TO BE ADOPTED:

The Riverside Division of the Academic Senate approves the proposal for M.A. and Ph.D. degrees in Ethnic Studies as described in the attached documents received in the Graduate Division in March 2006.

JUSTIFICATION (adapted from program proposal)

The graduate program in Ethnic Studies will be administered by faculty from the department of Ethnic Studies within the College of Humanities, Arts and Social Sciences.

The graduate program will have a strong theoretical and methodological foundation rooted in the principles of academic Ethnic Studies. While this program would be related to the two extant Ph.D. programs in the University of California system, it will also be distinctive from both in terms of its set-up and its three key areas of graduate specialization. These are: (1) the political economy of race, class and gender; (2) vernacular cultural production; and (3) the state, law, and the criminal justice system as these interface with grassroots, community-based organizations.

Theoretically, in terms of all three key areas, the program is committed to developing and extending “racial formation theory” (Omi and Winant 1986) as a foundation for their work. This will be accomplished through analyses of ethnicity and race as social constructs, as well as how these intersect in a dynamic fashion with class, gender, sexuality, and other forms of difference (i.e., “intersectionality”).

Methodologically, there has been a strong tradition of community-based, community-oriented forms of research among the Ethnic Studies faculty. Thus they will encourage each of their graduate students to carry out their dissertations with an eye to research that has demonstrable, practical, applications or results that can positively empower communities of color and their allies.

Working in terms of these premises, the Ethnic Studies graduate program aims to a unique body of scholarship that crosses and integrates a range of disciplines and practices in the humanities and the social sciences alike.
The proposal has been examined by the following committees of the Academic Senate: Graduate Council, Planning and Budget, Educational Policy, and Library. The proposal has the approval of the Dean of the College of Humanities, Arts, and Social Sciences.

R. Robert Russell, Chair
Graduate Council

Enclosures: Program Proposal (including memos of support)
Memos from the above mentioned Academic Senate committees
A PROPOSAL FOR A M.A./Ph.D.
PROGRAM IN ETHNIC STUDIES
UNIVERSITY OF CALIFORNIA, RIVERSIDE

JUNE 4, 2006

Submitted by the Faculty of the Department of Ethnic Studies:

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SECTION 1: INTRODUCTION

1.1 Aims and Objectives of the Program

The Department of Ethnic Studies proposes a Ph.D. program in Ethnic Studies at the University of California, Riverside. This graduate program will have a strong theoretical and methodological foundation rooted in the principles of academic Ethnic Studies as summarized on this page.

The Ethnic Studies graduate program would be related to the two extant Ph.D. programs in the University of California system but also distinctive from both in terms of its set-up and its three key areas of graduate specialization. These are: (1) the political economy of race, class and gender; (2) vernacular cultural production; and (3) the state, law, and the criminal justice system as these interface with grassroots, community-based organizations.

Theoretically, in terms of all three key areas, we are committed to developing and extending "racial formation theory" (Omi and Winant 1986) as a foundation for our work. We do this through analyses of ethnicity and race as social constructs, as well as how these intersect in a dynamic fashion with class, gender, sexuality, and other forms of difference (i.e., "intersectionality").

Methodologically, there has been a strong tradition of community-based, community-oriented, forms of research among our faculty. Thus, we will encourage each of our graduate students to carry out their dissertations with an eye to research that has demonstrable, practical, applications or results that can positively empower communities of color and their allies.

Working in terms of these premises, the Ethnic Studies graduate program aims to a unique body of scholarship that crosses and integrates a range of disciplines and practices in the humanities and the social sciences alike.

1.2 a Historical Development of the Field

The historically-distinguishing feature of Ethnic Studies in the college and university setting is its critical, transformative engagement with traditional academic disciplines (Butler 2000). The field’s genesis in specific, campus-based anti-racist campaigns and broader student-led movements for social justice is fairly well documented (Blauner 1974; T’Shaka 1986; Gutierrez1994). However, the formation of Ethnic Studies as a scholarly and institutional enterprise is less commonly understood.

Since the early 1970s, the field has undergone a series of foundational shifts in both form and content. Its initial, dual emphasis on 1) direct forms of community service and 2) the recovery, rigorous documentation, and circulation of lost and erased histories of “Third World peoples” in the United States established a durable foundation of social and textual practices (Omatsu 1995; Louie and Omatsu 2000; Muñoz 1985). The production of this new body of knowledge, in turn, formed a lasting framework for Ethnic Studies courses, departments, programs throughout the country for the duration of the 1970s and 1980s (Bataille, Carranza and Lisa 1996). During this period, Ethnic Studies at San Francisco State University (where ETST is a "college") and the University of California, Berkeley (where it is a "department")—the first of their kind—underwent major processes of institutionalization. These each became fully-funded departments, complete
with undergraduate minors, majors, and M.A. programs. Building on this foundation, Berkeley was the first campus in the USA to develop a Ph.D. program in Ethnic Studies (Marable 2000).

Concomitant with the gradual incorporation of Ethnic Studies into institutions of higher education were a number of field-altering interventions by feminists of color, queer (gay/lesbian/bisexual/transsexual) scholars, community researchers, cultural studies scholars, and other theorists of subjectivity and “identity” (including post-structuralist, postmodernist, and postcolonial scholars) (Reed 2000). The theoretical and conceptual scope of the field has thus grown dramatically in the last fifteen to twenty years. While the long-standing focus on community-based research and socially-engaged political intellectual work persists, Ethnic Studies now embraces an internally complex, dynamic modality of interdisciplinary research (Winant 1994; Crenshaw 2000; Yang 2000). Such academic subfields as literary criticism, community/urban studies, critical race theory, public policy, Third World feminist ethnography, cultural studies, social movement theory, and media studies permeate Ethnic Studies as an interdisciplinary field of study (Gutierrez 1994; Marable 2000).

The intellectual production of Ethnic Studies scholars now constitutes a significant dimension of the university’s intellectual life. The field has become institutionalized in the form of programs, research centers, and departments at such prestigious schools as Harvard, many of the campuses of the University of California, the University of Michigan, Brown University, the University of Colorado, the University of Minnesota, Columbia University, Stanford University, the University of Washington, and so on (see Bataille, Carranza, and Lisa 1996, for a relatively complete list).

Nationally, the growth and multiplication of Ethnic Studies programs and departments has fostered a rapidly increasing population of undergraduates who seek advanced training in the field. Aside from the Ph.D. programs offered by the University of California Berkeley and San Diego campuses, however, there are few viable options for students who wish to pursue a doctoral degree in comparative Ethnic Studies. (In some cases, however, we note that interdisciplinary doctoral programs like “History of Consciousness” at the University of California, Santa Cruz, have been home to faculty and has trained graduate students whom we regard as Ethnic Studies scholars, including Angela Davis, Chela Sandoval, and Alvina Quintana, among others.)

To wit, over the last ten years the University of California at Berkeley’s Ethnic Studies Graduate Program admitted only 139 out of 905 applicants (or approximately 15 percent). Between 1996 and 2002, the Ph.D. Program in Ethnic Studies at the University of California, San Diego admitted 58 students out of 317 applicants (or approximately 18 percent). Certainly, these are highly selective campuses but these statistics make it clear that the demand for graduate studies in Ethnic Studies is significantly higher than what is currently offered by these two University of California departments.

Our point is that, because opportunities for training remain so limited, the institutionalization of UC Riverside’s Ethnic Studies graduate program will attract a significant pool of quality applicants from institutions across the country, and will further allow the campus to enhance its selectivity quotient for graduate students, especially graduate students of color.

1.2 b Historical Development of the Departmental Strength in the Field

From its inception, the Department of Ethnic Studies at UCR has been interdisciplinary in orientation, encompassing the social sciences, the humanities, and the arts (Navarro 1998). As a department, its genesis dates back to 1969 when separate programs in Chicano and Black Studies were established. In October 1982, because of declining enrollment at UCR as well as budgetary shortfalls, the Dean of the College of Humanities and Social Sciences recommended
that both programs be closed. Two years later, in 1984, the Academic Senate agreed and shut down both programs.

In 1986 an Ethnic Studies program was created. Based on the former Chicano and Black Studies programs, Ethnic Studies was charged with developing comparative courses as well as developing Asian American and American Indian components. In addition, when the Ethnic Studies program was established, joint majors with Anthropology and Sociology were approved and a mandate given to develop additional joint majors with other mainstream disciplines. Subsequently, a freestanding major was introduced.

In 1991, Ethnic Studies expanded its curriculum to include Asian American Studies and Native-American Studies. The inclusion of the Asian American and Native American components served to strengthen the capacity of Ethnic Studies to offer “cross-cutting” comparative topics and engage in multi-disciplinary intellectual discourse. Shortly afterward, in 1992, the Academic Senate voted to transform Ethnic Studies from a program into a department. Six years later, the Academic Senate approved majors for African American, Asian American, Chicano/a, and Native American studies (Navarro 1998).

When established, the graduate program in Ethnic Studies at Riverside would be one of three Ethnic Studies graduate degrees offered in the University of California system. Only two other University of California campuses, Berkeley and San Diego, offer the Ph.D. degree in Ethnic Studies, although recently the University of California, Santa Barbara established a Ph.D. program in Chicano/a studies. There is no public or private research university, however, in the broad Los Angeles/Inland Empire area that offers such a degree. Some campuses in the system, such as U.C.L.A., offer Masters degrees but these are not comparative in nature as they focus primarily on the study of ethnic-specific populations such as African Americans, Asian Americans, etc. Thus, we project both a need for the creation of a new graduate program in Ethnic Studies and propose that such a program would address both student demand and service to local communities that are regionally-neglected to date.

In addition to its distinctive theoretical foundations, and an orientation to vernacular forms of cultural production, the graduate degree in Ethnic Studies would be characterized by its alternative methodological premises. The faculty in the UCR Ethnic Studies department are renowned for their commitment to communities of color and to utilizing politically and ethically-sensitive research processes. This will be an on-going and evolving concern but Ethnic Studies faculty at UCR are interested in fostering research methods that: (1) work from the bottom, up; (2) give voice to individuals and groups who are typically silenced; and (3) seek research approaches, concepts, designs, data collection, and practical applications that are mediated through community-oriented and community-based grassroots organizations. This approach intersects with many of our faculty’s interest in policy and policy formation but is clearly different from the research methodologies of mainstream disciplines like Political Science or International Relations, for example.

We are, in sum, oriented toward these foundational methods in the discipline of Ethnic Studies and, as organic intellectuals, we are committed to the project of theorizing community-based research methodologies. On this basis, we plan to encourage our graduate students to consider seriously the alternative epistemological bases of Ethnic Studies as they explore how their research might have demonstrable, practical, applications or results for communities of color and their allies.

1.3 Timetable for Development of the Program

We plan to initiate the graduate program during the 2007-2008 academic year with a full complement of courses for an entering class of five students. We hope to find an exceptional cohort whose perspectives and interests complement our own. We also want to limit the initial number of students so that we are able to give them personalized, project-specific, tutorials. In
addition, we remain fully committed to our undergraduate program. Thus, starting with a relatively small number of graduate students makes sense in that we plan to keep the courses and work with our majors/minors going even as we initiate this new endeavor.

Here are our projections for the first five years of our program

Year 2007/08: five graduate students admitted.
Year 2008/09: five more graduate students admitted.
Year 2009/10: five more graduate students admitted.
Year 2010/11: five more graduate students admitted.
Year 2011/12: five more graduate students admitted.

Full complement of the program: twenty-five graduate students in the M.A./Ph.D. program by 2011. We will continue to add additional students after 2010 in order to keep the on-going number at twenty-five.

We don't foresee that these plans will encroach on the enrollment plans of any of the extant enrollment quotas of the larger UCR campus.

1.4. Relationship of the Proposed Program to Existing Programs and Campus

The creation of a graduate component to the Department of Ethnic Studies has already been an integral part of the “Campus Academic Plan.”

The Department of Ethnic Studies is striving to become the preeminent institution in the country specializing in the study of the intersections between race, class, gender, ethnicity, and doing so in terms of community-based, community-oriented methodologies. By offering increasingly sophisticated and comparative perspectives, our graduate program will join the extant UC programs in terms of offering the best available theoretical and methodological training based on our collective experience as a faculty.

Presently, the Department offers five undergraduate majors leading to a Bachelor of Arts degree in Ethnic Studies: African American Studies, Asian American Studies, Chicano Studies, Native American Studies, and Ethnic Studies. Students may develop a general emphasis in Ethnic Studies or a concentration on a specific group. The major prepares students for graduate or professional school and for careers that require knowledge and expertise in the history, culture, and socioeconomic status of racial/ethnic groups in contemporary society, suitable for such fields as education, corrections, law, human services, social welfare, urban planning, at the local, county, state, and federal government levels.

In addition, the department also offers minor degrees in Ethnic Studies that many students sign up for in order to complement their majors in other areas.

As noted in Section 2, regarding the curriculum, the Department of Ethnic Studies has already initiated cordial relationships with a number of departments in CHASS, as evidenced by the cross-listing of undergraduate courses with Religious Studies, World Literature, Anthropology, and Sociology. The Ethnic Studies graduate program will continue to foster the synergistic involvement of departments and professors across the College, including the collaborative participation of colleagues in History, Political Science, Psychology, Hispanic Studies, English, Women’s Studies, Dance, Comparative Literature, and Music, among other disciplines. In this fashion, we will be able to insure that our students get access to complementary graduate courses, and thus additional theories, methodologies, and substantive foci that are pertinent to their work.

