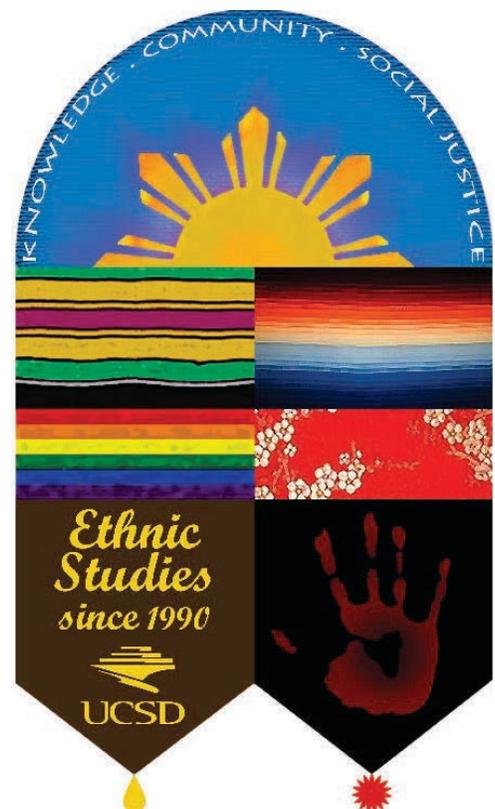


UCSD
ETHNIC STUDIES
GRADUATE STUDENT
HANDBOOK
& READING LIST

2013-14

REVISED OCTOBER, 2013



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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.



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

The 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

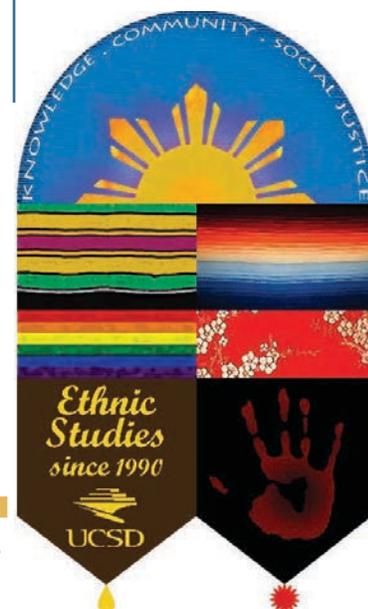
1. Ethnic Studies 200 A-B-C, 1st Year

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.



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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 an area of interest. It is an opportunity for students to summarize, synthesize and assess the general body of literature from the first year seminars, and to make connections to an area of interest. These connections are not necessarily obvious, and the paper is an exam of how students can synthesize and re-apply the shared literature of their cohort. Students should draw from the scholarship covered in their first year courses. Little, if any, new reading should be undertaken. The goals of the theoretical Framework paper are: 1) demonstrate comprehensive and holistic knowledge of key theoretical approaches, debates, and frameworks of Ethnic Studies; 2) incorporate and expand upon key texts, ideas, and concerns discussed in the



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first-year core course sequence (200A,200B,200C); 3) develop a critical analysis of how existing ES scholarship informs an area of interest; 4) define what constitutes an Ethnic Studies project; 5) the total number of texts referenced should not be less than ten, although students may focus their paper on an in-depth examination of 4-6 key texts.

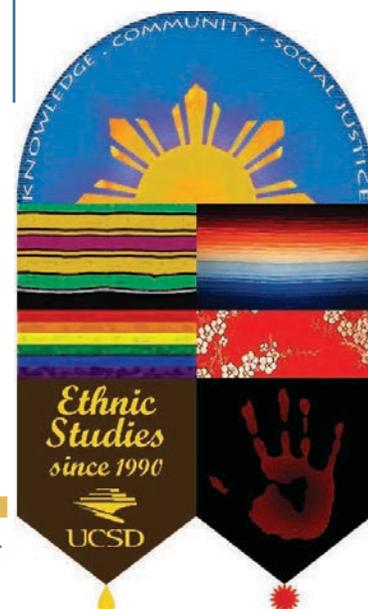
- In the Spring quarter of the second year, students enroll in ETHN 291B, Comprehensive Research Preparation: the Methodologies Paper. The Second-Year Research Methodologies Paper evaluates students' knowledge of interdisciplinary research methods in the service of an Ethnic Studies research agenda. It consists of a 20-25 page critical paper that encompasses a critical evaluation of the selection of Ethnic Studies 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 264: War, Race, & Violence
ETHN 252: Race, Gender & Space	ETHN 265: Critical Immigration & Refugee Studies
ETHN 253: Mass Media & Ethnic Identity	ETHN 266: Popular Culture & Pedagogy
ETHN 254: Race & Racism	ETHN 267: History & Memory
ETHN 255: Race & Psychoanalysis	ETHN 268: Theories & Cultures of Us. Imperialism
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	
ETHN 263: Language /Socialization Across Cultures	

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



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 before the first week of Spring Quarter of their second year. Students should request this form from the Graduate Coordinator.



