

PROPOSAL FOR NEW GRADUATE DEGREE PROGRAM

M.A. and Ph.D. in Chicana/o Studies

THE UCLA CÉSAR E. CHAVEZ DEPARTMENT OF CHICANA/O STUDIES

To be offered by: The UCLA César E. Chávez Dept. of Chicana/o Studies

Submitted by: The Faculty, César E. Chávez Dept. of Chicana/o Studies

Academic contact: Alicia Gaspar de Alba, Chair, Chávez Dept. of Chicana/o Studies
Professor of Chicana/o Studies, English, and Women's Studies

Staff contact: Olivia Díaz, Management Services Officer, Chávez Department

Date submitted to
Faculty Executive Committee, The College: October 1, 2008

Date submitted to
The Graduate Council:

TABLE OF CONTENTS

Section 1. Introduction		4
Aims and Objectives of the Program		4
Historical Development of Chicana/o Studies		5
Chicana/o Studies at UCLA		7
Relationship of Proposed Program to Existing Campus Programs and Campus Academic Plan		8
Interrelationship with other UC Programs		10
Department that will Administer the Program		12
Timetable for Development of the Program		12
Plan for Evaluation of the Program		12
Section 2. Program Requirements		13
Admission		13
Master’s Degree		14
Doctoral Degree		16
Sample Program of Studies (table)		19
Section 3. Projected need		20
Institutional Base for Chicana/o Studies		20
Student Demand for Program		20
Growth Trajectory (Majors, minors, BA’s) Table		21
Growth Trajectory (Enrollments & Course Offerings) Table		22
Opportunities for Placement of Graduates		23
Importance to the Discipline		23
Meeting the Needs of Society		24
Relationship of the Program to Research and/or Professional Interests of the Faculty		25
Program Differentiation Outside UC System		25
Section 4. Staff		27
Core and joint faculty		27
Administrative staff		30
Section 5. Courses		31
Present Courses		31
New Proposed Courses		32
Cross-Listing of Upper-Division Courses		33
Relationship of Courses to Specific Fields of Emphasis		33
Delivery of Courses		35
Impact on the Undergraduate Program		35
Annual Course Offerings in Both Programs (table)		36
Section 6. Resource Requirements		37
Intended Method of Funding for First 5 year		37
Library Acquisitions		37
Computing Costs		38
Instructional Equipment		38
Other Operating Costs		38
Proposed Additional Resource Costs (table)		38
Projected Total Budget for First 5 years (table)		38
Projected Enrollment for First 5 years (table)		39
Relationship to Campus Enrollment Plan		39

Section 7. Graduate Student Support	40
Department/Campus Support	40
Teaching assistantships	40
Research assistantships	41
Campus funding initiatives	41
Extramural sources of support	41
Examples of possible financial support (table)	41

Section 8. Changes in Senate Regulations	42
--	----

Appendices	43
-------------------	----

Appendix A: CPEC Report

Appendix B: Statement from Reynaldo F. Macías, Acting Dean of Social Sciences

Appendix C: FEC, APB & CDP Reports

Appendix 1: Proposed Graduate Course Descriptions

Appendix 2: Undergraduate Course Descriptions

Appendix 3: Short Curriculum Vitae for Chicana/o Studies Faculty

Appendix 4: External Letters of Support (2008)

- a. María Herrera-Sobek, Associate Vice-Chancellor for Diversity, Equity and Academic Policy, Professor of Chicana and Chicano Studies, and Luis Leal Endowed Chair, UC Santa Barbara
- b. Louis M. Holscher, Professor & Chair, Department of Mexican American Studies, San Jose State University
- c. Richard Griswold del Castillo, Professor & Chair, Department of Chicana and Chicano Studies, San Diego State University
- d. Ramón Gutiérrez, Preston & Sterling Morton Distinguished Service Professor, Director of the Center for the Study of Race, Politics, and Culture, University of Chicago
- e. Deena González, Professor & Chair, Chicano/a Studies Department, Loyola Marymount University
- f. Silvio Torres-Saillant, Professor of English, Director, Latino-Latin American Studies Program, Syracuse University
- g. Gilbert Cárdenas, Assistant Provost and Director, Institute for Latino Studies, University of Notre Dame

Appendix 5: Campus letters of support (2008)

- a. Claudia Mitchel Kernan, Dean and Vice-Chancellor of Graduate Division
- b. Rosina Becerra, Vice-Provost, Faculty Diversity
- c. Gary E. Strong, University Librarian
- d. Chon Noriega, Director, Chicano Studies Research Center
- e. Miguel Juárez, Librarian, Chicano Studies Research Center Library & Archives
- f. Norma Corral, Librarian, Young Research Library
- g. Scott L. Waugh, Former Dean of Social Sciences (2003)

Appendix 6: Departmental Self Review

Appendix 7: Review Team Site Visit Final Report

Appendix 8: Campus Planning and Budget Report, March 2008

Appendix 9: Departmental Newsletter, Spring 2008

Appendix 10: Tenure Track Jobs for Chicana/o and Latina/o Studies Faculty

Appendix 11: Letters of Commitment to Teach in the Program from Joint and Affiliated UCLA Faculty

- a. Leo Estrada, Urban Planning
- b. Charlene Villaseñor-Black, Art History
- c. Vilma Ortiz, Sociology
- d. Rafael Perez-Torres, English
- e. Marissa Lopez, English
- f. Hector Calderón, Spanish
- g. Kris Gutiérrez, Education
- h. Concepción Valadez, Education

SECTION 1. INTRODUCTION

Chicana and Chicano Studies is an intellectual and interdisciplinary engagement with the social and cultural processes that mediate and give shape to Chicana/o life and thought throughout the United States.¹ Emerging from a Social Science base, the field promotes research that directly confronts structures of inequality based on class, race, and gender privileges in U.S. society. These structures can be studied empirically, scientifically, economically, historically, and through an interdisciplinary framework that utilizes several approaches to show the intersectional nature of these inequalities and the ways in which they impact the community of Mexican descent in the United States, and other Latino communities that share similar ethnic, cultural, and linguistic constructions and political histories. As well, Chicana/o Studies places a premium on knowledge and cultural capital produced within Chicana/o communities and institutions. Addressing local, national, and transnational contexts, Chicana/o Studies employs comparative analytical methods to account for the social, cultural, and historical affinities and differences amongst Chicanas/os, other Latino/a populations, and other American racial and ethnic groups. Broadly speaking, the field is concerned with the histories, cultural productions, and social processes that reflect and articulate the mutually constitutive relationship between Chicanas and Chicanos and the Americas.

Aims and Objectives of the Program

The mission of the UCLA César E. Chávez Department of Chicana/o Studies is to research the historical and contemporary experiences of Mexican-origin people within the United States, as well as of other Latino/a and indigenous populations in the Americas, and to provide its students with the interdisciplinary research tools necessary to advance knowledge in the field, provide academic leadership, and serve community needs with academic resources. In keeping with the Chávez Department's mission statement, the proposed graduate program in Chicana/o Studies will have an interdisciplinary framework. An interdisciplinary graduate program exposes students to the wide range of theories, methodologies, technologies, pedagogies, and epistemologies that intersect the systematic study of Chicanas and Chicanos. Graduate students in Chicana/o Studies will be trained to critically analyze Chicana/o life, history, and culture in the context of an increasingly complex global, transnational society, and to help shape its academic discourse.

Over the last thirty years, the field of Chicana/o Studies has generated its own theoretical constructs, methods, and scholarly specializations. At UCLA, we propose the following four areas of study that stem from the research and curricular strengths of the core and joint faculty of Chicana/o Studies: 1) Labor, Law, and Policy Studies; 2) History, Language, and Culture of the Americas; 3) Transnational and Border Studies; and, 4) Arts and Community Cultural Development. Rather than being singled out as a separate specialization, gender and sexuality paradigms transverse each of the four areas. Inequality constitutes a central epistemology for the graduate program, a way of grounding our curriculum in approaches that both deconstruct cultural discourses and politics of oppression, and also analyze strategies of resistance and empowerment. A key component of the graduate program's curricular focus will be on the larger metropolitan Los Angeles region, home to the largest Mexican origin community in the country

¹ Americans of Mexican descent are the largest demographic "minority" in the United States. Like the field of American Studies, which in its broadest sense is the interdisciplinary study of "American life and thought," Chicana/o Studies is the study of the life and thought of Americans of Mexican origin, hence, it is the field that studies the largest ethnic population outside of Anglo-Americans in the nation.

as well as to several other Latino groups, which places us in a unique position to draw from this large and diverse population – its social experiences, historical realities, cultural practices, linguistic attributes, and literary and artistic productions.

Historical Development of Chicana/o Studies

The field of Chicana/o Studies spans 40 years. In the late 1960s, scholarship on the Chicano community was fairly limited. Chicanas/os were an invisible group in the academy. What little research there was on Chicanos and Chicanas seemed to be plagued by distortion, stereotypes, fragmentation, unrealistic portrayals of events, one-sidedness, and often, linguistic bias and prejudice. In the context of social activism of the sixties—the Civil Rights Movement, the Chicano Movement, the Farm worker’s unionizing Causa, the Women’s movement, the anti-war sentiment, and other counter cultural challenges—young Chicano and Chicana activists called for a new field of studies to correct these intellectual and scholarly absences, and to provide a curriculum in higher education that would be relevant to the particular needs and experiences of Americans of Mexican descent. Thus evolved Chicano² Studies. Some of the goals developed by these student activists were:

1. To create new knowledge about the diverse Chicano communities in the United States
2. To reformulate old knowledge
3. To apply scholarship to the improvement of the material conditions of Chicana/o communities
4. To support the cultural renaissance in the visual, musical, and literary arts; and
5. To effect social change through a critical awareness of inequality

Arts activism was also central to the development of the field. Outside of the academy, artists, poets, and performers were invested in using art for educational purposes and social relevance rather than art for art’s sake. Employing popularly accessible media like murals, posters, broadsides, and street performance, these cultural workers helped to signify, represent, and apply the Chicano Movement goals of community empowerment and social justice in their work. Art, then, as a didactic and political tool, should be seen as an important methodology in the foundation of the discipline.

The development of Chicano Studies research and scholarly literature during the 1960s and 1970s concentrated on critical reviews of the extant work and its assumptions, exploring systematic, often disciplinary, biases, distortions, and stereotypes. In addition, established scholars and many a graduate student embarked on a search for adequate and applicable theories, perspectives, and data sources to the study and analysis of the Chicana/o population. Dominant theories that were developed included internal colonialism, cultural nationalism, mestizaje, and various other race- and class-based theories, each debated vigorously within the developing Chicana/o Studies literature and even in the single-discipline literature. For example, a significant debate occurred in the historical journal literature during the mid 1970s, about whether Chicano history was a subset of U.S. western history, Mexican history, or was a field itself. New and alternative paradigms were established by Chicano Studies, used and examined during this period of time.

² The official designation of Chicana and Chicano Studies was not implemented until the national association changed its name in 1994, from the National Association for Chicano Studies to the National Association for Chicana and Chicano Studies.

Based on women's critiques and proposals emerging in early years of the Chicano Movement, the rise of Chicana Studies in the 1980's added to these efforts to create space within institutions of higher education for the study of Chicana/o communities. Scholars advocating for the integration of Chicana Studies argued for adding gender to the mix of race and class as variables for understanding identity and community. Chicana scholars, particularly Chicana feminists, challenged patriarchy within and outside the Chicana/o community and also called for studying the diversity of sexuality within the community. After a decade of debate and internecine struggles between nationalists and feminists, these gender- and sexuality-constructs were adopted into the field, and the National Association for Chicano Studies (NACS) was renamed the National Association for Chicana and Chicano Studies (NACCS) in 1994, in an effort to support the access and mobility of Chicana faculty through the academic ranks and university administration.