In addition to drawing from other departments on campus, and vice versa, the Department will attempt other forms of institutional and intellectual synergy along the lines of team-teaching,
collaborative curriculum development, and other interdepartmental projects that will enhance the growth and enrichment of graduate education. Already the Department of Ethnic Studies has actively worked with graduate students (both Masters and Doctoral) from other departments in the College. Our faculty have served on their committees, have advised them, and have hired them to be T.A.s for our large courses such as Ethnic Studies 1 (as we have no graduate students of our own whom we can hire for this positions). Further interaction will be stimulated via our new graduate courses, informal seminars, research projects, and speaker series, all organized by faculty of the Department of Ethnic Studies.

Furthermore, faculty members in the Department are committed to the idea of fostering a strong graduate student presence that is organically linked to the larger intellectual community of graduate students on campus.

In sum, the Ethnic Studies graduate degree program manifests the substance and spirit of the campus academic plan articulated by the College of Humanities, Arts, and Social Sciences (CHASS) in its seminal document “Vision 2010: Foundations for Growth in the Humanities, Arts, and Social Sciences.” Although growth has stabilized for the moment, there will certainly be a long-term need for graduate programs, and graduate students of color on this campus, that this proposal helps to address.

In addition to enhancing the College’s steady movement toward this vision, the Ethnic Studies graduate program also amplifies the “Hallmarks of the Vision” embedded in the larger academic plan. The structural and institutional imperatives of “Diversity,” “Collaboration and Interdisciplinarity,” and “National and International Distinction,” would be well-served by a graduate program in Ethnic Studies at UCR. Establishment of a Master’s and Ph.D. program will attract a new generation of traditionally underrepresented graduate students with an intellectual and professional investment in creative, interdisciplinary research.

1.5 Interrelationship with Other UC Institutions and Programs

There are presently only two other Ph.D. programs in Ethnic Studies in the University of California system. According to Ramon A. Gutierrez, the oldest department, at the University of California, Berkeley, was built around a program that highlighted the four major groups of color (Gutierrez 1994). Partly as a result, Gutierrez explains that Berkeley program has faced some challenges over the years in terms of executing a fully comparative approach, especially since African American Studies at Berkeley withdrew from the Ethnic Studies consortium in order to establish its own department. (See Section 3.6, below, for additional details on the Berkeley program)

According to one of the key founders of this program, the Ph.D. program in Ethnic Studies at the University of California, San Diego initially revolved around substantive and historical emphases on immigration, slavery, and genocide (Gutierrez 1994). Since then it has built a strong reputation for its social sciences emphases, and for theory as well as its relational approach to comparative Ethnic Studies. By comparison, we project that our Ph.D. program will have a broader, more multi-disciplinary, orientation.

So, again, what we are proposing in terms of a graduate program at Riverside is complementary to these two programs but it also differs in significant ways in terms of its substantive foci and its methodological emphases (as delineated in Section 1).

Once initiated, we would definitely like to participate in the “Graduate Students’ Ethnic Studies Conference,” already established and run by graduate students and the faculty at UC Berkeley and San Diego. Other possibilities for cooperation with the extant Ethnic Studies departments in the University of California will be seriously considered, such as student exchange and visiting faculty/scholar programs, lecture series by distinguished faculty members, inter-campus “team taught” courses, and collaborative research/writing initiatives. New initiatives pose intriguing
possibilities, such as establishing a jointly-refereed academic journal in Ethnic Studies, housed at UC Riverside.

1.6 Program Administration

The Ethnic Studies graduate program will be administered by the core faculty of the Department of Ethnic Studies.

The Graduate Dean will select a “Graduate Advisor” upon the recommendation of Department Chair. The responsibilities of the Graduate Advisor include bringing issues pertaining to the maintenance and administration of the program to the attention of the Department Chair and faculty. The Graduate Advisor will also monitor the process of students.

The Graduate Advisor will have the assistance of a graduate assistant.

A “Graduate Program Committee” of three to four faculty members will also be constituted on a rotating basis to coordinate graduate admissions, establish the graduate curriculum, develop detailed policies and procedures for a graduate handbook, and so forth.

1.7 Program Evaluation

The Graduate Advisor, assistant, and Graduate Program Committee will diligently monitor the program in its first years, adapting expectations and operations as necessary to facilitate the most successful functioning of the program.

In the third year of the program, the Graduate Advisor, Graduate Committee, and the core faculty will actively cooperate with the internal review normally conducted by the Graduate Council for new graduate programs.

The Graduate Advisor and Committee will also coordinate a seven-year external review of the program. The review will be conducted by the Graduate Council utilizing extramural reviewers who are nominated by the Department but appointed by the Graduate Council.

SECTION 2: PROGRAM

2.1 Undergraduate Preparation for Admission

To qualify for admission, applicants must specify their interest in the Ph.D. degree. Applicants must satisfy the admission requirements of the UCR graduate division, including a bachelor’s degree or its equivalent from an accredited institution.

Applicants must also take the General Test of the Graduate Record Examination (GRE) and have the results sent to the Office of Graduate Admissions. Deadline for submission of applications for admission and financial aid is January 5 for fall admission that year. Admission will normally be granted beginning in the Fall Quarter only.

Applicants will be asked to supply at least three letters of recommendation, and these should give special emphasis to the candidate’s academic abilities and probability of successfully completing the Ethnic Studies graduate program.

Finally, a key criteria for the selection of graduate students will have to do with the “fit” between the candidate’s interests and the faculty’s research emphases. (See Section 2.3, below, for details.)
Applicants whose native language is not English and who have not studied in an English-speaking institution for at least one and one-half years must take and achieve satisfactory scores for the Test of English as a Foreign Language (TOEFL).

2.2 Foreign Language

There is no formal language requirement. In certain research areas a language requirement may be required if it is deemed that the language is germane to the student's research. For the latter students, competency can be established either by presenting evidence of satisfactory completion of the UCR Language Placement Exam, or by means of a translation test administered by the Graduate Program Committee. In a written statement presented to the Graduate Program Committee, each student will propose how she/he wants to demonstrate competency. The Committee with consult with the Graduate Advisor and appropriate faculty in order to evaluate each request.

2.3 Specific Fields of Emphasis

Based on our theoretical and methodological premises, outlined above, the graduate program in Ethnic Studies will emphasize three substantive areas of concentration that reflect the specializations and expertise of the ETST faculty at the University of California, Riverside. These include:

**Area I: The Political Economy of Race, Class, Gender, Sexuality**
that, in terms of the faculties' specializations at UCR, includes labor, transnational dynamics, imperialism, globalization and its effects, and the political economy of women of color issues;

**Area 2: Cultural Production: Race/Class/Gender and Vernacular Cultural Practices**
that includes literature, music, and other forms of oppositional, popular culture as these express the vernacular experiences of a community or communities;

**Area 3: The State, Law, Criminal Justice, and Grassroots Responses**
that includes movements for popular democracy, social justice/social change, especially in regard to policies regarding education, incarceration, and immigration, as seen in the context of nationalistic or global policies and practices of capitalist state formations.

Each graduate student must identify one area she or he wants to specialize in as well as the faculty members whose background, publications, and current research directions are most suitable for their dissertation project.

2.3 Plan II: Master’s and Doctoral Degrees

In terms of Section 2.3b, we are proposing a Plan II Master’s and Ph.D. degree.

The Ethnic Studies graduate program will necessarily start with a small, select group of students. Formal coursework will be required during the first year of residence, as delineated below. During the first two years, graduate students will also be required to participate in the ETST Colloquium Series so as to interact with experts from this and other campuses. In addition, during the second year, students will be required to attend a special seminar in professionalization.

During the first and second years, we will also ask our graduate students to take relevant theoretical and methodological courses in Ethnic Studies and in CHASS (including methods courses such as SOC 210 A and 210 B, ANTH 210 A, English 279 and 282, and PSY 211).
When students enter the program, instruction about pedagogy in Ethnic Studies will be offered in terms of a required graduate seminar having to do with professional training and development in the field. This will be a regular workshop series that will meet once a week during the winter and spring quarters of the second year. Under the guidance of members of the faculty, graduate students in these seminars will also have the opportunity to learn how to present research in professional conference settings, enter the job market, interview, develop their unique pedagogical styles, and related professional skills.

During the third year, students must take and pass a Ph.D. qualifying examination in order to continue in the graduate program. The Ph.D. Qualifying Exam committee will have five members (at least one of which must be an outside and an Academic Senate member), all of who must be recommended to and approved by the Graduate Dean.

The oral portion of this exam will focus on three special areas in Ethnic Studies. The written exam will details plans for the dissertation. If they pass, students may then initiate full-time work on their dissertation.

Subsequently, candidates will work with the Graduate Advisor to construct a “Doctoral Committee” composed of (1) a chair, who must be a member of the core faculty of ETST; and (2) two additional committee members who must work closely with student in the development of a topic. The composition of the Graduate Committee is contingent upon the approval of the Dissertation Chair, the Graduate Advisor, and ultimately the Graduate Dean. In terms of curriculum, at this stage we plan to work one-on-one or in seminars with our graduate students in terms of directed-study and reading courses.

Finally, students will spend at least one, but not more than two years, collecting data, analyzing them, and writing up their dissertation. The completed dissertation will be subject to review by the chair and faculty in terms of a public presentation of the research, followed by a period devoted to open-ended “questions and answers” fielded by the candidate. Based on the quality of the dissertation, as well as the public presentation, the dissertation committee will then vote on whether to award the doctoral degree or not.

The normative time for all of the above is six years. The specific timeline for graduate studies, and the unit load per year, are covered in more detail in Sections 2.3.c and 2.10, below.

**2.3 c  Unit Requirements**

Unit requirements revolve, first, around a series of core courses in Ethnic Studies that are mandatory for all students. During the first year, there are four core courses that all graduate students are required to take. Students are also be required to attend the Ethnic Studies Colloquium Series as well as a weekly seminar having to do with professional training in the field (the latter being held during the winter and spring quarters of the first year).

During the second year, students will begin to identify and take courses related to the area (that is, Area 1, 2, or 3; Section 2.3. a).

By the second to the third year, maximum, and by the time that they take their Ph.D. qualifying examination, graduate students must have completed at least 24 units all of which must be on the list of required ETST graduate courses. (These cannot, however, include courses numbered 297 or 299).

**2.3 d  Required and Recommended Courses**
First-year core requirements (four core courses [200;201;202], 4 units each; plus colloquium, two units each, per quarter taken; total of 18 units).

ETST 200: History of Ideas in Ethnic Studies
ETST 201: Contemporary Theories in Ethnic Studies
ETST 202: Theorizing Practices of/in Ethnic Studies
ETST 203: Methodologies in Ethnic Studies (or alternative course)
  ETST 203 will only be offered during the winter or spring quarter. Students can opt to take an alternative course in methodology (quantitative or qualitative) in addition to ETST 203 if it is appropriate. Can be taken either the first or second year.
ETST 204 A, B, C: Departmental Colloquium

Second-year core requirement. During the second year, students should pick courses that reflect one of the three areas of emphasis in the graduate program (Section 2.3 a), and complete ETST 212. They should also take courses that address the substantive topics that they want to feature in the dissertation.

ETST 205: Imperialism, Colonialism, Racism: Global Perspectives
ETST 206: Vernacular Cultural Production: Art, Music, Literature
ETST 207: Policy & Politics: Grassroots Versus the Coercive State
ETST 208: Transnational & Global Approaches in Ethnic Studies
ETST 209: Women, Race, and Class
ETST 210: Movements for Social Justice
ETST 211: Legal Perspectives: Critical Issues For People of Color

ETST 212 A, B, C: Ethnic Studies Graduate Workshop on Professionalization.
  This seminar will include sessions on pedagogy in Ethnic Studies.

Students may initiate individual or small-group reading courses with the appropriate Ethnic Studies faculty (ETST 220 A, B, C, etc.), or with selected faculty in other CHASS departments with graduate degrees, as is relevant to a student's research.

Second year coursework should entail at least 18 units of which are graduate-level units as delineated in the UCR General Catalog.

2.3 e New Licensing or Certification Requirements

There are no new licensing or certification requirements.

2.4 Field Examination (a.k.a., “The Comprehensive Master’s Exam”)

Graduate students who do not already have a Master's degree will be required to complete successfully a written examination by the end of the winter quarter of the second year. (In order to avoid confusion with preparation for the required “areas” that need to be carried out, subsequently, we have opted to call the former the “Comprehensive Master’s Examination.”) The exam will consist of written responses to three questions developed and administered by members of the Graduate Program Committee. These faculty will be selected by the Graduate Advisor in consultation with the Committee, with the approval of the Graduate Dean. The exam will test the student’s knowledge the methodological and theoretical foundations of the field of Ethnic Studies. In this sense, the Comprehensive Master’s Exam will cover materials from the required core courses, as well as the more specialized courses that the student elects to take in preparation for the doctoral level of the graduate program. The exam will be set up so that it will be written over a two week period during the
regular academic year. Graduate students will only be given two opportunities to take and pass this exam.

