A PROPOSAL FOR A PROGRAM OF GRADUATE STUDIES IN
LATIN AMERICAN AND LATINO STUDIES
FOR THE PH.D. DEGREE AT UC SANTA CRUZ

February 26, 2011
## Executive Summary

### SECTION 1. INTRODUCTION

1.1 Aims and Objectives of the LALS Graduate Program
1.2 Historical Development of the Field and Our Departmental Strength in the Field
1.3 Proposed Implementation and Timetable
1.4 Relation to Existing Campus Programs and to the Campus Academic Plan
1.5 Interrelationship with Other University of California Campuses and/or Regional Public or Private Institutions
1.6 Department that Will Administer the Program
1.7 Plan for Program Evaluation

### SECTION 2. PROGRAM

2.1 Undergraduate Preparation for Admission
2.2 Foreign Language Requirement
2.3 Program of Study
2.4 Qualifying Essays
2.5 Qualifying Examinations
2.6 Dissertation
2.7 Dissertation Presentation
2.8 Special Requirements Over and Above Graduate Division Minimum Requirements
2.9 Relationship of Master’s and Doctor’s Programs
2.10 Special Preparation for Careers in Teaching
2.11 Sample Program
2.12 Time from Matriculation to Degree

### SECTION 3. PROJECTED NEED

3.1 Student Demand for the Program
3.2 Opportunities for Placement of Graduates
3.3 Importance to the Discipline
3.4 Meeting the Needs of Society
3.5 Relationship of the Program to Faculty Research and Professional Interests
3.6. Program Differentiation

### SECTION 4. FACULTY

### SECTION 5. COURSES

5.1 Existing Graduate Courses
5.2 Graduate Core Courses to be Developed
5.3 Graduate Courses in Other Departments
PROPOSAL FOR A PH.D. PROGRAM IN LATIN AMERICAN AND LATINO STUDIES AT UC SANTA CRUZ

February 26, 2011

Executive Summary

Our department proposes a doctoral program in the emerging field of Latin American and Latino Studies (LALS). Our approach to LALS is comparative, cross-disciplinary, and based on an analytic framework of transnationalism that examines the political, economic, social, historic and/or cultural forces and processes shaping, transcending or transforming borders in the Americas.

Grounded in interdisciplinary approaches to problem-oriented questions, LALS research both draws from and contributes to multiple theories and methodologies in disciplines in the social sciences and the humanities. In the emerging field of Latin American and Latino Studies, we emphasize four substantive themes: 1) transnational migrations within the Americas; 2) social inequalities; 3) cultural politics and cultural flows; and 4) collective action and social movements.

The first program of its kind in the United States, our proposed doctoral program would train scholars in interdisciplinary as well as discipline-based methodologies and equip students with the necessary analytic versatility for understanding historical and contemporary changes. This analytical flexibility is crucial for the training of innovative researchers who are prepared to address twenty-first century agendas.

The LALS graduate program will provide students with the requisite tools for understanding the contexts and impacts of demographic shifts occurring in California and across the nation. Within a generation, California will become a majority Latino state. Nationally, Latinos are 15 percent of the population and are slated to reach a quarter of the country’s population by 2050, according to the US Census Bureau. To understand how these demographic changes unfold in practice and to prepare for how they will evolve in the future, students must be trained in approaches, concepts and methods that analyze the historic, global, transnational and local scales of the multifaceted transformations that are reconfiguring social and political landscapes in California, the Americas, and elsewhere in the world. In terms of future job prospects for Ph.D.s in this field, academic job market trends, the growth of the Latino population, and the long-term growth of our undergraduate program all indicate that there already is a demand for researchers trained in LALS and the demand will continue to increase.

This proposal takes into account the constraints imposed by the current budget crisis by adopting an Interdisciplinary Program model rather than requiring that all core doctoral program faculty FTE be located in one department. This approach leverages existing resources by building synergies with interested faculty in other departments on campus. Though relatively new for UCSC, the Interdisciplinary Program approach has had success building interdisciplinary Ph.D.s elsewhere in the UC system.
PROPOSAL FOR A PROGRAM OF GRADUATE STUDIES IN LATIN AMERICAN AND LATINO STUDIES FOR THE PH.D. DEGREE AT UC SANTA CRUZ

February 26, 2011

SECTION 1. INTRODUCTION

Our department proposes a doctoral program in the emerging field of Latin American and Latino Studies. LALS focuses on the peoples, cultures, societies and institutions of the Americas. Our scholarly project has been to build on these empirical realities to construct a new field of study and develop the conceptual tools and analytical strategies needed to understand the dynamics of hemispheric change. We build on synergies with other units on this campus by using the Graduate Program Affiliates model, which brings together faculty from both inside and outside the program's home department (by Graduate Program Affiliates) to offer graduate courses, to supervise graduate students and to administer the LALS doctoral program. A total of twenty-two UCSC faculty members have agreed to serve as LALS Graduate Program Affiliates, including eleven from the LALS department and eleven from other departments.

Our approach to LALS is based on the analytic framework of transnationalism, which examines the historical, political, economic, social, and cultural forces and processes that are shaping, transcending or transforming borders in the Americas. While transnational phenomena are far from new, until recently dominant scholarly paradigms often assumed that societies were self-contained. As the pace of globalization has accelerated, scholars across a wide range of fields have taken on the challenge of developing the analytical frameworks needed to more fully understand cross-border actors, relationships and forms of expression, leading to the emerging field of transnational studies.¹

As an analytic framework, transnationalism goes beyond established comparative or international studies frameworks that contrast nations, states, societies or cultures, to explore how cross-border power relations in different domains relate to and inform one another – both historically and in the present. The transnationalism approach offers analytical lenses for understanding how local, regional, and national actors, institutions, and cultures mediate processes of globalization. This analytical strategy involves investigating how globalization shapes and in turn is shaped by local, regional and national actors and processes in the Americas over time. Transnationalism also refers to a level of analysis "in between" the global and national that does not depend on prior assumptions that one or the other domain is primary.

LALS Research Foci

In the Americas, the process of colonization was a key contributor to globalization and led to the intensification of international trade, the expansion of slavery, nation-building, religious change, and debates over the rights of indigenous peoples and the meanings of racial mixtures. Over time, multiple forms of hemispheric integration have increasingly revealed the limits of scholarly work focused exclusively on either Latin America or the United States, in the context of borders

¹ See, for example, Sanjeev Khagram and Peggy Levitt (eds.) The Transnational Studies Reader: Intersections and Innovations, New York: Routledge, 2008.
that are both militarized and permeable. In response, the LALS intellectual project suggests that analyzing change in the Americas requires approaches that are transnational, that is, that identify the relationships between global and micro processes that link Latinos in the United States with Latin America and vice versa as well as relations between the Americas and other regions of the world. Our point of departure lies in the long trajectory in which people, ideas, cultural expressions, economic and natural resources, and social movements move back and forth between the United States and Latin America, rendering nation-state-centered conceptual frameworks incomplete.

Working with transnationalism as an analytical framework, we have assessed the key intellectual issues in the fields of Latin American Studies and Latino Studies and have developed what we call “bridging principles” for the construction of a field incorporating area and ethnic studies: the importance of language for linking local processes to transnational ones, and “conceptual translations” for analyzing how meanings are constructed in local contexts. In this scholarly field, language (other than English) is critical for understanding nuances of meanings especially because meanings do not necessarily travel from one context to another. A comparative analysis of “cholas” illustrates this point. In the U.S. context, term “chola” refers to a working class Chicana (Mexican woman) with a particular style of dress (e.g. heavy makeup and big hair) and attitude who may or may not be gang related. A “chola” in the Ecuadorian highlands refers to an indigenous market vendor also with her own distinct style of dress (braids, bolo hat with layers of large skirts) and attitude. Both may be racialized and objectified as women (through labor markets or street harassment, for example) yet their life experiences are literally worlds apart. Moreover, if these two types of cholas actually migrated to the same locale—New York City for example, where there are relatively large numbers of migrants from Ecuador and Mexico—initially, they would have few social, cultural or linguistic commonalities. In undertaking a comparative analysis the researcher would need to construct conceptual translations, incorporating these women’s different histories and varied political, economic, social, or cultural relations — locally and with Latin America. By problematizing and identifying the relationships between transnational and micro processes that link Latinos in the United States with Latin America and vice versa we encourage research that is comparative and cross-disciplinary.

In light of our bridging principles, we emphasize four substantive themes in the emerging field of Latin American and Latino Studies: 1) transnational migrations within the Americas; 2) social inequalities; 3) cultural politics and cultural flows; and 4) collective action and social movements. Our research methods for approaching each of these four thematic areas involve both disciplinary and interdisciplinary approaches.

1) **Transnational migrations** are generating many transformations in the Americas and the subject of research in multiple disciplines. Migrations across borders are set in motion by diverse historical forces, including colonialism, globalization, economic, political or social dislocation within the United States and in Latin America; unequal access to eroding public institutions as well as migrants’ own endeavors, choices, decisions, or efforts. A transnational approach examines links between regions in the Americas, analyzing the social and historical foundations of economic dynamics such as remittances from the United States or the dollarization of Latin American countries. A transnational approach to the study of migratory
processes explores the dynamics of binational communities, bilingualism, and North-South exchanges of ideas and cultures.

2) Research in the Americas foregrounds the study of transnational social inequalities formed by power relations based on race, ethnicity, nationality, citizenship, class, territory, gender and/or sexuality. These social hierarchies are analyzed as institutions, historical processes, discourses, or symbols with multiple meanings, and examined in terms of how they have been mobilized to build, transform, or challenge identities, communities, and social movements in local, national, and global contexts over time. Of particular concern are the ways in which various regimes, such as slavery, colonialism, nationalism, militarization, industrialism, and neoliberalism, have articulated these categories of identity and difference and the ways their subjects—namely, slaves, citizens, workers, migrants, women, Afro-Latinos, and the indigenous (to list just a handful)—have negotiated them. These categories are also understood as processes of identification that are socially constructed and historically situated (e.g. who is a citizen, when and why? What constitutes citizenship where and when?)

3) Another distinctive area of inquiry in the Americas is the study of cultural politics and cultural flows that shape everyday life, institutions, social identities, discourses, meanings, and cultural forms and practices, in global, regional, and local contexts. The transnational analysis of culture focuses on the ways in which cultural forces and cross-cultural communication and media are contributing to the formation of new transnational imaginaries, along with how these cultural processes are transforming and redefining national and local cultures. In an increasingly interconnected and integrated world, claims about a singular, homogeneous and uniform national culture/identity are difficult to sustain. Instead, the ongoing movement of people, information, and media across boundaries point to the dynamic aspects of culture, especially its heterogeneity, hybridity, diversity and fluidity. This program’s transnational framework thus addresses cultural politics and the terrain of contested meanings and definitions about questions of national belonging, social differences and identities. A number of faculty in LALS research the cultural politics and cultural flows shaping social life as well as the media and cultural products through which these processes are expressed, for instance human rights discourse, performance, music, cinema, theater, literature and art.

4) An important area of research in the Americas addresses collective action and social movements at local, national and international levels viewed through transnational lenses. Notably, as migrants engage in public life, both in their communities of residence and in their communities of origin, they are constructing diverse practices of political participation, including "civic binationality." These processes are crucial for understanding the largest wave of immigration in a century, including how migrants relate to US society. Yet the patterns and determinants of migrant collective action have only just begun to receive serious research attention. Classic social science and humanities concepts used to understand how and why people come together focus on the interaction between interests and identities. Within the social sciences, sociology and anthropology scrutinize collective identity formation, while political science emphasizes "opportunity structures" that can encourage or block collective action. Fields in the humanities further complicate processes of identification and “the political” through textual, expressive, or linguistic analyses, considering knowledge systems, cultural translations, contested spaces and disruptions at individual and collective levels. Moreover, as people move
from one social context to another in various historical moments, racial, ethnic and gender identities are constructed, imposed, and experienced differently. In this context, the emerging field of LALS adds at least three distinctive conceptual concerns to existing disciplinary agendas: 1) the dynamics of scale that focus on interaction between actors across local, national and transnational arenas; 2) the impact of migration on collective action, informed by political economy concepts such as "exit" vs. "voice"; and 3) analytical sensitivity to the impact of these changes on social identity and civic engagement, among both migrants and non-migrants.

These four themes incorporate all current faculty research interests. As the field shifts and other issues attract scholarly interest or we hire new faculty, the departmental themes may change.

In addition to working within the transnationalism analytical framework, this proposed doctoral program will produce scholars whose interdisciplinary work is grounded in theories and methodologies based in disciplines in the social sciences and humanities. Almost all the principal faculty (LALS Core faculty and Graduate Program Affiliates) received their doctoral training within a discipline as seen in Table 1.

Table 1. Disciplinary Doctoral Training of LALS Principal Faculty

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>Schaeffer-Grabiel</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Anderson, Nájera-Ramírez, Zavella</td>
</tr>
<tr>
<td>Communication</td>
<td>Fregoso</td>
</tr>
<tr>
<td>Economics</td>
<td>Pastor</td>
</tr>
<tr>
<td>Education</td>
<td>Cruz</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>Ramírez, Rivas</td>
</tr>
<tr>
<td>Geography</td>
<td>Bury</td>
</tr>
<tr>
<td>History</td>
<td>Arredondo, Haas, O’Hara</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>Lu</td>
</tr>
<tr>
<td>Literature</td>
<td>Martínez-Echazábal</td>
</tr>
<tr>
<td>Political Science</td>
<td>Eaton, Fox, Perla</td>
</tr>
<tr>
<td>Psychology and Social Relations</td>
<td>Rogoff</td>
</tr>
<tr>
<td>Romance Studies</td>
<td>Poblete</td>
</tr>
<tr>
<td>Sociology/Demography</td>
<td>Falcón, Gleeson</td>
</tr>
</tbody>
</table>

In working with faculty from diverse disciplines who themselves have learned to bridge their own disciplinary training with other fields, students will gain knowledge of the challenges and benefits of developing interdisciplinary approaches to the formulation of problem-oriented research questions. We consider both disciplinary grounding and interdisciplinary bridging to be crucial for equipping students with the analytic versatility necessary for understanding historical and contemporary changes in the Americas.