A surge of writing and publications on Chicanas/os occurred in the late 1980s, particularly in the development of feminist epistemologies and critical cultural studies. Academic publishers and journals, which heretofore had resisted publication of Chicana/o subjects and authors, started monograph series on Chicanas/os, accepted many more articles in professional journals on the topic, and reflected the influences of the growing field of Chicana/o Studies. The "traditional" single-disciplines also were affected by this multicultural intellectual renaissance. Many of these disciplines reconceptualized their notions of race and ethnicity and the centrality of these constructs to their work. Others embraced the study of immigration and immigrants, and identity and social processes of change became more prominent within their areas of study. The influence of postmodernity could be felt within and outside of Chicana/o Studies in approaches to scholarship, terminology, and the topics of studies. Shifting the focus of research from a male, heterosexual, working class Chicano subject or a homogenous Chicano community, newer scholars started to explore the interstitial spaces, or borderlands, between different registers of identity and community construction, including important new developments in the areas of sexuality studies, whiteness studies, and urban studies. Other new fields integrated by Chicana/o scholars were the health sciences and the environmental sciences.

The 1990s saw a consolidation of much of the research and literature into more than a half-dozen compendia, encyclopedias on Chicanas/os, Latinas/os, providing a different, foundational basis to the field, training and literature. Also, research and publications reflected greater influences from cultural studies and research on sexuality. Indigenous studies grew in number and influence within the field as well during this period, as did a renewed interest in transnational, and to some extent, diasporic studies. Notions of "cultural citizenship" and questions about the viability of the nation-state helped redefine physical and social geographies and promoted new "regional" approaches to the study of Chicanas/os. Critical race theory as well as studies of cultural performance and production intersected with race, gender and sexuality paradigms, and debates around Chicana/o aesthetics and politics of representation in visual culture also became prominent within the field and broadened its scope.

This trajectory explains why the field of Chicana/o Studies has a strong interdisciplinary foundation. Studying Chicana/o life and thought in all of its dimensions requires the ability to learn, integrate, and apply a broad set of theories, methods, issues and approaches to the production of knowledge. Moreover, it models the cutting-edge nature of interdisciplinary research that speaks to the individual, the community, and the nation at a time when demographics are becoming more and more diverse around the world.

Chicana/o Studies At UCLA

At UCLA the development of Chicana/o Studies took the form of a research center established in 1969 and an undergraduate Inter-Departmental Program (IDP) established in 1973, drawing on the few faculty and courses from different departments and disciplines to constitute an undergraduate major in Chicano Studies. UCLA is also noted for being one of the first institutions to provide a doctoral specialization focused on Chicanos within a traditional discipline—Chicano History within the United States field of the department of History. The UCLA Chicano Studies Research Center was also the base for the premier national Chicano Studies journals—*Aztlán*—that helped establish the field and, for a period (1974-78), administratively supported the organization of the fledgling National Association of Chicano Social Scientists (now known as the National Association for Chicana and Chicano Studies).

However, the retrenchments in social and budgetary policies during the 1980s and the recession of the early 1990s left California higher education in a tight financial situation. Chicano Studies reflected this in lowered enrollments, majors and graduates. Despite the establishment of a specialization/minor in 1992, and several attempts at re-organization of the curriculum, in 1992, the Inter-Departmental Program at UCLA, like those at many other institutions of higher education, was in danger of being closed.

In spring of 1993, students and faculty undertook civil disobedience, and a nonviolent hunger strike to underscore their demands for greater support of the program and the establishment of a department of Chicana/o Studies. The compromised result of the subsequent agreement at UCLA was the development of a new academic unit—a Center for Interdisciplinary Instruction (CII) that would house a degree-granting program in Chicana/o Studies with its own autonomous curriculum, and six new full-time faculty positions with 100% appointments in Chicana/o Studies. A provision for a Community Scholar position was also part of the Hunger Strike Agreement that would help establish a permanent commitment to serve community interests with academic resources by inviting a leader in the Chicana/o and Latino/a community to offer a one-quarter course in the Center each year. The Center was named in honor of César E. Chávez, in memory of his leadership for social change, his advocacy for farm workers' rights, his support of nonviolence, and his use of the hunger strike among the tools he used to challenge the moral conscience of the nation and the world. This proceeded along with a revival of programmatic and intellectual growth within Chicana/o Studies in the late 1990s.

From a small, poorly supported, and irregularly staffed interdepartmental program, Chicana/o Studies at UCLA has grown to become a full-fledged department with close to 200 majors and minors, and more than 150 B.A. graduates in each of the last three years. We offer over 75 courses a year with over 2,000 student enrollments in those courses, and our large lower-division courses serve the General Education curriculum of the College of Letters and Science as well. Our founding faculty of six (three junior and three senior professors) has grown to a faculty of eighteen: eleven core appointments in Chicana/o Studies (1 of whom is the Acting Dean of the Social Sciences Division) spanning the gamut of assistant, associate, and full professors, and seven faculty jointly appointed to their home departments and Chicana/o Studies.

The Center was granted departmental status in 2005, becoming the UCLA Department of Chicana and Chicano Studies, and in 2007 it was renamed the César E. Chávez Department of Chicana and Chicano Studies, the first department in the history of UCLA to be named after an individual. We are now poised to launch a graduate program in Chicana/o Studies. To quote from Vice Provost Rosina Becerra's letter of support for the Ph.D. program proposal (attached in the appendices),

[At UCLA] Chicana/o Studies has risen from an interdepartmental program, to a center for interdisciplinary instruction, to a department awarding a bachelor's degree. In each of these steps, the program has succeeded and developed an outstanding academic program with an excellent faculty known for its scholarly achievement. They are now ready for the next step which is an advanced program for the Ph.D. degree in Chicana/o Studies. Doctoral education is the final building block that will solidify and advance the scholarship in this research area. The creation of this advanced degree program will be instrumental in providing visibility to significant issues faced by a major population of the state as well as provide the university an opportunity to more fully contribute to the needs of the State. (10/1/07)

Relationship of Proposed Program to Existing Campus Programs & Campus Academic Plan

There are several campus programs and resources within UCLA that provide the proposed graduate program with a greater interdisciplinary foundation than the department and Center faculty alone. Principal amongst these resources are the following

- The Chicano Studies Research Center and its library and archival collections
- The UCLA Charles Young Library
- The faculty and instructional resources of other departments that have curricular relevance to the proposed graduate program.

The UCLA Chicano Studies Research Center (CSRC), established in 1969, is one of the premier research centers in Chicana/o Studies throughout the world (see letter of support from Professor Chon Noriega, Director, dated June 24, 2008 in the appendices). Aside from its longevity, it is home to a significant set of holdings in its library, an impressive set of archival holdings, publisher of the oldest and most prestigious journal in the field, and supporter of a wide range of research activity in the field—including host to postdoctoral fellows and other scholars from around the world.

The CSRC Library, for example, is a non-circulating library which houses an impressive Chicana/o collection of over 14,000 volumes, 3,000 reels of micro-film, extensive periodical and audio-visual collections, a significant poster and flier collection. In addition to a definitive collection of Chicano-related research guides and directories, the library holdings consist of monographs, serials, pamphlets and clippings, dissertations and theses, journal articles, maps, films, videotapes, tape recordings, and slides. Of special note are library holdings that include over 340 monolingual and bilingual English and Spanish newspapers and journals published throughout the Southwest beginning in the late nineteenth century. There are also over 100 archival collections, with a concentration on Los Angeles, Chicana and Mexicana organizations and services, women artists, scholars, and community leaders, LGBTIQ, and Chicano media production. The CSRC Library has been a leader at UCLA in developing web-based archival holdings, starting with its Arhoolie Foundation's Strachwitz Frontera Collection of Mexican and Mexican American Recordings. This collection consists of over 30,000 Spanish-language 78 rpm recordings produced between 1907 and 1954. This project was made possible through support from the Los Tigres del Norte Fund established at the CSRC in 2000. The CSRC Library is now developing a web-based image archive that corresponds to its archival collections

in the arts (see letter of support from CSRC librarian, Miguel Juárez dated May 29, 2008 in the appendices).

Throughout its history, the CSRC has dedicated itself to studying the long-neglected history, rich cultural heritage, and contemporary life of Mexicans and other Latinos/as in the United States. As such it is a tremendous asset for the proposed graduate program in Chicana/o Studies. The CSRC accomplishes its faculty and graduate student support mission through a variety of programs, including the University of California's Institute of American Cultures (IAC), which offers pre- and post-doctoral fellowships, and the Inter-University Program for Latino Research (IUPLR) (a consortium of Chicano and Latino research centers located at major universities in the U.S.). The IAC/CSRC Fellowship Program is an annual competition amongst doctoral students. The Post-Doctoral Fellowship competition is available to applicants who have completed their doctorates and are interested in spending one year at the CSRC to conduct further scholarship in Chicana or Chicano Studies.

The University Charles Young Library and bibliographic resources of the campus are also supportive of the proposed graduate program (see letter dated June 9, 2008, from Gary Strong, University Librarian). The UCLA Library “collects comprehensively to support research and instruction in Chicana/o Studies.” Given the inter-disciplinary basis of the field, there are several libraries that support the campus faculty and graduate students who specialize in Chicana/o Studies. They would continue to do so more aggressively with the proposed new program.

In addition, the archival and other research resources of the UCLA Library are rich in Chicana/o Studies materials—historical and contemporary. These include a history of Mexican land grants in California, the Carey McWilliams papers, the Sleepy Lagoon Defense Committee records, and the papers of Edward Royal (the first Chicano elected to the Los Angeles City Council in the mid-1950s). The Arts Special Collection holds the archive and papers of Michael Wilson, author of the screenplay of the groundbreaking labor film “Salt of the Earth,” based on the Chicana-led labor strike in the Arizona mines in the early 20th century. The Film Library also holds the complete set of the first television public affairs programming on Chicanas/os in Los Angeles in the late 1960s and early 1970s, “Reflexiones.” Graduate students in the proposed Chicana/o Studies program would have the benefits of one of the top ten research libraries in the nation, as well as a treasure trove of research resources for Chicana/o Studies.

There are also a number of other related centers that could provide research and programmatic resources for the proposed graduate program—the Center for the Study of Latino Health and Culture (Dept. Of Medicine), the Center for the Study of Urban Poverty (Institute for Social Science Research), Center for the Study of Women, and the Center for Labor Research and Education (Institute of Industrial Relations) are just four examples of centers which have a focus on related Chicana/o Studies topics and areas of work.

While a number of UCLA departments and programs have faculty who attend to particular aspects of the study of Chicana/o life and culture, none of these departments makes the Chicana/o experience central to their academic programs. Most of these departments focus more broadly on conveying the history and scope of their own fields. Where this scope includes topics like race and ethnicity, or immigration, there may be attention to the Chicana/o population. Even in those departments that are active in offering courses on Chicanas/os in their undergraduate curriculum, there are few graduate level courses. Though it is possible within these other departments to write a dissertation on Chicanas/os (and graduate students do avail themselves of this possibility), no department can offer the subject specialization guidance for Chicana/o

Studies like the Chavez Department. They also do not have the wide array of faculty or courses that our proposed graduate program would offer. Further, students are constrained by the methodological and disciplinary traditions of single fields rather than a broader interdisciplinary inquiry. The proposed Chicana/o Studies graduate program has provided a vehicle to discuss additional graduate level courses on Chicanas/os within those departments, interest in collaboration at the graduate level by cross-listing courses, and sharing faculty. This potential with other departments and the doctoral requirement for courses in an outside field in the proposed program, will continue to provide for broad interdisciplinarity within Chicana/o Studies at UCLA, as well as fully utilize the strengths of the broader Chicana/o and Latina/o faculty on campus (a mandate of our outside reviewers in our recent 8-year review).

This proposed graduate program in Chicana/o Studies forms part of the 5-year Academic plan for the campus, and will also contribute to Chancellor Block's campus-wide efforts not only to promote diversity at UCLA, but also to develop a strong academic focus on Los Angeles.

Interrelationship of the Program with Other University of California Programs

Several graduate programs have related content and scope within the UC system. UC Santa Barbara received approval to offer the first Chicana/o Studies Ph.D. program in the nation in July 2003. The doctoral program at UCSB received 53 applications for their first year of operation, accepted 9 for admission, and enrolled 5 students beginning Fall 2005. They currently have 17 combined M.A./Ph.D. students enrolled. Both UC Berkeley and UC San Diego have graduate programs in Ethnic Studies. At UC Berkeley, students can specialize in Chicana/o Studies. Several of the other UC campuses have undergraduate programs in Chicana/o Studies and their faculty are considering the possibilities of graduate programs. In August of 2008, UC Riverside launched its Ph.D. program in Ethnic Studies and will begin accepting applications for the 2009-2010 academic year in the Fall. This will be the third U.C. campus that offers a Ph.D. in Ethnic Studies.