2.5 Qualifying Ph.D. Examination

In preparation for the oral part of their qualifying examination, Ph.D. students will be required to complete three written field statements that pertain to theoretical, methodological, and substantive foci related to the preparation of their dissertation. Students should provide a list of their field statement topics for review and approval by the qualifying examination committee. These field statements—based on coursework, individual reading courses, and tutorials—should correspond to themes set forth in Section 2.3 a, supra, and be written under a supervising core faculty member from the Department of Ethnic Studies. Each student is expected to complete these field statements by the winter quarter of their third year.

Students are required to have five faculty on their qualifying exam committee, including at least one outside faculty member who is also a member of the Academic Senate. All five must be nominated by the Graduate Advisor with the approval of the Department, and subsequently approved by the Graduate Dean. The Chair of the Qualifying Exam Committee will have the ultimate responsibility for coordinating the other members of the committee and the administration of an oral defense of the field statements.

The completion of these field statements will be followed by an oral defense. A five-person committee, including the Chair, will be nominated by the Program Director and appointed by the Graduate Dean in order to administer the Qualifying Ph.D. Exam. While this process will allow students to demonstrate their overall mastery of subjects and approaches in interdisciplinary, comparative Ethnic Studies, it should also be focused enough to prepare students for the more narrow, rigorous research work they will pursue once they begin to work on their dissertation.

The majority of this committee must be comprised of full-time members of the faculty of the Department. At least one member of this committee must also be a UCR faculty member not affiliated with the Department, as stipulated by the regulations of the Graduate Division. A student shall have failed her/his defense if more than one member of the committee votes not to pass the candidate. The committee may then determine whether or not the student should be allowed to re-take her/his defense, in whole or in part, and after three months a date will be set for the second defense. A third attempt at an oral defense will not be permitted.

As an integral part of the Qualifying Ph.D. Examination, the Ph.D. candidate shall also prepare a written prospectus outlining the topic, thesis, methods, resources, and time-line for the completion of the written dissertation. This prospectus must be circulated and approved by all members of Committee before the student will be allowed to initiate full-time work on the dissertation.

2.6 Dissertation

Doctoral candidates who have advanced to candidacy will research and write a dissertation under the direction of a Doctoral Committee comprised of no fewer than three faculty, two of whom should be core faculty from within the Department. The Committee will be nominated by the Graduate Advisor and appointed by the Graduate Dean. Normally, one member of the committee from the Department of Ethnic Studies will act as the Dissertation Chair, assuming primary responsibility for supervising and mentoring the candidate in her/his research and writing.

The dissertation should treat a specific aspect of the candidate’s fields of study, with the rigor and precision required of a professional scholarly work. The dissertation must conform to the format prescribed by the Graduate Council.
2.7 Final Examination (Defense)

When the Chair has determined that the completed dissertation is adequate, she/he will convene the Doctoral Committee for a pre-defense analysis and discussion of the manuscript. The evaluation will deal primarily with the format of the dissertation, the quality of its research and the writing, its relation to the broader field of study in which the student has worked, and its relation to the field of Ethnic Studies in general. On this basis, the candidate may be required to make final revisions in order for the dissertation to be formally accepted.

Upon completion of the dissertation, the candidate will then be required to give a formal presentation of her/his research that will be open to the academic community and to the general public. The candidate’s performance in regard to this oral defense, and the “question-and-answer” session that follows, will be the equivalent to the “final examination” requirement of the university. If the Committee determines that the colloquium is not satisfactory, they may opt to examine the candidate further in a separate session.

2.8 Special Additional Requirements

We do not request any special or additional requirements.

2.9 Relationship of Master’s and Doctor’s Degrees

Only graduate students who are applying for a Ph.D. will be admitted to this program. If they do not already have an M.A. degree students will have to satisfy all of the necessary requirements for a Masters; (i.e., they must fulfill all of the requirements specified in Sections 2.3c and 2.3 d, above, as well as take and pass the M.A. Comprehensive Examination).

In this sense, our selection of the “Plan II” Master’s degree is fully compatible with our view of the M.A. as an step toward work at the Ph.D.-level.

Graduate students who already hold an M.A. will be required to take all of the first two-year curriculum. Other previously-completed graduate courses, such as methods courses, will be evaluated by the Graduate Advisor in order to determine which requirements fulfill the prerequisites. In any case, all entering students will be required to take and pass the Ph.D. qualifying examination.

2.10 Special Preparation for Careers in Teaching

Beyond the first-year graduate seminar having to do with professional training and development, we plan to offer a graduate level course on pedagogy [ETST 301] that will focus solely on teaching, evaluation, and grading methodologies in Ethnic Studies. We propose that students take ETST 301 before they seek employment as a T.A.

Graduate students will also have the opportunity to serve as Teaching Assistants in many of the larger lecture courses offered by the Department. Doctoral students nearing the completion of their degree will also have the opportunity to apply for teaching positions within the Department. Chosen from among a pool of applicants, advanced students may be hired, allowing them the opportunity to devise their own syllabi and teaching materials with the guidance and advice of the faculty of the Department.

2.11 Sample Program
First Year: students will take all of the core courses identified in Section 2.3 d, above, with the overall expectation that they will take at least 6 graduate units each quarter.

Second Year: students must select one or more courses representing the three departmental concentrations, and attend the colloquium. Again, the expectation is that graduate students will take at least 6 units every quarter.

(Two fall options)
ETST 205: Imperialism…
ETST 206: Cultural Production

(Three winter options)
ETST 208: Transnational & Global…
ETST 209: Women…
ETST 210: Social Justice

(Two spring options)
ETST 207: Policy and Politics
ETST 211: Legal Perspectives…

Additional required courses include ETST 212, focusing on pedagogy in Ethnic Studies, will be offered once a year as well as a course in methodology (ETST 203), preferably one that is linked to the student’s future research plans.

In order to begin doctoral work, students must successfully pass the above courses, and have taken 36 units. Courses should be oriented toward identifying their field statements and developing specialized areas of interest. A student should work with his or her qualifying exam committee members in order to determine which courses are most appropriate.

Third Year: after successfully passing their Qualifying Master’s Exam, students will begin to select graduate level courses that are specifically tailored to their dissertation research. They will also continue to work on developing their research and teaching skills, and do so by working as R.A.s and as T.A.s for the faculty and department.

Fourth Year: students will focus intensively on the data collection for their dissertation.

During this period, we recommend only that students take any additional graduate courses that they think are directly pertinent to the completion of their dissertation research. Such courses could include “special topics” reading courses and small seminars.

Fifth year and sixth year: students’ time will revolve around drafting, revising, and completing their doctoral dissertation. Students can also opt to take independent study units with ETST faculty in order to develop teaching and other professional skills.

2.12 Normative Time From Matriculation to Degree

We expect that students complete the doctoral program within the period of five years. This will depend, however, on whether they enter the program with a B.A. or a relevant M.A. degree in place. Normative time for completion of an M.A. degree will be two years.

The Graduate Advisor will work with the Dissertation Chair, the Doctoral Committee, and the Graduate Program Committee, in order to monitor the progress of each student each year. Should students take more than three years to complete their preliminary graduate work, the Graduate Advisor should consult with the appropriate faculty to determine what actions are necessary—whether it is a matter of offering additional assistance or encouragement, or simply
asking the student to leave the program. Concomitantly, if doctoral students take more than five years, overall, the Graduate Advisor should initiate similar actions.

SECTION 3: PROJECTED NEED

3.1 Student Demand for the Program

Because the Ethnic Studies graduate degree would be the only one at a major research university in the Los Angeles/Inland Empire area of the Southern California region, and one of only a handful in the country, we are certain it would attract a significant pool of quality applicants from across the nation. This will further allow the Riverside campus to enhance its selectivity quotient for graduate acceptances and enrollees—especially in regard to men and women of color.

Concomitantly, UC Riverside’s campus enrollment plan emphasizes the need for growth in the graduate student population, pursuant to the development of UCR as a nationally recognized and prestigious research university. The Dean of the College has consistently supported the inclusion of an Ethnic Studies graduate program in the campus five-year plan. It is also clear that the larger formation and growth of UC Riverside—in terms of overall student population and the uniquely high demographic of historically underrepresented groups among undergraduates—calls for a strengthening and expansion of academic departments that speak to the pedagogical and intellectual demands of the campus. The campus’ need to increase graduate enrollment will be well served by the establishment of a highly visible, unique graduate program in a field that is obtaining institutional support and visibility on college and university campuses nationwide.

We also think that, given the distinctive emphases of our current faculty, which have to do with a judicious combination of theoretical and practical organizing initiatives, the graduate program in Ethnic Studies is in a position to offer new directions to the field as a whole.

Concomitantly, because of our collective interest in the practical dimensions of Ethnic Studies research, we will be able to attract students with similar interests. This, in turn, is going to mean that the dissertations will be oriented toward information that will be of interest and of use to community members in the Inland Empire, especially if students choose field sites in the immediate area.

3.2 Opportunities for Placement of Graduates

The question of the placement of graduates has been treated to some extent, above. Unfortunately, because the field of Ethnic Studies has no single, overarching association or organization it is hard to generate quantitative data. The Graduate Program in Ethnic Studies at the University of California, Berkeley, has compiled preliminary information on its graduates, and these data are presented in Appendix A, below. (Berkeley is working toward a more comprehensive report, and we will try to attach it to this document, as soon as it is made available.)

In addition, based on our collective experience, we expect the following. Since there are only a few actual Ph.D.-granting departments in Ethnic Studies it is unlikely that many of our graduates will be employed by them. There are many more undergraduate level courses, centers, programs, and departments today, however (see the national listing compiled by Batille, Carranza, and Lisa 1996), and so these seem to be a more likely place for our graduates to seek jobs.

At the same time, conversations with colleagues at places like UCLA, the University of California, Berkeley, and U.C. San Diego, indicate that Ethnic Studies graduates may seek other than a
traditional academic career. Some turn to one level or another of government, as researchers, advisors, spokespersons, and so forth. Others may seek similar roles in terms of local NGOs, or in community-based, community-oriented, service organizations. In recognition of this fact, we plan to develop a seminar-style course where local activists are invited to come to campus to speak about their career trajectories and their work in the public and/or private sectors in this regard.

Given our proposed curriculum and strengths as a faculty we are confident that we can train, mentor, and support both kinds of students effectively. In fact, one of the highlights of our graduate program is that we will consistently encourage students not to divide theory and practice, research and advocacy/organizing, observation and compassion, mind and heart. It is precisely by insisting that the proper ethics and politics of socio-cultural research revolve around balancing these antinomies that we feel we can make a unique contribution to the further evolution of the discipline of Ethnic Studies.

3.3 Importance to the Discipline

It has often been observed that, in a rush toward theory during the 1990s, Ethnic Studies abandoned its roots and thus lost its unique character (Butler 2000). We think that a graduate program in Interdisciplinary Comparative Ethnic Studies at the University of California, Riverside, would be in a perfect situation to try and mediate this divide. For example, we have internationally-recognized theoreticians and activists on our faculty, including Edna Bonacich. We also have internationally-recognized theorists and activists on our faculty, including Armando Navarro who has an extraordinary record of community-based activism and organizing in the Mexican and Mexican American community. Similarly, Professors Mirandé (law), Perez (Native American communities), Bomberry (Native American women activists), and Chang (colonialism and slavery during World War II) each have on-going projects which combine their research, policy, and community-based interests.

Although, again, we feel a deep tie to, and many similarities with, our sister programs at Berkeley and San Diego, we think that in the end our distinctive contribution to the University of California system and to the field of Ethnic Studies as a whole will be to re-unite theory and practice in the areas of specialization that we have identified. In other words, in terms of race/class/gender, the vernacular production of culture, and policy/grassroots/the state, we are moving toward theories of practice that will unite the older and the newer styles of Ethnic Studies that have often been depicted as being hopelessly at odds (Omi and Takagi 1995).

3.4 Ways in Which the Program Will Meet the Needs of Society

The vision of our department is predicated on becoming the pre-eminent Ethnic Studies Department within the University of California and ultimately beyond and to provide excellence in curriculum, teaching, research, and service to the campus, university, and ethnic communities. In addition, the Department subscribes to the ideal of intellectually working toward the creation of a culturally pluralistic society. This is evident by the Department’s multi-ethnic faculty and staff, diverse curriculum, increasing number of majors, and faculty research interests and high public service profile. A major strength of the Department is that increasingly their peers are recognizing individual faculty members as leading experts in their respective fields of scholarship. The faculty is also dedicated to the promotion of synergism both within the Department and CHASS and the communities UCR serves. Some of the faculty conduct applied research, examining issues and social problems affecting society in general or their respective ethnic or racial community in particular. In doing so, at times, they collaborate with other faculty within CHASS as well as other universities and colleges.