LALS’s transnational framework also provides the necessary tools for examining the historical contexts, current impacts and future repercussions of demographic shifts that are occurring in California and nationwide. In 2005, Latinos made up 36 percent of the state’s population. Within a generation, California is poised to become a majority Latino state. As of 2009, 49 percent of K-12 students in California public schools were Latinos. Of the 24 percent of the state’s public
school students considered English learners, 85 percent speak Spanish (and a substantial fraction of this group are U.S.-born Latinos who speak English as well).\(^2\) Nationally, according to the U.S. Census, Latinos are 15 percent of the population, making them the largest ethno-racial group in the country and the proportion of the U.S. foreign-born population of Latin American origin is also increasing.\(^3\) The second generation will be especially significant in the coming decades. Nation-wide, 22 percent of all children under 18 are Latino (up from 9 percent in 1980) and 52 percent of them are US-born children of at least one parent born in Latin America.\(^4\) Consequently, Latinos will reach a quarter of the country’s population by 2050. To understand how these demographic changes will unfold in practice and to prepare for how they will evolve in the future, researchers must be trained in approaches, concepts and methods that analyze the historic, global, transnational and local scales of the multifaceted transformations that are reconfiguring social and political landscapes in California, the Americas, and elsewhere in the world.

In sum, knowledge of a wide range of cultures, actors and institutions that interact across local, national and transnational arenas is no longer merely a desirable component of an academic program. It is an indispensable feature of any university curriculum that seeks to understand the present world and its trends.

**Bridging Area and Ethnic Studies**

Latin American and Latino Studies is a cross-disciplinary field that originated in the separate fields of Latin American Studies and Chicano/Latino Studies. Both fields span the social sciences, humanities, and arts. In addition, within disciplinary professional associations there are sections that provide venues for each field of study such as the Society for the Study of Latin America and the Caribbean within the American Anthropological Association, the Section on Latino/Latina Sociology within the American Sociological Association, or the Conference on Latin American History within the American Historical Association. Each field has its own journals, conferences, departments, scholarly canons, and curricula. Though now converging, Latin American Studies and Chicano/Latino Studies have different intellectual and institutional histories.

Since the early twentieth century, Latin American Studies has been an important focus within a number of disciplines (i.e. history, sociology, political science, literature, etc.) as well as a central concern within area studies. Once strongly influenced by U.S. government interest in political alliances in the region, Latin American Studies also established strengths in the study of economic history, regime change, social inequalities, collective action, and cultural policies. In Latin American Studies, the important professional associations are the Latin American Studies Association (with 6,000 members) and The Caribbean Studies Association. The best journals include *Latin American Research Review, Journal of Latin American Studies, The Journal of Latin American and Caribbean Anthropology, Hispanic American Historical Review,* and *Latin*

\(^2\) California State Department of Education, [http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/)

\(^3\) Latinos reached 45.5 million or 15.1 percent of the estimated total U.S. population of 301.6 million on July 1, 2007 (U.S. Bureau of Census "U.S. Hispanic Population Surpasses 45 Million, Now 15 Percent of Total." Newsroom, May 1, 2008).

Chicano and Puerto Rican Studies date to the mid 1960s whereas Latino Studies emerged in the early 1970s as a response to changing political and social dynamics that sought to bring together the study of distinctive ethno-racial groups of Latin American origin in the United States. Responding to student activism in support of ethnic studies, Chicano/Latino Studies also developed theories about poverty and social inequalities, with a strong emphasis on racialization processes in the United States as well as expressive cultural resistance, and argued for engaged research that would address pressing social problems. Over the last ten years, Chicano Studies and Latino Studies increasingly share stronger ties, based in the comparative study of peoples united by social, political, historical and economic inequalities. Depending on location, Latino Studies increasingly incorporates the study of diasporic communities from the Caribbean and Central America, as well as greater recognition of the distinctiveness of Afro-Latino experiences. The important professional associations are the National Association for Chicana and Chicano Studies, the Puerto Rican Studies Association, the Dominican Studies Association, the National Association of Hispanic and Latino Studies, and National Association for Ethnic Studies. The top journals in Latino Studies include *Aztlán: a Journal of Chicano Studies*, *Latino Studies*, *Chicana/Latina Studies*, and *Centro Journal of Puerto Rican Studies*.

LALS differs from both area studies and ethnic studies approaches, particularly in the systematic effort toward bridging these fields (see Figure 1). This does not mean that the LALS project advocates a process of homogenizing distinct fields of study. Rather, our approach acknowledges the tensions and points of divergence between area and ethnic studies traditions, along with their conceptual affinities through the transnationalism framework. LALS is defined by the conceptual bridging of interconnected and often mutually constitutive area and ethnic studies approaches. By developing a transnational approach for understanding the ongoing processes of migrations, social inequalities, cultural politics and cultural flows, and social actors in the Americas, our intellectual project provides a perspective that is distinct from those provided by each field--Latin American Studies, Chicano Studies, or Latino Studies.
Accelerated globalization has led to further economic, social, and political integration between regions in the Americas. Advances in technology and communication throughout the Americas, are facilitating newer forms of cultural contestation, as well as cross-border social movements and collective actions that respond to broader social forces. These processes are reconfiguring nations from within and individuals by reinforcing social inequalities and shaping emerging, hybrid identities. Cultural representations and performances, human rights activism, social movements and creative practices in the arts and media throughout the Americas are incorporating these emerging national, and transnational imaginaries and experiences. From our point of view, maintaining the boundaries between Latin American Studies, Chicano Studies or Latino Studies makes little sense when the world has become so much more interconnected. Bridging Latin American and Latino Studies provides a more robust understanding of the multiple dynamics and complexities of the past while creating deeper insights into our present and future.
LALS in National Context

Nationally, the study of Latinos in the U.S. is carried out in over 600 Ethnic Studies programs and Latin America is the focus of approximately 96 area studies programs. UCSC’s Latin American and Latino Studies Department is one of a dozen academic programs organized around the intellectual convergence of the two fields. Of the twelve LALS programs (several modeled on ours), centers or institutes in the U.S. that offer courses, only eight offer B.A. degrees. UCSC’s LALS is the first fully constituted degree-granting department of Latin American and Latino Studies with ladder-rank faculty appointments at a major research university. Among the LALS programs at major research universities, we are the largest in the United States, in terms of both faculty and undergraduate majors. One of the most similar intellectual projects is the University of Illinois – Chicago’s Latin American and Latino Studies Program. They have undergraduate and master’s programs, but they are not planning a doctoral program and are not constituted as a full academic department. As LALS is an emerging interdisciplinary field, there is no national ranking of Latin American and Latino Studies programs. Currently, there are no doctoral programs in Latin American and Latino Studies (see Appendix C for related programs).

There are a few doctoral programs that seem comparable in their deployment of a transnational framework. However, they do differ in important ways. The program in Latin American, Caribbean and Latino History at the University of Connecticut is based in a discipline. The Department of Transborder Chicana/o and Latina/o Studies at Arizona State University (Tempe) whose faculty have close ties to the Center for Latin American Research and El Colegio de la Frontera Norte in Mexico, will have both academic and applied research orientations and focus on different themes: transborder health, transborder education, and cross-border media. The Department of Native American Studies at UC Davis has an emphasis on Hemispheric Study of the Americas, focuses specifically on indigenous peoples and issues.

Our history suggests the novelty of our enterprise and LALS’s leadership in an ongoing academic trend: several programs in Latin American Studies now are adding Latino Studies experts while Chicano/Latino Studies programs are incorporating expertise in Latin American origins and dynamics. Further, the recognized need for a transnational approach can be seen in the formation of a Latino Studies section within the Latin American Studies Association and in rising interest in transnational work by ethnic studies associations, such as the National Association for Chicana and Chicano Studies, which has held two conferences in Mexico.

In short, we are at the forefront of an important intellectual curve and seek to maintain this remarkable position through implementation of a doctoral program. The proposed Latin American and Latino Studies Ph.D. program would be the first in the UC system and the United States.

---

6 The second, the Department of Transborder Chicana/o and Latina/o Studies at Arizona State University in Tempe, was approved in 2007 and is planning a Ph.D. program as well.
1.1 Aims and Objectives of the LALS Graduate Program

To interrogate the transnational processes that link the Americas, the LALS doctoral program will provide rigorous training in both disciplinary and interdisciplinary approaches. LALS faculty will help students to develop their command of the disciplinary frameworks and methodologies that will be needed to inform the design of their interdisciplinary research projects. Students will be required to specialize in one of the department’s four substantive themes, as well as a theme that students design and they will be prepared in disciplinary-based methodologies. Their disciplinary grounding will be developed through methodology courses as well as through electives taken in other departments.

We will prepare students for job markets that will include newly defined positions within academia, as well as positions in applied research and related institutions. Specifically, we anticipate that some of our graduates may prefer to work in policy centers, public/private institutions (such as museums), government agencies (such as the census), nongovernmental organizations, or private foundations. In addition, the doctoral program will draw from the LALS department’s synergy with the many related scholarly activities sponsored by key campus research centers that create a vibrant intellectual climate on campus. These centers include: the Chicano/Latino Research Center, the Center for Cultural Studies, the Center for Global, International and Regional Studies, the Center for Tropical Research in Ecology, Agriculture and Development, and the Institute for Advanced Feminist Research.

The doctoral program builds on the LALS Department’s “Designated Emphasis” (formerly known as a “Parenthetical Notation”). Established in 2003, the Designated Emphasis has provided a graduate emphasis in Latin American and Latino Studies for Ph.D. students in eight other UCSC departments in the Social Sciences and Humanities Divisions: Anthropology, Education, Environmental Studies, History, Literature, History of Consciousness, Sociology, Psychology, and Politics. With the recent change from parenthetical notation to “designated emphasis,” it is now available to Ph.D. students in any program who have an interest in the emphasis and, with the agreement of their program, meet the LALS DE requirements. As of July 2010, 18 Ph.D. students are enrolled in the DE program and 5 students have received their doctorates with a DE in LALS.

The doctoral program is distinct in that students are admitted to the LALS department where they receive all their training. We also offer an innovative transnational conceptual approach not necessarily found within disciplinary departments or interdisciplinary programs in Latin American Studies or Latino Studies graduate programs.

1.2 Historical Development of the LALS Department

Our program was founded as Latin American Studies in 1971, yet always included Chicano Studies faculty and listed their courses in the curriculum. The program was transformed into Latin American and Latino Studies in 1994. Subsequently, much of the conceptual work in formulating a transnational approach bridging Latin American and Latino Studies was done in collaboration with the Chicano/Latino Research Center (CLRC). Thirty years after its initial founding, Latin American and Latino Studies became a full department in 2001.
To conceptualize our transnational approach, LALS and CLRC initiated the “Hemispheric Dialogues” project in 1998-99 with a grant from the Ford Foundation. With this funding, we brought in a number of speakers in the fields of Latin American Studies, Chicano Studies, and Latino Studies and sponsored a conference, “Latino/Latin American/Chicano Studies and the Rethinking of Area and Ethnic Studies,” held on February 26-27, 1999. We also organized numerous faculty seminars in which we read seminal pieces in Chicano/Latino Studies and Latin American Studies, informing one another about shifts within each field.

The Ford Foundation renewed funding for “Hemispheric Dialogues 2” between 2000 and 2005, which facilitated collaborations between faculty, social activists and graduate students. With this funding we organized the conference, “On the Line: Gender, Sexuality and Human Rights” on March 8-9, 2002. We also organized a panel, "Hemispheric Dialogues on Action-Research Partnerships" for the Latin American Studies Association Meetings in 2003. LALS faculty approaches were also informed by six intensive “Summer Institutes” (1997-2003) on “Social Change Across Borders,” which convened the exchange of ideas and experiences among social activists involved in both Latino and Latin American communities. The conference entitled “Reflections on the Future: Hemispheric Dialogues on the Intersections of Latina/o-Chicana/o-Latin American(s) Studies,” took place on February 20-21, 2004 and brought in national and international scholars who presented their research and helped us conceptualize further our transnational approach.

In anticipation of planning the Ph.D. program, we began offering LALS graduate courses in 2003. Our core course, “Bridging Latin American and Latino Studies” (LALS 200), was first offered in 2004. The department convened a planning retreat in fall 2006 to identify the conceptual themes that cross cut the faculty’s research interests on transnationalism and teaching and designed an introductory undergraduate core course, “Concepts and Theories in Latin American and Latino Studies” (LALS 100). This course trains students in the scholarly history of Latin American Studies and Latino Studies, focusing on key concepts and theories related to the department’s four themes (transnational migrations, social inequalities, cultural politics, and collective action and social movements). In 2006 we had our External Review and the Review Committee enthusiastically endorsed our preliminary proposal and encouraged us to require that students have a disciplinary emphasis. On October 3, 2007 the department voted to move forward with the graduate proposal.

At the same time, we continued our scholarly activities. During 2006-07 with CLRC, we co-sponsored “Hemispheric Dialogues 3,” a colloquium series involving presentations by six faculty. These colloquia reflected on the process of moving from disciplinary training toward a transnational approach, including the challenges and benefits of such a paradigmatic shift in terms of theory, epistemology, methods, dissemination of research or in teaching. During 2007-2008, along with CLRC, faculty organized the “Hemispheric Dialogues 4” project, which featured a conference, “Colombia: Movements and Migrations,” an emerging subfield within Latin American and Latino Studies, and a colloquium by a UCSC postdoctoral fellow. In winter of 2009, in collaboration with the CLRC, we sponsored colloquia by advanced graduate students based in disciplinary departments who work with LALS faculty to reflect on their research in relation to our transnational, interdisciplinary approach.
In 2008, the department began offering workshops for Teaching Assistants to familiarize them with pedagogical issues specific to our department. Participants have responded positively to these training sessions.

In 2009-10, the LALS department sponsored a series of talks that explored the impact of human rights discourse across a variety of fields: academic, legal, political and cultural. Building on a North-South dialogue that began with the Hemispheric Dialogue projects, “Cross-disciplinary Perspectives on Human Rights” was designed to explore the ways human rights are used and understood across cultural contexts. The speaker series aimed to advance a critical perspective on human rights as a field of theoretical inquiry, transnational legal processes, and tool for transnational activism, media, art and justice. Speakers addressed topics ranging from the legalization of human rights, human rights as a politically legitimate concept for social criticism, and the impact of human rights discourse locally and globally.