DIRECTED READINGS POLICY & REQUIREMENTS

A Directed Reading (ETHN 298 course) provides individual instruction for students who would like to study a particular topic that is not covered in a regular seminar course. Students who wish to enroll in ETHN 298's (from 1 to 12 units) should complete these steps by the end of the previous quarter:

- Meet with a faculty member to discuss your 298 proposal
- Develop a description (scope & goal) for the directed reading with the faculty member
- Develop a reading list, planned assignments & schedule hours of instruction
- Complete the ETHN 298 form and obtain the required signatures, email the form with approvals to the Graduate Coordinator who will facilitate enrollment through TritonLink.

Generally speaking 298s are reserved for post MA students. Only in exceptional cases, can Pre-MA students request to take a 298. No more than 8 units of 298 can be approved for pre-MA students. 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.

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. Either of the following committees is in compliance with Graduate Council/Academic Senate regulations:

1. Three members from the student's department and two members from outside the student's department, including one tenured or emeritus outside member. Two members' academic specialties must differ from the student's.
2. Four members from the student's department and one tenured or emeritus member from outside the student's major department, as long as two members' academic specialties differ from the student's.

The doctoral committee must have at least two members with different academic specialties from the student, regardless of whether these members are from inside or outside the student's 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 about doctoral committee membership: <http://ogs.ucsd.edu/academic-affairs/degree-information-procedures/doctoral-committee-membership.html>

Students should select the chair and form their doctoral committee by December 1st 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 should be completed and filed with your Advisor/Doctoral Committee Chair 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



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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

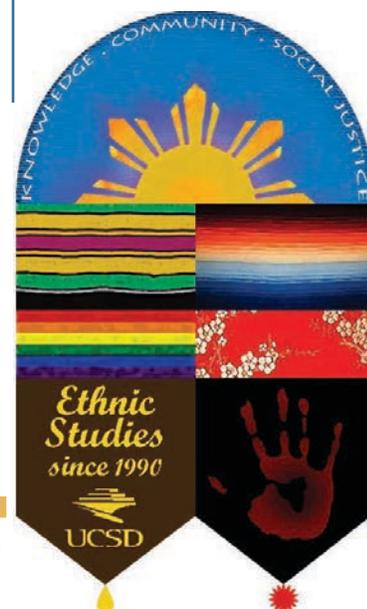
Students begin working on the Specialty Field paper and the Annotated Syllabus as soon as they have submitted the three reading lists and convened a Qualifying/ Doctoral Committee; students are expected to complete the two written components during the Fall quarter of the fourth year.

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



PROGRAM OF STUDY

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. The student's committee chair should verify competency or approve a waiver of the language requirement. Competence in one or more foreign languages is encouraged but not required at the M.A. level.

QUALIFYING EXAM FORM AND PROCEDURE

Once a student has scheduled their Qualifying Exam, they should contact the Graduate Coordinator to obtain the OGS multi copy form "Report of the Qualifying Examination/Advancement to Candidacy for Doctoral Degree". This form should be taken to the qualifying exam meeting to obtain all the doctoral committee members signatures. The student must also obtain the Department Chair's signature on the form. After obtaining all the signatures, the student takes the form to the Cashiers Office, Student Services Bldg, to pay the \$50.00 candidacy fee. After the cashier has stamped the form, turn it in to the OGS Office, Student Services Bldg, 4th floor. 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 students 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.

PROGRAM OF STUDY



ADVISING RESOURCES

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 (SHELLEY STREEBY)

- 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 ADVISORS

- Every entering student will have a Faculty Advisor for the first two years of graduate study, assigned by the first week of Fall Quarter
- Faculty Advisors 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, TA' ships, fellowship and stipend information
- Advice, information, and campus referrals

GRADUATE RECORD COMMITTEE

- Membership consists of the Director of Graduate Studies plus two other faculty members.
- 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 ADVISOR (GABRIEL MENDES)

- 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 Advisors 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 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

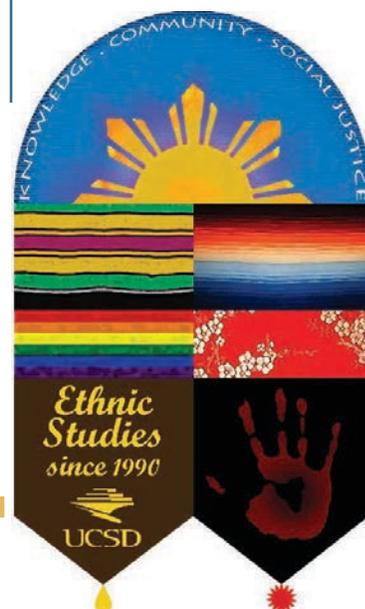
Students benefit from communications and perspectives of all faculty and have a responsibility to themselves and the Ethnic Studies Department community to engage with faculty and fellow students with respect, with adherence to the goals of the department, and in accordance with the UCSD Principles of 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

ACADEMIC ENGAGEMENT & POLICY



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 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. Support Time Limit: 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. This includes all stipend, fee/tuition payments, fellowships, scholarships, grant funding and employment by the University and its affiliated institutions. Since students cannot receive any support, they will be required to pay their own tuition/fees to be eligible for student health insurance and student housing.