Using both a multidisciplinary and interdisciplinary approach, the Department’s vision is also grounded on becoming an intellectual bridge both within and outside of the university in fostering
a better understanding of the nation’s diverse ethnic and racial communities, particularly that of
African-Americans, Asian-Americans, Chicanos/Latinos, and Native-Americans. With the rapid
growth of these communities at the national, state, and local levels, the importance of Ethnic
Studies as a field of study will continue to grow. At the national level, according to the U.S.
Bureau of the Census, people of color by the year 2050 will comprise the nation’s “new majority.”
People of color now constitute the new majority in California and Latinos by the year 2030 will
make up California’s majority population. As noted in the Los Angeles Times, October 25, 2004,
“people of color” now constitute a majority of the population in both San Bernardino and Riverside
counties.

The demographic future enhances the scholarly importance of the Department’s interdisciplinary
and multidisciplinary approach, which includes the disciplines of history, political science,
sociology, comparative literature, and ethnic studies. The study of ethnicity, race, class, and
gender has become imperative. Within this unique intellectual template, the Department of
Ethnic Studies importance will grow in stature and preeminence.

3.5 Relationship of the Program to Faculty Research Interests

Over the course of the first year, graduate students will be encouraged to select more specialized
concentrations in interdisciplinary, comparative Ethnic Studies. At this juncture we envision three
possibilities that would highlight academic and research foci that are presently held by our
faculty. These are:

AREA I: Race, Class and Gender (Bonacich, Crowder, and Mirandé). Students picking this
concentration would explore the intersectionality between these three key areas of difference in
regard to specific idiographic topics.

AREA II: Cultural Production (Bomberry, Kim, Brown, and Macias). This concentration would
feature the study of vernacular culture, especially in terms of their expression of communities of
color’s history and experiences in terms of literature and the arts. (This area may evolve in other
directions, such as film, depending on the new faculty whom we hire this year in ETST.)

One of the highlights of U.C. Riverside’s Ethnic Studies faculty is their experience and expertise
with a range of policy issues vis-à-vis grassroots organizing. Generally-speaking we will
consistently encourage projects that attended to the role and the effects of the state as it impacts
people and communities of color and their allies.

(Note that the names listed within each category are provisional. Hirabayashi, for example,
would ordinarily list himself in AREA III but projects a book-length manuscript that has to do with
cultural production and so much of his current reading and writing pertains to AREA II.)

For a list of the current faculty’s areas of specialization, see Appendix B.)

3.6 Program Differentiation

As mentioned above, there are two other Ph.D. programs in Ethnic Studies in the University of
California system. While wanting to emphasize our solidarity with these programs, as well as key
similarities in terms of theoretical orientations, a graduate program in Interdisciplinary
Comparative Ethnic Studies at Riverside would be distinctive.

The Ph.D. Program in Ethnic Studies at the University of California, Berkeley, is the oldest and
most distinguished graduate program. It has trained many if not most of contemporary Ethnic
Studies scholars who have a Ph.D. in the field. The Program has sometimes experienced some
controversy, however, because African American Studies split off into its own department, and
thus the goal of a unified College of Ethnic Studies was never realized. Toward the end of the 1990s, another controversy arose over an Ethnic Studies proposal to merge that department with American Studies at Cal. Many students of color and their allies vociferously opposed such a merger and it, in fact, never took place. (For an example of how this split was seen by the local press, interested readers can consult the following on-line article from a 1990s journal, at:


The newer Ph.D. program in Ethnic Studies at the University of California, San Diego, is more “relational,” as we propose the program at UC Riverside would be. As founder Ramon Gutierrez notes, identified colonialism, genocide, and immigration as the initial key foci (Gutierrez 1994). Presently, the San Diego program is oriented toward the social sciences, and prioritizes theoretical dimensions of the field (Gutierrez 1994). We believe that our orientation towards the theorization of practices, and an interdisciplinary approach integrating history, social sciences, and the arts, is something that would make the UCR program complementary to but distinctive from both Berkeley and San Diego.

Furthermore, issues of duplication are moot to some extent considering the fact that there is presently no Ph.D.-level program in Ethnic Studies in the Los Angeles or Inland Empire areas of Southern California. Given the tremendous diversity that characterizes this part of the state, we think this is a perfect time and place to put together a graduate program that could have a tremendous impact, locally and in terms of the larger discipline, state-wide, nationally, and internationally (Barlow 2003).

SECTION 4: FACULTY

The Department presently consists of thirteen scholars (eleven full-time/ladder-rank faculty, plus one, full-time lecturer. Note that two of the former hold .5 joint appointments in sociology.) For summary C.V.s of the current full-time faculty please refer to Appendix B at the end of this proposal.

The current faculty consists of full professors Edna Bonacich, Lane Hirabayashi, Alfredo Mirandé, and Armando Navarro. Professors Ralph Crowder, and Edward Chang are associate professors. Professors Jayna Brown, Jodi Kim, Anthony Macías, Robert Perez, and Dylan Rodríguez, are assistant professors. Professor Richard Lowy is our one full-time lecturer.

SECTION 5: COURSES

Since there are currently only a few graduate classes in Ethnic Studies on the books, and these have only been occasionally offered, our faculty plans to develop a new set of 200-level graduate courses as proposed above. These have to do with a first-year sequence of core courses as well as a second year set of offerings that have to do with the key focal areas that represent the expertise of our faculty in terms of race/class/gender/sexuality, cultural production, and the State/law/criminal justice/grassroots responses.

Because we are fully committed to keeping our undergraduate ETST courses and B.A. Degree programs going, we have assessed extant graduate courses offered by other departments in CHASS. Thus, as delineated above, we plan to actively encourage our graduate students to link up to disciplines, faculty, and courses at the graduate level across the College that will best supplement the training we give them, and to best facilitate the research projects that they are planning to develop and carry out.
These would include courses such as Soc 246-Race, Class, and Inequality, Soc 263-Women in Work in World Historical Perspective, and Soc 266-Race and Ethnic Relations, Soc 268-Race, Law, and Gender.

A number of classes in the Soc 265 (E-Z) area of “Topics in Race and Class Inequality,” are viable for our program including Soc 265 F-Black America, Soc265 I-Chicano Sociology, Soc 265 J-World Inequality, Soc 265 R-Racial, Ethnic, and Immigrant Families. Similarly, we have identified the Department of Sociology’s Soc 264 (E-Z) area of “Gender Studies” as relevant to our graduate students’ interests and needs.

The Department of Anthropology also offers courses that are pertinent to our students. These include Anth 251-Theory and Method in Mexican Ethnography, and Anth 254-Writing Women: Issues in Feminism(s), Representation, and Ethnographic Practice.

As other relevant courses are developed and come to our attention, we plan on adding them to this preliminary list. Every year or two, as needed, we also plan to break these courses down into thematic blocks that parallel the three proposed areas of concentration within the Ethnic Studies graduate program.

SECTION 6: RESOURCE REQUIREMENTS

FTE Faculty

The Department currently has 11.5 FTE, plus one full-time lecturer position. (See Appendix B.)

Library Acquisitions

In terms of the present set-up, the Rivera Library only specifies how much money is currently being spent on monographs. (The budget for journals has not recently changed.)

The total spent on Ethnic Studies books is currently $31,500, which is divided between African, Asian, Chicano/Latino, and Native American areas, along with general Ethnic Studies books. While this amount is adequate for our undergraduate endeavors we believe that the Libraries would need to acquire additional materials, in terms of books and key journals, to support the graduate program we are proposing. (Please consult Appendix C for a more detailed resource statement from staff librarians of the Rivera Library.)

In our view the budget for Ethnic Studies acquisitions should be supplemented by $2,500 a year, for the first three years after the creation of the Ethnic Studies graduate program. This would help us to make sure that the most current materials in the field are ordered and made available to our graduate students for their coursework and research. This request is fully consistent with the rate at which purchases have increased between 2004 and 2005.

We will make such a request to the appropriate college and university administrators as the graduate proposal moves forward.

Computing Costs

We do not anticipate immediate additional computing costs in terms of our graduate program as long as the current resources of the College and University continue to grow apace with the growth of the UCR campus. As we get a full component of graduate students, however, it would be nice to have a number of computers, printers, scanners, etc., set up in the graduate student lounge in the new Interdisciplinary Studies Building where the Department of Ethnic Studies will
eventually move. The estimated cost of four new computers, tied into a single printer, in the lounge, is $3,000.

Equipment

No additional equipment will be necessary.

Space and Other Capital Facilities

At present the Department has experienced dwindling access to necessary, contiguous space. This may be ameliorated with the move to the new building, presently projected for 2006 or 2007.

Essentially, this will allow the Department of Ethnic Studies to be on the same floor, in the same area, and this will facilitate communication between faculty, between faculty and students, and between faculty and staff. We also anticipate setting up a graduate lounge and possibly a lounge for our undergraduate majors and minors as well. The new building will also entail a ETST conference room large enough to host our ETST Colloquium Series, which consistently drew between 20 and 30 participants this past year.

Staff

The implementation of a graduate program would necessitate the addition of one more staff member: a Graduate Secretary. The Graduate Secretary will work with the MSO and undergraduate advisor as an interface between the administration, students, and faculty.

SECTION 7: GRADUATE STUDENT SUPPORT

We project that a major source of support for our graduate students will come from a combination of fellowships from the Graduate Dean as well as TA-ships. (The Department presently hires between seven and nine graduate students from other departments in order to fulfill this need. As campus enrollments expand, we project that there will be an increased need for TAs, especially for introductory courses in Ethnic Studies. In fact, in 2005, CHASS administrators asked the Department of Ethnic Studies if it would be willing to add one or more sections of the current ETST 1 “Introduction” course because of high levels of student demand. Note that, if this added course had the enrollment of the extant ETST 1, this alone would necessitate that an additional five TAs be hired.)

Not only will the TA-ships help support graduate students; we propose that the TA experience can and will be utilized to expose graduate students to the craft of teaching. Thus we propose that our advanced graduate students who are A.B.D. can seek positions as Teaching Fellows or as Associates-in-Training in terms of filling open positions within our undergraduate curriculum.

We also expect that our doctor’s candidates will be able to apply successfully for a range of available grants. Those who are eligible for need-based aid will be encouraged to work with UCR’s Financial Aid Office in order to apply for Federal Direct Stafford Loans and/or Federal Direct Unsubsidized Stafford Loans.

We will also encourage our students to apply for the different research grants that are offered on-campus, especially by the Graduate Division. These include Dissertation Research Grants, Humanities Graduate Student Research Grants, The Intercampus Research Opportunity Fund, as well as the Minigrants offered by the Graduate Student Association.
Finally, we plan to work with UCR’s Office of Grants & Contracts in order to ensure that as many of our graduate students as possible learn how to write strong grant proposals and attempt to tap into outside funding sources related to their dissertation research projects.

SECTION 8: CHANGES IN SENATE REGULATIONS

No changes in Senate regulations will be required.

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APPENDIX B: CORE FACULTY, DEPARTMENT OF ETHNIC STUDIES, UNIVERSITY OF CALIFORNIA, RIVERSIDE

Edna Bonacich is a professor of Sociology and Ethnic Studies. She received her BSS Social Sciences from the University of Natal, and her MA and Ph.D. in Sociology/Social Relations from Harvard University. Her recent work has focused on the garment industry in Los Angeles and around the world. She is concerned with the impact of globalization on labor standards. To this end she serves on the Advisory Council of the Worker Rights Consortium, an organization aimed at improving conditions for garment workers in the collegiate apparel sector. Her current projects concern the U.S. labor movement's response to globalization, especially in the manufacturing sector, and the radicalization of labor in the 19th century.
Jayna Brown is an Assistant Professor of African American and Ethnic Studies. She recently completed her Ph.D. degree at Yale University in the area of American and Ethnic Studies. Her scholarly emphases revolve around literature, performance, and theories of cultural production in communities of color.

Victoria Bromberry is an Assistant Professor in American Indian and Ethnic Studies. She received her Ph.D. in Modern Thought and Literature from Stanford University in 2001. Her specialities in this interdisciplinary program were Literature and Anthropology. Her dissertation, titled “Indigenous Memory and Imagination: Thinking Beyond the Nation,” is a study of the development of a hemispheric consciousness among indigenous people in the Americas and the ways in which indigenous women are contributing to the phenomenon. From 2001-2002 Professor Bromberry was a UC President’s Postdoctoral Fellow in the Department of native American Studies at UC Davis. In 2001 she received the Sankofa Award from the California Arts Council for lifetime contributions to arts and culture. She is a past recipient of the Charles Bannerman fellowship, a national award, for her contributions to community organizing.

Edward Chang is Associate Professor with the Department of Ethnic Studies since 1992. He was the former director of the Center for Asian Pacific America (CAPA) at the University of California at Riverside. He earned his B.A. (1982) in Sociology and Ph.D. (1990) in Ethnic Studies at UC Berkeley and his M.A. (1984) in Asian American Studies from UCLA. Professor Chang’s research interests include Korean American-African American Relations, Asian-Latino Relations, Immigration, and Race Relations Theories.

Jodi Kim is Assistant Professor in Asian American and Ethnic Studies. She received her Ph.D. from the Graduate Group in Ethnic Studies at the University of California, Berkeley. With an emphasis in Asian American literature, Professor Kim is also a specialist on the Korean American experience. She also works in the area of film and video, and her research highlights theories of race and of cultural production.