The twenty-two participants in the LALS doctoral program emerged from the governance structure for the undergraduate curriculum that is organized to maximize synergy between our Core, Participating, and Affiliated faculty. Core faculty have their FTEs located in the department and participate in all aspects of decision making and planning. Currently there are eleven ladder-rank faculty Core LALS faculty whose FTEs are located inside the department. Participating faculty are based in other departments and are consulted on a quarterly basis about planning. On occasions, individual faculty are invited to serve on departmental committees, including searches, personnel reviews, and the graduate program committee. Courses offered by Participating faculty often count for LALS major requirements and we encourage our undergraduate students to enroll in them; so far, one Participating faculty has also taught the LALS core graduate seminar, LALS 200. Affiliated faculty have no formal responsibilities or rights in the department; however, we list their relevant courses and we consider them to be part of the LALS intellectual community. Currently there are nineteen Participating faculty and thirty Affiliated faculty who contribute to the undergraduate curriculum. Eleven of these faculty from outside the department have indicated their interest in serving as Graduate Program Affiliates. (See Appendix A for Participating and Affiliated faculty associated with the undergraduate curriculum and their research interests and Appendix B for curriculum vitae of the graduate program principal faculty and Appendix H for letters of willingness to participate in the graduate program by those Graduate Program Affiliates outside the department).

1.3 Proposed Implementation and Timetable

a) The timeframe for the development of the program includes the following:


ii) New faculty hires: In the current budgetary climate of limited recruitment, our department has actively pursued Presidential Postdoctoral Fellows. We successfully recruited Dr. Héctor Perla in 2008 and Dr. Sylvanna Falcón in 2010 under the auspices of this program.
The program has sufficient faculty to launch and sustain the program with the hybrid model that incorporates the course offerings by Core and Graduate Program Affiliates and program growth is adaptable to the overall availability of resources. Once we are able to recruit, future FTE growth will expand in particular areas of expertise and we would add four new FTE so that there is a total of fifteen Core LALS faculty. We came to this number based on projections of how LALS would both cover the proposed graduate curriculum and sustain the current undergraduate program, under the assumption that at any one time about 20 percent of faculty may be on sabbatical, on leave, or have course buy-outs. The timeline for new recruitments is unclear because of the budget crisis. The Dean is committed to approving our new recruitments as quickly as possible within budgetary constraints.

iii) Course approvals:
2012-13: We anticipate submitting course approval forms for the new graduate seminars and preparing catalog copy.

iv) 2014-15: Fall is the first availability of core graduate course offerings


vi) 2011-12: The department has adequate space/facilities for current ladder faculty for the program. If we grow—either through faculty recruitments or FTE transfers—more space will become available once the Education Department moves from nearby Crown College into McHenry Library (a plan already approved by the Dean). This move will free up space for LALS faculty offices and graduate student offices at Crown well before we enroll graduate students.

vii) 2013-14: Admission year – faculty accept applications and make admit decisions for the first cohort of doctoral students.

2014-15 – In Fall is the first enrollment and availability of course offerings.

viii) 2018-19: Anticipated year of awarding first degrees consistent with a six year normative time to degree.

b) Consistency of enrollment projections with the campus enrollment plan: The graduate enrollment plan is four admits annual with twenty Ph.D. students at steady state.

No other program should experience reduced enrollments to accommodate the proposed program. Overall, upper division course enrollments have been consistently strong for a department of our size as indicated below in Figure 2 in our upper division courses taken mainly by our majors. The slight decline in lower division enrollment is related to offering Introduction to LALS (LALS 1) only twice per year beginning in 2008-09 because of the decrease in divisional funding for teaching assistants related to budget cuts. The Social Sciences Division projects enrollment growth in the department will continue for at least the next two years.
In addition, overall the LALS Department experienced growth in the number of majors with 220 total in summer of 2010, and we have effectively built combined majors with disciplinary programs as well as seen in Figure 3.

LALS has combined majors with departments of Anthropology, Economics, Global Economics, Literature, Politics and Sociology. The largest combined major is with Politics. Indeed, a majority of our undergraduate majors are now combined majors with other disciplines, which reflects our commitment to encouraging intellectual synergy between disciplinary foundations and interdisciplinary approaches.
We do not expect our graduate program to compete with existing campus graduate program enrollments, because of our small size and interdisciplinary focus. Indeed, our future students’ interest in other departments’ graduate seminars will help them to reach the critical mass of enrollment that they will need to be offered regularly.

1.4 Relation to Existing Campus Programs and to the Campus Academic Plan

a) The campus Academic Plan calls for increased graduate enrollments. The LALS department’s transnational scholarly approach and thematic foci fit well with campus priorities identified in UCSC academic planning documents and are mentioned in them. Our program’s emphasis on transnationalism with its focus on migrations, social inequalities, cultural flows and cultural politics, and collective action and social movements fits well with the campus focus on Transnationalism and Globalization and Cross Cultural Initiatives identified in the UCSC Strategic Academic Plan (2008) as well as the university vision regarding the importance of research, teaching and excellence through diversity. Within the Social Sciences Division, our emphases complement the themes discussed in the Five Year Plan (2007): of the twenty two LALS principal faculty, twelve work within the areas of culture, learning and knowledge, six on environmental and sustainable development, two on science, technology and humans, nineteen on globalization and governance, and all twenty two on social justice, identity, and power.

UCSC is an ideal location for the proposed Ph.D. program in LALS. A recent study of public universities ranked the Social Sciences Division first in the nation for the quality of its research productivity and the Humanities Division ranked sixth. Graduate students would be able to work with distinguished faculty from both of these divisions as well as the Arts and, in addition, with faculty from UC Berkeley and UC Davis. UCSC is a place where interdisciplinary scholarship is highly valued and incorporated into various disciplinary departments as well as interdisciplinary departments such as the History of Consciousness, Environmental Studies and Feminist Studies where some of their scholarly interests overlap with those of LALS. In addition, some of our faculty are Affiliated Faculty of departments in the Arts and Humanities.

b) Since this program transcends disciplinary boundaries and has a distinct intellectual mission, the curriculum could not be offered within any existing structure, either as a pathway or emphasis within an existing graduate program.

c) In terms of substance, there is no direct duplication but some synergies between the proposed curriculum and the curricula of other units on this campus. We plan to negotiate with other departments about the possibility of admitting our doctoral students into their theory and methodology courses and vice versa so as to gain some economies of scale, an exchanged encouraged by the dean.

d) With Core and Graduate Program Affiliate faculty there are the equivalent of 14 FTEs, which is adequate for maintaining the undergraduate program in LALS. Further, the contribution of graduate courses by Graduate Program Affiliate faculty should not negatively affect the undergraduate programs in their home departments since they will commit to teaching one

---

graduate seminar every three years, courses they are likely to teach anyway. The shared governance of the Interdisciplinary Ph.D. Program by principal and Graduate Program Affiliate faculty in other departments is specified in the Charter (Appendix D). We will negotiate specific teaching rotations through individual articulation agreements between LALS and other departments.

1.5 Interrelationship with Other University of California Campuses and/or Regional Public or Private Institutions

a) We do not anticipate any formal collaboration or competition with other UC campuses or regional or private institutions at this time.

b) Currently, there are no similar Ph.D. programs in the UC system or in regional private institutions; indeed this would be the first doctoral program in Latin American and Latino Studies in the country.9

c) Letters from departments at UCSC as well as other campuses offering related doctoral programs are in Appendix H.

1.6 Department that Will Administer the Program

a) The administrative home for purposes of student major advising, course offerings, etc. would be the Latin American and Latino Studies Department.

b) The responsibilities as Chair of the department rotate among the senior faculty. The LALS department Chair will appoint a Graduate Director from the Core faculty to ensure that students are matriculating in a timely manner and to help with any possible problems experienced by graduate students as well as oversee the admissions process.

c) Currently we expect Graduate Program Affiliate faculty to offer relevant graduate courses (see Appendix E) in their home departments as specified in the Charter and Bylaws (Appendix D).

d) Since the proposal is sponsored by the Latin American and Latino Studies department, there is a signed charter indicating support for faculty participation in the Interdisciplinary Program by Chairs from various departments (see Appendix D). The core and graduate program affiliates are the LALS Principal Faculty.

1.7 Plan for Program Evaluation

The Executive Committee faculty will be responsible for annual reviews of student performance and periodic reviews of the curriculum as specified in the Charter and Bylaws (Appendix D).

The graduate program in LALS will receive regular external evaluations, according to UC practice, and will incorporate data regarding incoming students, graduate curriculum, time to

---

9 Stanford University offers a Masters of Arts in Latin American Studies and joint degree programs that combine Latin American Studies with Business, Law or Medicine. They do not offer graduate programs in Latino Studies.
degree, and student placement following graduation. This review will take place in conjunction with the program review of the LALS department, which occurs every six to eight years.

The last review was conducted in 2006, with the follow-up report submitted in June 2008 and mid cycle report submitted in December of 2009. The department’s External Review Committee report (May 2006) indicated that more faculty lines would be necessary for the institution of a graduate program (ladder-rank-faculty FTE was then only 6.5). As of 2010-2011 our department’s core faculty now number ten, and our faculty affiliated with the Ph.D. program total 22. The review also noted that the department “possesses scholars of outstanding strength.” The response of Executive Vice Chancellor Kliger to the two-year follow-up to the final report on the Academic Program Review (2008) supported the development of a proposal for a graduate program and put the department on an eight-year cycle. LALS is scheduled for another external review in 2013-14.

SECTION 2. PROGRAM

2.1 Undergraduate Preparation for Admission

a) There are no field or pre-qualifying examinations.

b) Candidates for admission will meet graduate admissions standards at UCSC. Students must possess a B.A. or B.S. degree from an accredited institution or equivalent before enrolling. We expect most students to have majored or minored in a social science or humanities discipline, or an interdisciplinary field such as Latin American Studies, Chicano/Latino Studies, American Studies or Ethnic Studies. Applicants must submit an official transcript, GRE scores (verbal, quantitative, and analytical), a statement of intellectual and professional goals, including an explanation of how the UCSC program would contribute to those goals, a substantial writing sample (approximately 15-25 pages), and three letters of recommendation. Candidates should have at least a 3.5 grade point average. International applicants must provide evidence of sufficient English language ability, as required by the Graduate Division. The language requirement (see below) may limit somewhat the pool of possible applicants; however, expertise in a second language is highly desirable.

c) Students are only admitted to the doctoral program.

d) There is no special preparation for careers in teaching required for admission.

2.2 Foreign Language Requirement

The program requires significant reading, writing and speaking abilities in both English and Spanish, unless the student plans to work in Brazil or with Brazilian migrants, in which case they must demonstrate proficiency in English and Portuguese. By the completion of the Qualifying Examination, students are required to demonstrate their proficiency in a language other than English. Proficiency is defined here as the ability to carry out field research, translate and fully comprehend texts in the original language. The capacity to communicate effectively in an academic setting in the second language is highly desirable. For students who need additional
coursework to bolster their Spanish, the doctoral program would request access to the Literature Department’s current graduate level language offering. Some students’ research projects may require command of a third language, such as an indigenous language. These students will have to demonstrate proficiency in a third language by completing language instruction at another institution or by an examination with a LALS principal faculty member.

2.3 Program of Study

Students will be evaluated according to the following criteria and standards: analytical rigor, critical thinking, original research, capacity for synthesizing methods and concepts, and strong writing and oral communication skills. All incoming doctoral students will be intensively reviewed according to these criteria and standards at the end of their first year to determine their status (continuation, probation or termination). Students will submit a portfolio of all their written work for annual review by the graduate committee. Students who have weak portfolios (e.g. did not pass a course) will be given a "provisional pass" with specific goals and benchmarks that must be met, or face termination the following year.

The requirements are as follows:

a) Students will be required to select one of the four substantive themes in the LALS department (transnational migrations, social inequalities, cultural flows and cultural politics, or collective action or social movements) as their area of emphasis, as well as a second area of their own design, in consultation with the faculty advisor. They will also emphasize a particular disciplinary-based methodology or deploy a mix of methods (e.g. survey research and qualitative interviews) often used within a discipline, which will be discussed in the qualifying essay. (See sample program on page 22.)

b) Students will not be required to write a master’s thesis. Students whose performance in the qualifying examination is competent but falls below the minimum expectations for a doctoral degree, will be granted a terminal master’s degree in Latin American and Latino Studies based on the quality of their qualifying examinations. In addition, students who successfully complete the qualifying examination but are unable to complete a dissertation prospectus within a year after their qualifying examination will be eligible for a terminal master’s degree. Student continuing to the Ph.D. may apply to the Graduate Division to receive the M.A. degree as well, where this is useful for grants, teaching qualification, or other. The qualifying examination process is explained below.

c) Unit requirements: Students will be required to take a total of 60 units.

d) Required and recommended courses: Students will be required to take three core courses prior to taking their Qualifying Examinations: “Concepts and Theories in Latin American and Latino Studies” (LALS 200), “Politics and Society” (LALS 200A) and “Culture and Society” (LALS 200B).

LALS 200 provides intellectual histories of the fields of Latin American Studies and Latino Studies and analyzes their convergence. According to the course description: “This rigorous
course examines the paradigm shifts within the fields of Latin American Studies and Latina/o Studies stemming from globalization and multiple forms of hemispheric integration as well as the border thinking that imagines their intersections. We discuss how interdisciplinary cross border research, with attention to how critical analysis intersects with social justice praxis, bridges Latin American Studies and Latina/o Studies. To explore the utility of this approach, we will focus on four sets of issues in the Americas: 1) transnational migrations, 2) cultural flows and politics, 3) social inequalities, 4) collective action and social movements. The readings also pay attention to scale—whether these are global, national, regional, and/or local processes. The readings, based in history, social sciences, and cultural studies, will allow us to reflect on what interdisciplinarity looks like in theory and practice in Latin American Studies and then in Latina/o Studies. The last section of the course examines the differences, tensions or collaborations that bridge the interdisciplinary fields of Latin American and Latina/o Studies through cross border concepts and theories.”

In contrast, the other two required core courses will focus on logics of inquiry. One of these core courses (LALS 200A) addresses concepts and methods within the social sciences. According to the course description: “This course explores key social science issues in Latin American and Latino Studies, focusing on assessing social science arguments and research strategies. Analytical problems addressed include structure and agency, collective identity formation, collective action and the state and institutional change in the Americas. Methodological issues include the comparative method and research across a range of scales, from local and national to transnational.”