The graduate program in Chicana/o Studies at UC Santa Barbara is more similar to the program proposed at UCLA. Both are proposed by Chicana/o Studies academic units that administer growing undergraduate programs, have a core of stellar dedicated faculty in the field (10.5 core faculty at UCSB, and 11 full-time core faculty at UCLA, 17 including the joint appointments), and well-established organized research units dedicated to promoting interdisciplinary research on Chicana/o and Latina/o communities, the main and most significant difference between our programs is, simply put, "location, location, location." Historically, both campuses have shaped the field of Chicana/o Studies in terms of resources, research, publications and undergraduate training. But our program in the Chávez Department is not only located in metropolitan Los Angeles, it will also focus on Los Angeles as a site of inquiry in all facets of the program, beginning with one of our required Foundation courses, and extending into each of the interdisciplinary Caminos, or areas of study of study. The core and joint faculty's strengths in labor, immigration, and policy research, and its interdisciplinary approaches to studying Chicana/o and Latina/o life in Los Angeles from legal, historical, cultural, economic, educational, and gender/sexuality perspectives offers a concentrated focus not found at any other university. Moreover, because some of the most recognized Chicana/o and Latina/o arts practitioners in a variety of artistic genres are faculty members at UCLA—Judith Baca in the visual arts, Alicia Gaspar de Alba in creative writing, José Luis Valenzuela in theater arts, and Steven Loza in musical performance—all of whom will be teaching in our proposed graduate program, our "Arts and Community Cultural Development" track will train students in both the

theory and praxis of art-making in civic engagement with different communities in Los Angeles, and this will be a huge draw to UCLA.³ Thus, while the Chávez Department may compete for students with UCSB, the same can be said of any other department that occurs at any two institutions. Moreover, with Latinas/os constituting the largest ethnic minority outside of Anglo-Americans in the nation, we have no doubt that there will be abundant interest to satisfy the student pools for both institutions and meet the high standards set by both programs.

The two campuses have also shared Chicana/o Studies faculty during sabbaticals, post-doctoral fellowships, and in buy-outs for specific classes. We expect this will continue into the future, and have even discussed the possibilities of graduate students taking advantage of our complementary strengths through inter-campus enrollment in classes within the two UC campuses.

The three UC graduate programs in Ethnic Studies do not bear the name Chicana/o Studies, nor the emphasis outlined in this proposal. The Ethnic Studies Graduate Group at UC Berkeley established their inter-departmental graduate program in 1984, which comparatively studies the histories, cultures, and communities of racial minorities in the United States. It seeks to analyze how the experience of various racial minorities are similar to and different from each other, how developments such as slavery and racial discrimination set apart U.S. citizens of color from U.S. citizens of European ancestry, and how race and class intersect in United States society. It utilizes a broad range of social science and humanities methods to examine the critical area of race in U.S. life, particularly for African Americans, Asian Americans, Chicanas/os, and Native Americans.

The Ethnic Studies Department at UC San Diego is an interdisciplinary social science department specializing in analytic and theoretical approaches to the study of ethnicity and race. The graduate degree program was established in 1996, offering a course of study designed to train advanced researchers to do interdisciplinary scholarship and teaching about race and ethnicity at institutions of higher learning in the U.S. and around the world. Of the 51 graduate course descriptions listed in the UCSD official university catalogue in the past three years (AY 2005-2006; 2006-2007, 2007-2008), there is no use of the words “Chicana/o, Mexican, Latina/o,” or any of the many other surrogates for Chicanas/os.

The new Ethnic Studies Ph.D. program at Riverside has a special focus on public policy, community studies, and diasporic studies. Their program is based on three concentrations: Theories of Race and Power; Cultural Politics and Productions; and The State, Law, and Social Transformation. Chicano Studies is considered an Area Study of the program.

The Berkeley and San Diego Ethnic Studies programs range from 14-16 faculty members, with 12 at Riverside, but all three have a smaller number who specialize in Chicana/o Studies. All seek a racial-comparative framework for their training and research—a more singular focus on race and ethnicity than the breadth of what is proposed here—and do not explicitly concentrate on metropolitan Los Angeles as part of their curricular and research program. The UC Berkeley program apparently allows a specialization in Chicana/o Studies, and the foundational courses at Berkeley and San Diego may touch on Chicanas/os (Studies), but not in depth. This is a characteristic of many ethnic studies programs.

The Chicana/o Studies program at UC Davis is primarily at the undergraduate level. UC Irvine has an undergraduate Chicano/Latino Studies Department and no graduate program. While

³ The Chávez Department has already initiated conversations with the Art Department and will engage in further conversations with Theater, Music, Art History, and World Arts and Cultures to launch an Interdepartmental M.F.A. in Public Arts after the graduate program is established.

UC Santa Cruz organizes their undergraduate programs around Latino & Latin American Studies (LALS), they are currently in the processes of proposing a Ph.D. program in LALS.

No doubt, there will be some overlap between all of these programs and the one we propose at UCLA, but there will also be quite distinct and important differences reflecting the respective academic foci and intellectual areas of expertise of each campus.

Department that Will Administer the Program

The César E. Chávez Department of Chicana/o Studies will administer the proposed graduate program in Chicana/o Studies. It is currently composed of eleven (100% time) core faculty (one of the eleven is currently Acting Dean of the Social Sciences Division), six joint faculty members (0%), 6 part-time instructors and 15 affiliated faculty, who are in other home departments. The “inside” ladder rank faculty resources of the proposed graduate program is 17 persons. The César E. Chávez Department of Chicana/o Studies also administers the undergraduate major and the minor in Chicana/o Studies. Staffing includes an academic Chair, a full-time Management Services Officer, an Administrative Specialist and Student Affairs Officer. Once the graduate program is launched, it will be necessary to hire another staff member to help administer the flow of fellowships, stipends, and grants that the graduate program will bring.

Timetable for Development of the Graduate Program

The program can be fully operational and the first cohort admitted two years after approval. During the first year after approval, course syllabi and action forms establishing the graduate courses will be submitted (these are currently being developed). Notice of the new program and application requirements will be distributed and advertised at national conferences, in academic journals, on our departmental webpage, and in worldwide email blasts. The projected enrollment is five Ph.D. students in the first year, with about 5 new admits each of the four subsequent years. A Graduate Admissions Committee consisting of the Department Chair, the Vice Chair for Graduate Studies, and two other faculty (one senior and one junior) will review applications. Total enrollment after five years will be between 20 to 25 students in the doctoral program, accounting for the drop-off of one or two students. We expect the first doctoral graduates five to six years after the first cohort is admitted.

Plan for Evaluation of the Program

The graduate program will be evaluated in two ways. First, there will be the regular program review cycle that applies to all academic programs. The Program Review Committee of the Graduate Council is responsible for review of the graduate program. The Chávez Department will also continue to perform comprehensive eight-year self-reviews as mandated by the Academic Senate. Our most recent review was performed in Spring 2008. The Graduate and Undergraduate Councils recommend that the next review be scheduled for AY2015-2016, pending a satisfactory progress review report. By then, the graduate program will be in its fourth or fifth year of operation and our first PhD's will be nearing completion. Second, there will be an annual internal evaluation, within which the faculty will assess the currency and scope of the graduate program, including curriculum, program requirements, admissions, and progress/completion rates.

SECTION 2: PROGRAM

Graduate Program in Chicana/o Studies

2010-2011 Program Requirements for UCLA Graduate Degrees Applicable only to students admitted during the 2010-2011 academic year.

César E. Chávez Department of Chicana and Chicano Studies

College of Letters and Science

Graduate Degrees

The César E. Chávez Department of Chicana and Chicano Studies offers the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in Chicana and Chicano Studies.

Admission

Program Name	Department of Chicana and Chicano Studies
Address	7349 Bunche Hall, Box 951559, Los Angeles, CA 90095
Phone	310-206-7695
Email	GradAdvisor@chavez.ucla.edu
Leading to the degree of	MA, Ph.D. Department admits only applicants whose objective is the Ph.D., although students may be awarded the M.A. en route to the Ph.D.
Admission Limited to	Fall
Deadline to apply	December 15th
GRE (General and/or Subject), TSE, TWE	GRE: General
Letters of Recommendation	3
Other Requirements	In addition to the University's minimum requirements ⁴ and those listed above, all applicants are expected to submit a personal statement, a writing sample, and transcripts of undergraduate and any graduate work completed. Evidence of other creative work relevant to the degree program may also be included in the application packet.

⁴ See <http://www.gdnet.ucla.edu/gasaa/admissions/CRITERIA.HTM>

Master's Degree

Advising

The Vice Chair for Graduate Studies is assigned as a provisional advisor to all incoming M.A. students until a permanent faculty advisor is selected in the second year. The faculty advisor assists students with planning their program of study. Students are expected to meet at least once a quarter with their faculty advisor, usually at the beginning of the quarter to have their enrollment plan approved. A graduate student affairs officer provides assistance with policy and procedure.

Areas of Study

Students are expected to master one interdisciplinary area of study from among the following: 1) Labor, Law, and Policy Studies; 2) Transnational and Border Studies; 3) History, Language, and Culture of the Americas, and 4) Arts and Community Cultural Development.

Foreign Language Requirement

Not required.

Course Requirements

The M.A. degree in Chicana/o Studies is not intended to be a stand-alone, terminal degree, but is rather, a requirement for the Ph.D. Students must successfully complete a total of 36 units (normally nine courses) completed while in graduate status and taken for a letter grade with a minimum of 3.0 grade-point average. Of the 36 units, at least 28 must be completed at the graduate level. Up to 8 units of upper-division courses may be applied to the 36-unit requirement. One 500-series course (up to 4 units) may be applied toward the 36-unit requirement.

Required Courses:

Chicana/o Studies 200 and 201 taken in the first year.

One graduate methodology course in the first area of study.

Three seminars, one of which may be upper-division, in the first area of study.

Eight elective units (2 courses) may be upper-division or taken outside the department.

Four units of Chicana/o Studies 597 (Masters Thesis Research) or Chicana/o Studies 598 (Exam Preparation).

Teaching assistants may enroll in Chicana/o Studies 495 when they receive their first teaching appointment, and must enroll in Chicana/o Studies 375 each quarter they hold a teaching appointment. Neither of these courses will count toward the degree.

Because it is a University of California policy that courses already applied to any earlier graduate degree cannot be applied to a second degree of the same level, students entering the program with a M.A. will be required, at minimum, to take the structured core of 3 required graduate courses: CCS 200, 201, and 202. It is suggested that students who already have a M.A. take all of the required courses in the first year.

The minimum course load is 12 units per quarter. Students must be registered and enrolled at all times unless they are on an official leave of absence.

Teaching Experience

Not required.

Field Experience

Depends on area of study.

Thesis Plan

Students may complete the M.A. degree by writing a Master's Thesis relevant to the student's chosen area of study. Students who opt to specialize in the "Arts and Community Cultural Development" area of study may elect to complete the M.A. degree by producing a Thesis of visual art, creative writing, or a performance piece. The MA Thesis should be submitted at the end of the second year, but no later than Spring Quarter of the third year. Students must enroll in Chicana/o Studies 597 (M.A. Thesis Research) under the guidance of their faculty advisor. The thesis committee consisting of the student's faculty advisor, another ladder-ranked faculty from the list of core or jointly-appointed faculty in the department, and an outside reader must be appointed by the department no later than Fall Quarter of the student's second year. The thesis is evaluated on a pass/no pass basis.

Master's Examination Plan

Students may choose to take a comprehensive examination that consists of a series of essay questions designed to demonstrate the student's knowledge of theories and methods in the field of Chicana/o Studies, and their ability to apply these ideas and techniques to their chosen area of study. Students may enroll in Chicana/o Studies 598 (Exam Preparation) to help prepare for the exam. The examination is developed and administered by the student's faculty advisor, and evaluated by the advisor and either the department Chair or the Vice Chair for Graduate Studies. Successful completion of the Master's Examination is with a grade of "B" or better.

Time-to-Degree

Full-time students are expected to complete the requirements for a Master's Degree within two years (six quarters) of registration.

Doctoral Degree

Advising

Each entering student is assigned to the Vice Chair for Graduate Studies, who takes primary responsibility for academic advising in the first year. After completing coursework for the Ph.D., but before taking the University Oral Qualifying Examination, the student submits a four-person doctoral committee that requires approval of the department and appointment by the Graduate Division. The doctoral committee is responsible for supervision, review, and approval of the doctoral dissertation. A graduate student affairs officer provides assistance with policy and procedure.