Ralph L. Crowder is an Associate Professor at the University of California, Riverside. He received his Ph.D. in American History with an emphasis in African American History from the University of Kansas in 1994. Professor Crowder's areas of teaching specialization include late nineteenth and twentieth century African American history, Pan-African history, African America and the International Community, Native American slavery and the Black Indian Experience, intellectual, and cultural history.

Lane Ryo Hirabayashi is a Professor of Asian American and Ethnic Studies. He received his M.A. and Ph.D. degrees from the Department of Anthropology at the University of California, Berkeley in 1981. Hirabayashi has published eight books and anthologies. His areas of interest include Asian American and Ethnic Studies, Mexican and Latin American Studies, pedagogy, film, and the theorization of vernacular practices.

Richard Lowy has been a lecturer with the Ethnic Studies Department since 1989. His primary responsibility has been to teach the large Ethnic Studies 1: Introduction to Race & Ethnicity. He has also taught courses in Chicano Sociology, Martin Luther King, Jr., Black & Chicano Bibliography, Comparative Race Relations, Political Economy of Race & Class, Research Methodology, Native American Policy in the 20th Century, & Native American Law. He received his B.A. in sociology from Cal State University at Long Beach; his M.A in sociology from San Diego State University; and his Ph.D. in sociology from University of California Riverside.

Anthony Macías is an Assistant Professor in the Department of Ethnic Studies. He received his Ph.D. and M.A. degrees in American Culture from the University of Michigan, and his B.A. degree in History from the University of California. Macías’s research specialities are in the areas of Chicano and Latino Culture, Popular Culture, and Urban History. His teaching interests are in Chicano and Latino Studies; Race Relations; California History; U.S. Social and Cultural History; and, Popular Music and Film.
Afredo Mirandé is Chair and Professor with the Ethnic Studies and Sociology department here at the University of California Riverside. He received a Ph.D. in Sociology from the University of Nebraska and JD from Stanford University, and taught at the Texas Tech University School of Law. Mirandé's areas of interest include Law, Race and Ethnic Theory, Chicano Sociology, and Race, Class, and Gender.

Armando Navarro is Professor of Ethnic Studies at the University of California, Riverside. He received his A.A. degree in political science from Chaffey College in 1968; B.A. in political science from Claremont McKenna College in 1970; and his Ph.D. in political science from the University of California, Riverside, in 1974. His areas of teaching specialization include Latino/Ethnic Politics, Social Movements, American Politics, and Latino Contemporary Issues. His newest book, a masterful overview of the entirety of Chicano/a political culture and life, has been accepted for publication and is forthcoming.

Robert Perez is an Assistant Professor in the Department of Ethnic Studies at the University of California, Riverside. He received his Ph.D. in History in 2003. He received his Master of Arts degree in History from UCR in 1997, and his Bachelor of Arts from University of San Diego, in 1992. Pérez’s areas of interest and specialization are 19th Century United States, History of the American West and Spanish Borderlands, Colonial Latin America, Native American History, and Race and Identity Construction in Colonial Americas.

Dylan Rodríguez is an Assistant Professor at UCR. He received his Ph.D. and his M.A. degrees in Ethnic Studies from the University of California, Berkeley. He received his B.A. degree from Cornell University in Africana Studies and the College Scholar Program, with a concentration in Asian American Studies. Dr. Rodríguez’s areas of concentration are Filipino American Studies, Ethnic Studies, and the interdisciplinary scholarship emerging around critical studies of the U.S. and international prison industrial complex.

APPENDIX E

ACADEMIC DEGREE PROGRAM PROPOSALS
INFORMATION REQUIRED BY CPEC

01. NAME OF PROGRAM: Graduate Program in Ethnic Studies.

02. CAMPUS: University of California, Riverside.

03. DEGREE/CERTIFICATE: Ph.D. and Masters Degrees.

04. CIP CLASSIFICATION (to be completed by the Office of the President).

05. DATE TO BE STARTED: Fall quarter, 2007.

06. MODIFICATION OF EXISTING PROGRAM: None

07. PURPOSE AND DISTINCTIVE FEATURES: This is the only comparative Ethnic Studies graduate degree program in the immediate Riverside/Los Angeles area. Some campuses in the area, such as U.C.L.A., offer a Masters Degree solely in regard to ethnic-specific concentrations such as Asian American Studies.

The graduate program at UC Riverside would be an independently-standing Ph.D. program that has a strong and distinctive theoretical and methodological foundation, rooted in the principles of academic Ethnic Studies. Theoretically, the faculty is
committed to developing and extending "racial formation theory" through an examination of how ethnicity and race intersect with class, gender, and other forms of difference.

Methodologically, there has been a strong tradition of community-based, community-oriented forms of research. Thus, as a faculty, we will encourage our students to carry out their work with an eye to research that has demonstrable, practical, applications or results that can positively affect communities of color and their allies. In sum, the ETST graduate program will contribute to a creative and unique body of scholarship that crosses and integrates a range of disciplines and practices.

See # 11, below, for additional details.

08. TYPE(S) OF STUDENTS SERVED: We project a strong demand for the ETST graduate program because it would be one of three doctoral programs in the country. Over the past ten years the Ethnic Studies Ph.D. program at the University of California, Berkeley, has admitted only 15 percent of its applicants. Between 1996 and 2002, the University of California, San Diego, has admitted 18 percent. Thus, we are certain that our graduate program would attract a significant pool of quality applicants from universities from across the U.S.A. because the demand for doctoral level training is far greater than the number of available slots. By recruiting quality students from around the country, UCR's Ethnic Studies graduate program will enhance the Riverside campus' ability to increase its selectivity quotient for graduate acceptances and enrollees, especially in regard to men and women of color.

09. STATUS IN REGARD TO THE CAMPUS ACADEMIC PLAN: The Dean of the College of Humanities and Social Sciences has recognized the importance of a graduate program in Ethnic Studies and fully supports this initiative. Thus the projected development of graduate program in Ethnic Studies is already part of the current campus academic plan. Moreover, an ETST graduate program manifests the substance and spirit of the campus academic plan articulated by the College of Humanities, Arts, and Social Sciences (CHASS) in its seminal document “Vision 2010: Foundations for Growth in the Humanities, Arts and Social Sciences.” This plan anticipates that “By 2010 a period of significant growth will be realized, creating a College of some 11,000 undergraduate majors, 1,100 graduate students, and 450 faculty.”

In addition to enhancing the College’s steady movement toward this vision, the Ethnic Studies graduate program also amplifies the “Hallmarks of Vision” embedded in the larger academic plan. The structural and institutional imperatives of “Diversity,” “Collaboration and Interdisciplinarity,” and “National and International Distinction,” are well-served by an Ethnic Studies graduate program, especially since its establishment will attract a new generation of traditionally underrepresented graduate students with an intellectual and professional investment in the interdisciplinary, collaborative work of Ethnic Studies and its subfields.

10. APPROVAL OF A LICENSURE BOARD: N/A.

11. SPECIAL FEATURES OF THE PROGRAM: The graduate program in ETST will necessarily start with a small, select group of graduate students. Formal coursework will be required during the first year of residence, as delineated in the next section. Graduate students will also be required to attend and participate in the ETST Colloquium Series so that they can interact with the ETST faculty and other experts in the discipline from this and other campuses.

Over the course of the first year, graduate students will be encouraged to select more specialized concentrations in interdisciplinary, comparative Ethnic Studies. At this juncture we envision three possibilities that
would highlight academic and research foci that are presently held by our faculty. These are:

**AREA I: Race, Class and Gender.** Students picking this concentration would explore the intersectionality between these three key areas of difference and, often, discrimination in regard to specific idiographic topics.

**AREA II: Cultural Production.** This concentration would feature the study of vernacular culture, especially in terms of their expression of communities of color’s history and experiences in terms of literature, music, and the arts. This area may evolve in other directions, such as film, depending on the two new faculty whom we hire this year in ETST.

**AREA III: Politics and Policy in the Context of the State.** One of the highlights of UCR’s Ethnic Studies faculty is their experience and expertise with a range of policy issues vis-à-vis grassroots organizing. We would encourage projects that also attended to the role and the effects of the state as it impacts people and communities of color and their allies.

In the first and second years, we will also encourage our graduate students to take relevant theoretical and methodological courses from affiliated units in Women’s Studies, the Humanities, and the Social Sciences departments in CHASS. Finally, we plan to work one-on-one with our graduate students in terms of directed-study courses. The capstone requirement for the Ph.D. Degree will entail a doctoral dissertation demonstrating the candidate’s ability to generate original, detailed, research that constitutes a significant contribution to the field of Ethnic Studies.

12. **LIST ALL NEW COURSES REQUIRED:** (1) History of Ideas in Ethnic Studies; (2) Contemporary Theories in Ethnic Studies; (3) Interdisciplinary Methodologies in Ethnic Studies; (4) DES Colloquium Series. In addition to these key core courses, please refer to the list presented above in Section 2.3 d "Required and Recommended Courses."

13. **LIST OF ALL OTHER REQUIRED COURSES:** Because we have a relatively small faculty, and because we are fully committed to keeping our undergraduate ETST courses and B.A. Degree programs going, we are currently assessing extant graduate courses offered by other departments in CHASS. These would include courses such as Soc 246-Race, Class, and Inequality, Soc 263-Women in Work in World Historical Perspective, and Soc 266-Race and Ethnic Relations, Soc 268-Race, Law, and Gender.

A number of classes in the Soc 265 (E-Z) area of “Topics in Race and Class Inequality,” are viable classes for our students, including Soc 265 F-Black America, Soc265 I-Chicano Sociology, Soc 265 J-World Inequality, Soc 265 R-Racial, Ethnic, and Immigrant Families. Similarly, we are also assessing graduate courses in the Department of Sociology’s Soc 264 (E-Z) area of “Gender Studies.”

The Department of Anthropology offers courses that are fully pertinent to our students. These include Anth 251-Theory and Method in Mexican Ethnography, and Anth 254-Writing Women: Issues in Feminism(s), Representation, Ethnographic Practice.

In sum, our plan is to assess the above courses, and break them into thematic blocks that parallel the three proposed areas of concentration within the Ethnic Studies Graduate Program. Then we will require graduate students to take a number of courses in ETST and affiliated departments each year in order to reach a full complement of required units. We also note, that over time, and with a larger faculty, we will continue to develop and offer additional graduate courses of our own.
14. **LIST OF OTHER UC AND CALIFORNIA CAMPUSES THAT NOW OFFER THIS PROGRAM:** As far as we have been able to determine, only Berkeley and San Diego offer Ph.D. programs in Ethnic Studies. This is not only true for the state but also true, nationally.

15. **LIST ANY RELATED PROGRAMS OFFERED BY THE PROPOSING INSTITUTION:**
We acknowledge that there are a number of courses offered by the Department of Sociology that might look similar to what is being planned by ETST. We emphasize, however, that careful consideration of the situation indicates that the theoretical, methodological, and emphases of the ETST graduate program are distinctive. (The same case can be made in regard to Women’s Studies, especially since the focus of the latter program at UCR has been largely international, and the focus of Ethnic Studies at UCR has been largely domestic and primarily oriented toward people of color.) Thus, to the best of our knowledge, there are no related or competing programs currently offered by any department in the University of California, Riverside.

16. **EMPLOYMENT PROSPECTS FOR GRADUATES:** At this juncture, we expect that a good number of the graduates from our Ph.D. program would go on to teach in Ethnic Studies programs, or, alternatively, teach in interdisciplinary B.A., M.A. and Ph.D. programs (such as American Studies Ph.D. programs at campuses like Yale and American University; The History of Consciousness Ph.D. Program at U.C. Santa Cruz; or the Ph.D. in Modern Thought and Literature at Stanford University), or teach in mainstream Ph.D. programs in the Humanities and Social Sciences.

Alternatively, because of our orientation toward service to communities and populations of color, we expect that a number of our graduates may seek employment with community-based organizations, or with governmental agencies who work with populations of color, as researchers, grant writers, staff, and so forth.

17. **ESTIMATED ENROLLMENT FOR THE FIRST FIVE YEARS:** We plan to initiate the graduate program during the 2007-2008 academic year with a full complement of course for an entering class of four students. We hope to find an exceptional cohort whose perspectives and interests complement our own, and also want to limit the initial numbers of students so that we are able to give them personalized, project specific, tutorials. In addition, we remain fully committed to our undergraduate program; thus, starting with a relatively small number of graduate students makes sense in that we plan to keep the courses and work with our majors/minors going even as we initiate this new direction.

Year 2007/08: five students admitted.

Year 2008/09: five students admitted.

Year 2009/10: four students admitted, etc.

Full complement of the program: twenty-five graduate students in the M.A./Ph.D. Program by 2011.

18. **ESTIMATES OF THE ADDITIONAL COSTS.**
**FTE faculty:** None necessary for the basic implementation of the graduate program; however, additional faculty lines in Ethnic Studies at the assistant professor level would be desirable as funds permit. While we anticipate drawing from other departments, faculty, and courses in CHASS, at first, we would like to offer as many of the
core graduate courses as is possible. Over time, then, we will need to add some more faculty in order to offer both our undergraduate and graduate courses.