The other core course, LALS 200B, emphasizes concepts and methods in the humanities. According to the course description: “This seminar examines contemporary cultural and social theories, critical epistemologies, concepts and methods central to the study of cultural processes, forces and representation. The emphasis is on developing interdisciplinary interpretive and analytic tools for understanding how culture is conceptualized in relationship to broad categories of modernity, postmodernity, and coloniality in the Americas. The seminar explores a variety of interdisciplinary approaches to the study of representation and difference. The seminar draws from critical theoretical models of analysis grounded in poststructuralism, feminism, psychoanalysis, subaltern and coloniality of power studies.”

Upper division undergraduate versions of all three of these courses have been taught for several years in LALS.

In addition, students will be required to take two courses that provide methodological training. They may draw from available methods courses in disciplinary departments, or the methods courses to be offered by the LALS faculty, which would focus on ethnography, comparative methods, textual and media analysis, or survey methods. The department will offer at least one of these four courses every year. The additional graduate methods courses offered by other departments in the Social Sciences and Humanities Divisions are listed in Appendix F. Our rigorous language requirement adds to the skills and research training and is a prerequisite for the application of research methods in our field, such as ethnography, surveys, or media analysis. The Graduate Division’s efforts to provide training for doctorates who may seek positions outside academia would provide a welcome supplement to the department’s offerings.
The program requires a total of twelve courses, leading to the definition of two areas of concentration. Of the twelve courses, up to three may be independent studies with LALS principal faculty. Students may take up to four regular graduate courses offered in other departments and the Graduate Advisor will determine whether these courses count for the LALS program requirements. Until they are advanced to candidacy, students are required to meet regularly with their assigned advisor to mentor them through the program and to write a proposal to be submitted for fellowships. Thus we aim to meet the UCSC Graduate Division’s standards for mentoring.\textsuperscript{10}

Independent Studies: the syllabus should be drafted prior to the term begins, in consultation with the faculty advisor. Students are expected to produce a significant piece of writing, which may include an annotated bibliography, review essay or research paper.

Second (or third) language proficiency will be demonstrated by completing the Graduate Summer Language Program that is currently offered during the summer by the Literature department or an equivalent thereof. Alternatively, the student may be certified by an examination with a LALS Core or Graduate Program Affiliate faculty member.

During their career at UCSC students are expected to serve as a Teaching Assistant for at least one LALS course or teach a Latin American and Latino Studies course independently in the regular curriculum or during summer session.

Ph.D. Coursework requirements: Before advancement to candidacy, a full-time course load is two or three courses at the graduate seminar level (200 course number series) or two courses and a teaching assignment. It is recommended that students without teaching assignments take three five-unit courses per quarter. The following are the course requirements:

\begin{enumerate}
\item LALS 200 Bridging Latin American and Latino Studies
\item LALS 200A Politics and Society
\item LALS 200B Culture and Society
\item Two methodology courses (taught in LALS or in a disciplinary department)
\item Seven additional 5-unit courses leading to the definition of two areas of concentration, taken in consultation with the advisor
\end{enumerate}

In addition, students will be required to take LALS 201 (a two-unit course on pedagogy) with the Graduate Director. They may enroll in LALS 291 (a two-unit advising course) each quarter until advanced to candidacy. We will strongly encourage students to enroll in a grant-writing course, which may be taken outside the department. If students take the Graduate Summer Language course(s), they will not count as part of the seven additional courses. If a student enters with a Master’s Degree from another university, s/he may petition to the Graduate Director to request that some of the graduate courses fulfill LALS course requirements.

e) There are no licensing or certification requirements.

2.4 Qualifying Essays

Our approach is to encourage problem-driven analytical strategies. In this context, the primary goal of the LALS Qualifying Essay process is to develop capacity for broad intellectual synthesis across and within disciplines. Students must demonstrate command over literatures that contribute to understanding the major questions in the field of LALS. For each of the two Qualifying Essays, this approach involves defining the key intellectual problems to be covered and then demonstrating understanding of the relevant conceptual frameworks, including analysis of the contributions of different disciplines. One of the Qualifying Essays must focus on one of the department’s four themes (transnational migrations, social inequalities, cultural flows and cultural politics, or collective action and social movements). The qualifying essay should demonstrate command of whatever methodology is relevant to the student’s specialized research interests (e.g. ethnographic field methods, archival research methods, statistics, textual and media analysis, and/or comparative methods) and include relevant texts in the second language.

Students are required to complete two Qualifying Essays whose content and scope must be approved by faculty in advance. The Qualifying Essay topics should address broad non-overlapping fields and review the literatures related to the proposed dissertation questions. In addition, the essays must be accompanied by two proposed course syllabi for potential undergraduate courses. Students should consult with their qualifying exam committee early in the process, regarding the appropriate scope and framing of their essays.

Course-work and the Qualifying Essay process should be completed by the end of the third year. After completion of an assessment by the Graduate Director and members of the executive committee, students may petition for a Master’s Degree.

2.5 Qualifying Examinations

For the Ph.D., an oral examination will follow the approval of the Qualifying Essays. A committee composed of four faculty members will approve both the scope of the field statements constituting the Qualifying Essays and the final written products and conduct the oral examination. This committee must include at least two principal faculty members--one LALS Core faculty member and one LALS Graduate Program Affiliate faculty member--one of whom chairs the committee, and one tenured faculty from outside the LALS department. After successfully completing the Qualifying Examination, students are expected to assemble a dissertation committee chaired by a LALS principal faculty member and include two additional members as well as a faculty from outside the LALS department. These additional members are expected to be active participants in the advising process and writing of qualifying essays. Students should take their exams by spring of the third year.

2.6 Dissertation

Students will be expected to complete the dissertation prospectus and have it approved by the dissertation committee by the last day of the quarter after the Qualifying Examination. Ideally,
students should convene a meeting of the committee for their approval of the prospectus. The chair of the dissertation committee must be a senate member and a tenured principal faculty member. The prospectus should be approximately 15 pages (double spaced) and articulate the main research question and its significance, the theoretical framework, research strategy and methodology, outline of chapters, a bibliography, a timeline for completion of the dissertation, and an abstract of the dissertation. The prospectus should make clear the logic of an interdisciplinary, transnational approach, as well as the methodological strategies that are needed to address the student’s research questions. Upon approval of the prospectus, the faculty member becomes the dissertation advisor. Once the entire dissertation committee approves the prospectus, the Graduate Director approves the prospectus, and the department submits the student’s petition for advancement to candidacy to the Graduate Division.

The dissertation must demonstrate the results of in-depth research, make a significant, original scholarly contribution, and include material worthy of publication.

2.7 Dissertation Presentation

After the completion and written approval of the dissertation by the committee, the student will make a public presentation on his/her research and members of the dissertation committee will serve as discussants.

2.8 Special Requirements Over and Above Graduate Division Minimum Requirements

There are no special requirements over and above the Graduate Division’s minimum academic requirements.

2.9 Relationship of Master’s and Doctor’s Programs

Students in the Ph.D. program are eligible to receive a master’s degree after completing the core courses (LALS 200, 200A, 200B, and other courses for a total of 45 units), after a review of a portfolio of written course-work and a vote by the faculty. Continuing Ph.D. students wishing to receive the master’s degree should petition the Graduate Division and provide the requested documentation.

2.10 Special Preparation for Careers in Teaching

Our graduate students are expected to work as teaching assistants in our core undergraduate LALS courses, which may include responsibility for discussion sections. In addition, graduate students will have the opportunity to teach their own courses after they are advanced to candidacy, including those they have designed themselves as part of their qualifying essays. Incoming graduate students are expected to take a one-quarter course that provides training for working as teaching assistants.

2.11 Sample Program
The following sample program assumes that the graduate student receives enough funding so they take two courses per quarter:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>LALS 200, LALS course or DISC, LALS 201</td>
<td>LALS 200A, LALS course or DISC</td>
<td>LALS 200B, LALS course or DISC</td>
<td>GSLC or equivalent (if necessary)</td>
</tr>
<tr>
<td>Two</td>
<td>Methodology course, LALS course or DISC</td>
<td>Methodology course, LALS course or DISC</td>
<td>Grant writing course LALS course or DISC, LALS 295</td>
<td>GSLC or equivalent (if necessary)</td>
</tr>
<tr>
<td>Three</td>
<td>LALS course or DISC, LALS 297, Submit funding proposal</td>
<td>LALS course or DISC, LALS 295</td>
<td>LALS 297, Take Qualifying Exam</td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>LALS 299, Approval of prospectus</td>
<td>LALS 299 Dissertation research</td>
<td>LALS 299 Dissertation research</td>
<td></td>
</tr>
<tr>
<td>Five</td>
<td>LALS 299 Dissertation writing</td>
<td>LALS 299 Dissertation writing</td>
<td>LALS 299 Dissertation writing</td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>LALS 299 Dissertation writing</td>
<td>LALS 299 Dissertation writing</td>
<td>LALS 299, Dissertation presentation</td>
<td></td>
</tr>
</tbody>
</table>

DISC = Disciplinary course; GSLC = Graduate Summer Language course; methodology course may be in LALS or in another department

2.12 Time from Matriculation to Degree

a) Students are expected to complete their qualifying examination no later than spring quarter of their third year. Students are expected to develop their prospectus during the quarter after their qualifying examination and advance to candidacy. The Graduate Advisor must approve exceptions to these time limits, and delay in meeting department expectations for progress to candidacy may be grounds for placing a student on academic probation and eventual dismissal. By the fall of their third year, students should submit dissertation-funding proposals for support during year four and complete the dissertation by the end of the sixth year. The faculty will meet annually to track student progress and ensure that students are fulfilling their requirements in a timely fashion.

b) Teaching assistantships will be awarded preferentially to students who are making timely progress toward the Ph.D.

SECTION 3. PROJECTED NEED

3.1 Student Demand for the Program

a) As indicated previously, undergraduate enrollments in LALS since we became a department have grown steadily.

Our graduate enrollments have increased as well, especially after we instituted the Designated Emphasis (formerly Parenthetical Notion) in 2003, as seen in Figure 4 below. The enrollments in
Figure 4 include graduate students who petition for our Designated Emphasis as well as graduate students who enroll for their own interest.

The Designated Emphasis (DE) is a “minor” in LALS. DE students must have a graduate advisor from the Latin American and Latino Studies Core, Participating, or Affiliated faculty in addition to the graduate advisor from the student’s home department. (Core faculty located in the department, Participating faculty are based in other departments and are invited to serve on LALS committees, while Affiliated faculty have no formal responsibilities in the department but we cross list their courses.) The LALS Faculty advisor serves on the student’s qualifying examination committee and/or on the student’s dissertation committee. To fulfill the requirements for the LALS Designated Emphasis, students must take 5 graduate courses in Latin American and Latino Studies, including the required core course, LALS 200, and an independent study with the LALS Faculty advisor, LALS 297. The remaining courses can be selected from appropriate graduate courses taught in any department by Core, Participating or Affiliated LALS faculty. In addition, students must serve as a teaching assistant in at least one LALS course or teach a LALS course independently in the regular curriculum or in summer session.

These data in Figure 4 do not count LALS faculty work with graduate students who enroll in independent studies in other departments. LALS faculty also serve on a number of qualifying examination committees and dissertation committees of students in other departments and train graduate students from a broad variety of disciplines as LALS Teaching Assistants.

As of November 2010, eighteen doctoral students have petitioned for a Designated Emphasis in LALS and an additional five have received doctorates with an LALS Designated Emphasis, suggesting that there is strong interest on this campus for training in Latin American and Latino Studies. The Designated Emphasis students hail from the departments of Anthropology (seven), Politics (seven), Sociology (four), Literature (two), Environmental Studies (one) and Psychology (two).
Once the doctoral program is launched, we will maintain the Designated Emphasis and encourage graduate students in other departments to petition for our Designated Emphasis. We will also encourage future LALS Ph.D. students to seek Designated Emphases in other departments in the social sciences and the humanities so as to deepen their disciplinary or topical knowledge. (Other departments that offer a Designated Emphasis include American Studies, Anthropology (pending), Ecology and Evolutionary Biology, Education, Environmental Studies, Feminist Studies, Literature, Philosophy, Politics, Robotics and Control, Sociology (pending), Statistics, and Visual Studies.) For example, a Designated Emphasis in Feminist Studies would complement the strong training in LALS on gender issues. And a student seeking a Designated Emphasis in a discipline would have more options in applying for academic positions.

b) To gauge the potential demand for our program, we conducted a short telephone survey in March of 2009 with five departments with which we might compete for graduate students. Table 2 illustrates information gleaned from that survey that suggests there are ample numbers of students interested in graduate programs similar to ours.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Applicants</th>
<th>Admissions</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Lozano Long Institute of Latin American Studies, University of Texas at Austin</td>
<td>Ph.D.</td>
<td>10-25</td>
<td>2-4</td>
<td>2-4</td>
</tr>
<tr>
<td>Department of Chicana &amp; Chicano Studies, UCSB</td>
<td>Ph.D.</td>
<td>30</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Latin American Studies Department, UCLA</td>
<td>M.A.</td>
<td>50</td>
<td>27</td>
<td>13</td>
</tr>
<tr>
<td>Ethnic Studies Department, UC Berkeley</td>
<td>Ph.D.</td>
<td>100</td>
<td>10-15</td>
<td>9</td>
</tr>
<tr>
<td>Latin American &amp; Latino Studies,</td>
<td>M.A.</td>
<td>15</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>
We have also had inquiries from those working in nongovernmental organizations in Latin America and community-based organizations and government agencies in the United States.

c) LALS is not an extension of existing disciplines.

d) We conducted a survey of LALS alumni during 2008-09 as a means of connecting with and learning more about our former students. Of the 69 respondents, 91 percent have regular contact with Latin America and/or Latino communities in the United States and 73 percent use Spanish regularly in their daily work. Eighty five percent pursued higher education; of these, 55 percent pursued a master’s degree, 12 percent pursued a Ph.D. and the rest pursued teaching credentials or professional degrees. Based on these results and conversations with former students, we believe our own alumni also will be interested in our doctoral program.

The major indicators that the demand for this program will be stable and long lasting include: the long-term growth of our major, the demographic shifts in the California population (see section 3.4a below), the application trends in related graduate programs, and the alumni survey. All of these data suggest there is strong potential demand for students seeking a Ph.D. in Latin American and Latino Studies and we anticipate a large pool of applicants for very few positions.