A student can request an extension to their support time for extenuating circumstances. The letter request must come from the student's advisor and be approved by both the Ethnic Studies Director of Graduate Studies and the Department Chair. The letter petition request is then sent to the Dean, Office of Graduate Studies for review. Please contact the Graduate Coordinator to facilitate these requests.

4. **TA Employment Time Limits:** As established by the Office of the President, there is an 18-quarter limit for students approved on Teaching Assistant and/or Associate (Teaching a Course) titles. A student cannot work for more than 18 quarters as a TA and/or Associate-In (Teaching a Course).

The rationale for this policy is that serving as a Teaching Assistant for an extended period may delay the student's timely completion of Ph.D. requirements. The Office of the President's policy further specifies that Teaching Assistant and/or Associate (Teaching a Course) may be approved for employment through 6 years (or 18 quarters total), but in no case for more than 18 quarters. The extension of a student's support time limit does not alter the TA time limit.

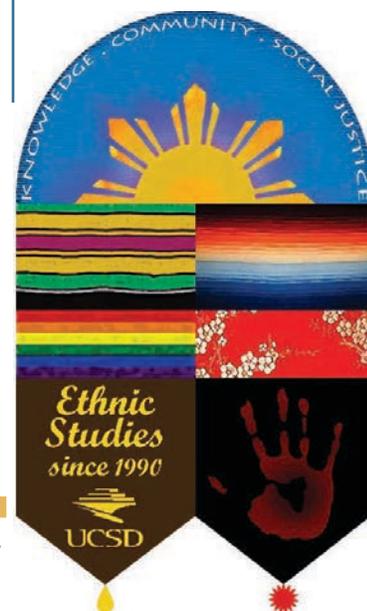
Note that Summer Session employment is not counted toward the 18-quarter limit. A student who has reached the 18-quarter limit may be considered for a Summer Session Teaching Assistant and/or Associate (Teaching a Course) appointment provided that the student meets all other eligibility criteria.

For students who have reached their limit, there may be the availability of other types of support allowable, these are: Graduate Student Researcher (GSR), Reader/Tutor, Fellowships, Student Loans).

5. 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, TA, Tutor, Associate in, or GSR.
6. 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.
7. An extension of one time limit does not extend any future time limit.
8. 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 advanced to candidacy receive an annual evaluation written by their Dissertation Committee Chair and signed by at least two members of the committee and the Department Chair.

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 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 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 evaluations by students in their sections will be completed via the UCSD CAPE system during weeks nine and ten of the quarter. TA's will be sent an email with their CAPE evaluation summary within a couple weeks by the CAPE system.

ACADEMIC ENGAGEMENT & POLICY

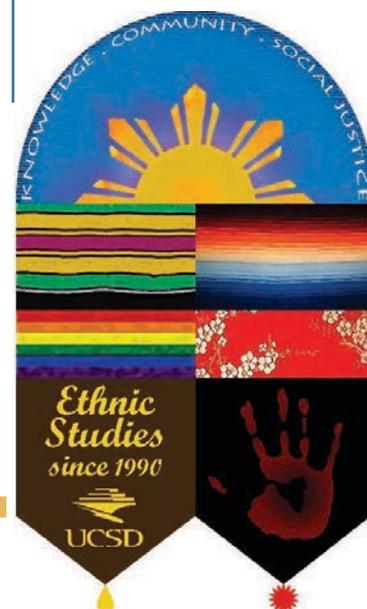


UCSD HUMAN RESEARCH PROTECTIONS PROGRAM

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

ACADEMIC
ENGAGEMENT
& POLICY



PROGRAM OF STUDY

ETHNIC STUDIES

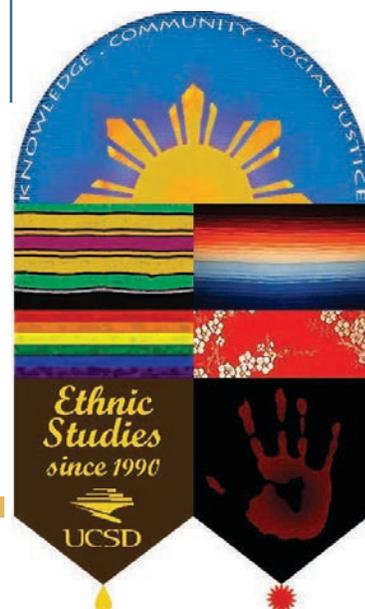
GRADUATE

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	291B (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, 2013

ETHN 200A – Departures: A Genealogy of Critical Racial & Ethnic Studies – K. Dorr

ETHN 230 – Department Colloquium (1 unit course) – S. Streeby

Wednesdays, 3:00pm, SSB 103/107; Speakers/Topics TBA

ETHN 201- Historical Methods and Archives- D. Gore

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 256 – Gender, Sexuality, and Race- S. Kaplan

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

ETHN 275 -- Marxist Thought - K. Vora

This seminar examines critical engagements between scholarship from postcolonial, feminist and other radical Marxist traditions. We focus on philosophical and political debates stemming from issues of race and gender, tracing them in Marx's texts and their historical contexts.

