

UCSD Ethnic Studies PhD Program Timeline: MA Degree/Qualifying Exam/Dissertation Completion

Years 1 & 2: Ethnic Studies Foundational Coursework and Comprehensive Examination for the MA degree						
Year 1	Fall	<p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 200A core seminar</li> <li>• 8 units of electives</li> <li>• Colloquium (1 unit)</li> </ul>				
	Winter	<p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 200B core seminar</li> <li>• 8 units of electives</li> <li>• Colloquium (1 unit)</li> </ul>				
	Spring	<table border="1"> <tr> <td> <p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 200C core seminar</li> <li>• 291A/Comprehensive Research Preparation: <b>The Literature Review</b></li> <li>• four unit elective</li> <li>• Colloquium (1 unit)</li> </ul> </td> <td> <p>The purpose of the <b>First-Year Critical Literature Review</b> 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 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.</p> </td> </tr> </table>	<p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 200C core seminar</li> <li>• 291A/Comprehensive Research Preparation: <b>The Literature Review</b></li> <li>• four unit elective</li> <li>• Colloquium (1 unit)</li> </ul>	<p>The purpose of the <b>First-Year Critical Literature Review</b> 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 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.</p>		
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Summer	<ul style="list-style-type: none"> <li>• Revisions of Literature Review as needed</li> </ul>					
Year 2	Fall	<p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 4 unit methods course – Historical Methods and Archives</li> <li>• 8 units of electives</li> <li>• Colloquium (1 unit)</li> </ul>				
	Winter	<p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 4 unit methods course – Qualitative Methods/Ethnography</li> <li>• 8 units of electives</li> <li>• Colloquium (1 unit)</li> </ul>				
	Spring	<table border="1"> <tr> <td> <p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 4 unit methods course – Cultural Studies and Cultural Production</li> <li>• 291B/Comprehensive Research Preparation: <b>The Methodologies Paper</b></li> <li>• four unit elective</li> <li>• Colloquium (1 unit)</li> </ul> </td> <td> <p>The <b>Second-Year Research Methodologies Paper</b> 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.</p> </td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> <li>• Successful completion of Parts 1 &amp; 2 of the Comprehensive Exam, plus completion of required foundational coursework fulfills the MA degree requirements in ethnic studies</li> </ul> </td> </tr> </table>	<p><b>12 units of coursework:</b></p> <ul style="list-style-type: none"> <li>• 4 unit methods course – Cultural Studies and Cultural Production</li> <li>• 291B/Comprehensive Research Preparation: <b>The Methodologies Paper</b></li> <li>• four unit elective</li> <li>• Colloquium (1 unit)</li> </ul>	<p>The <b>Second-Year Research Methodologies Paper</b> 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.</p>	<ul style="list-style-type: none"> <li>• Successful completion of Parts 1 &amp; 2 of the Comprehensive Exam, plus completion of required foundational coursework fulfills the MA degree requirements in ethnic studies</li> </ul>	
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Summer	<ul style="list-style-type: none"> <li>• Revisions of Comprehensive Research paper as needed (e.g., for journal publication); or students can begin work on Qualifying Reading Lists</li> </ul>					

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Years 3-4: the Qualifying Exam			
Year 3	Fall	<p><b>12 units of coursework per quarter:</b> 8-12 units of directed reading (ETHN 298) per quarter, typically, with 4 units of apprentice teaching (for students appointed as Teaching Assistants); or elective(s)</p>	<ul style="list-style-type: none"> <li>• Students attend required workshop on developing Qualifying Reading Lists:</li> <li>• <b>The General Ethnic Studies Reading List</b> draws from Part I of the Ethnic Studies Graduate Reading List, posted in the Graduate Handbook. This list will provide a framework for establishing command of the core theoretical, historical, and methodological foundations of Ethnic Studies.</li> <li>• <b>The Specialty Field Reading List</b> 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.</li> <li>• <b>The Teaching Reading List</b> 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 Special Field, but should be substantially different from or wider than the Special Field.</li> <li>• Students begin discussions with faculty for convening a Qualifying/Doctoral Committee</li> </ul>
	Winter		<ul style="list-style-type: none"> <li>• Qualifying/Doctoral Committee is convened.</li> <li>• The three Reading Lists are due to Committee by end of Winter Quarter</li> </ul>
	Spring		<p>Students work on Specialty Field Paper and Annotated Syllabus</p> <ul style="list-style-type: none"> <li>• In the <b>Specialty Field Paper</b>, 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.</li> <li>• The <b>Annotated Syllabus</b> 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.</li> </ul>
Year 4	Fall	<p><b>12 units of coursework per quarter:</b> 8-12 units of directed reading (ETHN 298) per quarter, typically, with 4 units of apprentice teaching (for students appointed as Teaching Assistants); or elective(s)</p>	<ul style="list-style-type: none"> <li>• Specialty Field Paper and Annotated Syllabus are completed.</li> </ul>
	Winter		<ul style="list-style-type: none"> <li>• Specialty Field Paper and Annotated Syllabus are presented to Qualifying Committee</li> <li>• Students must complete the <b>Qualifying Exam</b> by the end of Winter quarter; this includes:                             <ul style="list-style-type: none"> <li>○ convening a committee (should be organized in Winter Quarter of the third year)</li> <li>○ completing the Specialty Field Paper</li> <li>○ completing the Annotated Syllabus</li> <li>○ passing the oral examination</li> <li>○ fulfilling the language requirement, as needed</li> </ul> </li> </ul> <p>Seven days before the scheduled qualifying examination, the student must submit the written Special Field paper and Annotated Course Syllabus to the examination committee. A two-hour oral examination will occur on the appointed date, and the student will answer questions posed by the committee about the General Ethnic Studies reading list, the Specialty Field paper, the Annotated Syllabus, and comprehensive knowledge of Ethnic Studies scholarship.</p> <ul style="list-style-type: none"> <li>• Students attend required workshop, <i>Preparing the Dissertation Prospectus</i></li> </ul>
	Spring		<ul style="list-style-type: none"> <li>• <b>A Dissertation Prospectus</b> of fifteen to twenty pages, excluding bibliography, will be due by the end of the quarter following the Qualifying Examinations, and no later than week nine of Spring quarter of the fourth year. 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.</li> <li>• <b>Prospectus Meeting:</b> 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.</li> </ul>

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Years 5-6: the Dissertation			
Year 5	Fall	<p><b>12 units of coursework per quarter:</b> 12 units of dissertation research coursework (ETHN 299) or 8 units of dissertation research plus 4 units of apprentice teaching credit for students with Teaching Assistant appointments)</p>	<ul style="list-style-type: none"> <li>Researching and writing the dissertation in consultation with student's doctoral committee; students prepare for job search and begin interviewing</li> </ul>
	Winter		
	Spring		
Year 6	Fall		
	Winter		
	Spring		