Major Fields or Subdisciplines

At the doctoral level, students are expected to specialize in two areas of study from among the following: 1) Labor, Law, and Policy Studies; 2) Transnational and Border Studies; 3) History, Language, and Culture of the Americas, and 4) Arts and Community Cultural Development. Coursework for the first area of study will be completed at the Master's level.

Foreign Language Requirement

Second language, other than English, as deemed appropriate by advisor. Students are required to satisfy the language requirement in one of the following ways: 1) documenting satisfactory completion of two full years of coursework in another language at the college level; or 2) passing a language proficiency examination deemed appropriate by the department. The foreign language requirement must be completed before the University oral qualifying examination and advancement to candidacy.

Course Requirements

For the Ph.D. in Chicana/o Studies, a total of 16 units (generally 4 courses) in addition to the M.A. are required. These sixteen units are to be taken in a second area of study. Competency in two areas of study is expected by the time coursework for the Ph.D. is completed.

One graduate methodology course related to second area of study.

Three seminars in second area of study, one of which may be upper-division or taken outside the department.

Teaching assistants may enroll in Chicana/o Studies 495 when they receive their first teaching appointment, and must enroll in Chicana/o Studies 375 each quarter they hold a teaching appointment. Neither of these courses will count toward the degree.

Teaching Experience

May not be required for all students in the program.

Written and Oral Qualifying Examinations

Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program.

The Written Qualifying Examination is a two-part exam. Part 1 covers the student's general knowledge of the history of the field of Chicana/o Studies. Part 2 covers the student's two chosen areas of study. Students may enroll in Chicana/o Studies 598 (Examination Prep) to help prepare for the exam. Students who fail either part of the written qualifying examination may retake it once without petition, as early as the following quarter. Students who fail the written qualifying examination a second time will not advance to candidacy.

The Oral Qualifying Examination is required after completion of the Written Qualifying Examination, completion of the dissertation proposal, and appointment of a doctoral committee in accordance with University regulations. The four-person doctoral committee is responsible for administering the examination. The oral examination is approximately two hours in length and is focused on the student's dissertation proposal.

Advancement to Candidacy

Students are advanced to candidacy and awarded the Candidate in Philosophy (C.Phil.) degree upon successful completion of the written and oral qualifying examinations.

Doctoral Dissertation

Every doctoral degree programs requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study.

Final Oral Examination (Defense of the Dissertation)

Not required for all students in the program. The decision as to whether a defense is required is made by the doctoral committee.

Time-to-Degree

Full-time graduate students should normally complete the requirements for the Ph.D. within five years of the Master's degree.

Termination of Graduate Study and Appeal of Termination***University Policy***

A student who fails to meet the above requirements may be recommended for termination of graduate study. A graduate student may be disqualified from continuing in the graduate program for a variety of reasons. The most common is failure to maintain the minimum cumulative grade point average (3.00) required by the Academic Senate to remain in good standing (some programs require a higher grade point average). Other examples include failure of examinations, lack of timely progress toward the degree and poor performance in core courses. Probationary students (those with cumulative grade point averages below 3.00) are subject to immediate dismissal upon the recommendation of their department. University guidelines governing termination of graduate students, including the appeal procedure, are outlined in *Standards and Procedures for Graduate Study at UCLA*.

Special Departmental or Program Policy

A recommendation for termination is made by the Vice Chair for Graduate Studies after a vote of the department's graduate faculty. Before the recommendation is sent to the Graduate Division, a student is notified in writing and given two weeks to respond in writing to the Chair. An appeal is reviewed by the department's graduate faculty, which makes the final departmental recommendation to the Graduate Division.

A Sample Program of Studies for a Doctoral student entering without a Masters

Year	Fall quarter	Winter Quarter	Spring Quarter
1	CCS 200 Upper-division seminar CCS 495 or CCS 375 (TA Practicum)	CCS 201 Graduate methods course (Area 1) CCS 375 (TA Practicum)	Graduate seminar Elective CCS 375 (TA Practicum)
2	Graduate seminar Elective CCS 495 or CCS 375 (TA Practicum)	MA Thesis Research (597) CCS 375 (TA Practicum)	MA Thesis Research (597) CCS 375 (TA Practicum) M.A. Thesis submitted M.A. degree granted
3	Graduate methods course (Area 2) Upper-division seminar CCS 495 or CCS 375 (TA Practicum)	Graduate Seminar Directed Indiv. Study (596) CCS 375 (TA Practicum)	Graduate Seminar Directed Indiv. Study (596) CCS 375 (TA Practicum)
4	Directed Indiv. Study (596) CCS 375 (TA Practicum)	Examination Prep (598) Directed Indiv. Study (596) Written Qualifying Exams Submission of dissertation committee	Examination Prep (598) Directed Indiv. Study (596) Oral Qualifying Exams Advancement to candidacy
5	Dissertation Research (599)	Dissertation Research (599)	Dissertation Research (599)
6	Dissertation Research (599) Or Or Defense/Submission of dissertation	Dissertation Research (599) Or Defense/Submission of dissertation	Defense/ Submission of dissertation Ph.D. degree granted

SECTION 3. PROJECTED NEED

In the Chávez department, it has become increasingly difficult to hire faculty with no training in Chicana/o Studies. The field's growing theoretical constructs, its increasing attention to gender and sexuality as central variables of individual and collective identity, and its interdisciplinary approaches to research now constitute minimum expectations of new scholars in the field, and thus require graduate training in Chicana/o Studies. The growth of the field nationally has been reflected in student enrollments, number of classes offered, the number of faculty being hired with Chicana and Chicano Studies, and the growing number of new programs, especially at the graduate level.

Institutional Base for Chicana/o Studies

Institutions which established academic programs in the field of Chicana/o Studies did so primarily in the late 1960s and early 1970s. A resurgent growth appears to have begun in the 1990s and continues into the 21st century. In 2007, there were 14 other departments of Chicana/o or Latina/o Studies in the United States. We found 37 undergraduate programs in Chicana/o Studies, 23 in Latino Studies (including the specific areas of Puerto Rican/Boricua Studies, Cuban American Studies), 45 in Ethnic Studies (only some of these had a specialization on Chicanas/os or Latina/os), and, for comparison, 186 in American Studies (apparently with very few having a focus or specific courses on Chicanas/os or Latina/os beyond inclusion as a topic in courses on race/ethnicity, multi-cultural literature, or immigration) throughout the nation.

Currently, there are 11 graduate programs in the field, almost all of them at the Masters level. There are two doctoral programs in the field: one in Chicana/o Studies at UC Santa Barbara, which started enrolling students in 2005, and one in Chicano and Latino Studies at Michigan State University in East Lansing, which began in 2007. Chicano History can be studied as a specialization at several universities within departments of History. Several doctoral programs in Ethnic or American Studies advertise a specialization in Chicano Studies (USC established their doctoral program in American Studies and Ethnicity in 2001, with a specialization in Chicana/o Studies). Several other doctoral programs provide for a broad specialization within their specific disciplines (e.g., race and ethnicity specializations within Sociology) that relate to the study of Chicanos.

There are at least six institutions that are currently contemplating the possibility of doctoral programs in Chicana/o Studies. We are at the beginning of an era in which UCLA, again, can significantly shape the direction and content of these programs.

Student Demand for Program

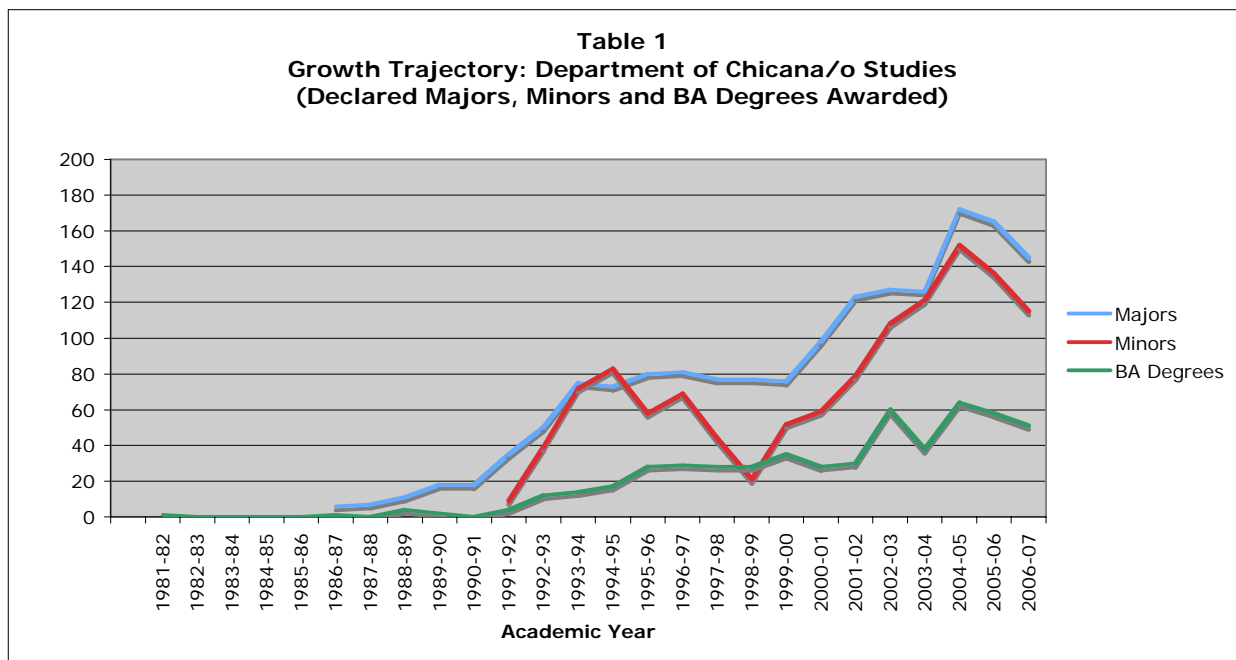
UCLA has a long tradition of providing academic leadership in Chicana/o Studies. Indeed, the Chávez Department gets frequent inquiries about graduate education in Chicana/o Studies. Many of our own undergraduate students who would have elected to apply to UCLA for graduate studies have not done so because we lack a graduate program in Chicana/o Studies. We continue to lose top students each year to a wide variety of institutions elsewhere, and to other disciplines, because a Ph.D. program in Chicana/o Studies is not available here at UCLA. The availability of a graduate degree in Chicana/o Studies, backed by the faculty breadth already existing at UCLA in Chicana/o Studies, will be a significant aid in graduate student recruitment. We expect (and our outside faculty reviewers concur) that the program we propose will become not only well known and popular in future years, but is also poised to become the top graduate

program in Chicana/o Studies in the nation. This will significantly increase student demand to enter UCLA, particularly among top students.

Concrete demand for a Ph.D. in Chicana/o Studies can be made evident in five areas: One of the best measures of the need for a graduate curriculum is undergraduate interest in the major. While we have no national or state statistics, we can provide a profile of the growth at UCLA which we believe mirrors the case at many other campuses. The major was created in 1973-74, and the minor in 1991-92. The number of students majoring and minoring in Chicana/o Studies has especially increased on an annual basis since the creation of the Center for Interdisciplinary Instruction in the spring of 1993.