WINTER QUARTER, 2014

ETHN 200B – Formulations: Interdisciplinarity & Knowledge Production in Ethnic Studies – R. Frank

ETHN 230 – Department Colloquium (1 unit course) – S. Streeby

Wednesdays, 3:00pm, SSB 103/107; Speakers/Topics TBA

ETHN 202- Qualitative Methods/Ethnography- Y. Espiritu

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 265– Critical Immigration and Refugee Studies- Y. Espiritu

This course surveys the field of immigration and refugee studies and introduces students to recent theories and cutting-edge research in the field. Key topics: gender and migration; diaspora and transnationalism; immigration, race, and citizenship; and globalization and immigrant labor.

COGR 275– Topics in Communication - P. Anderson Special Topics Course- TBA

SPRING QUARTER, 2014

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

ETHN 230 – Department Colloquium (1 unit course) – S. Streeby

ETHN 203- Cultural Studies and Cultural Production- D. Taylor Garcia

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.

ETHN 270 – Indigenous Epistemologies and Their Disruptions – R. Frank

This seminar 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 289 – 289 Topics in Ethnic Studies: Speculative Cultures- S. Streeby

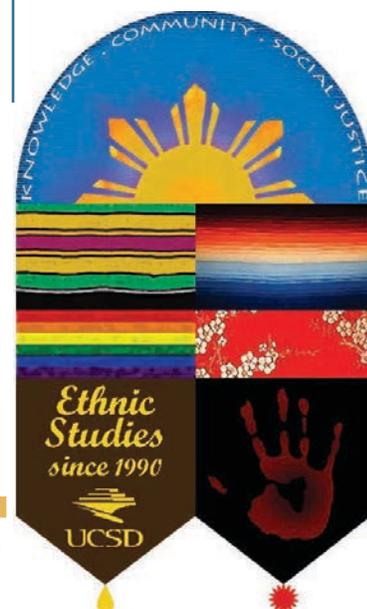
ETHN 291A – Comprehensive Exam Prep: Literature Review – D. Taylor-Garcia (1st yrs)

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

GRADUATE COURSES, 2013-14

Notes:

- * Graduate students may take elective courses from other departments, that fit their research goals; students should consult with their faculty advisor.
- * Course schedules are subject to change based on availability of faculty and curriculum needs.



**UCSD ACADEMIC
CALENDAR
2013-2014**

FALL 2013

Fall Quarter begins.....Monday, September 23
 Instruction begins.....Thursday, September 26
 Veterans Day Holiday.....Monday, November 11
 Thanksgiving Holiday.....Thursday – Friday, November 28–29
 Instruction ends.....Friday, December 6
 Final Exams.....Monday – Saturday, December 9–14
 Fall Quarter ends.....Saturday, December 14
 Christmas Holiday.....Tuesday – Wednesday, December 24–25
 New Year Holiday.....Tuesday – Wednesday, December 31– January 1

WINTER 2014

Winter Quarter begins.....Thursday, January 2
 Instruction begins.....Monday, January 6
 Martin Luther King, Jr. Holiday.....Monday, January 20
 President’s Day HolidayMonday, February 17
 Instruction ends.....Friday, March 14
 Final Exams.....Monday – Saturday, March 17–22
 Winter Quarter ends.....Saturday, March 22

SPRING 2014

Spring Quarter begins.....Thursday, March 27
 Cesar Chavez Holiday.....Friday, March 28
 Instruction begins.....Monday, March 31
 Memorial Day Observance.....Monday, May 26
 Instruction ends.....Friday, June 6
 Final Exams.....Monday – Friday, June 9–13
 Spring Quarter ends.....Friday, June 13
 Commencement.....Saturday-Sunday, June 14–15

Students should check academic deadlines for each quarter at the OGS website:
<http://ogs.ucsd.edu/academic-affaris/academic-deadlines>



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 his/her research fits the fellowship criteria and 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 following websites for fellowship and grant opportunities:

- Ethnic Studies Website, under the Graduate Studies, Fellowship/Grants page: <http://ethnicstudies.ucsd.edu>

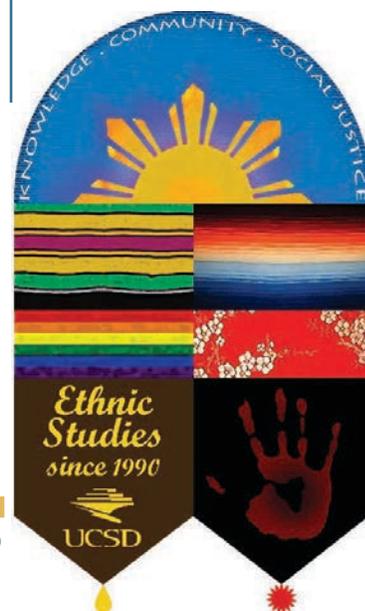
- OGS Fellowship Adviser's Blog: <http://graduatefunding.ucsd.edu>

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 partial 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.

