorno, T. and M. Horkheimer	Dialectic of Enlightenment
Althusser, L.	Ideological Apparatus of the State
Durkheim, Emile	The Division of Labor in Society
Freud, Sigmund.....	An Outline of Psycho-Analysis
Gramsci, Antonio	Selections from the Prison Notebooks
Hegel.....	Phenomenology of Spirit
Herder, G.....	Philosophical Writings
Hobbes.....	Leviathan
Kant	The Critique of Practical Reason
Lacan, J.	Ecrits [chapters 1 & 5]
Locke, J.	The Second Treatise of Civil Government
Marx, K.	Capital [selections]
Marx, K.....	The German Ideology [v. 1]
Nietzsche, F.	On the Genealogy of Morals
Weber, Max	The Protestant Ethic and the Spirit of Capitalism
Weber, Max	Economy and Society [v. 1 & 2, select chapters]

Contemporary

Bourdieu, Pierre.....	Outline of A Theory of Practice
Butler, Judith	Bodies That Matter



GRADUATE READING LIST

- Collins, Patricia Hill Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment
- De Certeau, Michel The Practice of Everyday Life
- Foucault, Michel History of Sexuality
- Foucault, Michel Discipline and Punish
- Foucault, Michel Order of Things
- Habermas, J. The Philosophical Discourse of Modernity
- Habermas, J. The Structural Transformation of the Public Sphere
- Haraway, Donna "Promises of Monsters," in Cultural Studies (ed. by Grossberg, Nelson and Treichler)
- Hardt, Michael and Antonio Negri Multitude: War and Democracy in the Age of Empire
- Harvey, David The Condition of Postmodernity
- James, C.L.R. Black Jacobins
- Latour, Bruno We Have Never Been Modern
- Lefebvre, Henri The Production of Space

Globalization

- Appadurai, Arjun "Disjuncture and Difference in the Global Cultural Economy," Public Culture (v. 2:2; 1990, 1-24)
- Giddens, A. The Consequences of Modernity
- Ong, Aihwa Flexible Citizenship: The Cultural Logics of Transnationality
- Robertson, Roland Globalization
- Sassen, Saskia Globalization and Its Discontents

B. Race, Nation, Ethnicity

- Anderson, Benedict Imagined Communities: Reflections on the Origins and Spread of Nationalism
- Arendt, Hannah Origins of Totalitarianism
- Balibar, Etienne and I. Wallerstein Race, Nation, and Class
- Blauner, Robert Racial Oppression in America
- Boas, Franz Race, Language, and Culture
- Cayton, Horace and St. Clair Drake Black Metropolis
- Cooper, Anna Julia A Voice from the South
- Cox, Oliver C. Caste, Class, and Race
- Du Bois, W.E.B. Souls of Black Folk
- Fanon, Franz Black Skin, White Masks
- Glazer, Nathan and D. Moynihan Beyond the Melting Pot
- Goldberg, David Theo Racist Culture
- Gordon, Milton Assimilation in American Life
- Gossett, Thomas F. Race: History of an Idea
- Hall, Stuart "Gramsci's Relevance for the Study of Race and Ethnicity," in Journal of Communication Inquiry (1986)
- Hall, Stuart "Race, Articulation in Societies Structured in Dominance" in Black British Cultural Studies



GRADUATE READING LIST

- Anzaldúa, Gloria.....Borderlands: La Frontera
 Carby, Hazel.....Race Men
 Cruse, Harold.....The Crisis of the Negro Intellectual
 Crenshaw, K. et al.....Critical Race Theory: The Key Texts [selections]
 Espiritu, Yen Le.....Homebound
 Gilroy, Paul.....The Black Atlantic
 Gordon, Avery.....Ghostly Matters
 Guinier, Lani and
 Gerald Torres.....The Miner’s Canary
 Harris, Cheryl.....“Whiteness as Property,”Harvard Law Review (June 1993)
 Lipsitz, George.....The Possessive Investment in Whiteness
 Lowe, Lisa.....Immigrant Acts: On Asian American Cultural Politics
 Kelley, Robin D. G.Race Rebels
 Roediger, David.....Wages of Whiteness
 Singh, Nikhil Pal.....Black is a Country
 Spicer, Edward.....Cycles of Conquest
 Takaki, Ronald.....Iron Cages
 Williams, Patricia.....Alchemy of Race and Rights

Indigenous Epistemologies

- Basso, Keith.....Wisdom Sits in Places
 Deloria, Philip.....Playing Indian
 Hau’ofa, ‘Epeli.....“The Ocean in Us,”The Contemporary Pacific (v. 10:2;
 1998)
 Silva, Noenoe.....Aloha Betrayed
 Smith, Linda Tuhiway.....Decolonizing Methodologies
 Warrior, Robert.....Tribal Secrets