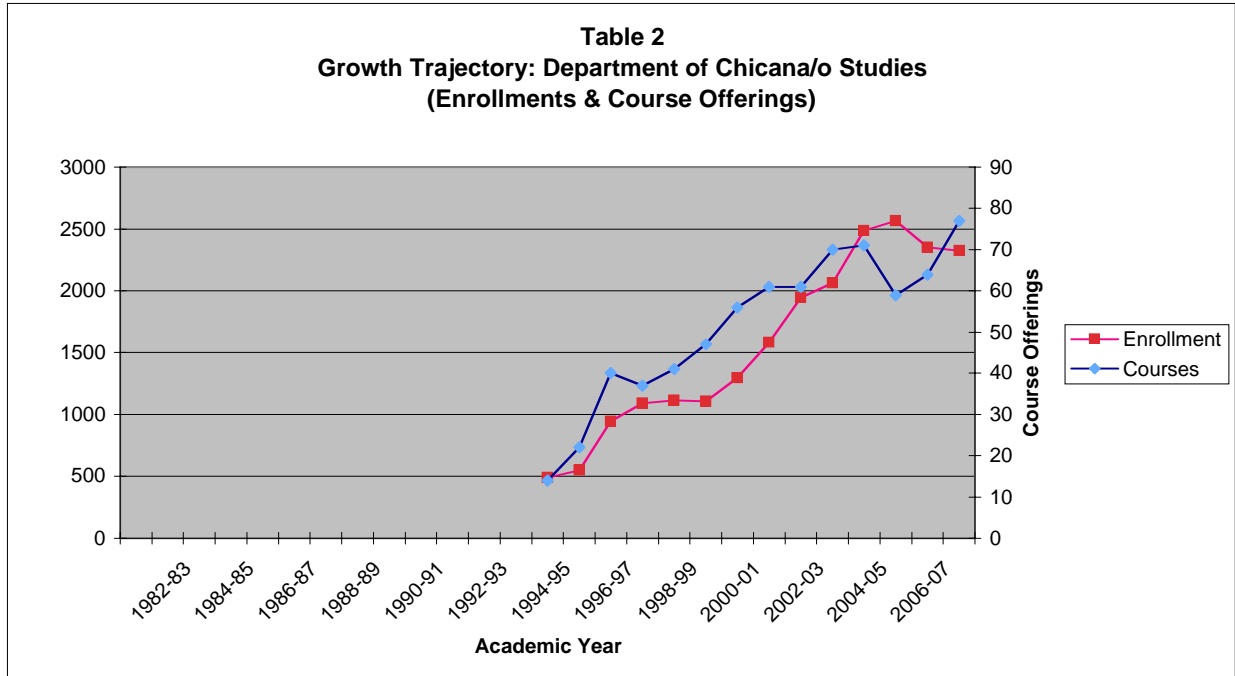
The number of majors more than tripled between 1992 and 2005, and a phenomenal growth of almost 700% for the minor during the same time period. As the Chicana/o and Latina/o populations increase in California, and throughout the nation, we expect that the interest in and attraction of studying these populations will increase.

The table below graphs the phenomenal growth of our department. The number of declared majors and minors increased rapidly shortly after the 1990s when the program was initially created. The yearly degrees (BA) awarded have also increased steadily as the major has become better known throughout the campus community.



The following table depicts total yearly student enrollments graphed alongside the total number of course offerings.⁵ This unprecedented growth since the early 1990s has increased demand for more courses, which we continue to offer. The Department has found a healthy equilibrium between number of course offerings per year and maximum enrollment.

⁵ The reason there was a dip in course offerings in 2004-05 was due to the budget cuts that affected our temporary faculty budget. This meant that we had less money available to hire temporary faculty to teach courses.



In addition, UCLA has been graduating an increasing number of Chicana/o Studies students who have gone on to graduate schools in various disciplines and institutions. An increasing number of our own graduates have inquired about a graduate program in Chicana/o Studies.

A second measure of the need for a graduate curriculum in Chicana/o Studies is reflected in the Masters degree programs at the California State University system. The California State University system offers six Masters programs in Chicana and Chicano Studies. These include: California State University, Los Angeles; California State University, San José; California State University, Northridge; San Francisco State University has a program in Raza Studies; and most recently, San Diego State University, established one on Chicana/o and Border Studies. California State University, Sacramento established a Masters program in Ethnic Studies in 2002-03 and includes a specialization in Chicana/o Studies. These campuses can serve as feeder campuses, but their ongoing admissions and enrollments also reflect interest in Chicana/o Studies graduate programs. CSU Northridge enrolled, on average, 13 students per year, while CSLA enrolled 6, but is expanding its faculty and program.

Third, the University of California already has two successful Ethnic Studies Ph.D. programs at the Berkeley and San Diego campuses, as well as a newly approved Ethnic Studies Ph.D. program at UC Riverside, and the first-ever Chicana/o Studies Ph.D. at UC Santa Barbara, which started enrolling students in 2005 and now has 17 combined masters/doctoral students. It is likely that a number of Ethnic Studies applicants wanting to focus on Chicana/o and Latina/o Studies also will be interested in applying to a Ph.D. program in Chicana and Chicano Studies. Ph.D. students wishing to have more of a Los Angeles focus to their degree program will also be drawn to the Chávez Department’s graduate program.

Fourth, we anticipate getting international students from Mexico, as well as Spain, Germany, Italy and France, the European nations who have been most active in Chicana and Chicano Studies in the past three decades. This will partly be affected by the possible changes in fees for non-resident students. If they increase substantially, then this source of students may be very small.

Fifth, we foresee a new interest by Mexican scholars in Chicana/o Studies in the near future given the opportunities presented by the 2002 UC agreement with the Mexican higher education commission (CONACYT), that provides resources for graduate study of Mexicans in the UC.

The above demand is not surprising given the continued rise in the Chicano/Latino populations and their growing demographic, economic, and political importance within the national landscape. Demand for a Ph.D. in Chicana/o Studies will continue to increase. Our undergraduate students are very supportive of the proposed doctoral program and, through the Student Departmental Senate, have been involved in the process of structuring it. Moreover, outside of our UCLA campus, students and faculty are very excited about our proposed program and frequently inquire as to the status of the proposal. Overall, then, since we are accepting only five Ph.D. students per year, we do not foresee any problems in getting applicants to our graduate program.

Opportunities for placement of graduates

The Ph.D. program will produce students qualified to teach in a wide range of programs. These include: (1) Chicana and Chicano Studies programs; (2) Latino/a Studies Programs; (3) interdisciplinary programs such as Ethnic Studies, American Studies, Women's Studies, LGBT Studies, and Cultural Studies; and (4) traditional humanities and social science departments such as Political Science, History, Spanish, Anthropology, Sociology, and English that want or have specializations on the Mexican-origin communities of the nation.

Opportunities for placing our graduates in such departments are excellent. Ethnic Studies and, more specifically, Chicana/o Studies and Latina/o Studies programs and departments have been institutionalized in many U.S. and European campuses (the latter often within U.S., or "American" Studies programs); and they continue to be instituted in major universities, state universities, liberal arts colleges, and in community colleges. Interdisciplinary departments, as well as traditional disciplines, are increasingly calling for candidates with training in Chicana/o Studies. In a review of the H-Net Job Archive and the *Chronicle of Higher Education* between 1998-99 and 2001-02, 126 positions were found that asked for expertise in Chicana/o Studies. Of these 126 positions, 35 were advertised by Chicana/o Studies units, another 27 by Latina/o Studies units, and 14 by Ethnic Studies units. Between 2003 and June 2008, a total of 47 positions were advertised in the H-Net Job Archive through Chicana/o Studies, Latina/o Studies, and Ethnic Studies programs. Currently, there are 25 new job listings in the *Chronicle of Higher Education* that advertise for Chicana/o and Latina/o Studies faculty at each rank, and there are Latino-hiring initiatives in New York, Chicago, and Michigan, among others. City University of New York, for example, is seeking to hire over 100 new Latina/o scholars across its nineteen campuses in the state (see Appendix 11). The demand for qualified candidates is growing.

There are also opportunities for placing our graduates outside academia. The Chávez Department of Chicana/o Studies has long operated on the premise that graduate education plays an important role in public and educational policy and does not serve only to produce professors. Our students may choose to work for government positions, think tanks, research institutes, policy institutes, or they may opt for careers in administration, counseling, law, health, television, museums, and management in both for-profit and non-profit organizations.

Importance to the Discipline

The proposed program is important to the discipline for two reasons: academic leadership, and consolidation of the field. The establishment of a Chicana/o Studies doctoral program at

UCLA will not only train future cohorts of interdisciplinary scholars and specialists in Chicana/o Studies, but also will help to further define the field by concentrating on four areas of study that bridge historical and contemporary directions in research, theory, and methodology in Chicana/o Studies scholarship. Our challenge in the Chávez Department is to continue to recognize and maintain the vibrant interactions between and across disciplines while keeping constant the program of study and its contextual epistemological relations.

Chicana/o Studies is an academic field recognized throughout the United States, Europe and some countries in Latin America. Chicana and Chicano Studies faculty members attend national and international conferences in Mexico, Spain, Germany, Austria, England, Holland, Turkey, and France. Students from Siberia, Switzerland, Sweden, and Italy have expressed interest in doing Chicana/o Studies research at UCLA. Presently, Spain has the second largest number of students obtaining their Ph.D.s in areas that focus on Chicanas/os (the United States has the largest number). UCLA would continue to be at the cutting edge of Chicana and Chicano Studies at the national and international level and, as in the past, will serve as a model for other Chicana/o Studies programs nation- and worldwide.

The national professional organization representing the interests of Chicana/o Studies is the National Association of Chicano and Chicana Studies (NACCS), established in 1972. This organization has not yet developed as an international association, although it counts some Canadians, Japanese, Mexicans, and Spaniards as members. In Europe there are several organizations which include Chicana and Chicano Studies within their purview: Multiethnic Literature of the United States (MELUS), the European Association of American Studies, and all the local (viz. National) American Studies Associations in Europe include Chicana and Chicano Studies issues and interests within their organizations. These interests are primarily in literature and the humanities, including language, although there are also interests in transnational immigration, border studies, cultural change, education and language policies.

Meeting the Needs of Society

The Chicana/o Studies Ph.D. program will certainly be a key player in addressing the social transformations taking place in California, the Southwest, and the United States in general due to the increase in the Chicano/Latino population. In addition, the changes that take place within this population and its experiences are mirrored in other groups throughout the world.

The growth of the Mexican-origin and other Latino populations in the United States has been dramatic over the last 150 years. While one-third of the current United States was predominantly Mexican and American Indian in population (immediately after the U.S.-Mexico war of 1846-48), the numbers of these populations were overwhelmed by newcomer Euro-Americans and immigrants from other parts of the world. During all of the twentieth century, the Chicana/o population grew steadily from its renewed status as a “minority” from internal rates of natural increase and new entries to the country from Mexico. The specific growth spurt of Mexican and other Latino immigrants in the last quarter of the 20th Century was promoted by many factors, not the least of which were the U.S. intervention in and support of wars in Central and South America and the continued economic inequality and dependence between the U.S. and its neighbors to the south.

The growth of the Chicana/o and Latina/o populations has been so steady that in 2003, the U.S. Census Bureau deemed “Hispanics” the second largest racial/ethnic group in the country, after Caucasians/Anglo-Americans. In 1997, the Census Bureau projected that more than half of the national population growth in the first half of the 21st century (about 50 million persons net

increase) would come from the “Hispanic” sector, most of it of Mexican-descent, and from internal growth rather than immigration.

From public, social and economic policy standpoints, we see an urgent need to educate graduate students in Chicana/o Studies. The social, demographic, and technological changes in the country demand that the university train experts to deal with these changes and social tensions related to race, gender, sexuality, language, and national identities and relations. These changes are evident not only in California but in the United States and other parts of the world as well. Training in the analysis of hybrid identities and relations, and exploring historical, cultural, economic, literary, and social issues related to Chicana/o and Latina/o experiences relative to national and global societies is an integral part of our proposed Ph.D. program.

Relationship of the Program to Research and/or Professional Interests of the Faculty

The core faculty of the Chávez Department represents the fields of Art, Cultural Studies, History, Immigration, Latin American Literature, Legal History, Sociolinguistics, Transnational Feminism, and Urban Planning; jointly-appointed faculty represent the fields of Education, English, Psychology, Sociology, and Theater. The research interests of our multi-disciplinary faculty are manifold, though they can be organized under four general categories: historical and cultural studies, gender and sexuality studies, labor and legal studies, and language, citizenship, and policy studies. Although some of our faculty is trained in a proprietary discipline, such as history or linguistics, the approaches and applications of their research are both interdisciplinary and intersectional with the research interests of their fellow faculty members. The collective faculty research interests are reflected in the proposed graduate program in various ways. These interests are seen in the proposed course work each plans to offer, and in the four proposed areas of study that structure the graduate degree program:

1. Labor, Law, and Policy Studies
2. History, Culture, and Language of the Americas
3. Transnational and Border Studies
4. Arts and Community Cultural Development

Program Differentiation Outside the UC System

In 2007, outside the UC system, there were about 9 graduate programs in the field of Chicana/o Studies, almost all of them at the Masters level. The new Ph.D. program at Michigan State University in East Lansing builds on the reputation of the Julián Samora Research Institute as being the premiere center for the study of Latinos in the Midwest. The doctoral minors (e.g., University of Texas, Austin) generally are organized as inter-departmental programs of study administered by a committee of Chicana/o Studies faculty.⁶ There are at least six institutions where faculty are currently contemplating the possibility of doctoral programs in Chicana/o Studies, and four institutions proposing masters programs (e.g., University of Texas, Austin; San Diego State University).