3.2. Opportunities for Placement of Graduates

a) Since no other UC offers an LALS program there are no placement records. However, we conducted a survey of interdisciplinary academic job listings during 2006-07 and found there were 44 academic jobs for which Ph.D.s from our program could apply (see Appendix G). If we were to survey the relevant disciplines, undoubtedly we would identify additional academic positions for which our graduates would qualify.

In addition to academic jobs, we expect that some of our students may be interested in working with community-based organizations in the United States, with nongovernmental organizations in Latin America, or in other positions outside of academia such as in museums, trade, finance, business or government.

b) Since the LALS department is unique, it is not possible to draw statistical information from the Bureau of Labor. However, some data from related fields is provided below from which we can infer that there would be demand for a Ph.D. in LALS. Among doctorate recipients with employment commitments in the United States, 51 percent had offers within academia, 27 percent from business/industry, 6 percent from government, 5 percent from non-profit organizations, and 11 percent from employers in unknown sectors.11

Within academia, overall employment of social scientists is expected to grow 22 percent from 2008 to 2018, much faster than average for all occupations. However, projected growth rates

vary by specialty. Anthropologists, geographers, sociologists, political scientists and historians are projected to grow faster than average. The following shows projected percent change in employment, by social science specialty: Anthropologists - 28 percent, Sociologists - 21 percent, Historians - 11 percent, Geographers - 26 percent, and Political Scientists – 21 percent.  

Anthropologists are expected to grow by 28 percent, driven by growth in the management, scientific, and technical consulting services industry. Practicing Anthropologists often work as consultants for corporations or nonprofits and apply anthropological knowledge and methods to problems ranging from economic development issues to forensics. A growing number of anthropologists also will be needed in specific segments of the Federal Government, such as the U.S. Department of Defense, to assess the regional customs and values—or “cultural terrain”—of a particular society in specific parts of the world. Anthropologists will experience the best job prospects at management, scientific, and technical consulting firms.

Employment of geographers is expected to increase by 26 percent because the Federal Government—the largest employer—is projected to grow faster than in the past. Outside of the Federal Government, geographers will be needed to advise businesses, local municipalities, real estate developers, utilities, and telecommunications firms regarding where to build new roads, buildings, power plants, and cable lines. Geographers also will be needed to advise about environmental matters, such as where to build a landfill and where to preserve wetland habitats.

Employment of historians is expected to grow by 11 percent, about as fast as the average for all occupations, reflecting the relatively few jobs outside of Federal, State, and local Government. Nonetheless, historians possess broad training and education in writing, analytical research, and coherent thinking, so their skills can be applied to many different occupations. As a result, many workers with a history background will find work in niche areas with specialized titles, such as researcher, writer, or policy analyst. Historians will find jobs mainly in policy or research. Historians may find opportunities with historic preservation societies or by working as a consultant as public interest in preserving and restoring historical sites increases.

Overall employment of sociologists and political scientists is expected to grow 21 percent from 2008 to 2018, much faster than the average for all occupations. Sociologists will experience much faster than average job growth because the incorporation of sociology into research in other fields continues to increase. Sociologists possess broad training and education in analytical, methodological, conceptual, and quantitative and qualitative analysis and research, so their skills can be applied to many different occupations. As a result, many workers with sociology backgrounds will find work in niche areas with specialized titles, such as market analyst, research assistant, writer, and policy analyst. Some sociologists may find work conducting policy research for consulting firms, and their knowledge of society and social behavior may be used as well by a variety of companies in product development, marketing, and advertising. Demand for sociologists also will stem from growth in the number of social, political, and business associations and organizations, including many nonprofit organizations, to conduct various evaluations and statistical work.

---

Employment of political scientists is projected to grow faster than average, reflecting the growing importance of public policy and research. Demand for political science research is growing because of increasing interest in politics, foreign affairs, and public policy, including social and environmental policy issues, healthcare, and immigration. Political scientists will use their knowledge of political institutions to further the interests of nonprofit, political lobbying, and social and civic organizations. Job growth also may be driven by the budget constraints of public resources. As a growing population exerts excess demand on certain public services, political scientists will be needed to analyze the effects and efficiencies of those services, as well as to offer solutions.

In addition to opportunities from employment growth, some job openings for social scientists will come from the need to replace those who retire or leave their social science occupation for other reasons. Although there will be keen competition for tenured positions, the number of faculty expected to retire over the decade and the increasing number of part-time or short-term faculty positions will lead to more opportunities in colleges and universities than in the past.

Postsecondary teachers are expected to grow by 15 percent between 2008 and 2018, which is faster than the average for all occupations. Projected growth in the occupation will be due primarily to increases in college and university enrollment over the next decade. This enrollment growth stems mainly from the expected increase in the population of 18- to 24-year-olds, who constitute the majority of students at postsecondary institutions and from the increasing number of high school graduates who choose to attend these institutions. Adults returning to college to enhance their career prospects or to update their skills also will continue to create new opportunities for postsecondary teachers, particularly at community colleges and for-profit institutions that cater to working adults. However, many postsecondary educational institutions receive a significant portion of their funding from State and local governments, so expansion of public higher education will be limited by State and local budgets.

A significant number of openings in postsecondary education will be created by growth in enrollments and the need to replace the large numbers of postsecondary instructors who are likely to retire over the next decade. Many postsecondary instructors were hired in the late 1960s and the 1970s to teach members of the baby boom generation, and they are expected to retire in growing numbers in the years ahead. As a result, Ph.D. recipients seeking positions, as postsecondary instructors will experience favorable job prospects over the next decade. Although competition will remain tight for tenure-track positions at 4-year colleges and universities, there will be available a considerable number of part-time or renewable, term appointments at these institutions and at community colleges. Opportunities for master’s degree holders are also expected to be favorable because there will be considerable growth at community colleges, career education programs, and other institutions that employ them.

Labor or nonprofit organizations in the United States and nongovernmental organizations in Latin America, increasingly collaborating on specific social problems such as border health, will be looking for social scientists with research skills and bilingual capabilities. Indigenous organizations in particular have become quite adept at collaborating with social scientists in their quest for social justice through international fora (e.g. the United Nations), national political
campaigns, or by securing funding or employment in private foundations. While the “NGOization” of the Americas is hard to quantify, it appears to be a growing employment prospect for those with advanced educational degrees.

People seeking social science positions may face competition for jobs and those with higher educational attainment will have the best prospects. Many jobs in policy, research, or marketing for which social scientists qualify are not advertised exclusively as social scientist positions. Because of the wide range of skills and knowledge possessed by these social scientists, many compete for jobs with other workers, such as market and survey researchers, psychologists, engineers, urban and regional planners, and statisticians.

The projections about the academic labor market and our own market assessment were formed prior to the 2009 recession when academic searches were frozen on many campuses across the country. We anticipate that by the time our doctorates enter the job market growth in academic positions will have resumed.

3.3 Importance to the Discipline

Since Latin American and Latino Studies is an interdisciplinary field, we will require some disciplinary emphasis by graduate students as well as specified previously. For example, a student utilizing an ethnographic methodology would be encouraged to take courses and seek a committee member from the Anthropology Department. As one of our outside letter writers attests (see Appendix H), disciplinary departments increasingly are hiring those with interdisciplinary training.

3.4 Meeting the Needs of Society

a) The US Census Bureau projects a U.S. population of 419.9 million people by the year 2050. From 2000 to 2050, Latinos (the population categorized as “of Hispanic origin”) are predicted to grow from 35.6 million to 102.6 million, or from 13 percent of the total population to 24 percent. The growth of the Latino population in California is even more pronounced as California is projected to be the state with the largest rate of growth. PEW Hispanic Center reports that in 2005, California’s 12.5 million Hispanics made up 36 percent of the California population.\(^\text{13}\)

b) The Latino population, already the nation's largest minority group, will triple in size and will account for most of the nation's population growth from 2005 through 2050. Hispanics will make up 29 percent of the U.S. population in 2050, compared with 14 percent in 2005.\(^\text{14}\) Some (but not all) of this population growth is driven by migration from Latin America. We need to produce scholars who are trained to understand the state’s changing demographic, social, and linguistic composition, which are linked to changes occurring throughout the hemisphere.

c) Despite these dramatic national and statewide demographic shifts, the UC system has not produced Latina/o doctorates in proportion to their percentage of the population. According to

the University of California Office of the President, from 2000 to 2006, 4,147 Ph.D.s were
granted through the UC system. Only 7.6 percent, or 315, of those doctorates went to Chicana/o
or Latina/o scholars. While not all of our graduate students would be of Chicano-Latino
background, we expect the possibilities of conducting bilingual, transnational research in the
Americas would attract a diverse pool of interested students. Indeed, the undergraduate student
majors in LALS already are quite diverse. Seventy percent of our undergraduate majors are
female and 84 percent of our majors are Latinos. Of the twenty graduate students who applied
for or completed parenthetical notations in LALS, eighteen are women; thirteen of those Latinas,
and two are Latinos. Our track record suggests that our pool of graduate applicants would
contribute significantly to the increase of underrepresented graduate students at UCSC.

3.5 Relationship of the Program to Faculty Research and Professional Interests

Our graduate program is organized around the expertise of the principal faculty members, all of
whom concentrate on one or more of the four themes that are central to both our curriculum and
the field at large. LALS faculty work with diverse theories and concepts to analyze processes
related to these four broad themes, yet they all utilize a transnational conceptual framework (see
Table 3)

<table>
<thead>
<tr>
<th>Transnational migrations</th>
<th>Social inequalities</th>
<th>Cultural politics/cultural flows</th>
<th>Collective action, social movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>Anderson</td>
<td>Anderson</td>
<td>Anderson</td>
</tr>
<tr>
<td>Arredondo</td>
<td>Arredondo</td>
<td>Arredondo</td>
<td>Bury</td>
</tr>
<tr>
<td>Bury</td>
<td>Bury</td>
<td>Fregoso</td>
<td>Eaton</td>
</tr>
<tr>
<td>Falcón</td>
<td>Cruz</td>
<td>Martínez-Echazábal</td>
<td>Falcón</td>
</tr>
<tr>
<td>Fox</td>
<td>Eaton</td>
<td>Nájera-Ramírez</td>
<td>Fox</td>
</tr>
<tr>
<td>Gleeson</td>
<td>Falcón</td>
<td>O’Hara</td>
<td>Fregoso</td>
</tr>
<tr>
<td>Haas</td>
<td>Fox</td>
<td>Poblete</td>
<td>Gleeson</td>
</tr>
<tr>
<td>Lu</td>
<td>Fregoso</td>
<td>Ramírez</td>
<td>Lu</td>
</tr>
<tr>
<td>Nájera-Ramírez</td>
<td>Gleeson</td>
<td>Rivas</td>
<td>Pastor</td>
</tr>
<tr>
<td>Perla</td>
<td>Haas</td>
<td>Rogoff</td>
<td>Perla</td>
</tr>
<tr>
<td>Poblete</td>
<td>Lu</td>
<td>Schaeffer-Grabiel</td>
<td></td>
</tr>
<tr>
<td>Rivas</td>
<td>Martinez-Echazábal</td>
<td>Zavella</td>
<td></td>
</tr>
<tr>
<td>Rogoff</td>
<td>Nájera-Ramírez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schaeffer-Grabiel</td>
<td>O’Hara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zavella</td>
<td>Pastor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perla</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ramírez</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zavella</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While the LALS faculty conduct research in diverse regions of the Americas, either in Latin
America, the United States, or both (see Figure 5), all faculty incorporate some aspect of
transnationalism or transborder analysis into their research.

15 Information provided by James Litrownik, Coordinator of Data Management and Analysis, University of
California Office of the President on July 30, 2007.
Figure 5. LALS faculty research in Latin America and/or with Latinos in the United States
LALS faculty also apply diverse methodologies, ranging from ethnographic/qualitative methods (such as participant observation, systematic observation, qualitative interviews, oral histories or testimonios), interpretive analysis, archival documentation, comparative analysis (including institutional analysis or political economy) and survey research or other quantitative methods (see Table 4). This methodological diversity provides opportunities for students to develop expertise in one methodology or to build sophisticated research designs from multiple methodologies. Methodological pluralism is a fundamental commitment in the Social Sciences Division’s Strategic Plan.

Table 4: LALS Principal Faculty’s Use of Various Methodologies

<table>
<thead>
<tr>
<th>Ethnography, Qualitative Interviews, Oral Histories, Testimonios</th>
<th>Comparative Analysis, institutional analysis, political economy</th>
<th>Survey/Quantitative Methods</th>
<th>Archival Documentation</th>
<th>Interpretive Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>Anderson</td>
<td>Anderson</td>
<td>Anderson</td>
<td></td>
</tr>
<tr>
<td>Arredondo</td>
<td>Arredondo</td>
<td>Bury</td>
<td>Bury</td>
<td></td>
</tr>
<tr>
<td>Bury</td>
<td>Bury</td>
<td>Bury</td>
<td>Bury</td>
<td></td>
</tr>
<tr>
<td>Cruz</td>
<td>Eaton</td>
<td>Bury</td>
<td>Cruz</td>
<td></td>
</tr>
<tr>
<td>Eaton</td>
<td>Falcón</td>
<td>Falcón</td>
<td>Falcón</td>
<td></td>
</tr>
<tr>
<td>Falcón</td>
<td>Fox</td>
<td>Falcón</td>
<td>Falcón</td>
<td></td>
</tr>
<tr>
<td>Fox</td>
<td>Fregoso</td>
<td>Fregoso</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fregoso</td>
<td>Gleeson</td>
<td>Gleeson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gleeson</td>
<td>Haas</td>
<td>Haas</td>
<td>Haas</td>
<td></td>
</tr>
<tr>
<td>Haas</td>
<td>Lu</td>
<td>Lu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lu</td>
<td>Martínez-Echazábal</td>
<td>Martínez-Echazábal</td>
<td>Martínez-Echazábal</td>
<td></td>
</tr>
<tr>
<td>Martínez-Echazábal</td>
<td>Nájera-Ramírez</td>
<td>Nájera-Ramírez</td>
<td>O’Hara</td>
<td></td>
</tr>
<tr>
<td>Nájera-Ramírez</td>
<td>Pastor</td>
<td>Pastor</td>
<td>O’Hara</td>
<td></td>
</tr>
<tr>
<td>Pastor</td>
<td>Perla</td>
<td>Perla</td>
<td>Perla</td>
<td></td>
</tr>
<tr>
<td>Perla</td>
<td>Poblete</td>
<td>Poblete</td>
<td>Poblete</td>
<td></td>
</tr>
<tr>
<td>Poblete</td>
<td>Ramírez</td>
<td>Ramírez</td>
<td>Ramírez</td>
<td></td>
</tr>
<tr>
<td>Ramírez</td>
<td>Rivas</td>
<td>Rivas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rivas</td>
<td>Rogoff</td>
<td>Rogoff</td>
<td>Rogoff</td>
<td></td>
</tr>
<tr>
<td>Rogoff</td>
<td>Schaeffer-Grabiel</td>
<td>Schaeffer-Grabiel</td>
<td>Schaeffer-Grabiel</td>
<td></td>
</tr>
<tr>
<td>Schaeffer-Grabiel</td>
<td>Zavella</td>
<td>Zavella</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zavella</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thus, the interdisciplinary emphasis of our graduate program is enhanced by the diversity in
disciplinary training, theoretical, analytical and methodological perspectives that characterize our
faculty, whereas the conceptual framework of transnationalism provides the necessary
intellectual grounding for graduate studies in LALS. Further, our eleven Graduate Program
Affiliates represent nine departments in the social sciences and humanities, providing breadth
and depth in each area.