PART II—NOTABLE STUDIES

- Alim, H. Samy.....You Know My Steez
 Almaguer, Tomas.....Racial Fault Lines
 Alvarez, Robert.....Mangos, Chiles, and Truckers
 Avila, Eric.....Popular Culture in the Age of White Flight
 Baker, Lee.....From Savage to Negro
 Briggs, Charles and
 Clara Mantini-Briggs.....Stories in the Time of Cholera
 Buff, Rachel.....Immigration and the Political Economy of Home
 Dahl, Robert.....Who Governs? Democracy and Power in an American
 City
 Davila, Arlene.....Latinos, Inc.
 DeGenova, Nick.....Working the Boundaries
 Dennis, Matthew.....Cultivating a Landscape of Peace
 Ferguson, Roderick.....Aberrations in Black
 Foley, Neil.....The White Scourge
 Frank, Ross.....From Settler to Citizen
 Fredrickson, George.....The Arrogance of Race
 Fregoso, Rosa Linda.....MeXicana Encounters
 Gates, Henry Louis.....Race, Writing, and Difference [select chapters]



- Genovese, Eugene.....Roll, Jordan Roll
- Gibson-Graham, J.K.The End of Capitalism (As We Know It): A Feminist Critique of Political Economy
- Glenn, Evelyn NakanoUnequal Freedom
- Gutiérrez, DavidWalls and Mirrors
- Gutiérrez, Ramón.....When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846
- Harmon, Alexandra.....Indians in the Making
- Hinsley, Curtis M.Scientists and Savages
- Hobsbawm, Eric and Terence Ranger.....The Invention of Tradition [chapter 1]
- Hondagneau-Sotelo, Pierrette Domesticity
- Hunt, Nancy RoseA Colonial Lexicon of Birth Ritual, Medicalization, and Mobility in the Congo
- Hurtado, AlbertIndian Survival on the California Frontier
- James, Joy.....Resisting State Violence
- Kim, Claire JeanBitter Fruit
- Liberson, StanleyA Piece of the Pie: Blacks and White Immigrants Since 1880
- Light, Ivan and Edna BonacichImmigrant Entrepreneurs: Koreans in Los Angeles
- Linebaugh, Peter and Marcus RedikerThe Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic
- Lipsitz, George.....A Life in the Struggle
- Logan, John R. and Harvey Molotch.....Urban Fortunes: The Political Economy of Place
- Lott, EricLove and Theft
- Martin, EmilyFlexible Bodies: Tracking Immunity in American Culture—From the days of Polio to the Age of AIDS
- Massey, Douglas and Nancy DentonAmerican Apartheid
- Mills, Charles.....The Racial Contract
- Molina, Natalia.....Fit To Be Citizen
- Mumford, Kevin.....Interzones
- Nagel, JoaneAmerican Indian Ethnic Renewal
- Ngai, Mai.....Impossible Subjects
- Oliver, Melvin and Thomas ShapiroBlack Wealth/White Wealth
- Oropeza, Lorena.....Razi Si! Guerra No!
- Park, Lisa Sun-HeeConsuming Citizenship
- Pellow, David.....Garbage Wars
- Pellow, David and Lisa Sun-Hee ParkThe Silicon Valley of Dreams
- Roach, Joseph.....Cities of the Dead
- Roberts, DorothyKilling the Black Body
- Rony, Fatimah Tobing.....The Third Eye
- Rose, Tricia.....Black Noise: Rap Music and Black Culture in Contemporary America

GRADUATE READING LIST



Ruiz, Vicki.....Cannery Women/Cannery Lives
 Saito, Leland.....Race and Politics: Asian Americans, Latinos and Whites in a Los Angeles Suburb
 Sanchez, George.....Becoming Mexican American
 Sanchez, Rosaura.....Telling Identities
 Santa Ana, Otto.....Brown Tide Rising
 Sarris, Greg.....Keeping Slug Woman Alive
 Scheper-Hughes, Nancy.....Death Without Weeping
 Scott, James C.Weapons of the Weak: Everyday Forms of Peasant Resistance
 Shah, Nayan.....Contagious Divides
 Smith, Andrea.....Conquest
 Smith, Henry Nash.....Virgin Land
 Slotkin, Richard.....Regeneration Through Violence
 Stack, Carol.....All Our Kin
 Steinberg, Philip.....The Social Construction of the Ocean
 Tadiar, Neferti.....Fantasy Production
 Urciuoli, Bonnie.....Exposing Prejudice
 Von Eschen, Penny.....Race Against Empire
 Waters, Mary.....Ethnic Options
 Wilkins, David and K. Tsianina Lomawaima....Uneven Ground
 Yu, Henry.....Thinking Orientals
 Zavella, Patricia.....Women’s Work and Chicano Families
 Zentella, Ana Celia.....Growing Up Bilingual: Puerto Rican Children in New York

GRADUATE READING LIST

PART III— NEW AND EMERGING TEXTS

Each year, graduate students who are preparing for their Qualifying Examinations, in consultation with their committees, will select texts that are not currently part of the graduate reading list that represent new and emerging areas of research interest. The Qualifying Exam General Reading Lists will be collected each year for possible selections to include in the graduate reading list.