⁶ As a historical note, UT Austin had the first full-fledged Ph.D. program in Chicano Studies. This program operated apparently in the late 1970s or early 1980s, and graduated only one or two persons. It was eliminated because of a lack of admission applications, while the doctoral minor, or “portfolio” option remained. Given the renewed interest in Chicana/o Studies, UT Austin faculty are in the process of developing a proposal for a Masters degree in Chicana/o Studies to complement their doctoral minor.

Several single-discipline doctoral programs provide for specializations or concentrations that may include the study of Chicanas/os. Several sociology doctoral programs, for example, provide race and ethnicity specializations within which students may study Chicanas/os. Chicano History can be studied as a specialization within History departments at several universities. Almost all of these current single-disciplinary arrangements at the graduate level lack an interdisciplinary framework as well as a strong theoretical base in the field of Chicana/o Studies.

Several doctoral programs in Ethnic or American Studies advertise their inclusion of Chicano Studies or the study of Chicanas/os. For example, the University of Southern California, a private university, established their doctoral program in American Studies and Ethnicity in 2001, and one of its areas is Chicano/Latino Studies.⁷ There is a required set of inter-disciplinary methods courses and a small sampling of courses organized along disciplinary parameters, compared to the interdisciplinary preparation of our own proposal, which requires students to be competent in two areas of study by the time they take their qualifying exams.

⁷ There are currently 43 students enrolled in the USC American Studies and Ethnicity program. In 2007-2008, the department received 93 applications and admitted 7 students.

SECTION 4. STAFF

Core and Joint Faculty

The Chávez Department is proud to claim a very talented faculty and some of the most distinguished scholars in Chicana and Chicano Studies. There are eleven 100% core faculty (one of whom is currently Acting Dean of the Social Sciences) in the department, and six 0% jointly appointed faculty—all of whom will contribute courses, research expertise, and student advisement to the new graduate program in Chicana/o Studies.⁸ Abridged cv's for the faculty are included in the Appendices.

- **Associate Professor Eric Avila** identifies primarily as an urban historian and cultural historian of twentieth-century America, who emphasizes the interplay of racial identity, cultural expression and the urban built environment. He is the author of *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles*, published by the UC Press in 2004, which explores the cultural processes of urban identity formation in post-World War II Southern California. He holds a 0% joint appointment in History and Urban Planning. He is jointly appointed in Chicana/o Studies and History.
- **Professor Judith F. Baca** is an interdisciplinary artist and scholar who works in large-scale public monuments produced for public sites nationally and internationally. She has developed a teaching research facility known as the UCLA César E. Chávez Digital Mural Lab at SPARC and is currently in production on four major social justice monuments: César E. Chávez Monument at SJSU, the Martin Luther King Monument in San Diego, the Robert F. Kennedy Monument at the Ambassador Hotel, and the Great Wall of Los Angeles Mural. Her appointment is in Chicana/o Studies and she holds a 0% joint appointment in World Arts and Cultures.
- **Professor Rosina Becerra**, is the Vice Provost and Associate Vice Chancellor for Faculty Diversity, and her research interests include social gerontology; child welfare; evaluation of welfare reform; policy issues in health and mental health over the lifespan; relationship between social work and ethnic communities. She is appointed in the School of Social Welfare and holds a 0% joint appointment in Chicana/o Studies.
- **Assistant Professor Maylei Blackwell** is an oral historian whose research interests include the emergence of feminism in the Chicano movement, women of color feminist theory, and historiography. Past projects have focused on indigenous women's organizing in Mexico, Latin American feminisms and social movements that merge sexual rights as human rights. Her forthcoming monograph on the women

⁸ Since the submission of our previous draft of the graduate proposal, three new faculty members have joined the department: Professor Maylei Blackwell in 2004, Professor Robert Chao Romero in 2005, and Professor David Hernández in 2006.

activists of the Chicano Movement will be published by University of Texas Press. Her appointment is in Chicana/o Studies.

- **Associate Professor Leo Estrada** is one of the nation's leading demographers, and his areas of expertise include ethnic and racial demographic trends, particularly in the Latino population of the southwestern United States, inner city redevelopment, and social policy analysis and research methods. His appointment is in Urban Planning, and he holds a 0% joint appointment in Chicana/o Studies.
- **Professor Alicia Gaspar de Alba's** research interests include Chicana/o art, gender and sexuality, popular culture and border studies. She has published 8 books, among them an award-winning historical novel on the 17th-century Mexican nun, poet, and scholar, Sor Juana Inés de la Cruz, an award-winning mystery novel about the 15-year epidemic of murdered women and girls on the U.S-Mexico border, and most recently another historical novel set during the time of the Salem witchcraft trials. She is appointed in Chicana/o Studies and holds a 0% joint appointment in English and Women's Studies. The 2008 winner of the Gold Shield Award for Academic Excellence, she is currently the Chair of the Department.
- **Professor Kris Gutiérrez** is interested in the relationship of language/literacy, culture, and human development. Her current research interests include a study of the sociocultural contexts of literacy development, particularly the study of the acquisition of academic literacy for language minority students. Her research also focuses on understanding the relationship between language, culture, development, and pedagogies of empowerment. She is appointed in the Graduate School of Education with a 0% joint appointment in Chicana/o Studies.
- **Associate Professor Raúl Hinojosa-Ojeda** is the Director of the North American Integration and Development Center. He is a researcher and policy activist whose recent and current research projects range from studies on Latinos in a changing U.S. global economy, transnational migration and remittance interdependence between the United States and Mexico, and the political economy of globalization. He is appointed in Chicana/o Studies
- **Assistant Professor David Hernández'** research interests include international migration and Chicana/o and Latina/o politics and social movements. Hernández situates his research in a comparative racial frame in order to explore differential processes in racialization in the United States and how these processes produce complex patterns of inequality and realizable affinities among racialized subjects. He is appointed in Chicana/o Studies.
- **Professor Reynaldo F. Macías** is currently the Acting Dean of Social Sciences for UCLA College. He served as Department Chair for the César E. Chavez Center for Interdisciplinary Instruction in Chicana and Chicano Studies from AY 1999-2002 and 2004-2006 and was the Founding Chair of the UCLA Department of Chicana and Chicano Studies. He is also a co-founder of *Aztlán: Journal of Chicano Studies*

Research, and of the National Association of Chicano Social Science. He has published work on research in bilingual education, adult literacy, language choice, and language policies. He is appointed in Chicana/o Studies and holds a 0% joint appointment in Applied Linguistics and Education.

- **Associate Professor María Cristina Pons's** research agenda focuses on Latin American and Chicana literature as cultural products in response to a given historical moment and as alternative discourses to a given hegemonic social order. Currently she is working on Chicana and Latin American cultural myths and literary production in the context of neoliberalism and globalization. She is appointed in Chicana/o Studies.
- **Assistant Professor Robert Chao Romero's** research examines Asian immigration to Latin America and historical and contemporary relations between Asians and Latinos in the Americas. He has labeled this new field of research, "Asian-Latino Studies." Drawing from his background as an attorney, Dr. Romero is also interested in the legal history of Chicanos and Latinos in the United States. He is appointed in Chicana/o Studies.
- **Associate Professor Otto Santa Ana** has two research strands. As an empirical sociolinguist, he focuses on Latino and other language minority public school students. As a critical discourse analyst, the American Political Science Association recognized his first book, *Brown Tide Rising*, the Best Book of 2002 on Ethnic and Racial Politics. Santa Ana has begun to study popular television's representational impact with a paper on late-night television political humor. He is appointed in Chicana/o Studies.
- **Professor Daniel Solórzano's** teaching and research interests include: critical race and gender theory in education, racial marginality, social mobility, and microaggressions in education, and race/ethnic, gender, and class relations with a special emphasis on the educational access, persistence, and graduation of under-represented minority undergraduate and graduate students in the United States. His appointment is in the Graduate School of Education, and he holds a 0% joint appointment in Chicana/o Studies.
- **Professor Edward Telles** has graduate research and teaching interests in theories of ethnicity, demographic methods, race and class in Latin America, Latin American societies, sociology of Brazil, sociology of U.S. Latinos, quantitative approaches to race and ethnicity. His appointment is in Sociology, and he holds a 0% joint appointment in Chicana/o Studies. He is currently on leave.
- **Professor Abel Valenzuela Jr.** is primarily concerned with labor markets and immigrant and minority workers. He is best known for research on day laborers which has garnered significant national and international attention. His other research interests include cash-based informal economies, immigrant settlement strategies, and asset building in immigrant concentrated neighborhoods. He is currently the Vice

Chair for Academic Personnel in the Chávez Department, as well as the Director of UCLA's Center for the Study of Urban Poverty. He is appointed in Chicana/o Studies and holds a 0% joint appoint in Urban Planning.

- **Professor Jose Luís Valenzuela** is a performer and director of theater and film, and his professional interests are Chicana/o theater and the Chicana/o aesthetic. Directing venues include Los Angeles Theater Center, where he planned and developed the Latino Theater Lab, El Teatro de la Esperanza, Mark Taper Forum, Teatro Jorge Negrete, where his production of *Hijos* won Drama-Logue Awards for Best Direction, Ensemble and Actor. His appointment is in Theater, and he holds a 0% joint appointment in Chicana/o Studies.

The core faculty's 0% joint appointments in outside departments will help draw students from those departments into our graduate courses. Faculty with 0% joint appointments in Chicana/o Studies will also be able to sit on doctoral and exam committees. Other Chicana/o faculty on campus who would be able to sit on committees and contribute cross-listed courses for the graduate program include Chon Noriega, Director of the Chicano Studies Research Center and Professor of Film and Television; David Hayes-Bautista, Professor of Health Sciences; Vilma Ortiz, Associate Professor of Sociology; Rafael Pérez-Torres, Professor and Chair of English; Marissa López, Assistant Professor of English; and Hector Calderón, Professor of Spanish & Portuguese.

Administrative Staff

The Chávez Department has 3 administrative staff members, which include a Management Services Officer, who has been with the department since October 1999, an Administrative Specialist, who was hired at the inception of the Chávez Center, twelve years ago, and a Student Affairs Officer, who has been a full-time staff member in the department since May 2002. The MSO works closely with the Chair of the Department in overseeing the general administration of the department, including short and long term strategic planning, problem solving, financial analysis and management, staff supervision, academic personnel administration, event planning, and facilities and equipment management. The Administrative Specialist is the departmental main office coordinator and handles all functions related to it. She is also responsible for hiring of student workers, readers, teaching assistants, lecturers and temporary faculty, and she handles all travel and reimbursement requests. She is responsible for coordinating instructional related requests for faculty and teaching assistants as well. The SAO handles advising and counseling of undergraduate students, is responsible for the administration of the undergraduate major and minor, coordinates course scheduling for the department, outreach and recruitment of students, and planning of student related departmental events.

SECTION 5. COURSES

The Chávez Department has been an undergraduate degree program since its inception as a Center for Interdisciplinary Instruction in Chicana and Chicano Studies in AY 1994-1995, and has developed a strong and diverse curriculum with an ever-growing number of enrollments. The undergraduate curriculum is learner-centered and rigorous. Many of our courses are reading- and writing-intensive, and have often been compared to graduate courses in terms of the workload and the course content. We propose that the new graduate curricula in Chicanao Studies come from three sources: (1) new graduate courses taught by core faculty in the Chávez Department; (2) existing graduate courses taught by joint faculty and affiliated faculty in other departments at UCLA that might be cross listed with Chicana/o Studies, and (3) a select number of upper division courses in Chicana/o Studies that would be appropriate to cross list at a graduate level.