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). 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 and information is sent out by the Graduate Coordinator. 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 TAships, 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 at the beginning 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 single sign on:

<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.



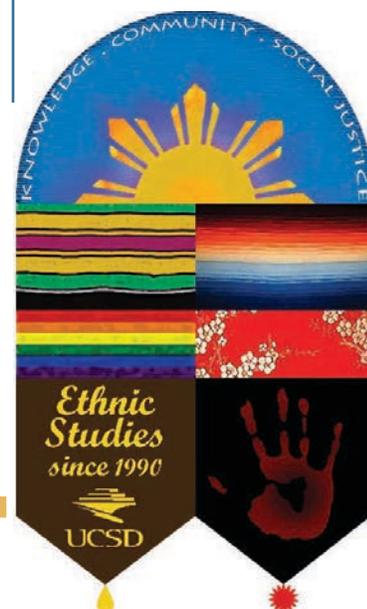
The Curriculum Committee is the selection committee for TA, Reader, Associate in, and any department funded GSR positions. The committee makes decisions based on teaching experience, curricular needs, students' professional development needs, the department's support commitments to students (e.g., if 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 in early 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 1, 2, 3 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 1, 2, 3 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 weblink:
<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 1, 2, 3 or other undergraduate Course Instructor will be the instructor for the ETHN 500 course;
- To advise the department of a current email 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 Daisy Rodriguez 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.

READERSHIPS

Reader positions, if available, 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 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/ grade assignments, papers, midterms, and finals. Readers with a minimum 25% appt. during a 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

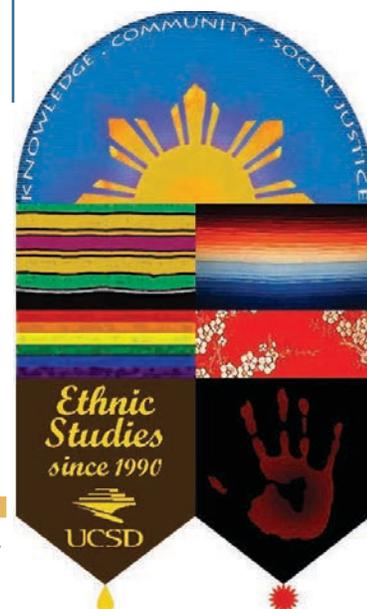
GSR appointments are available based on faculty funding and are announced as needed. Ethnic Studies Faculty and faculty in other departments employ Graduate Student Researchers for variable times and appointments based on project needs and funds available. GSRs with a minimum 25% appointment during an 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.

FINANCIAL SUPPORT POLICIES & RESOURCES



ETHNIC STUDIES DEPARTMENT SPACE

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

- Administrative office are located in suite 201
- Faculty offices are located in rooms 220-249 (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. Please check in advance with the Graduate or Undergraduate Coordinators to make a reservation.

OFFICE SPACE

The Graduate Coordinator assigns room keys for graduate student offices. Replacement cost for a lost key is \$20. Most graduate student office spaces will accommodate four students. Office space is allocated according to the following priorities:

Ethnic Studies Office Assignment Policies:

- Faculty receive priority for office space
- Temporary Faculty (Lecturers) have assigned office space in the quarter(s) they serve in those appointments
- Graduate students will be assigned office space on a space-available basis, priority is in this order:
 - First year students
 - Teaching Assistants and Associates in Ethnic Studies have assigned office space in the quarter(s) they serve in those appointments
 - Graduate students serving as Readers or GSRs who are paid on department funds
 - Second year students if spaced is available
 - Graduate students working as GSRs on Academic Senate or other university funding should discuss office space with their supervising faculty member

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 department lounge, located in SSB 233. 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 in SSB 139 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
2013-14**

Department Chair

Curtis Marez

Department Vice Chair

Ross Frank

Director of Undergraduate Studies

Yen Espiritu

Director of Graduate Studies

Shelley Streeby

Graduate Record Committee:

Shelley Streeby (Chair), Kirstie Dorr, Dayo Gore

TA Faculty Advisor

Gabriel Mendes

Academic Senate Representatives

Sara Kaplan, Curtis Marez

Graduate Admissions Committee

Shelley Streeby (Chair), Sara Kaplan, Wayne Yang

Curriculum Committee:

Yen Espiritu, Curtis Marez, Shelley Streeby, Daisy Rodriguez, Christa Ludeking

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. The 2013-14 representatives were chosen by vote at the first Town Hall Meeting on Oct 3, 2014.