3.6 Program Differentiation

There are no comparable Ph.D. programs in the UC system. Related programs within the
University of California system are seen in Table 5.

Table 5. Chicano/Latino and Latin American Studies Graduate Programs at the 10 UCs

<table>
<thead>
<tr>
<th>UC campus</th>
<th>Chicano/Latino Studies</th>
<th>Latin American Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>Ph.D. in Ethnic Studies</td>
<td>Master’s Degree in Latin American Studies</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Ph.D. Program in Chicana/o Studies approved June 2010</td>
<td>Master’s Degree in Latin American Studies</td>
</tr>
<tr>
<td>Davis</td>
<td>Ph.D. in Ethnic Studies</td>
<td>Ph.D. in Native American Studies</td>
</tr>
<tr>
<td>San Diego</td>
<td>Ph.D. in Ethnic Studies</td>
<td>Master’s Degree in Latin American Studies</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>Ph.D. in Chicana/o Studies</td>
<td>Master’s Degree in Latin American &amp; Iberian Studies</td>
</tr>
<tr>
<td>Irvine</td>
<td>Graduate Emphasis in Chicano/Latino Studies</td>
<td></td>
</tr>
<tr>
<td>Merced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>Ph.D. Program in Ethnic Studies</td>
<td></td>
</tr>
<tr>
<td>San Francisco</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There may be some competition for students with these programs, particularly those interested in
indigenous peoples. However, it is possible for UCSC students interested in indigeneity to work
with faculty at UC Davis and indeed UCSC students in other Ph.D. programs (e.g. Anthropology
and Literature) have already done so at the graduate and postgraduate level.

A key feature of our approach is that we are explicitly pursuing a "niche" or specialization
strategy. Our distinctiveness is based on several features of our program:

i). Leadership in scholarly innovation. We have a position of national and international
leadership in conceptualizing the bridging Latin American Studies and Latino Studies through
transnational approaches. LALS Core and Graduate Program Affiliate faculty have produced
texts or served in important scholarly fora that are shaping the emergent field of Latin American
and Latino Studies. Based on an international academic exchange under the auspices of the
Chicano-Latino Research Center and LALS, a large contingent of UCSC Latino and Latin
American specialists, including graduate students, participated in several inter-lingual
conferences at la Universidad Nacional Autonomy de México in Mexico City, el Centro de
Investigaciones y Studios Superiores en Antropología Social in Guadalajara, and UCSC. Two anthologies were published out of these scholarly exchanges, edited by LALS Core or Participating faculty, which published work from scholars on both sides of the U.S.-Mexico border including:


Other important texts by our Core and Graduate Program Affiliate faculty originated in the Hemispheric Dialogues projects and helped establish the field of Latin American and Latino Studies by publication in important presses and the most important journal in the field. These include:

Jonathan Fox, and Gaspar Rivera-Salgado, Eds. *Indigenous Mexican Migrants in the United States*. La Jolla: Center for U.S.-Mexican Studies and Center for Comparative Immigration Studies, UCSD, 2004 (also published in Spanish);

In addition to our leadership in publications, LALS houses the CineMedia Project, an archive comprised of books, journals, interviews, posters and conference programs, and videotapes pertinent to Latin American and Latino film, video, and visual media. Over the years the CineMedia Project has attracted scholars from the east coast, Europe, Hawaii and Latin America as well as from other regions of California. Currently open only by appointment, the archive is housed on the lower floor of Casa Latina at Merrill College. Specialization in Latin American and Latino visual media is a valued component of the graduate program. We recently received a grant that will allow us to digitize this collection and make it accessible to scholars outside of UCSC through the Internet.

**ii) Balancing interdisciplinary with disciplinary approaches.** The LALS department aims to balance disciplinary training with interdisciplinary research. Most of our faculty are trained in disciplines (as illustrated in Table 1), which allows us to ground our commitment to interdisciplinary studies in strong disciplinary foundations. The attention to disciplinary norms can be seen in the courses offered by Core faculty—e.g. “Latina/o Ethnographic Practice” (Anthropology) or “Transnational Civil Society: Limits and Possibilities” (Political Sociology) and by our requirement that graduate students have a disciplinary emphasis in their Qualifying
Essays. Most of us are active in disciplinary professional associations as well. Further, several of us have given talks about the challenges and benefits of integrating disciplinary and interdisciplinary approaches.

iii) Innovative synergy of theoretical and applied agendas. Our faculty have established an extensive track record of promoting innovative synergy between scholarly analysis and academic productivity on the one hand, and sustained engagement with practitioners committed to social justice on the other. Notably, we have developed a strong feminist approach to analyzing gendered discourses and identities in the Americas, offering several graduate courses that approach gender from varied perspectives (e.g. “Latina Cultural Studies: Transborder Feminist Imaginaries,” “Latina Feminisms: Theory and Practice,” or “The Culture and Politics of Human Rights”). Further, we are concerned with diversity among Latinos in the United States and within Latin America. Much of our teaching and research is oriented around social justice issues and social movements. Courses such as “Transnational Civil Society: Limits and Possibilities” extend training to graduate students from diverse departments interested in bridging civic and scholarly approaches.

c. See comments (Appendix H) from chairs of departments with graduate programs or faculty closely related to the proposed program.

d. See Appendix H for copies of letters by Graduate Program Affiliate faculty indicating their interest in the program.

SECTION 4. FACULTY

The design of this graduate program builds on the long history of close collaboration between LALS Core and those Participating faculty who agreed to become Graduate Program Affiliates. Full collaboration with the eleven faculty based in other departments increases our graduate course offerings by about four courses per year, which allows us to reach the critical mass necessary to launch the graduate program. The Core LALS departmental faculty consists of 11 ladder-rank-faculty (abbreviated curriculum vitae can be found in Appendix B):

Gabriela Arredondo, Associate Professor, Ph.D. in History from the University of Chicago. Arredondo's current historical research project examines a variety of inter-racial, largely hetero-social contacts between Mexicans and non-Mexicans, including those that culminated in inter-racial unions, in order to understand how such inter-racialism contributed to contemporary experiences of and conceptions of race and gender. Understanding race and gender as fundamentally powered phenomena, her research bridges individual processes of identification and community formations, while interrogating national discourses on racial formations and gender hierarchies. Focused on the decades before WWII, this comparative and transnational work is based in archival, oral history, textual analysis and census research in Mexico and the United States. She received a Golden Apple award for distinguished teaching in 2008. Her key publications include:


Sylvanna Falcón, Ph.D. in Sociology with a graduate emphasis in Women’s Studies, University of California, Santa Barbara. Falcón’s comparative research explores antiracist feminist activism emanating from the Americas. In particular, she’s interested in understanding how feminist groups and social movements utilize human rights discourse, treaties, and United Nations mechanisms in their advocacy efforts to combat racial injustice. In addition to being interested in how human rights is transformed when merged with an antiracist agenda and vice versa, Falcón also aims to understand the grassroots deployment of human rights to advance social and cultural expressions of human rights engendered by the activism of Latin American women and US women of color. Her key publications include:

Co-editor, Special Double Issue on “New Directions in Feminism and Human Rights” (with Dana Collins, Sharmila Lodhia, and Molly Talcott), International Feminist Journal of Politics, 12(3 & 4), 2010, in press.


Jonathan Fox, Professor, Ph.D. in Political Science from the Massachusetts Institute of Technology. Fox's long-term research on Mexican rural development policy addresses issues of inclusion, exclusion, participation and accountability. His research on the World Bank's social and environmental policies also focuses on the institutional dynamics of accountability reforms.
His research on Latino immigrant civic participation focuses on unpacking processes of collective identity formation and the emergence of migrant-led civil society organizations. He has generated substantial extramural grants in support of his research on both sides of the U.S.-Mexico border. His key publications include:


**Rosa-Linda Fregoso**, Professor, Ph.D. in the Language, Society, and Culture Program, University of California, San Diego. Her current research concerns the development of a new analytical framework for feminicide studies and a feminist approach to violence as a violation of human rights. Fregoso’s research on the local specificity of the transnational discourse of human rights intersects with the Social Sciences Division’s themes of culture and globalization. Focusing on the realm of social art practices, Fregoso investigates how visual media artists in the Latina/o native and diasporic communities of the Americas incorporate a human rights frame into their works. Her key publications include:


**Shannon Gleeson**, Assistant Professor, Ph.D. in the Graduate Group in Sociology and Demography University of California, Berkeley. Her expertise includes comparative mixed
methods research approaches, including in-depth interviewing and statistical analyses using administrative, census and survey data. Her research has explored the experiences of low-wage Latino immigrant workers in San Jose, California and Houston, Texas. This work assesses the role of various federal, state, and local governments, as well as civil society actors, in enforcing broad labor protections in light of restrictionist immigration provisions. Specifically this research addresses the institutional and structural factors that drive rights claims making, and how this tension shapes the legal consciousnesses of undocumented workers. Another strand of Gleeson’s research also compares the civic and political incorporation of different immigrant groups in Silicon Valley, and highlights the opportunities and barriers faced by the Indian, Mexican, Vietnamese, and Portuguese communities. Her key publications include:


**Flora Lu**, Assistant Professor, Ph.D. in Human Ecology, University of North Carolina at Chapel Hill. An ecological anthropologist, most of her research pertains to the human/environment dynamic in Latin America, investigating two very different social and ecological systems: indigenous peoples and their homelands in the Ecuadorian Amazon and conservation policies and political ecology in the Galapagos archipelago. Whether studying the actions of multinational petroleum companies in the northern Ecuadorian Amazon or the impacts of uncontrolled tourism and migration in the Galapagos, Flora’s research investigates changes in social relations, resource use, livelihoods and household dynamics. Issues of governance come into play in the study of common property resource management regimes, about which Lu has published various articles. Conservation of both rainforests and islands requires the collective action of resource appropriator organizations, and successful stewardship necessitates the development of flexible and legitimate governance institutions where users define membership, monitor resources, devise rules, and sanction non-cooperation. Finally, to understand the impact of multi-scalar and power-laden processes such as petroleum exploitation or top-down conservation policies requires a political ecology and environmental justice perspective. She has generated substantial extramural grants in support of her research in Ecuador (over $2,000,000 in extramural grants). Her key publications include:


**Manuel Pastor**, Professor, Ph.D. in Economics, University of Massachusetts, Amherst. Pastor conducts statistical investigations of environmental disparities at multiple scales and has recently begun working on issues of climate change and environmental justice. Much of the rest of his research is concerned with issues of social justice and power, ranging from studies of regional equity to work covering the operations of urban labor markets to a recent interest in the construction of social movements for regional power-building. He has generated substantial extramural grants in support of his research on both sides in the U.S. and Latin America. His key publications include:

*This Could Be the Start of Something Big: How Social Movements for Regional Equity are Reshaping Metropolitan America*, with Chris Benner and Martha Matsuoka, Cornell University Press, 2009.


*In the Wake of the Storm: Environment, Disaster, and Race After Katrina* (with Robert D. Bullard, James K. Boyce, Alice Fothergill, Rachel Morello-Frosch, and Beverly Wright). New York: Russell Sage, 2006.


**Héctor Perla**, Assistant Professor, Ph.D. in Political Science, University of California, Los
His research is driven by a concern for understanding how marginalized or oppressed groups confront, resist, and sometimes defeat their materially more powerful adversaries in militarized conflicts. In particular, he is concerned with how Central Americans in their home countries and in the United States have used limited resources to challenge unjust social, economic, and political structures domestically, internationally, and transnationally. His research documents and theorizes Central American revolutionaries’ contentious strategies of resistance including transnational social movement organizing, the use of personal and collective narratives as ideational forms of power, deployment of alternative frames to influence political discourse and public attitudes, and the use of transnational civil society networks to influence institutionalized political processes. His key publications include:


Catherine S. Ramírez (FTE transfer effective July 1, 2011), Ph.D. in Ethnic Studies at the University of California, Berkeley. Her research focuses on twentieth-century Mexican American history and literature, with a focus on the ways in which racial, ethnic, class, gender, and sexual identities produce and contest power. Working at the juncture of history and literary criticism, she explores the interplay of popular, mass, quotidian, and folk cultures. Her book, *The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory* (Duke University Press, 2009), excavates the participation of Mexican American women in the zoot subculture and examines the significance of the figure of the zooter in Chicano cultural production since the 1960s. In addition, she has published numerous essays on race, technology, humanism, and science fiction and recently completed an article on Latina “chick lit” and the roles Latino immigrants play in a putatively post-racial society. Her current project studies the migration of Mexicans to the United States and Muslims to France as products of colonialism and globalization. Her key publications include:


**Cecilia Rivas**, Assistant Professor, Ph.D. in Ethnic Studies, University of California, San Diego. Rivas's research explores how media, consumption, and migration practices become central in the production of global subjects, and how some peoples and narratives become transnational and global, while others are excluded from this condition. She is interested in the different ways in which El Salvador is presently located in relation to the United States, especially within different economic and cultural manifestations of globalizing processes—for instance, media portrayals of Salvadoran migration, the growth of the bilingual call center sector, shopping malls and consumer cultures in El Salvador’s capital, San Salvador. In another research project, she examines the relationship between gender and migration, with specific reference to the experiences of Salvadoran domestic workers in the suburbs of Washington, DC. Her key publications include:


“Life is Different: Salvadoran Domestic Workers and Transnational Frameworks” (in progress).