Present Courses

Currently, the two graduate courses we offer in the Chávez Department are the Teaching Assistant Practicum (375) and a Learner-Centered Teaching in Chicana/o Studies (495) course—both of which are required of teaching assistants hired in Chicana/o Studies. Across UCLA, there are at least twenty-five graduate courses that focus either on Chicanas/os or Latinas/os, specifically, or on broader issues of race and ethnicity. These courses are already offered in thirteen other departments on campus, many of them by joint and affiliated faculty of the Chávez Department. We will work with each of these departments and faculty to cross-list these courses as part of our graduate curriculum in Chicana/o Studies.

Existing Graduate Courses in Other Departments

Dept	No.	Title	Faculty
Education	253H	Seminar: The Chicano/Hispanic and Education	Solórzano
English	261	Topics in Chicana/Chicano Literature	Pérez-Torres
English	258	The Chicana/o Novel	López
History	200Z	Chicano Historiography	Gómez-Quiñones
History	266A-B	Seminar: Colonial Latin American History	Terraciano
Spanish	247	Chicano Literature	Calderón
Health Services	206	Latino Health Policy: Theory, Method & Data	Hayes-Bautista
Sociology	261	Sociology and Ethnic Minorities	Ortiz
Sociology	235	Theories of Ethnicity	Telles
Sociology	278	Sociology of Latin America	Telles
Art History	C218A-E C254	Pre-Colombian Mexican Art, Mayan Art, Aztec Art, Colonial Latin American Art Latin American Art of 20 th Century	Klein and Villaseñor Black
Ethnomusicology	208	Seminar: Latin American Music	Loza
Women's Studies	220	Cultural Studies in Gender, Race, and Sexuality	Lee
World Arts & Cultures	C256	Frida Kahlo: Creation of a Cultural Icon	Dosamantes-Beaudry
Political Science	289A, B	Approaches to Study of Race, Ethnicity, and Politics	Rocco
Afro-American Studies and Anthropology	M252S	Constructing Race	Mahon
American Indian Studies	CM268P	Perspectives on Health of Native North America	Reifel
American Indian Studies	261	Comparative Indigenous Societies	Champagne

Dept	No.	Title	Faculty
Asian American Studies	222	Colonialism and Law in the Pacific	Camacho & Kang
Asian American Studies	261	Theorizing the Third World	Shu-Mei Shih

New Proposed Courses

We propose a total of 32 new graduate courses (see appendix for brief course descriptions), which will be phased in over a three-year period—12 in the first year of the program, 10 in the second year, and 10 in the third year. This will allow the core faculty to gradually add one more graduate course to their list of offerings each year and will help buffer the impact of the graduate program on the undergraduate major and minor. The following is a full list of the courses to be proposed per year for the next three years. These courses will be submitted to the Graduate Council for review and approval.

New Graduate Courses Proposed in First Year⁹

200*	New Directions in Chicana/o Studies Discourse and Theory	Core Faculty
201*	Latina/o Los Angeles	Core Faculty
†	Queering Chicano Studies: Critical Genders and Sexualities (II)	Blackwell
†	Transnational Interdisciplinary Research Methods (III)	Hinojosa-Ojeda
†	Integrating Research Methods (I, III)	Valenzuela
^	Latinas/os and Mass Media Research Methods	Santa Ana
^	Modernity and Chicana/o Identity	Avila
»	Community Cultural Development	Baca
^	The “Tenth Muses” of Chicana Theory	Gaspar de Alba
^	Disposable People: U.S. Deportation Campaigns	Hernández
^	Latina/o and Latin American Cultural Production and Representation	Pons
^	Chicana/o Legal History	Romero

New Graduate Courses Proposed in Second Year

†	Shared Authority: Oral History Research in Chican@ and Latin@ Communities (I, II, III, IV)	Blackwell
†	Interviewing (I, II, III, IV)	Macías
†	Survey Research Methods (I, II, III)	Valenzuela
†	Sexuality as Methodology (II, III, IV)	Gaspar de Alba
»	New Genres in Multimedia Public Art	Baca
^	Latina/o Noncitizenship: The Politics of Migration	Hernández
^	Transnational Chicana/o Community Development	Hinojosa-Ojeda
^	The Latina/Chicana Literary “Boom”	Pons
^	Chino-Chicano/Asian-Latino Studies	Romero
^	Language and the Creation of Public Consent	Santa Ana

⁹ * = required courses, † = methodology courses, ^ = seminars, and » = studio courses. The Roman numerals pertain to our curriculum’s four areas of study: I: Labor, Law, and Policy Studies; II: History, Language, and Culture of the Americas; III: Transnational and Border Studies; IV: Art and Community Cultural Development.

New Graduate Courses Proposed in Third Year

†	Urban Historiography (II)	Avila
†	Policy and Legal Research Methods (I)	Romero and Macías
†	Transdisciplinary Methods in Migration Studies (III)	Hernández
^	Chicana/o Aesthetics	Baca
^	Indigenous Organizing in the Americas	Blackwell
^	Theories of Place and Identity in Chicana/o Art	Gaspar de Alba
^	Chicana/o Interdisciplinary Studies in a Global and Comparative Perspective	Hinojosa-Ojeda
^	Diaspora, Exile, and “Home” in Latina/o and Latin American Cultural Representations	Pons
^	Latina/o Urban Sociolinguistics	Santa Ana
^	Urban Social Inequality	Valenzuela

Cross-listing upper division courses

Examples of upper-division courses that can be cross-listed for graduate-level credit include the following 12 courses:

Undergraduate Chicana/o Studies Courses Proposed as Cross Listed for Graduate Credit

Course Nos., Titles & Descriptions—current		Faculty
M 110	Chicana Feminism. (Same as Women’s Studies M132A.)	Blackwell
120	Immigration and the Chicano Community	Hinojosa-Ojeda
122	Planning Issues in Latina/Latino Communities	Valenzuela
134	Exhibiting Cultures	Gaspar de Alba
M135	Bilingual Writing Workshop	Gaspar de Alba
141	Chicana and Latin American Women’s Narrative	Pons
143	Mestizaje: History of Diverse Racial/Cultural Roots of Mexico	Romero
M147	Transnational Women’s Organizing in the Americas	Blackwell
171	Hegemonic Humor: Mass-Media Commercial Comedy	Santa Ana
179	Language Politics & Policy in the U.S.: Comparative history	Macías
182	Understanding Whiteness in American History and Culture.	Avila
M 185	Whose Monument Where: Course on Public Art. (Same as Art M188 and World Arts and Cultures M167.)	Baca

Relationship of Courses to Specific Fields of Emphasis

The department proposes 4 interdisciplinary areas of study for the graduate program based on the curricular and research strengths of the core and joint faculty. The proposed new courses are listed under each area below. Courses in italics are already offered at UCLA in other departments. The required foundation courses are not listed.

I. LABOR, LAW, AND POLICY STUDIES

1. Urban Social Inequality
2. Chicana/o Legal History
3. Integrating Research Methods
4. Survey Research Methods
5. Policy and Legal Research Methods
6. Interviewing
7. *Latino Health Policy: Theory, Method, and Data (Health Sciences)*
8. *The Chicano/Hispanic and Education (Education)*
9. *Perspectives on Health of Native North America (American Indian Studies)*
10. *Colonialism and Law in the Pacific (Asian American Studies)*

II. HISTORY, LANGUAGE, AND CULTURE OF THE AMERICAS

1. Modernity and Chicana/o Identity
2. Urban Historiography
3. The “Tenth Muses” of Chicana Theory
4. Latina/o and Latin American Cultural Production and Representation
5. The Latina/Chicana Literary “Boom”
6. Latinas/os and Mass Media Research Methods
7. Queering Chicano Studies: Critical Genders and Sexualities
8. Latina/o Urban Sociolinguistics
9. Language and the Creation of Social Consent
10. Sexuality as Methodology
11. *Chicano Historiography (History)*
12. *Studies in Chicano Literature (English)*
13. *Chicano Literature (Spanish)*
14. *Cultural Studies in Gender, Race, and Sexuality (Women’s Studies)*
15. *Comparative Indigenous Societies*
16. *Theorizing the Third World (Asian American Studies)*

III. TRANSNATIONAL AND BORDER STUDIES

1. Indigenous Organizing in the Americas
2. Chino-Chicano/Asian-Latino Studies
3. Disposable People: U.S. Deportation Campaigns
4. Latina/o Noncitizenship: The Politics of Migration
5. Chicana/o Interdisciplinary Studies in a Global and Comparative Perspective
6. Transnational Chicana/o Community Development
7. Diaspora, Exile, and “Home” in Latina/o and Latin American Cultural Representations
8. Transnational Interdisciplinary Research Methods
9. Transdisciplinary Methods in Migration Studies
10. Shared Authority: Oral History Research in Chican@/Latin@ Communities
11. *Sociology and Ethnic Minorities (Sociology)*
12. *Theories of Ethnicity (Sociology)*
13. *Sociology of Latin America (Sociology)*
14. *Constructing Race (Anthropology and African American Studies)*
15. *Approaches to Study of Race, Ethnicity, and Politics (Political Science)*
16. *Theorizing the Third World (Asian American Studies)*

IV. ARTS AND COMMUNITY CULTURAL DEVELOPMENT

1. Theories of Place and Identity in Chicana/o Art
2. Chicana/o Aesthetics
3. Community Cultural Development
4. New Genres Multimedia Public Art
5. *Pre-Colombian Art of Mexico (Art History)*
6. *Pre-Colombian Art of the Maya (Art History)*
7. *Aztec Art (Art History)*

8. *Colonial Latin American Art (Art History)*
9. *Latin American Art of 20th Century (Art History)*
10. *Seminar: Latin American Music (Ethnomusicology)*
11. *Frida Kahlo: Creation of a Cultural Icon (World Arts & Cultures)*

Delivery of Courses

The core faculty of the department plus selected joint and affiliated faculty will be teaching the bulk of the graduate courses. Per year, each core faculty member will teach one graduate course in Chicana/o Studies, and three undergraduate courses. In addition, joint and affiliated faculty have been invited to cross-list one graduate course pertinent to one of our four areas of study in Chicana/o Studies each year. The Chávez Department will also negotiate with selected other interdisciplinary departments, like Women's Studies and Asian American Studies, and Inter-Departmental Programs (IDPs) such as Afro-American Studies, American Indian Studies and Global Studies, on campus to cross-list existing graduate courses where appropriate, and to allow Chicana/o Studies graduate students to enroll in selected courses in those respective departments/programs.

Impact on the Undergraduate Program

Eight core faculty with a 4-course teaching load (32 courses) plus a Chair and a Vice-Chair with a 3-course teaching load (6 courses) adds up to 38 courses per year taught by core faculty alone.¹⁰ The graduate program will require that at minimum 5 graduate courses be offered by the department per quarter. Factoring in an annual schedule of 15 graduate courses (only 10 of which would be offered by core faculty, and 5 by joint/affiliated faculty), and 3 required undergraduate courses (2 lower-division GE courses and 1 upper-division requirement for the major and minor that get cycled among the core faculty per year, not per quarter), the remainder of upper-division courses offered per year by the core faculty would be 25. Taking a sabbatical or fellowship leave per year into account, the department would still be able to offer 21 upper-division courses taught by core faculty.

- 15 graduate courses per year (core and joint faculty)
- 21 upper-division courses/year (core faculty)
- 3 required undergraduate courses/year (core faculty)
- 9 (average) cross-listed undergraduate courses/year (joint faculty)
- 9 (average) undergraduate electives/year (temp faculty)
- 1 Community Scholar course per year
- **58 total courses per year**

Of these 58 courses, 43 are undergraduate; 21 of these would be taught by core faculty, 1 by the Community Scholar, and the remaining 21 would be divided among adjunct, joint, and affiliated faculty. Because the number of upper-division courses taught by adjunct faculty alone has been consistently high—14, 24, 31, in the last three years respectively—the impact of the graduate program on the undergraduate major/minor would not be destabilizing, as the table below shows.

¹⁰ Currently one of our eleven core faculty members is the Acting Dean of Social Sciences; hence, his teaching load is not factored into this equation.