Library acquisitions. None necessary for the basic implementation of the graduate program; however, an additional $1,000 a year for specialized monographs and journal subscriptions would be desirable. We anticipate working with the CHASS Dean in order to identify suitable venues within the College and without that might be able to provide funds for these purposes.

Computing: No additional costs projected.
Other facilities: No additional costs projected.
Equipment: No additional costs projected.
Staff: The Department is currently requesting that the Dean fund additional staff time because our current personnel are severely over-burdened as it is. It is thus imperative that this request be considered even more critical to the functioning of the department because of the additional demands that the graduate program will create, both at the level of faculty and students.

19. The Graduate Program in Ethnic Studies will be evaluated by the Graduate Division and, in general, will follow all of the rules and procedures established by the Graduate Division in this regard.
APPENDIX D: LETTERS
February 23, 2006

DALLAS L. RABENSTEIN
Dean, Graduate Division

Re: Proposal for a Graduate Program in Ethnic Studies

I am pleased to endorse the attached proposal for establishment of a new M.A./Ph.D. program in Ethnic Studies. This proposal calls for a new graduate program with concentrations in three areas: (1) The political economy of race, class, gender and sexuality; (2) Vernacular cultural production; and (3) The state, law, criminal justice and grassroots responses. These concentrations, along with an emphasis on interdisciplinary comparative ethnic studies, will provide this new graduate program with a unique profile among graduate degree granting programs in the UC system. Only UC Berkeley and UC San Diego offer graduate degree in Ethnic Studies, and this proposal calls for establishing a new program at UCR that could complement those programs while satisfying an increasing demand for graduate study in this area.

The enclosed proposal recognizes unique departmental strengths in Ethnic Studies and adds to several College-wide initiatives already underway. I suspect that this new program will be able to grow efficiently, without unduly taxing college resources, and should gain prominence quickly, attracting foundation and extramural funding. I have no doubt that this new graduate program has the potential to enrich the creative and research life of the campus.

Once the Ph.D. is established, the College will work to assure that the necessary resources outlined in Sections 6 and 7 are provided, assuming that additional staff and student support will be available within prevailing allocation formulas.

On behalf of the College, thank you for your consideration of this proposal. Please do not hesitate to contact me if I can be of assistance in your review.

Joel Martin
Interim Dean

cc: Executive Vice Chancellor Wartella
Vice Chancellor Bolar
Associate Dean Cotrone
Associate Dean Warnke
Assistant Dean Hancock
Director Escalona
July 18, 2005

Professor Alfredo Mirandé  
Ethnic Studies Department  
University of California  
Riverside, California

Dear Professor Mirandé:

It is my pleasure to strongly support the Proposal for an M.A./Ph.D. Program in Ethnic Studies at the University of California, Riverside. I have read the Proposal with great care and will comment in more detail in the pages that follow.

FACULTY:

The Ethnic Studies Department at UC Riverside is poised to implement a new Ethnic Studies M.A./Ph.D. Program given both the cohort of distinguished faculty members in the Department and the commitment to Ethnic Studies the Department has evidenced throughout its long history on your campus. The Proposal lists thirteen faculty as members of your Department which is an excellent number of professors to initiate your Program. In addition, the faculty listed include assistant professors and associate professors as well as full professors. You have such prestigious faculty members as professors Lane Ryo Hirabayashi, Armando Navarro and yourself. The faculty members listed also demonstrate a wide range of expertise in various fields of Ethnic Studies. With respect to the teaching staff you are well poised to launch your new proposed M.A./Ph.D. Program.

HISTORY AND NEED FOR THE PROGRAM:

The Proposal details the long history the Ethnic Studies Department has had at UC Riverside. It, therefore, has the experience to administer the new Graduate Program. The Proposal details an excellent grasp of Ethnic Studies Graduate Programs; the faculty has done an excellent job or researching other Ethnic Programs in the UC System and how the new proposed Graduate Program fits within the existing ones at UC San Diego and UC Riverside and at the same time differs from them.

I agree that there is a great need for a Graduate Studies Program in Ethnic Studies at UC Riverside. The Inland Empire is one of the fastest growing areas in California. Its populations has doubled or even tripled in the last decade. It is expected to keep growing. In addition, the Inland Empire is noted for its high number of ethnic minorities, in particular, the Chicano/Latino population is extremely high in the area. It is critical that the UC System and, in particular, UC Riverside be prepared to meet the needs of these incoming students.

At UC Santa Barbara we have found during our very first year of admitting students that there is a high demand for area studies. We had more then one hundred inquiries about our Program when first announced and we had 54 completed applications. We admitted five students our fist year and are looking forward to our first cohort this fall 2005. The quality of the students was superb. Most of our applicants had very high GPA’s (some had 4.0; most had 3.5 and above) and competitive GRE’s with excellent letters of recommendation.
July 18, 2005

With respect to future employment, we at UCSB know that there is a market for our students. Although we did not have a Graduate Program in the past, we did have two Chicana Studies Fellowships. These graduate students completed their dissertation in our Department and went on to obtain jobs at colleges and universities across the nation. We have calculated that we have about a 95% or higher rate of having these students placed at colleges and universities such as Arizona State University, University of Arizona, Minnesota State University, and others.

UNIQUENESS OF GRADUATE PROGRAM:

I am pleased to see that great care has been given to differentiating the UC Riverside Ethnic Studies Program from the established programs at UC San Diego and UC Berkeley. Your stated focus on (1) political economy of race, class and gender, (2) vernacular cultural production, and (3) the state, law, and the criminal justice system make your program unique and differs greatly from the other Ethnic Studies Programs in the UC System. The Proposal also is specific about integrating theory with practice and interfacing with other departments at UC Riverside.

It is evident that the faculty has given a great deal of thought to the structure of the curriculum and has designed a program that is realistic. I am sure students enrolled in the Program will find the variety of courses offered greatly satisfying.

SUGGESTIONS:

I offer the following suggestions that might prove useful. Your Proposal does not detail (or I missed it in my reading of the document) a suggested minimum GPA requirement for entering students. You might want to state a minimum GPA requirement for your Program.

You might want to negotiate with your Dean and with Graduate Division for a number of guaranteed fellowships for the first year. You need fellowships for your top students in order to be competitive with high power, ivy league schools who offer substantial fellowships for a period of four or five years (we lost one student to Brown University who offered the student a four year fellowship at $40,000 per year). I am sure your Dean and Graduate Division will be supportive but you need to negotiate now.

You will also need to negotiate with your Dean regarding computers for your computer room for graduate students. There should be a good amount of money offered to your Department to launch your Program. The amount you have asked, $3,000 is very meager. You need to negotiate for funds for recruitment of students and publicity of your Program (brochures, posters, advertisements, handbooks, etc.). Again, I am sure your Dean will be supportive in this regard since it will bring very positive publicity to your campus as a whole.

As I said at the beginning of my letter, I am extremely supportive of your Proposal for an M.A./Ph.D. Program and congratulate you on all the excellent work you have done to structure and write your proposal.

Sincerely,

Maria Herrera-Sobek
Assistant Vice Chancellor for Diversity, Equity, and Academic Policy
Professor of Chicana and Chicano Studies
Luis Leal Endowed Chair in Chicano Studies
June 27, 2005

Alfredo Mirandé
Ethnic Studies, Chair
University of California, Riverside
HMNSS 3610
Riverside, California 92521

Dear Professor Mirandé,

I write to enthusiastically endorse the Ethnic Studies Graduate Proposal you recently sent me to review. I strongly believe that you and your faculty have carefully crafted a timely proposal that not only fills a needed gap for the University of California system, but also focuses on relevant application, an area that is not well developed in the existing UC Ethnic Studies Departments. The focus on policy and community based involvement of ethnic studies students at both the M.A. and PhD is an emphasis that is sorely underdeveloped in the discipline throughout the country. I appreciate the parallel emphasis on racial formation theory in the three key areas of graduate specialization (political economy of race, class and gender; vernacular cultural production and, the state, law and criminal justice system). However the unique strength here is the emphasis on how these three areas interface with grass-roots community based organizations. The plan to have graduates focus on research that incorporates practical application and results aimed at the communities we are a part and study is commendable.

As you mention in your proposal, the need for such a program in the Inland Empire is great. We at UCSD have been very selective in choosing our graduate cohorts. This has been in large part due to the limited amount of funding for incoming students, and even though we have been successful in choosing strong candidates, there are many qualified individuals who are rejected each year. As indicated in your statistics we get large numbers of applicants for our PhD program, but accept an incredibly limited few. Your program would not only enhance the number of graduates seeking the MA and PhD in Ethnic Studies, but would help tremendously in recruiting excellent students from diverse and multi-ethnic backgrounds. The need for such graduates is becoming acute as traditional departments across the country are beginning to hire ethnic studies graduates in increasing numbers.

Your proposal outlines a systematic and logical trajectory of courses and electives that are well supported by your existing faculty. I find the concept of the three field statements to be worthy challenges and strong preparation for understanding wide and diverse bodies of knowledge, as well as preliminary foundations for course syllabi and instruction. I believe your overall plan through the MA to the PhD us well laid out and rigorous.
I know that my colleagues here at UCSD would welcome collaboration and communication once your M.A. and PhD program is set up. There are many events, conferences and exchanges that would be a benefit to both our departments. In the meantime if you have any questions please let me know.

In closing, let me reiterate my support for the proposed graduate program. You have a strong and internationally known faculty, and the courses currently taught are excellent foundations for the program you are proposing. Given the proposed curriculum and the careful attention to the interrelationships with other institutions and programs on the UCR campus, I have not doubt that this new PhD/MA program will be a sound addition to the UC system, and to UCR.

I wish you much luck and look forward to working with you and your colleagues in the near future.

Sincerely,

[Signature]

Roberto R. Alvarez
Professor and Chair
August 30, 2005

Professor Alfredo Mirandé
Chair, Ethnic Studies
University of California
HMNSS 3610
Riverside, CA 92521

Dear Professor Mirandé,

It is with pleasure that I write to endorse without any reservations the UCR Ethnic Studies Graduate Proposal. The proposal is innovative, carefully crafted, and, quite frankly, more focused than the Ethnic Studies Graduate Program here at UC Berkeley.

Two things are immediately compelling about the proposal. First and foremost is the definition of the theoretical and methodological foundations and premises of the program. The second is how the proposal draws upon the specific areas of expertise of the existing faculty members in the department. Both things are obviously related and contribute to a program that carves out a distinct niche from the graduate programs at UC Berkeley and UC San Diego, the Program in American Studies and Ethnicity at the University of Southern California, and the Program in American Cultures at the University of Michigan.

Your proposed graduate program stresses alternative methodologies that emphasize “research approaches, concepts, designs, data collection, and practical applications that are mediated through community-oriented and community-based grassroots organizations” (p. 6). This is coupled with a commitment to the project of theorizing community-based methodologies. The result is to combine theory and practice in specific areas of specialization in ways that would “unite the older and newer styles of Ethnic Studies that have often been depicted as being hopelessly at odds” (p. 25). I find this integration on several levels to be a unique and exciting emphasis. It represents a return to the original vision of Ethnic Studies as articulated in the late-1960s and early-1970s, but one informed and tempered by the developments in such fields as cultural studies, critical race theory, and feminist studies.
What gives this overall emphasis coherence and weight is the delineation of three core areas of concentration. Each of the three areas defines a specific set of social sites and scales, theories and methodologies, and policies and practices while remaining broad and flexible enough to embrace a variety of topics. The areas help aggregate both faculty and student interests. One problem encountered here in the Berkeley program is the absence of some delineation of interests except for a rather broad divide between the social sciences and cultural/literary studies. Your proposal offers a significant advancement in this regard that helps center and focus graduate work.

As you note in your proposal, there has been a consistently high demand for graduate programs in Ethnic Studies. Over the past two years here at Berkeley, we have selected cohorts of 11-12 students from applicant pools of 110-120 students. Over 90 percent of those admitted formally accept and enroll. As you note in the appendix, we have a successful track record of placing our graduates in diverse colleges and universities. The areas of emphasis in your program will prepare graduates to teach, but will also provide them with the skills to work in a variety of non-academic settings as well. Students in Area II on cultural production could become museum curators for example, while students in Area III on the state, policies, and social movements could work in both non-profit and state sectors as organizers or policy analysts.

The content and trajectory of course work, exams, and dissertation requirements seem sound and well thought out. My only advice here is to give some thought to how the three “field statements” required for the qualifying Ph.D. examination will be defined. We at Berkeley often struggle with competing definitions as to what constitutes a “field.” Is, for example, “Chicano/a political movements in the 1960s” a field, or should the field be more broadly conceived as that of “social movements”? Being able to provide graduate students with some rough guidelines or instructions with respect to defining, presenting, and defending their three fields may prove helpful.

Your department believes that the graduate program would make “a significant contribution to the evolving field of Ethnic Studies that would attract national interest and attention” (pp. 23-4). I couldn’t agree more. Your department is well positioned to undertake this ambitious program and the intellectual vision behind it is one that is clearly articulated and long overdue. The program will truly distinguish itself among the handful of programs in comparative Ethnic Studies.