APPENDIX 1: DEPARTMENT OF ETHNIC STUDIES STATEMENT ON UNDERGRADUATE INSTRUCTION

Undergraduate instruction plays an important role in the activities of the Ethnic Studies Department. We are committed to offering substantive and challenging courses based on the best research in our field to our undergraduate students. As representatives of the department, we expect teaching assistants to conduct themselves responsibly and professionally, to advance the pedagogical aims of supervising instructors, and to hold students to high standards of behavior and performance.

As instructors of record, supervising professors take responsibility for determining the content of lectures, the nature of reading and writing assignments, and the establishment of grading standards. The first responsibility of teaching assistants is to carry out the assignments of the supervising professor. Teaching assistants must attend all lectures and communicate the goals, methods, and content of the course to students by their leadership of classroom discussions, their comments on written assignments, and their grades. Teaching assistants must set and keep scheduled office hours and try to equip students with the skills and information they need to do well in the course.

Lower division courses in ethnic studies attract students in their first quarters of college work, as well as advanced upper division students. We enroll students who will take only one ethnic studies course during their entire college career as well as students who will major in ethnic studies. Some students enter our courses with a particular attachment to or a particular defensiveness about their ethnic identity or the identities of others. All these facets of the course can make teaching difficult. At the same time, our courses generally generate great enthusiasm and often exceptional student work because the things we teach help people better understand the world in which they live, because we raise issues often overlooked by other departments, and because we present a challenging range of readings, lectures, and assignments.

Precisely because so much is at stake in our courses, it is essential to maintain a respectful, professional, and scholarly atmosphere. Students may want to air opinions and perspectives outside the purview of the lectures and readings. They need to see that we are engaged in scholarly inquiry, not running an all-purpose public forum for venting unsubstantiated opinions. We need constantly to steer student discussions back to the lectures, readings, and assignments, to teach students the skills required for scholarly analysis and argument, to base their oral and written arguments on evidence, analysis, and logic. Our classes work best when we make it clear that we know more together as a group than we do as individuals, when we view different perspectives as valuable resources but at the same time demonstrate respect for the common enterprise in which we are engaged. We welcome principled and respectful disagreements; we think everyone has the potential to teach us something. We are not afraid of the truth. But we are not interested in antagonisms that will not help us say true and useful things about our research objects.

We respect first-person voices and exploration of suppressed perspectives, but the nature of scholarly inquiry requires us to see things from both “close-up” and “far away.” It is not our responsibility to “convert” our students to any opinion, but we are responsible for exposing our students to methods and practices that value complex and critical thinking, that promote disciplined reading and research. We are trying to create a culture of work and achievement, a culture of curiosity and courtesy.

Teaching can be a difficult job. You are exposed and vulnerable as an individual when you teach in unique ways. Yet the more you think of yourself as isolated, the



**APPENDIX 1:
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harder it will be to do your job. Scholarship is often conducted in solitude, but never in isolation. Your job as a teaching assistant is to serve as a go-between connecting the students with the instructor of record. You can play a valuable role in teaching the students how to read in mature and productive ways. Students often think that our job is to teach them “what” we know, but a more valuable endeavor is teaching them “how” we know.

Scholarship is a social and collective activity. As a teaching assistant you face the surveillance of your supervising professor and department, and you are very visible to the students in your discussion sections; sometimes you are the only “faculty” member with whom they have direct contact, you become the university to them; you get evaluated by both your students and your supervising professor; you receive complaints from students about their grades; twice a week you are in front of a classroom trying to instigate a productive discussion. All of this may make you feel very visible. But in truth, the most important things you do as a teacher will be invisible to most people. You are planting seeds that will blossom far down the road. The ultimate test of the course is not whether each class section is active or enjoyable, not whether students get the grades they desire, and not whether you cover “x” number of ideas and issues. The final product of the course is the conversation and the impact it has on our lives, the lives of our students, and the lives of people who never make it onto a university campus. Your job is to push the conversation along in the best way you can so that all of us will be changed for the better by what happens in the course.