Annual Course Offerings in Both Undergraduate and Graduate Programs

Program	Fall quarter	Winter Quarter	Spring Quarter
Undergrad	10A (required) 7 upper-division courses 3 cross-listed courses 3 temp faculty courses 14 total	10B (required) 7 upper-division courses 1 Community Scholar course 3 cross-listed courses 3 temp faculty courses 15 total	101 (required) 7 upper-division courses 3 cross-listed courses 3 temp faculty courses 14 total
Graduate	200 (required) 4 graduate courses (2 cross-listed) 5 total	201 (required) 4 graduate courses (1 cross-listed) 5 total	5 graduate courses (2 cross-listed) 5 total

We have received commitments from a number of affiliated faculty who have agreed to cross-list their courses in our graduate curriculum, including Professor Vilma Ortiz in Sociology, Professor Charlene Villaseñor Black in Art History, Professor Hector Calderón in Spanish, Professors Rafael Perez-Torres and Marissa López in English, Professors Concepción Valadez and Kris Gutiérrez in Education, and Professor Leo Estrada in Urban Planning (see Appendix 11).

We predict that the graduate program will have an extremely positive impact on our undergraduate program by providing graduate student teaching assistants who will have more extensive training in the field and who will help foster a more exciting intellectual climate for our undergraduate courses. We also predict that graduate students in other departments, particularly in History, Education, Sociology, Urban Planning, Women’s Studies, and even the Health Sciences, would find our courses appealing enough to want to make Chicana/o Studies a secondary field.

SECTION 6: RESOURCE REQUIREMENTS

The Chávez Department already has the infrastructure to initiate a graduate studies program. It has a stable faculty, a successful undergraduate program, permanent assigned space and an annual budget. The resources for the Chávez Department were initially estimated in 1993-94 when the then Center for Interdisciplinary Instruction was established. The budget has undergone a transition from a variety of funding streams to a regular budget item within the Social Sciences Division of the College. The budget has also been adjusted as the costs of the unit's operations have been more clearly established and as formulae were applied to its programs within the Division. These adjustments to an equitable support for the Department are still underway, but the financial and resource stability of the Chávez Department has been achieved, and will continue.

Intended Method of Funding for the First 5 years

As this proposal has so far demonstrated, the current allocation for faculty FTE is sufficient to launch the proposed graduate program. We have eleven core faculty members (8 tenured and 3 on their way to being tenured), one of whom will be appointed Vice Chair for Graduate Studies, and one of whom is currently serving as Acting Dean of Social Sciences. We have commitments from eight joint and affiliated faculty from other departments to cross-list their relevant graduate courses with our Chicana/o Studies curriculum and to reserve enrollment slots for our students (see Appendix 11). And our current TA allocations will allow us to financially support up to 6-7 graduate students at 50% time. Indeed, the Chávez Department has been supporting the graduate students of other departments for close to fifteen years by offering both 25%- and 50%- time TA-ships for our large lower-division service courses and our required upper-division survey course. Our main resource needs, other than a small increase in annual allocations for supplies, computing and instructional equipment costs, and office expenses, would be the addition of a Graduate Student Affairs Officer, and one additional office space. The Graduate Student Affairs Officer will assist the Vice-Chair for Graduate Studies, handle admissions and scheduling of courses, prepare a recruitment brochure, and deal with correspondence, record-keeping, and general coordination and administration of the graduate program. This position can be 50% for the first 4 years, and then expanded to 100% in the fifth year and thereafter. The increased allocation for supplies and expenses is also related to the growth of the undergraduate program as well as the addition of the proposed graduate program. This is an area that we feel has been under-allocated. Optimally, we would hope one day to be granted a communal lounge space for the graduate students of the department. As indicated by our external reviewers in the recent Academic Senate departmental review, this communal space "would help foster closer interactions between faculty and students, and would provide space for the gathering of students who are a very active part of the department's culture. Communal space of some sort will become crucial when graduate students are added to the departmental mix" (see report dated May 19, 2008 in the Appendices).

Library acquisitions

The UCLA library is currently covering the area of Chicana and Chicano Studies and indicates that this will not change in the near future (see letter dated June 9, 2008 from Gary Strong, University Librarian, in the appendices). In addition, the library and archival resources of the Chicano Studies Research Center library are available. We do not budget this item, except to

say that the Center is being successful in acquiring external resources to support the development, expansion, and basic operations and holdings of the library. The latter includes the development of an endowment to support the book and periodical holdings of the library.

Computing Costs

With the advent of incoming graduate students into Chicana/o Studies, we estimate that we will need six new computers and two new printers that are linked together in a network.

Instructional Equipment

Instructional equipment is the province of the Office of Instructional Development (OID) on campus. We foresee needing the following additional instructional equipment because audio-visual equipment for instructional purposes is not always up-to-date, nor do we have “smart classrooms” in North Campus, which include not only audio-visual capabilities but also Internet access. To facilitate cutting-edge teaching that often involves audio-visual availability, we would like to have two portable DVD players to hook up to existing television monitors in the classroom, and one laptop computer available for our graduate students.

Other Operating Costs

The graduate program in Chicana/o Studies will need an increased budget allocation of \$5,000 for reprographics, supplies, faxing, and mail to augment our current departmental operating budget allocation of \$60,000.

Proposed additional resource costs including Graduate SAO

Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Supplies & Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Staff- Graduate SAO I* (50%)	\$25,000	\$25,000	\$25,000	\$25,000	\$0
Staff- Graduate SAO I* (100%)	\$0	\$0	\$0	\$0	\$50,000
Totals	\$30,000	\$30,000	\$30,000	\$30,000	\$60,000

The proposed resource needs for the Chávez Department for the first five years, then, is summarized in these two tables. The first table above indicates the needed additional resources implied by the proposed graduate program. The second table (below) displays the projected total budget for the first five years, including the additional costs. It also includes expected merit and cost of living increases in salaries, and increases for those items based on enrollment formulae (or other criteria).

Projected total departmental budget for first five years

Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty	\$1,021,669	\$1,047,211	\$1,073,390	\$1,100,226	\$1,127,732
Temp Fac	\$107,641	\$110,332	\$113,090	\$115,918	\$118,816
Perm Staff (current)	\$138,975	\$142,449	\$146,011	\$149,661	\$153,402

Graduate SAO (50% 4 yrs; 100% thereafter)	\$25,000	\$25,000	\$25,000	\$25,000	\$50,000
TAs	\$107,158	\$109,837	\$112,583	\$115,397	\$118,282
Readers	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Casual Staff*	\$15,303	\$15,303	\$15,303	\$15,303	\$15,303
S & E	\$59,234	\$59,234	\$59,234	\$59,234	\$59,234
Additional Monies requested	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Chávez Digital Mural Laboratory Support	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
Library acquisitions	\$0	\$0	\$0	\$0	\$0
Instructional equipment**	\$1,500	\$0	\$0	\$0	\$0
Total	\$1,576,480	\$1,609,366	\$1,644,611	\$1,680,739	\$1,742,769

All allocations based on July 1st date of each fiscal

* IEI Webtech Allocation

** One-Time Equipment Allocation

Target enrollments for first 5 years

The planned enrollments for the graduate program in the first five years are modest. With the expected matriculation of 5 students per year, the total enrollments would increase over the first five years. We expect there might be one student lost every two or three years, reducing the enrollment increase ever so slightly (see table below).

Target Enrollments for Chicana/o Studies Graduate Program, First 5 Years

	Year 1	Year 2	Year 3	Year 4	Year 5
New students	5	5	5	5	5
Second year students		5	5	5	5
Third year students			4	5	5
Fourth year students				4	4
Fifth year students					4
Totals Students	5	10	14	19	23

Relationship to Campus Enrollment Plan

As we understand it, there is a campus goal to add to the diversity mission of the university, so that the campus more accurately reflects and serves the different demographic communities of Los Angeles, and to increase the number of graduate students so as to establish a better ratio of undergraduate to graduate student enrollments, particularly in the Division of Social Sciences. The proposed new graduate program in Chicana/o Studies would contribute to both of these campus goals, and to the UCLA in L.A. effort as well.

SECTION 7. GRADUATE STUDENT SUPPORT

There are several sources of intramural, departmental, and extramural support for graduate students.

Department/Campus support

The program will receive an allocation from the UCLA Graduate Division for support of graduate students, to be used on a discretionary basis. As per Dean Claudia Mitchell-Kernan's letter of support (see her letter dated June 26, 2008), there will be an initial start up allocation in the form of a block grant in the approximate amount of \$4,000 per enrolled doctoral student, based on target enrollments for the first two years. This amount would total \$20,000 in the first year (5 admits), \$40,000 in the second year (5 new admits plus 5 continuing students). The block grant is based on actual enrollments in subsequent years of the program. These monies are intended primarily for recruitment and partial financial support and will not be sufficient to fully underwrite all graduate students. Departments with a doctoral program are eligible to nominate one student for the Eugene Cota-Robles Fellowship (about \$18,000 stipend, fees, and first-year tuition) for two years with a departmental commitment for another two years. The Graduate Opportunity Fellowship Program provides one year of support to Master's students (\$12,500 stipend, fees, and non-resident tuition). There are also special fellowship programs available through Graduate Division for which students may compete, such as the Charles Scott Fellowship (\$15,000) for students with baccalaureate degrees from UCLA who are interested in pursuing leadership careers in local, national, and governmental administration. There are also a limited number of fellowships available by departmental recommendation to help cover either non-resident tuition or registration fees and living expenses, and other forms of support that the department may recommend for students with distinguished academic records. We expect that our students would be in a very strong competitive position to secure some of these funds.

Teaching Assistantships

The Chávez Department has been employing graduate teaching assistants from its inception. Because enrollments in our required undergraduate courses has grown exponentially in the last fourteen years, the need for teaching assistants to staff our growing number of discussion sections has grown as well. In 2007-08, the department employed the equivalent of 7.5 Teaching Assistants (at 50% time for the academic year). These teaching assistants were assigned primarily to the two introductory undergraduate lower division courses (the first with an enrollment of close to 400 students, the second with an enrollment of close to 200) with an average of 11 discussion sections each, and the required upper division course on "Theoretical Concepts in Chicana/o Studies," which has had an enrollment over the last two years of over 150 students, with 8 discussion sections. We also hire and assign teaching assistants for the Barrio Service Learning course (CS 100SL), which is offered every quarter. In 2007-08, we had 90 students enrolled throughout the year. This course is the primary method for satisfying the service-learning requirement for Chicana/o Studies majors, although other students seeking a structured community service experience are attracted to it as well. The UCLA Center for Community Learning collaborates with the department in support of this course by providing additional TA resources. In the past, the Honors program in the college has also provided supplemental TA support. We are also slowly increasing the number of our lower division courses, and this might

create additional Teaching Assistant positions. We expect that a considerable number of Chicana/o graduate students will receive partial financial support through these assistantships.

The Chávez Department currently hires graduate students from other departments to be teaching assistants. We expect that these resources will be reallocated to hiring Chicana/o Studies graduate students once the program is approved and in place.

Research Assistantships–Faculty grants

Many of the Chicana/o Studies faculty (core and affiliated faculty) have research grants on which graduate students are hired as research assistants. There are also several organized research units that employ graduate students as research assistants: the Chicano Studies Research Center, the Center for Latino Health and Culture, the Center for the Study of Urban Poverty, and the North American Integration and Development (NAID) Center. We are in the process of negotiating a commitment of one full-time graduate research assistantship from each of these centers for five years.

In addition to these research assistant awards, the UCLA Institute for American Cultures (IAC) has an annual competition for pre-doctoral fellowships that we believe Chicana/o Studies graduate students will be in a very good position to obtain.

Campus fundraising initiatives

The Chávez Department, in association with the Latino Staff and Faculty Association, hosts an annual fundraiser and is involved in development activities to support students and provide scholarships for undergraduate and graduate students. While these efforts are at an incipient stage, we expect to be able to support graduate students in five years. We are also working to develop a Chávez Alumni Association to develop graduate student support awards in Chicana/o Studies.

Extramural sources of Support

There are several extramural, competitive fellowships for doctoral study funded by the Ford Foundation (through the National Research Council), and other charitable foundations for which we expect our students will be very competitive. The Chicana/o Studies faculty are also looking at the possibilities of developing and securing fellowship grant programs through external government or foundation funding in specific areas within the field.

Examples of possible financial support

The following is an example of some of the campus support that a MA/PhD student might receive over a six-year program of studies.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grad Division Stipend	X	X	X	X		
GOFP Stipend (Master’s only)	X					
Teaching Assistantship		X	X	X	X	
Cota-Robles Fellowship			X	X	X	X
IAC Pre-Doctoral Fellowship						X

SECTION 8. CHANGES IN SENATE REGULATIONS

No changes in Senate regulations required.