Graduate Representative(s) to Faculty Meetings: Jennifer Mogannam; Alternate; Martin Boston

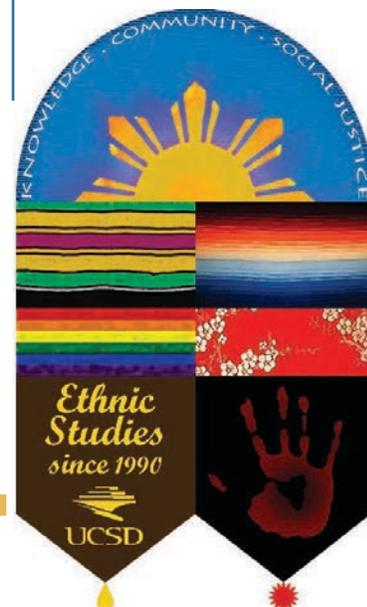
Graduate Student Association (GSA) Representatives: Martin Boston, Omar Padilla

GSA officially designated proxy: Jael Vizcarra

Admit Day Committee: Leslie Quintanilla, Jael Vizcarra

Graduate Student Colloquium Committee: Mohamed Abumaye, Martin Boston, Maria Celleri, Jennifer Mogannam, Ly Nguyen, Jael Vizcarra

Admissions Committee Representative: TBA



FACULTY

Patrick Anderson, DIRECTOR, CRITICAL GENDER STUDIES PROGRAM (2011-2014), ASSOCIATE PROFESSOR, PHD, PERFORMANCE STUDIES, UC, BERKELEY; Joint appointment, Department of Communication and Department of Ethnic Studies ; Performance studies and cultural studies; women, gender, and sexuality;

Office: Communications Bldg, 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, 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, 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 224; 858-(826-0793); dgore@ucsd.edu

Jillian Hernandez, ASSISTANT PROFESSOR, PH.D., WOMEN'S AND GENDER STUDIES, RUTGERS UNIVERSITY; Ethnic and Critical Race Studies, Sexualities, Contemporary Art and Visual Culture, Critical Girlhood Studies, New Media, Performance, Feminist and Queer Theories, Masculinities, Hip Hop; Office SSB 245, 858-822-4623; jillhernandez@ucsd.edu

Adria L. Imada, ASSOCIATE PROFESSOR, PHD, AMERICAN STUDIES, NYU; Cultures & theories of U.S. imperialism, Pacific Islands Studies, performance, visual studies, & popular culture

Office: SSB 230; 858-534-3985; alimada@ucsd.edu

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

Office: SSB 220; 858-822-2823; kaplansc@ucsd.edu

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

Office: SSB 231; 858-534-2136; rkheshti@ucsd.edu

Curtis Marez, CHAIR & ASSOCIATE PROFESSOR, PHD, ENGLISH, UC BERKELEY; Latino/a studies, migration studies, and technology; Office: SSB 225; 858-534-3405; cmarez@ucsd.edu



FACULTY

Shelley Streeby PROFESSOR, PH.D., ENGLISH, UNIVERSITY OF CALIFORNIA BERKELEY
19TH AND 20TH CENTURY US LITERATURE AND CULTURE; CHICANA/O AND LATINA/O STUDIES;
COMPARATIVE COLONIALISMS, WAR, AND CULTURAL MEMORY; FANTASY, SF, AND SPECULATIVE
FICTION; GENDER STUDIES AND QUEER THEORY; FILM, MEDIA, AND VISUAL CULTURE; LABOR,
TRANSNATIONAL SOCIAL MOVEMENTS, AND RADICAL HISTORY; AMERICAN STUDIES
Office: SSB 223; 858-534-1739; sstreeby@ucsd.edu

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
Office: SSB 221; 858-822-6657; kavora@ucsd.edu

K. Wayne Yang, ASSISTANT PROFESSOR, PHD, SOCIAL & CULTURAL STUDIES, UC BERKELEY; Youth
Culture and Pedagogy in the emergence of social movements
Office: SSB 222; 858-822-2824; kwayne@ucsd.edu

PROFESSOR EMERITA

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

Ana Celia Zentella, PROFESSOR, PHD, EDUCATIONAL LINGUISTICS, UNIV. OF PENNSYLVANIA;
Anthro-Political Linguistics; Bilingualism; Child Language Socialization; Latino,
Spanish and English Dialects
Office: SSB 247, 858-534-8128, azentell@ucsd.edu



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

Nadine George

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

Joseph Hankins

ANTHROPOLOGY SOCIAL MOVEMENTS OF LABOR AND IDENTITY, MULTICULTURALISM

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

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

Tara Javidi, ELECT. & COMPUTER ENGINEERING, Communication Networks, stochastic resource allocation, stochastic control theory, and wireless communications