PRACTICAL ISSUES

1. Know the location and layout of the room where your section will meet before the first day of class.
2. Learn your students' names. Hand out index cards for their names, majors, year in school, home town, and special interests.
3. Announce your office location, office hours, and contact information. Use UCSD e-mail only.
4. Keep a class roster in alphabetical order. Make a back-up copy. Record attendance, contributions to class discussions, and incidents of disruptive behavior in lecture or discussion in your records.
5. Don't give up on anybody. All students are entitled to be treated with respect, to receive information on how they can improve even if they are doing badly in the course.
6. Encourage students to get to know each other by having them work in groups some of the time.
7. Require students to come to class when it starts and stay until the end.
8. Remind students that they are not invisible in lectures, that talking, passing notes, playing video games on laptops, and reading newspapers is not acceptable lecture behavior.
9. Make very clear procedures for evaluation and grading.
10. Hold your office hours in your assigned office, not elsewhere on campus.
11. Create a positive and courteous atmosphere. Don't allow students to display contempt for one another.
12. Attend weekly teaching assistant meetings, participate in shaping the course.

PEDAGOGICAL ISSUES

1. Do the job you were hired to do.
2. Teach the people who are actually in your class.
3. Teach "how" you know, not "what" you know.
4. Try not to let each class be an atomized unit, maintain continuity by referring to previously discussed concepts and information.
5. Don't be afraid of thought, reflection, and silence. Students who talk the most or talk the fastest are not necessarily learning or teaching anything of value.
6. Avoid assumptive teaching, i.e. speaking to the two or three good students who seem to be getting it and ignoring the rest, simply "assuming" that if a few students are learning that everyone is learning.
7. Hand back student work as rapidly as possible. Provide as many helpful comments as possible.
8. Use a variety of techniques
9. Try to get everyone used to participating in discussions. You can insist that everyone talks once before anyone talks twice. You can call on people who have not raised their hands. You can assign small groups of students to make presentations to serve as the basis for discussions.
10. Don't feed answers to the students. They will learn best what they learn to see for themselves.

APPENDIX 2: ETHNIC STUDIES DEPARTMENT TEACHING ASSISTANT GUIDELINES



APPENDIX 3: CAMPUS RESOURCES FOR TEACHING ASSISTANTS

- Teaching Assistants should become familiar with the UCSD Principles of Community, as well as campus policies on sexual harassment and confidentiality of student records. These are available on the web at:
ctd.ucsd.edu
- The University Guide for dealing with academic dishonesty, which outlines the principles and procedures set up by the UCSD Academic Senate, is on the web at:
<http://senate.ucsd.edu/manual/appendices/app2.htm>
- More information is available on the Academic Integrity Office website:
<http://students.ucsd.edu/academics/academic-integrity/>
- TA, Reader, and Associate positions are covered by a collective bargaining agreement between the University and the UAW. The agreement, including applicable benefits, may be found at:
atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/academicstudentemployees_bx/agreement.html
- The Center for Teaching Development (CTD) gives each new TA a complimentary copy of their Graduate Teaching Assistant Handbook. It contains important and useful suggestions for improving teaching skills, grading procedures, etc. New TAs are required to attend an orientation meetings held just before the start of the Fall quarter, or at a session scheduled at the beginning of each subsequent quarter. CTD has a very friendly and helpful staff who can suggest teaching techniques and offer useful advice. It is a UCSD requirement that a CTD consultant contact every new TA to make arrangements to observe you teach and to meet with you to suggest ways in which you can improve your teaching. TAs should take advantage of this useful service!
- Other CTD Resources include the UCSD Policy on Training, Supervision and Evaluation of Teaching Assistants:
ctd.ucsd.edu/resources/policy.htm
- The Ethnic Studies Department TA Advisor and the Senior TA are available for questions and problem-solving. The TA who taught your same course from last year can also be a most helpful contact.



This page lists several resources at UCSD serving student life and health and safety issues:

- Housing Options..... hdh.ucsd.edu/arch/gradhousing.html
- Health and Safety www.ucsd.edu/current-students/student-life/
- Student Health studenthealth.ucsd.edu/
- Health Insurance..... studenthealth.ucsd.edu/shipabout.shtml
- Office of Graduate Studies
 - Fellowship Information... ogs.ucsd.edu/current-students/fundraising-academic-awards.html
- Typical UC
 - Student Budget www.ucsd.edu/current-students/finances/financial-aid/budgeting/
- Women’s Center women.ucsd.edu/
- Cross Cultural Center ccc.ucsd.edu/
- LGBT Resource Center..... lgbt.ucsd.edu/
- Recreation <http://recreation.ucsd.edu/>
- Transportation & Parking. blink.ucsd.edu/facilities/transportation/index.html
- Commuting Alternatives . blink.ucsd.edu/facilities/transportation/commuting/index.html
- UCSD Shuttle Routes..... blink.ucsd.edu/facilities/transportation/shuttles/

**APPENDIX 4:
CAMPUS
COMMUNITY
RESOURCES
FOR GRADUATE
STUDENTS**



NOTES