“‘We Will Export Voices’: Globalization, Mobility, and Salvadoran Call Center Agents” (in progress).

“Imaginaries of Transnationalism: Media and Cultures of Consumption in El Salvador” (unpublished manuscript).


**Patricia Zavella**, Professor, Ph.D. in Anthropology, University of California, Berkeley. Zavella’s research examines how Mexicans, whether undocumented or authorized transnational migrants or U.S. citizens, construct identities and families in relation to US racialization discourses related to citizenship as well as those cultural discourses related to gender or sexuality in Mexico. Her research explores how Mexicans and Latinos of diverse social locations contest nativist discourses in the U.S. and construct a sense of community as they advocate for social justice through popular culture. Zavella also explores how globalization of food processing has
led to plant closures, displacement and poverty in the Pájaro Valley and industrialization, employment of predominantly young women, and increased poverty in el Bajío region in Mexico. In 2003 she was named “Scholar of the Year” by the National Association for Chicana and Chicano Studies. Her key publications include:


Graduate Program Affiliates

Eleven faculty from nine departments in the social sciences and humanities affirmed their commitment to serving as Graduate Program Affiliates (GPAs), including: Mark Anderson (Anthropology), Jeff Bury (Environmental Studies), Cynthia Cruz (Education), Kent Eaton (Politics), Lisbeth Haas (History), Matt O’Hara (History), Juan Poblete (Literature), Barbara Rogoff (Psychology), Lourdes Martínez-Echazábal (Literature), Olga Nájera-Ramírez (Anthropology), and Felicity Schaeffer-Grabiel (Feminist Studies). As specified in the Charter (Appendix D), GPAs will commit to teaching at least one relevant graduate course every three years as well as to participate in graduate program advising and administration. These commitments would be formalized through formal memoranda of understanding between the faculty members, their home departments and LALS. The following are the Graduate Program Affiliates:

Mark Anderson, Ph.D. in Anthropology from the University of Texas at Austin. Anderson’s research presents ethnographic and historical analysis of the politics of race and culture among Garifuna in Honduras as a window into the dynamic relations between multiculturalism, neoliberalism, transnationalism, blackness and indigeneity within contemporary Latin America. In this work, he bridges divisions between studies of social movements and everyday life, analyses of indigenous politics and diasporic identifications, calling for a reworking of analytical frameworks that typically view indigeneity and blackness, as well as diasporic affiliations and nativist attachments, as mutually exclusive paradigms of representation, being and belonging. He
also conducts ethnographic research on the tourist industry in Honduras and historical research on the anthropology of race and racism. His key publications include:


**Jeff Bury**, Ph.D. in Geography, University of Colorado at Boulder. His current research is centrally concerned with the transformation of natural and social environments in Latin America by the forces of globalization, neoliberalism and geopolitical change. Bury’s research has recently focused on extractive industries, development and social movements in Latin America. His research is also focused on the political economy of climate change and glacier recession in the Cordillera Blanca (Peru), conservation, ecotourism, and livelihood transformations in Peru, Chile and Costa Rica. His field research is linked closely to his interests in political ecology studies, environment and development in Latin America and field methods. His key publications include:


Cynthia Cruz, Ph.D. in Education. University of California, Los Angeles. Her research focuses on the ways that Lesbian, Gay, Bisexual, Transgender and Queer students of color persist, resist, and transform the circumstances that social and structural inequalities have dealt them. In particular, she examines how so many of these experiences become inscribed onto queer youth bodies. Using ethnographic and interpretative research methods, she compiles testimonios of the body, capturing a multi-layered narrative of lived experiences of LGBTQ students of color. Currently, she is developing an agenda that can help understand how so many of these experiences, some quite violent, serve to contain the queer body and what youth, schools, and community are doing to educate and organize against violence. What are these conditions of survival and resilience for LGBTQ students of color? And what are their stories? It is from this vantage point that she will begin assesses and investigates the living conditions of LGBTQ students of color in the Bay Area. Her key publications include:


Kent Eaton, Ph.D. in Political Science, Yale University. Eaton’s research focuses on a variety of political economy topics in Latin America, chiefly in the central Andes (Bolivia, Ecuador and Peru) and in the southern cone (Argentina and Chile). He is interested in economic reform and economic development, the causes and consequences of decentralization in the region, the design and strength of political institutions including presidential and federalism, and worsening regional inequality between subnational regions. Currently he is conducting research on the growing importance of territorial conflicts in Latin America, including the rise of conservative autonomy movements in Bolivia and Ecuador, and new struggles between transnational corporations and subnational governments over the distribution of natural resource wealth. His key publications include:


**Lisbeth Haas**, Ph.D. in History, University of California, Irvine. Her first book worked in the genre of Chicano history, and traced the shifts in power and land ownership when Spain, Mexico, and the United States took over the area of present-day Orange County, California. The book traced changing legal regimes through two conquests, and examined how indigenous people, Mexicans, and others articulated their identities in order to gain rights. Most recently, her research and publications focus on the colonial and Mexican history of California, which extends to the U.S.-Mexican borderlands and the U.S. Southwest. She places native histories, Chicano/a histories, the Spanish-language record in general, interdisciplinary and feminist methodologies to the forefront of her research and teaching, linking theory and history. Her most recent book offers a sense of how indigenous people in California survived and envisioned their power and histories under Spain and Mexico. That project fostered another that is explicitly focused on the negotiation of indigenous power through language and translation. She is interested in native scholars and their work, and in histories told from a transnational perspective. She is about to begin a new project on transnational migration and labor that originated in her Masters Thesis on *The Bracero in Orange County* (published 1981) and her first book. Her key publications include:


Lourdes Martínez-Echazábal, Ph.D. in Latin American Literature, the University of California San Diego. Her area of specialization is twentieth-century Caribbean and Latin American literatures and cultural studies. Her research has focused on both fictional and nonfictional narrative genres, and, concomitantly, she has drawn her critical framework from both the disciplines of the humanities and the social sciences. Central to her research in Caribbean and Latin American writings and cultural practices are issues of national, racial, cultural, and gender identity formation (and transformations) in an area broadly referred to as "Afroamérica." She is particularly interested in the political, symbolic, and textual processes that condition the formation of these identities, and in the shifting functions of one category to another — for example, the "racialization" of local (or "regional") cultures, the "gendering" of national or ethnic identities; and the ethnicization of political contests. The major unifying concern of most of her research and publications has been an on-going analysis of the complexities of the ideologeme of mestizaje or hybridity. Most recently she is working on social change and cultural production in Cuba, particularly after 1959. Her key publications include:


Olga Nájera-Ramírez, Ph.D. in Anthropology, The University of Texas at Austin. Her research, based in cultural anthropology, contributes to the interdisciplinary, transnational studies of culture. With a focus on expressive cultural forms in Mexico and the United States, she studies the history, structure, aesthetics, and meanings of cultural productions, attending to the various ways they help shape and define regional, gender, national, and transnational identities. Her work intersects with several cross-disciplinary areas of study, including folklore, Chicano Studies, American Studies and Latin American/Latino Studies. Her key publications include:


La Fiesta de Los Tastoanes: Critical Encounters in a Mexican Festival Performance.
University of New Mexico Press, 1997.


Mathew O’Hara, Ph.D. in History, University of California, San Diego. His research to date has focused on the relationship between religion, social categorization, and politics in colonial and nineteenth-century Latin America. His first book, A Flock Divided (Duke University Press, 2010), examined these issues during Mexico’s transition from colony to republic. His co-edited collection, Imperial Subjects: Race and Identity in Colonial Latin America (Duke University Press, 2009), considers some of the methodological challenges faced by historians of social categorization. He is continuing to explore these themes in a number of book chapters and articles. He is also working on a new book, titled The History of the Future in Mexico, which explores the ways that Mexicans planned for, thought about, and accessed the future from the late colonial period into the early republic, a period spanning the eighteenth and early nineteenth centuries. His key publications include:


“Stone, Mortar, and Memory: Church Construction and Communities in Late Colonial Mexico City” Hispanic American Historical Review 86(4), 2006.

Juan Poblete, Ph.D. in Romance Studies, Duke University. Poblete’s research to date has identified two distinct but connected areas of study: nineteenth century Latin America and contemporary Latino American (US-Latin America) culture. The first focuses on the study of literature as a disciplinary discourse for the formation of national subjects, as a set of social practices and as products in the cultural market. The second deals with Latin/o America in times of globalization in both Latin American and Latino Studies. His studies on contemporary Chilean contemporary culture and on US Latinos participate in an effort to rethink Latin/o American Studies in a global framework, encompassing Latin America and the USA from interdisciplinary angles, which can do justice to the new complex cultural, social and political developments of a globalized Latin/o America. His key publications include:

Co-Editor with an Introduction (with Beatriz Gonzalez-Stephan), Andres Bello, Serie Criticas,
Instituto Internacional de Literatura Iberoamericana, 2009.


**Barbara Rogoff**, Ph.D. in Psychology and Social Relations, Harvard University. Her research focuses on how communities of Mexico, Guatemala, and the US organize children's learning opportunities, especially in Indigenous and Indigenous-heritage communities. She examines an approach to supporting children's learning (“Learning through Intent Community Participation”), which involves observing and participating in ongoing family and community endeavors. She also examines the impact of historical changes in communities (especially the growth of Western schooling) and immigration of families on ways of supporting children’s learning, the sustainability of traditional methods of supporting children's learning, in the face of cultural changes, and she focuses on children's learning of science and technology. Social justice in education is the underlying motivation for understanding and building on the traditional ways of organizing learning in many communities that are poorly served in Western schools. Her key publications include:


“Children’s Attention to Interactions Directed to Others: Guatemalan Mayan and European American Patterns” *Developmental Psychology*, 45, 2009 (co-authored with M. Correa-Chávez).

*The Cultural Nature of Human Development*. New York: Oxford University Press, 2003, Winner of the 2005 William James Book Award of APA’s Division 1 (General Psychology). (This award honors a book that “integrates material across psychology subfields or provides coherence to the diverse subject matter of psychology.”) Translated into Italian, Portuguese, Japanese, Chinese and is being translated into Arabic.

**Felicity Schaeffer-Grabiel**, Ph.D. American Studies (Minor in Advanced Feminist Studies), University of Minnesota, Minneapolis. Her research focuses on borderlands and transnationalisms, sexuality, surveillance and migration, affects and capitalism; race, technology and subjectivity; and Chicana/Latina cultural studies. Her book manuscript, *The Erotics of Citizenship: Cyber-brides Across the Americas*, based on ethnographies conducted in chat rooms and “Vacation Romance Tours” in Guadalajara, Mexico and Cali, Colombia, explores the relationship between global shifts and intimate circuits of desire, love, and marriage within the cyber-marriage industry. Her new research interests examine visual and surveillance technologies and the mapping of bodies at the U.S. – Mexico border. Her key publications include:


(Abbreviated curriculum vitae and letters by Graduate Program Affiliates indicating their interest in the program can be found in Appendix B.)

4.c) There are no other departments in the Social Sciences at UCSC or within the UC system that have closely related graduate programs. We have solicited comments from chairs about any possible conflicts from those programs closest to ours, Chicana/o Studies.
SECTION 5. COURSES

5.1 Existing Graduate Courses: The LALS department’s current graduate courses include the following, which cover several of the department’s themes:

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Transnational migrations</th>
<th>Social inequalities</th>
<th>Collective action, social movements</th>
<th>Cultural politics, cultural flows</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Bridging Latin American and Latino Studies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>210</td>
<td>Latina Feminisms: Theory and Practice</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>212</td>
<td>Latina/o Ethnographic Practice</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>215</td>
<td>Latina Cultural Studies: Transborder Feminist Imaginaries</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>220</td>
<td>Transnational Civil Society: Limits and Possibilities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>Political Ecology of Latin America</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>240</td>
<td>The Culture and Politics of Human Rights</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>242</td>
<td>Globalization, Transnationalism, and Gender in the Américas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>244</td>
<td>U.S. Political Relations with Latin America</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>270</td>
<td>Race, Gender and Nation in the Americas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>272</td>
<td>Migration Histories in the Americas</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>295</td>
<td>Directed Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>297</td>
<td>Independent Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>299</td>
<td>Thesis Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Depending on content, LALS 295, 297, and 299 would cover some of these themes as well.

LALS graduate courses have been successful, drawing good enrollments from the social sciences and humanities and the student evaluations have been positive.

5.2 Graduate Core Courses to be Developed:

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Transnational migrations</th>
<th>Social inequalities</th>
<th>Collective action</th>
<th>Cultural flows</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Concepts &amp; Theories in Latin American &amp; Latino Studies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>200A</td>
<td>Politics and Society</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200B</td>
<td>Culture and Society</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These methods courses will be developed once the graduate program is approved and will be in the catalog the year we begin recruiting students. All of these courses can be taught by current faculty.

Faculty are encouraged to develop new courses as well.