Sara Johnson, LITERATURE; 19th and 20th century anglophone, francophone and hispanophone Caribbean literature and theory; African-American literature; literature of the Americas

Bennetta Jules-Rosette, SOCIOLOGY; Ethnographic film; sociology, semiotic studies of religious discourse, tourist art, and new technologies in Africa

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

Jin-Kyung Lee, KOREAN AND COMPARATIVE LITERATURE; Modern Korean Literature; Gender Studies; Korean Diasporic Cultures

James Lin, MATHEMATICS; Algebraic topology

George Mariscal, LITERATURE; Sixteenth- and seventeenth-century Spanish culture; Chicano/a studies; U.S. literature of the Viet Nam War

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

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

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

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

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

AFFILIATE FACULTY

Additional information on faculty members can be found on UCSD Blink <http://blink.ucsd.edu> Use the search box at the top of the page.



STAFF

Samira Khazai, Department Business Officer

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

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

Damarys Alicia, Fiscal Officer

Office: SSB 201 Room 205C, 858-822-0650, daliciasantana@ucsd.edu

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

Christa Ludeking, Graduate Coordinator

Office: SSB 201, room 206, 858-534-6040, cludeking@ucsd.edu

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

Daisy Rodriguez, Undergraduate Coordinator

Office: SSB 201, rm 207, 858-534-3277, d1rodriguez@ucsd.edu

Daisy is responsible for the administration of the Undergraduate Office, coordinating department curriculum, advising undergraduate students, processing degree checks.

Joje Marie Reyes-Alonzo, Program Coordinator, Critical Gender Studies Program

Office: SSB 201, 858-534-9982, cgs@ucsd.edu

Joje is responsible for the administration of the Critical Gender Studies Undergraduate Office, coordinating program curriculum, advising undergraduate students, processing degree checks.

Student Assistants: Kenneth Tse & Alyssa Watts,

Reception and phones; assists Department Business Officer, Student Affairs Coordinators and Fiscal Officer with projects and related clerical tasks.

Department Address Information:

University of California, San Diego

Ethnic Studies Department
9500 Gilman Drive, MC 0522
La Jolla, CA 92093-0522

PHONE: (858) 534-3276

Web Home Page: ethnicstudies.ucsd.edu

FAX: (858) 534-8194

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



FALL QUARTER 2013

Month / Week / Event	Date	Time
September		
Welcome Week: ES Graduate Orientation..	Wednesday, Sept 25	9:00am - 2:00pm
Week 1: Town Hall Meeting	Wednesday, Oct. 2	3:00-5:00pm
October		
Workshop: Qualifying Reading Lists	TBD	TBD
November		
Week 7: Graduate Open House	Wednesday, Nov. 6	TBD

WINTER QUARTER 2014

Month / Week / Event	Date	Time
January		
Week 1: Town Hall Meeting	Wednesday, Jan. 15	3:00pm
March		
Week 9: Graduate Recruitment/ Admit Day.....	Friday, March 7	
Prospectus Wordshop	TBD	TBD

SPRING QUARTER 2014

Month / Week / Event	Date	Time
April		
Week 1: Town Hall Meeting	Wednesday, April 2	3:00pm
June		
Week 10: Reception. for Graduating Undergraduates,.....	Wed, June 4	
Week 10: Graduate Student Year-End Picnic.....	TBD	TBD

ETHNIC STUDIES 2013-14 CALENDAR

(Please save these dates for Ethnic Studies Department events throughout the 2013-14 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 NegriMultitude: 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, HenriThe 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, AihwaFlexible Citizenship: The Cultural Logics of Transnationality
- Robertson, RolandGlobalization
- Sassen, Saskia.....Globalization and Its Discontents

B. Race, Nation, Ethnicity

- Anderson, BenedictImagined Communities: Reflections on the Origins and Spread of Nationalism
- Arendt, HannahOrigins of Totalitarianism
- Balibar, Etienne and
I. WallersteinRace, Nation, and Class
- Blauner, Robert.....Racial Oppression in America
- Boas, FranzRace, Language, and Culture
- Cayton, Horace and
St. Clair DrakeBlack Metropolis
- Cooper, Anna JuliaA Voice from the South
- Cox, Oliver C.Caste, Class, and Race
- Du Bois, W.E.B.....Souls of Black Folk
- Fanon, FranzBlack Skin, White Masks
- Glazer, Nathan and
D. MoynihanBeyond the Melting Pot
- Goldberg, David Theo.....Racist Culture
- Gordon, MiltonAssimilation 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



U.S. Race Crits

- Anzaldúa, Gloria.....Borderlands: La Frontera
Carby, HazelRace Men
Cruse, Harold.....The Crisis of the Negro Intellectual
Crenshaw, K. et alCritical Race Theory: The Key Texts [selections]
Espiritu, Yen Le.....Homebound
Gilroy, PaulThe 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, LisaImmigrant Acts: On Asian American Cultural Politics
Kelley, Robin D. G.Race Rebels
Roediger, David.....Wages of Whiteness
Singh, Nikhil PalBlack is a Country
Spicer, EdwardCycles of Conquest
Takaki, Ronald.....Iron Cages
Williams, PatriciaAlchemy 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, NoenoeAloha Betrayed
Smith, Linda TuhiwaiDecolonizing Methodologies
Warrior, RobertTribal Secrets