Sincerely,

[Signature]

Michael Omi
Associate Professor & Chair
omi@berkeley.edu
November 18, 2005

Professor Alfredo Mirandé, Chair
Department of Ethnic Studies
University of California, Riverside
Riverside, CA 92521

Dear Professor Mirandé,

I have had an opportunity to read the excellent proposal for a graduate program that you and your colleagues in Ethnic Studies have submitted. It seems to me that this is the next logical step for a program that has developed in a thoughtful manner during the last four or five years. The Department of Ethnic Studies currently provides instruction in areas are not duplicated in other departments at UCR, although there is the kind of overlapping of interests that will allow fruitful collaborative training and research with faculty and students in other departments. As you know, we have faculty members who share research and teaching interests you are developing. There is certainly a national labor market as well as a need for well-trained scholars in ethnic studies.

The program you proposed is a highly focused one that strives to do a few things very well rather than everything in not so thorough manner. This is appropriate for a growing department with a small but distinguished faculty. It is a sound decision that will help the program to achieve national prominence quickly. The really exceptional programs that emerged in anthropology in the last few decades wisely, I believe, adopted this strategy rather than the opposite one that attempts to cover the field in its totality.

While I am not familiar with the pool of applicants from which you will draw graduate students, I am certain that your faculty will attract first-rate students. This has the potential to enrich the experience for all of the graduate students at UCR. Given the large student-faculty ratios in your undergraduate courses, you should be able to provide some level of financial support for at least a portion of those applicants through a combination of teaching assistantships and fellowships from the Graduate Division. What I will miss are fairly regular conversations with anthropology graduate students about the Ethnic Studies courses in which they are or have been TAs. I have always found those conversations informative—not only the subject matter but also the styles of pedagogy. They benefited from their experiences as have I, their peers, and my colleagues in the Department of Anthropology. I look forward to continuing the exchange with your faculty and students, to exploring new ways of having those conversations, and to making them more meaningful for everyone involved.
Let me reiterate my enthusiastic support for the program that you have proposed. If I can of assistance in any way, please let me know.

Sincerely,

[Signature]

Thomas C. Patterson
Distinguished Professor and Chair
Dear Professor Mirande:

I am writing because we in Sociology now have had a chance to look through the detailed proposal on the Ph.D. program in Ethnic Studies.

We do not think the proposed curriculum will affect the graduate program in Sociology adversely — in terms of strong overlap or duplication of what is already covered in the Sociology Ph.D. program. On the contrary, we expect there to be strong synergies between our graduate program and the one being proposed for Ethnic Studies. Race and Inequality is a major area of specialization within the Sociology graduate program, and a number of our faculty and graduate students have a strong interest in race and ethnicity. And we have two faculty — you and Edna Bonacich — who hold joint appointments with Ethnic Studies already. So there should be plenty of synergies between our two graduate programs.

In summary, the Department of Sociology strongly and enthusiastically supports the creation of a Ph.D. program in Ethnic Studies.

Best regards,
Regards,

Anil

Anil B. Deolalikar
Chair, Department of Sociology
Professor and Graduate Adviser, Department of Economics
Director, Public Policy Initiative (CHASS)
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APPENDIX A: Ph.D.s in ETHNIC STUDIES FROM THE UNIVERSITY OF CALIFORNIA, BERKELEY (and where they presently work, if that Information is available)
Completed Ethnic Studies Ph.D.s and Teaching Institution

DRAFT VERSION

Abbay, Alemeseged. "91
*Identity Jultur: The Eritrean and Tigrayan Divergent Nationalist Paths*(Aug. '96)

Adisa, Opal P. '87 California College of Arts and Crafts (English)
*Three Landscapes Jamaican Women Writers at Home and in the Diaspora*(May '93)

Aldama, Arturo. '91 Arizona State University (Chicano/a Studies)

Antell, Judith A. '84 University of Wyoming
*American Indian Women As Social Activists* (Dec. '89)

Balce-Cortes, Nerissa, '93 University of Massachusetts-Amherst (Comparative Literature)
*Savagery and Docility: Filipino Bodies and U.S. Imperialism Culture after 1898* (Dec '02)

Banks, Ingrid. '93 Virginia Tech (Black Studies)
*Social and Personal Constructions of Hair: Cultural Practices and Belief Systems Among African American Women* (Dec. '97)

Belausteguiyiys Ruis, Maria Isabel. '93 UNAM (Filosofia 7 Letras)
*Scenarios of Construction of the Subject at the Limit: Zapatistas and Chicana* (May '00)

Bennett, Milledge '91

Bhana, Hershini '92 University of California, Riverside (Women's Studies)

Bhandari, Rakesh. University of California, Berkeley (Rhetoric)
*The Racial State: Racism, the New Social Darwinism and the Demise of Social Democracy* (December '03)

Busto, Rudy '84

Cabezas, Amalia '92 University of California, Riverside
*Pleasure and It's Pain: Sex Tourism in Sosua, the Dominican Republic*

Chang, Edward T. '84 U.C. Riverside (Ethnic Studies)
*Korean-Black Conflict in Los Angeles* (May '90)

Chang, Grace '90 Evergreen State College (Ethnic Studies/Women's Studies)
*Gatekeeping and Housekeeping: The Politics of Immigrant Women, Welfare and Service Work* (May '00)

Chang, Juliana '88 University of Santa Clara (English)
*Word and Flesh: Materiality, Violence and Asian American Poetics* (May '95)
Chang, Michael '95 Santa Clara University School of Law
Racial politics in an Era of Transnational Citizenship: The "Asian Donorgate" Controversy in Perspective (Dec. '01)

Cho, Sumi '87 Depaul University (Law)
The Struggle for Asian American Civil Rights, Race, Gender and the Construction for Power in Academia (May '93)

Chun, Gloria '88 Social Science Diversity Coordinator- (L&S) University of California, Berkeley
Of Orphans and Warriors: The Construction of Chinese American Identity and Culture, 1930s to the 1990s. (Dec. '93)

Cote, Charlotte '94 University of Washington (American Indian Studies)
Re-articulating Tradition in Two Native Indian Communities: Makah and Nuu-chah-nulth Whaling in the 20th Century (Dec. '02)

Dong, Harvey '94 U.C. Berkeley (Asian American Studies)
The Origins & Trajectory of Asian American Political Activism in the San Francisco Bay Area 1968 – 1978 (Dec. '02)

Ebeshade, Jill Louise '93 San Diego State University (Sociology)
The "Social Accountability Contract:" Monitoring and Labor Relations in the Global Apparel Industry (May '01)

Faalava, Toetu '94 Portland State University (University Studies)
Fitafla: Samoan Landsmen in the United States Navy, 1900-1951 (May '03)

Fabi, Giulia M. '87 University of Ferrara, Italy (American Literature)
The Shadow of the Ethiopian: The Theme of Passing for White in African American Fiction, 1855-1912 (May '93)

Ferreira, Jason M. '92 University of San Francisco (Ethnic Studies)
All Power to the People: A Comparative History of "Third World" Radicalism in San Francisco, 1968-1974 (Dec '03)

Fong, Timothy '87 Director/Asian American Studies – Ethnic Studies Dept. CSU/Sacramento
A Community Study of Monterey Park, California

Fontenot, Wonda '87 Louisiana State University
Secret Doctrine: The Ethno-Medicine Tradition of African Americans in Rural French Louisiana (May '91)

Foreman, P. Gabrielle '86 Occidental University
Pushing at the Parameters of Then and Now: Rearticulating Women's Slave Narratives. (Dec. '92)

Fragd, Lula Mae '84
UGot2 Dist4 U Re/From disease to Revival: Reading The Themes of Madness in PanAfrican Women's Literature (Dec. '94)

Fuse, Montye '92 Arizona State University (Ethnic Studies)
Powerful Positionings: Intersections of Language, Ideology and Politics in African American and Chicano “Nationalist” Narratives
Galbraith, Rayne '96 Depaul University Law School Student
Raped by U.S. Customs: Strip Searches and the War on Black Women (Dec '03)

Gallegos-Castillo, Angela '88 University of San Francisco (Director/Psychiatry Research program)
Complex Transitions: Mexican-origin Young Women’s Journey to Womanhood (May '02)

Garcia, Elizabeth '95 Hunter College (African & Puerto Rican/Latino Studies)
"Medicinal Histories": Puerto Rican Women’s Writings in the United States (May '02)

Gonzales, Irene '91 Colorado State University
Cries of Freedom: Native Americans and Religious Worship (Dec '94)

Gonzalez, Vernadette '97 St. Lawrence University (Global Studies Department)
Touring Empire: Colonial Travel and Global Tourism in Hawai‘i and the Philippines (May '04)

Gradilla, Alejandro '96 California State University-Fullerton (Chicano/Latino Studies)
The Evil of Banality: the U.S. Modern, Racism, and the Mexican-origin Population (January '04)

Guerrero, Edward V. '85 New York University (Film Studies)
The Periodization of Blackexploitation (May '89)

Haldan, Kent Edward '91
Our Japanese Citizens: A Study of Race, Class, and Ethnicity in Three Japanese American Communities in Santa Barbara County, 1900 – 1960 (May '00)

Hall, Laura '91
The Chinese in Guyana: The Making of a Creole Community (May '95)

In the Woods, Patricia '87 University of Idaho
Opposing the Ideology of the Split: Mythological Synergy as Resistance Discourse in the Novels of Louise Erdrich (Dec. '94)

Joo, Eungie '93 California Institute of the Arts (Director/Curator)
Crisis to Collapse: The Racialized Subject in Contemporary American Art (May '02)

Kawaguchi, Gary '85, (Moved to Thailand)
Race, Ethnicity, Resistance, and Competition: an Historical Analysis of Cooperation in the California Flower Market (May '95)

Keizer, Arlene '90 University of Michigan (English/American Studies Program)
The Middle Passage Never Guessed Its End: Slave Subjectivity and Black Subjectivity in Contemporary African American and Anglophone Caribbean Literature (Dec. '96)

Kim, Jodi '96 University of California, Riverside (Asian American Studies Department)
Ends of Empire: Asian American Culture and the Cold War (May '04)

Kun, Josh '94 University of Massachusetts, Amherst
Strangers Among Sounds: Listening, Differences, and the Unmaking of Americans
Lara, Irene '96  San Diego State University (Women's Studies)  
Decolonizing Latina Spiritualities and Sexualities: Healing Practices in las Americas  
(May '03)

Leonard, David '96  Washington State University (Comparative American Cultures)  
No Coloreds or Jews' Welcome: Constructing Coalitions in Post/War Los Angeles (Dec. '02)

Lonetree, Amy '91  San Francisco State University (Ethnic Studies/Native American Studies)  
Displaying Indians: Museum Representations of Native American History and Culture  
(Dec. '02)

Lopez, Cesar '96  Loyola Marymount University (American Cultures)  
El Descanso: A Comparative History of the Los Angeles Plaza Area and the Shared Racialized Space of the Mexican and Chinese Communities, 1853-1933. (Dec. '02)

Lubheid, Eithne '92  Bowling Green University (Women's Studies/Ethnic Studies)  

Martinez, Jesus S. '85  University of Santa Clara  
At the Periphery of Democracy: the Binational Politics of Mexican Immigrants in Silicon Valley (May '93)

May, Claudia '89  St. Thomas College (English Dept.)  
Nuances of Un-American Literature(s): In Search of Claudia Jones; A Literary Retrospective of the Life, Times and Works of an Activist-Writer. (Dec. '96)

May, Katja '89  Collision and Collusion: Native Americans and African Americans in the Cherokee and Creek Nations, 1830-1920s (May '94)

Micco, Melinda '90  Mills College (Chair-Ethnic Studies)  
African American and Seminole Indians (May '95)

Million, Dian '96  University of Washington (American Indian Studies)  
Telling Secrets: Sex, Power and Narrative in the Rearticulation of Canadian Residential School Histories (May '04)

Moles, Brolalia '95  Returned to Spain  
Envisioning Resistant Spaces through Chicana and Catalan Decolonial Writings of the 1970-1990s in Present Globalization (December 2004)

Mostert, Kenny '90  University of Tennessee  
Collective Autobiographies: Narrative Identity and Politics in the Black Intellectual Tradition (May '95)

Murray, June '85  North Carolina State University, Durham  
Living Voices: Afro American Family Experiences Across Four Generations in Durham, North Carolina (May '91)

Nguyen, Mimi '97  University of Michigan (Women's Studies Department)  
Representing Refugees: Gender, Nation, and Diaspora in "Vietnamese America" (May '04)

Noh, Eliza '93  CSU/Fullerton (Asian American Studies)
Suicide Among Asian American Women: Influences of Racism and Sexism on Suicide Subjectification (Dec '02)

Park, Edward '86 Loyola Marymount College (Asian American Studies)
Asian Americans in San Jose, California (Dec. '92)

Parker, Sara G. '86 U.C. Santa Cruz
Death of the Mother: Race, Class and Gender in Cherokee Country, 1755-1799 (May '92)

Parrenas, Rhacel '93 U.C. Davis (South and Southeast Asian Studies)
The Global Servants: (Im) Migrant Filipina Domestic Workers in Rome and Los Angeles (May '98)

Pelaud, Isabelle T. '92, San Francisco State University (Women's Studies)
The Cost of Freedom: Locating Vietnamese American Literature in Cultural Representation (Dec. '01)