PART II—NOTABLE STUDIES

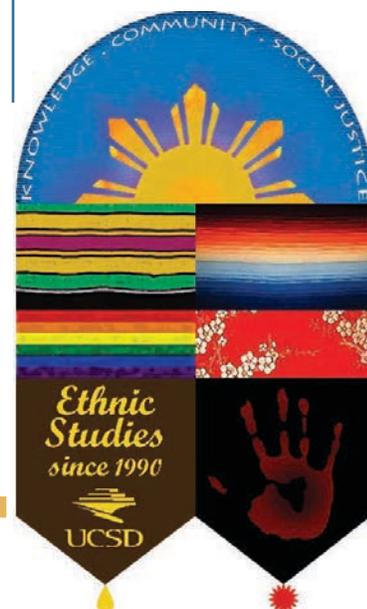
- Alim, H. SamyYou Know My Steez
Almaguer, TomasRacial Fault Lines
Alvarez, RobertMangos, Chiles, and Truckers
Avila, Eric.....Popular Culture in the Age of White Flight
Baker, Lee.....From Savage to Negro
Briggs, Charles and
 Clara Mantini-Briggs.....Stories in the Time of Cholera
Buff, RachelImmigration 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, RoderickAberrations in Black
Foley, NeilThe White Scourge
Frank, RossFrom Settler to Citizen
Fredrickson, GeorgeThe Arrogance of Race
Fregoso, Rosa Linda.....MeXicana Encounters

GRADUATE READING LIST



- Gates, Henry LouisRace, 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, JosephCities of the Dead
 Roberts, DorothyKilling the Black Body
 Rony, Fatimah Tobing.....The Third Eye

GRADUATE READING LIST



Rose, Tricia.....	Black Noise: Rap Music and Black Culture in Contemporary America
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.

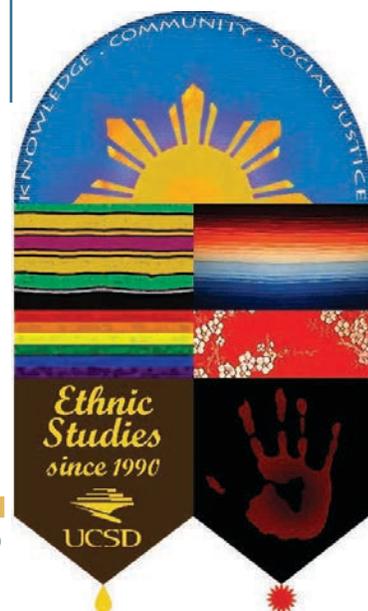
Teaching can be a difficult job. You are exposed and vulnerable as an individual when you teach in unique ways. Yet the more you think of yourself as isolated, the



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.

APPENDIX 1: DEPARTMENT OF ETHNIC STUDIES STATEMENT ON UNDERGRADUATE INSTRUCTION



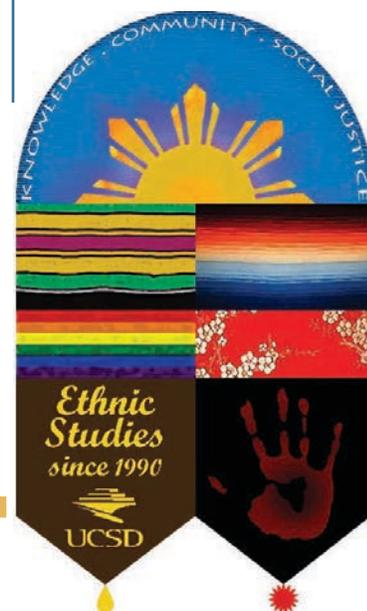
PRACTICAL ISSUES

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 Academic Integrity (AI) Office promotes and supports a culture of academic integrity in order to reinforce quality teaching and learning at UC San Diego. It is your responsibility to be aware of the policy on academic integrity & academic misconduct. 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 can be found at ctd.ucsd.edu
- 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 & safety issues:

Housing Options: hdh.ucsd.edu/arch/gradhousing.html

Health

Counseling and Psychological Services: <http://caps.ucsd.edu/#students>

Health, Recreation & Well Being: students.ucsd.edu/well-being/index.html

Student Health: studenthealth.ucsd.edu

Health Insurance: studenthealth.ucsd.edu/shipabout.shtml

Office of Graduate Studies(OGS): <http://ogs.ucsd.edu>

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: recreation.ucsd.edu

Registrars Office

http://students.ucsd.edu/academics/_organizations/registrar/index.html

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