Perez, Alberto J. '91 Post-Doc. UCB

Peter, Kurt '90 Post-Doc UCL.A
Watering the Flower: the Laguna Pueblo and the Atchison, Topeka and Santa Fe Railroad 1880-1980 (May '94)

Price, Darby '90 U.C. Santa Cruz
Mixed Laughter: Mediating Multiracial Identities in American Ethnic Comedy

Ramirez, Catherine U.C. Santa Cruz (American Studies)
The Pachuca in Chicanx/o Art, Literature and History: Re-examining Nation, Cultural Nationalism and Resistance (May '00)

Rasmussen Birgit '94 University of Wisconsin-Madison (English and Ethnic Studies)
Re-Imagining Literary America: Writing and Colonial Encounters in American Literature (Dec. '03)

Rhines, Jesse '90 Rutgers University (Afro-American and African Studies)

Robles, Rowena '94 U.C. Irvine (Asian American Studies)
Asian Americans and the Shifting Politics of Race: The Dismantling of Affirmative Action at an Elite Public High School (May '03)

Rodriguez, Dylan '95 University of California-Riverside (Ethnic Studies)
Collisions at the Wall: Radical U.S. Prison Intellectuals and the Crisis of Knowledge (Dec '01)

Rodriguez, Juana '91 Bryn Mawr (English)
Divas, Ametrudas y Entendidas: Navigating Dimensions of Queer Latindad within the Discursive Terrains of San Francisco

Roque Ramirez, Horacio N. '96 U.C. Santa Barbara (Chicano Studies)
Communities of Desire: Queer Latina/Latino History and Memory, San Francisco Bay Area, 1960s - 1990s (Dec '01)
Sexton, Jared '96       U.C. Irvine (African American Studies)
The Politics of Interracial Sexuality in the Post-Civil Rights Era U.S.  (Dec. '02)

Shiekh, Irum '98       Lecturer - UC Berkeley (Asian American Studies)
9/11 Detentions Racial Formation and a Hegemonic Discourse of the Muslim Terrorist  (May '04)

So, Connie '89      University of Washington - Seattle
Seattle Exceptionalism: The Life and Legacy of Wing Chong Luke  (Dec '00)

Sobredo, James '90    CSU- Northridge (Asian American Studies)
From American "Nationals" to the "third Asiatic Invasion": Racial Transformation and Filipino Exclusion (1898-1934)

Souza, Caridad '87    Hunter College (Puerto Rican Studies)
Cultural Identity, Self-Perceptions, and the Construction of Sexuality Personal Narratives of Puerto Rican Unwed Mothers.  (May '95)

Streeter, Caroline    U.C.L.A. (English)
Ambiguous Bodies, Ambivalent Desires: The Morphing Mulatta Body in U.S. Culture, 1965 - 1999  (Dec '00)

Valverde, Caroline '94 University of California, Davis (Asian American Studies)
Making Transnational Viet Nam: Vietnamese American Community – Viet Nam Linkages through Money, Music, and Modems (Dec. '02)

Venegas, Yolanda '96  University of California, Davis (Asian American Studies)
Romancing Manifest Destiny: Race, Gender, and Sexuality in the Making of California  (May '04)

Wang, Oliver S. '96    Lecturer- UC Berkeley (Asian American Studies)
Spinning Identities: A Social History of Filipino American DJs in the San Francisco Bay Area (1975-1995)  (Dec '04)

Wong, S. Shelley '86  Cornell University (English)
Notes from Damaged Life: Asian American Literature and the Discourse of Wholeness.  (May '94)

Yep, Kathleen '96    Claremont Colleges (Asian Amer. Studies)/Pitzer College (Sociology)
They Got Game: The Racial and Gender Politics of Basketball in San Francisco's Chinatown, 1932-1949  (May '02)

Yorba, Jonathan L. '91 Director - Education & Community Programs /Yerba Buena Center for the Arts, San Francisco
Picturing Miscegenation: Multiracial Imagery in American Art (Dec '00)

Yung, Judith '84      U.C. Santa Cruz (American Studies).
Unbinding the Feet: The Changing Role of Chinese American Women 1895-1945  (May '90)
APPENDIX C: LIBRARY COMPONENT FOR THE GRADUATE PROGRAM IN ETHNIC STUDIES
Library Component in the Graduate Program Proposal for Ethnic Studies

Introduction

At the University of California, Riverside, the Department of Ethnic Studies plans to build its graduate program [Ph.D./M.A.] on the existing strengths of its current undergraduate courses and program. As such, will strive to reach a higher level of teaching and research as well as collaboration with other UC campuses and other institutions of higher education in the region.

In order to support the proposed new degree programs and the expanded research agenda, the University Libraries will need to stay informed of the program offerings as well as the research activities of faculty and graduate students, because such activities will have impact on Libraries' collections and services.

Currently, the Ethnic Studies Program at UCR covers four main areas of studies: African American Studies, Asian American Studies, Chicana/o Studies, and Native American Studies. It offers 103 undergraduate courses, four graduate courses and one professional course in Ethnic Studies and has 14 faculty members.

Library Collection

Since Riverside and the Greater Los Angeles area is the most ethnically diverse region in the U.S., the Libraries have been actively collecting materials related to Ethnic Studies for years. In the UCR Libraries, there are five librarians who are responsible for the collection development in Ethnic Studies. In addition to Kuei Chiu, the bibliographer for ethnic studies, there are four subject specialists, each covering a specific area: Ruth Jackson (ethnic studies/general and African-American Studies), Judy Lee (Asian-American Studies), Rhonda Neugebauer (Chicano Studies), and John Bloomberg-Rissman (Native American Studies).

While most relevant titles can be found under “E”, materials may be found in a wide range of Library of Congress classification.

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<th>Disciplines</th>
<th># of titles by subject</th>
<th>Call Numbers</th>
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<td>59</td>
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<td>Chicano Studies</td>
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</table>

The print collection in Ethnic Studies is only part of the resource offered by the Libraries. Due to the participation in the California Digital Library (CDL), the UCR Libraries provide access to many full-text e-journals and bibliographical information to users on campus, in the libraries and off campus via proxy server.

In addition, the UCR Libraries subscribe to online databases related to Ethnic Studies:

* African-American Culture and History: Full-text of the *Encyclopedia of African-American Culture and History*, plus selections from other resources.

* Chicano Database: Mexican-American and other Latino cultures; 1967-present

* Chicono/LatinoNet (CLNET): Chicano/Latino-related information

* Ethnic Newswatch: Full-text from over 200 newspapers, magazines and journals of the ethnic, minority, and native press; 1990-present; some earlier materials; English and Español

* Handbook of Latin American Studies: Index to works on Latin America, abstracts; 1935-present; English and Español and Portugués

* HAPI-Hispanic American Periodical Index: Materials on Central and South America, Mexico, the Caribbean basin, the U.S.-Mexico border region, and Hispanics in the U.S.; 1970-present

**Library Methods of Acquisition**

The UCR Libraries use various ways to acquire materials. For monographs, the Libraries have established “profiles” of all subjects including Ethnic Studies for approval plans which automatically bring in new publications on a weekly basis. To supplement these pre-approved books, the librarians review bibliographies, publishers’ and vendors’ catalogs and book reviews to identify additional materials relevant to the Ethnic Studies program on campus. Faculty and students are also encouraged to suggest titles suitable for library acquisition.

Fund allocation for monographic purchases
<table>
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<th>Native American Studies</th>
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</thead>
<tbody>
<tr>
<td>Totals</td>
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<td>$33560</td>
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</table>
April 19, 2006

TO: R.R. RUSSELL, CHAIR
GRADUATE COUNCIL

FM: MANUELA MARTINS-GREEN, CHAIR
RIVERSIDE DIVISION

RE: PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC STUDIES (M.A. AND PH.D)

The above proposal has been reviewed by the committee on Educational Policy, Planning and Budget and Library and concerns were raised about:

1. The normative time to degree for the M.A. program. It is important that this be specified and I am requesting that Graduate Council investigate this issue and forward recommendations to me for onward submission to the Ethnic Studies faculty;

2. The lack of allocation of funds for other library materials.

It was felt that details such as these should be included in a new proposal because it alerts the administration to the specific financial needs of the program related to the essential library component.

Attached are the comments from the committees that reviewed the proposal.

Enclosure
April 18, 2006

TO:    M. MARTINS-GREEN, CHAIR
       RIVERSIDE DIVISION

FR:    S.E. CULLENBERG, CHAIR
       PLANNING AND BUDGET

RE:    PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC
       STUDIES (M.A. AND PH.D)

The Committee on Planning and Budget discussed the proposal for the new graduate
degree program in Ethnic Studies and noted that the proposal had little new budgetary
implications. The proposal requests an additional staff position for graduate support.
The committee can see the need for this request but if the budget is tight, Ethnic Studies
might be able to use its current student support staff to assist the new graduate students as
they plan to enroll only a modest five new students per year. The Committee, therefore, is
supportive of this new graduate degree program.

CC:    Wilfred Chen
       Conrad Rudolph
       Glenn Hatton
       Douglas Mitchell
       Tony Norman
       Vivian-L. Nyiraray
       Subir Ghosh
April 10, 2005

FROM: LUCILLE CHIA, CHAIR
UCR ACADEMIC SENATE LIBRARY COMMITTEE

TO: M.M. MARTINS-GREEN, CHAIR
UC ACADEMIC SENATE, RIVERSIDE DIVISION

RF: LIBRARY COMMITTEE’S ASSESSMENT OF THE LIBRARY COMPONENT OF THE
“PROPOSAL FOR A M.A./Ph.D. PROGRAM IN ETHNIC STUDIES”

The Library Committee has no major objections to the proposal based on the “Library Component” as described on pp. 20-21 and in Appendix C. Several members of the Library Committee, however, are concerned that there is little discussion about increasing the number of works in print (monographs, journals, etc.), electronic resources, and in audio-visual media, which the proposed program may require as its teaching and research needs grow. Furthermore, what about the growing costs for subscriptions to existing journals and the databases listed in Appendix C as well as to new ones that will become available and that the program will want in the future? In addition, the Library Committee does not see any discussion on fund allocation for any materials other than “monographic purchases” as tabulated in Appendix C. Estimates of library spending on other materials, including the likely rate of increase in the acquisitions budget for the next five years would have made the discussion in the “Library Component” more solid.

The Library Committee strongly recommends such details in any proposal for a new program, not only because they demonstrate the serious intent of the proposal but because its approval would indicate that the University administration agrees to commit to the specific financial needs of the program, including the essential library component.
April 5, 2006

TO: MANUELA MARTINS-GREEN, CHAIR
RIVERSIDE DIVISION

FM: LYNDA S. BELL, CHAIR
COMMITTEE ON EDUCATIONAL POLICY

RE: PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC STUDIES (M.A. AND PH.D.)

The Committee on Educational Policy has reviewed the proposal of March 4, 2006, submitted by the Faculty of the Department of Ethnic Studies, to create a graduate program in Ethnic Studies. CEP members find this proposal to be uniformly excellent and are particularly impressed by the very strong letters of support that have come forward, both from within UCR and from without, for the proposed program. The strength of the faculty of the department, bolstered substantially by relatively recent, excellent hires, gives this proposal a timeliness and vibrancy that should be supported in the highest of terms.

We find the following points may still need some attention in the proposal, but we are hopeful that these are minor and will not delay the proposal’s progress through the various stages of approval:

• CEP members wondered about the normative times to degree for both the M.A. and the Ph.D. in Ethnic Studies. There is no normative time to degree specified for the M.A. and CEP feels that this should be specified. For the Ph.D., the normative time to degree is specified as six years. Some CEP members felt that five years would be more appropriate. To clarify this point and make a strong justification for it, CEP recommends strongly that Graduate Council investigate and advise the faculty of Ethnic Studies accordingly, making sure that the normative times to degree for both the M.A. and Ph.D. are: a) in conformity with established norms in similar programs at other institutions; and/or b) similar to those established by other social science departments within CHASS. One of our members, from the Department of Anthropology, noted that graduate programs requiring fieldwork typically have longer normative times to degree than other programs. This point also might be considered by Graduate Council as they see fit.
• The proposal is very ambitious in terms of the number of new courses it proposes to establish in a relatively short time frame (the projected first class of graduate students will be admitted in 2007/2008). However, the majority of CEP members feel that the strong drive of the Ethnic Studies faculty to create this program, as evidenced in the proposal itself, will propel them into action to create these courses quickly. CEP only wants to caution that a sufficient number of courses must be created and approved in timely fashion so that they will be ready and available at the time of entry of the first class of graduate students into the new program.
March 16, 2006

TO:  LYNDI BELL, CHAIR, EDUCATIONAL POLICY  
     STEPHEN CULLENDERG, CHAIR, PLANNING AND BUDGET 
     LUCILLE CHIA, CHAIR, LIBRARY 

FM:  MANUELA MARTINS-GREEN, CHAIR 
      RIVERSIDE DIVISION 

RE:  PROPOSAL FOR A NEW GRADUATE DEGREE PROGRAM IN ETHNIC STUDIES 
     (M.A. AND PH.D) 

Enclosed is a copy of the above referenced proposal. Please have your committee review it and send your comments to me no later than April 10, 2006.

Enclosure