5.3 **Graduate Courses in Other Departments**: The following are course offerings in other departments by members of the LALS Participating or Affiliated faculty in which our students may enroll:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 223</td>
<td>Cultural Citizenship</td>
<td>Reyna Ramirez</td>
</tr>
<tr>
<td>ANTH 208A</td>
<td>Ethnographic Practice</td>
<td>Olga Nájera-Ramírez</td>
</tr>
<tr>
<td>ANTH 229</td>
<td>Constructing Regions</td>
<td>Mark Anderson</td>
</tr>
<tr>
<td>CMMU 209</td>
<td>Ethnographic Writing</td>
<td>Marcia Ochoa</td>
</tr>
<tr>
<td>EDU 236</td>
<td>Quantitative Methods in Educational Research</td>
<td>Eduardo Mosqueda</td>
</tr>
<tr>
<td>EDU 255</td>
<td>Intermediate Quantitative Methods</td>
<td>Eduardo Mosqueda</td>
</tr>
<tr>
<td>EDU 260A</td>
<td>Math Education &amp; Latinos</td>
<td>Judith Moschkovich</td>
</tr>
<tr>
<td>EDU 260B</td>
<td>Math Education and Latinos</td>
<td>Judith Moschkovich</td>
</tr>
<tr>
<td>EDU 260C</td>
<td>Math Education and Latinos</td>
<td>Kip Tellez</td>
</tr>
<tr>
<td>EDU 271</td>
<td>Theoretical Perspectives on Learning &amp; Using Literacy</td>
<td>Lucinda Pease-Alvarez</td>
</tr>
<tr>
<td>EDU 273</td>
<td>Language Acquisition, Bilingualism, and Education</td>
<td>(Staff)</td>
</tr>
<tr>
<td>EDU 281</td>
<td>Conceptual Change in Science and Mathematics</td>
<td>Judith Moschkovich</td>
</tr>
<tr>
<td>ENVS 201N</td>
<td>Interdisciplinary Research Design in Environmental Studies</td>
<td>D. Letourneau</td>
</tr>
<tr>
<td>ENVS 263</td>
<td>Plant Disease Ecology</td>
<td>(Greg Gilbert)</td>
</tr>
<tr>
<td>ENVS 291D</td>
<td>Advanced Readings in Tropical Ecology, Agriculture and Development</td>
<td>(Gregory Gilbert)</td>
</tr>
<tr>
<td>FMST 211</td>
<td>Sexuality, Race and Migration</td>
<td>Felicity Schaeffer-Grabiel</td>
</tr>
<tr>
<td>HIS 204C</td>
<td>Colonialism, Nationalism, and Race Research Seminar</td>
<td>M. O’Hara</td>
</tr>
<tr>
<td>HIS 210C</td>
<td>Readings US History</td>
<td>Dana Frank</td>
</tr>
<tr>
<td>HIS 215A</td>
<td>Topics in American History: US Labor and Working Class History</td>
<td>Dana Frank</td>
</tr>
<tr>
<td>HIS 221</td>
<td>Empires and New Nations in the Americas</td>
<td>Lisbeth Haas</td>
</tr>
<tr>
<td>HIS 225</td>
<td>Spanish Colonialism</td>
<td>Maria Elena Diaz</td>
</tr>
<tr>
<td>HISC 210A</td>
<td>Cultural and Historical Studies of Race and Ethnicity</td>
<td>(Staff)</td>
</tr>
<tr>
<td>LTEL 260</td>
<td>Transnational Literatures</td>
<td>Kirsten Gruesz</td>
</tr>
<tr>
<td>LTSP 213</td>
<td>Latin American Film: Gender, Genre, Race, and Nation</td>
<td>Juan Poblete</td>
</tr>
<tr>
<td>LTSP 216</td>
<td>Modernism and Postmodernism: The Debate in Latin America</td>
<td>Norma Klahn</td>
</tr>
<tr>
<td>LTSP 223</td>
<td>The Writing and Re-writing of the Conquest and Colonial Period</td>
<td>Norma Klahn</td>
</tr>
<tr>
<td>LTSP 226</td>
<td>Teoría Crítica en América Latina</td>
<td>Juan Poblete</td>
</tr>
<tr>
<td>PHIL 290F</td>
<td>Topics in Philosophy of Biology</td>
<td>Erasmus Winter</td>
</tr>
</tbody>
</table>
POLI 200D  Political Economy Core Seminar (Kent Eaton)
POLI 241  Culture and Politics in Latin America (Kent Eaton)
POLI 245  Latin American Politics (Kent Eaton)
PSYC 210  The Experimental Method in Social Psychology (Craig Haney)
PSYC 249  Field Methodologies and Social Ethnography (Craig Haney)
SOC 224  Globalization: Theories and Social Movement (Paul Lubeck)
SOC 225  Political Economy for Sociologists (H. Shapiro)
SOC 230  Theory and Method in the Sociology of Marx (Paul Lubeck)
SOC 241  Cross-National and Cross-Cultural Research (Staff)
SOC 244  Race and Ethnicity (Staff)
SOC 247  Race and Class (Staff)
SOC 250  Course Design and Grant Writing (Paul Lubeck)
SOC 256  Urban Sociology (Gabriela Sandoval)
SOCD 204  Ways of Seeing and Hearing (Marcia Ochoa)

See Appendix I for the catalog description of all required and recommended courses.

d) The required and recommended courses are largely related to the four themes of the department. During each external review the department will assess whether these themes should be continued or changed.

e) The new course load will be distributed among existing faculty and future hires so that each faculty teaches one graduate course per year.

f) The department will offer the first core course, LALS 200, and a methodology course (one of the 203 courses) on an annual basis. The other two core courses (LALS 200A and 200B) will be offered biannually.

SECTION 6. RESOURCE REQUIREMENTS

Since the UC system is experiencing a severe budget crisis, our planning efforts leverage existing resources by utilizing Graduate Program Affiliates to supplement course offerings. The eleven appointed core faculty and eleven faculty affiliates are sufficient FTE to launch and sustain the proposed program. Further, the department will continue to work closely with the Chicano/Latino Research Center (CLRC), whose research support is critical for LALS faculty and future graduate students.

6.1 FTE Faculty

The proposed Ph.D. program structure augments the eleven Core faculty in the LALS department with eleven founding Graduate Program Affiliate faculty through the Interdisciplinary Program model. The Ph.D. program will remain open to additional Graduate Program Affiliates in the future.

With the Graduate Program Affiliates model, we have sufficient faculty to launch a high quality the doctoral program currently. Additional faculty will expand the size and areas of expertise,
building out upon a strong base of excellence, but are not crucial to the central vision. That is, new faculty in LALS may lessen the importance of the graduate group, just as expansion of affiliated faculty will decrease the immediate need to hire in the department directly. In all cases, this provides flexibility to adapt to almost any resource environment and still sustain an excellent program.

We are actively encouraging Participating Faculty to transfer their FTE to LALS. Currently one FTE transfer has been approved (by Catherine Ramirez) and another two are possible in two to three years. We are also actively seeking potential hires through the UC President’s Postdoctoral Fellows Program. Once we are able to recruit again, the following are important areas that would add to our existing strengths in course offerings:

1. Political Economy in the Americas. We were conducting a search in 2008-09, which was postponed because of the budget crisis, and this would be the first priority for a search once recruitment is approved. The description was the following: “We seek candidates whose approach to political economy analyzes how economic structures enable and constrain different pathways of change. We are open as to sector or level of analysis—local, regional, national, hemispheric, or global—and prefer a comparative and/or transnational approach in the Americas.” This recruitment is very important for the department’s focus on social inequalities and possibly collective action/social movements.

2. Urban-regional studies: Throughout the Americas processes of urbanization are increasing due to the displacement of peasants and indigenous peoples, leading to the formation of large cities with well-defined internal boundaries based on class, ethnicity, race, or other social groupings. In turn these transformations have led to local processes such as neighborhood formation, often with little urban infrastructure, and to frictions and negotiations over language, ideas of belonging, identity formation, and the representation of cityscapes. This search would fit the department’s theme of social inequalities, transnational migrations or collective action/social movements.

3. Youth cultures: The demographic profiles in Latin America and among Latinos in the United States indicate high proportions of youth and children, as well as greater numbers of youth who migrate and the increasing relevance of youth in social movements and civic engagement. This has led to an emerging field of research on youth or children who are creating hybrid expressive cultural forms that range from music, graffiti art, street performance, dance, spoken word, or civic participation that are local and transnational. This position would enhance the department’s substantive theme of cultural flows and cultural politics, collective action/social movements, social inequalities, or transnational migrations.

4. Comparative race studies: As processes of economic displacement and transnational migrations converge, groups with different histories of racialization are forming in rural political economies, ecosystems and in urban centers. Increasingly, these sites become places of possible racial tensions and conflict, or new forms of collaboration, as subjects negotiate varied languages and cultural heritages, and experience racialization in ways
that intersect with other institutions such as labor or religion. This search would fit the department’s theme of social inequalities, transnational migrations, or collective action/social movements. This position would resonate with the departments of Sociology or Anthropology.

If these positions were approved, the department’s four themes would be enhanced.

6.2 Library Acquisitions

Given the interdisciplinary nature of Latin American and Latino Studies, assessing and budgeting for library resources in the field is complex. At UCSC’s McHenry Library, many materials are acquired under other subject guidelines and are used by researchers from across the disciplines. Overall, the UCSC library collections in Latin American and ethnic studies are strong and provide appropriate support for research in LALS. The University Library’s collection historically has been strongest for Mexico and Chicano Studies, yet the Latin American Studies and Latino Studies collection are good with a range of materials on the Americas, in all subject areas and in many formats, including books and journals, digital resources, microforms (microfilm, microfiche, microcards), audiovisual materials and digital archives. The library is actively building holdings related to Brazil, Cuba, the Andes and the Southern Cone regions in response to growing campus research and instructional interest. Materials are acquired in Spanish and English, and to a lesser degree, Portuguese, principally in the humanities and social sciences. In addition, the University Library continues to develop collections in support of graduate programs in related fields, including Anthropology, Arts, Economics, Environmental Studies, History, Literature, Social Documentation and Sociology. In addition, a growing number of Latin American journals are open-source.

The monograph collection can serve a multidisciplinary LALS graduate population at all levels and a good interlibrary loan service provides access to library materials (including dissertations) from throughout the UC system. In addition to the UCSC University Library collections, faculty and graduate students can use interlibrary loan, patron privileges, and electronic resources available through the California Digital Library, provided at a reduced cost to the UCSC library, to access the comprehensive Latin American collections located at Berkeley, UCLA and Stanford University and the superb collections in the Chicano Studies libraries at UC Berkeley, UCLA and UC Santa Barbara. A detailed assessment of UCSC’s library resources is available in Appendix J where the research librarian that works with LALS states: “Overall, library resources for LALS research are satisfactory.”

Despite the current fiscal uncertainties, the library will need to sustain existing financial, technical and professional support for the Latin American collection and the Latino Studies collection.

The library collection supporting the LALS doctoral program will also benefit from anticipated start up funding of any new ladder-rank faculty FTEs, estimated at approximately $5,000 each. We anticipate that any future hires would receive funding for this purpose.

6.3 Computing Costs
Computing costs for the program are projected to total $3,100. The costs are based on providing an computer setup for the Graduate Advisor associated with the program. In addition, we will provide one computer (with monitor) for every 4 graduate students in the program at an approximate cost of $1,350 per computer along with the software program, Endnote (~$100 each). We expect to provide a laser printer for graduate student use (~$200). The resources for these computers would be a combination of funds provided directly by the dean and reallocation of computers or monitors freed up when new computers are purchased for faculty. If divisional funds are not available students will be expected to provide their own computers.

6.4 Equipment

The LALS Graduate Program will not need any special equipment at this point.

6.5 Space and Other Capital Facilities

The LALS department moved into Merrill Academic Building in April 2007, so the main office would be more accessible and up to code for public access, and faculty offices were also moved to all be in the same building for the first time. At this time, LALS has eleven offices occupied by faculty, a Professor Emeriti office, and a research office for a professor who has extensive grant support. LALS has one conference room, which seats eleven people, and shares a larger conference room and faculty services staff with the Politics Department.

The division has loaned LALS four offices in Crown, where our lecturers and visiting fellows are housed. Once the Education Department vacates Crown College and moves to McHenry Library (scheduled for September 2011), the Division will allocate permanently the Crown offices to LALS. The department will also be sharing conference room space at Merrill with the Politics Department due to the increase in LALS faculty members.

With our graduate program beginning in 2014-15 with four students, LALS will need space to accommodate teaching assistants. LALS will need a graduate student lab, with a computer, printer, and phone and additional furniture for meetings (approximately 800 sq. feet) that should be available for the first cohort of students. We will have one or two offices at Crown College that would work for graduate students to share; we will be requesting two additional offices in Merrill or Crown.

6.6 Other Operating Costs

The current LALS general operating budget is about $15,000 a year. We would need an addition $22,438 per year in program operating costs. The department also has modest donor funds at its disposal.
### Annual Graduate Program Operating Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Notes</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Graduate Studies course relief</td>
<td>1 course relief per year</td>
<td>$7,438</td>
</tr>
<tr>
<td>Copying/scanning/printing</td>
<td>(Paper, toner, etc. for graduate lab)</td>
<td>$2,000</td>
</tr>
<tr>
<td>Telephones, internet, voicemail (covered by SSD division)</td>
<td>4 phones</td>
<td>--</td>
</tr>
<tr>
<td>Honoraria /travel/ accommodations</td>
<td>Colloquia</td>
<td>$6,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>Miscellaneous-keys, paper, etc.</td>
<td>$1,500</td>
</tr>
<tr>
<td>Ongoing recruitment materials (outreach and visiting day)</td>
<td>Flyers, posters, etc.</td>
<td>$4,000</td>
</tr>
<tr>
<td>Postage</td>
<td>Includes $6/ per month for code</td>
<td>$300</td>
</tr>
<tr>
<td>TA trainings</td>
<td>Held annually</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>$22,738</td>
</tr>
</tbody>
</table>

The start-up costs would be about $8,500 to pay for advertising and installation of phones/data line activation in the offices for graduate students, and approximately $26,000 for a half-time Staff FTE. The dean agreed to fund a full-time staff position during the program’s fourth year.

### Start-up Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Notes</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design for flyers, ads</td>
<td></td>
<td>$2500</td>
</tr>
<tr>
<td>Postage for initial advertisement</td>
<td></td>
<td>$500</td>
</tr>
<tr>
<td>Printing costs</td>
<td></td>
<td>$500</td>
</tr>
<tr>
<td>Activate data connections</td>
<td>Includes install $500 per year</td>
<td>$1,500</td>
</tr>
<tr>
<td>Phones initial costs (1 phone per 10 students-</td>
<td>$135 per installation; $34/mo</td>
<td>$500</td>
</tr>
<tr>
<td>local calls only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web design for faculty pages</td>
<td>$50/hr @6 hrs. X 11 faculty</td>
<td>3,300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>$8,800</td>
</tr>
</tbody>
</table>

Funding Sources for New Costs: The Dean of the Social Sciences Division will provide support for new costs, including staff and Temporary Academic Staffing, while the Graduate Division will support new block grant funds for students.

### 6.7 Administrative Staff

The LALS department currently has 2.2 FTE staff—a full-time Department Manager and Undergraduate Advisor and a .20 Graduate Program Advisor. We also hire 2-3 student assistants to cover 20-30 hours per week during the academic year. We anticipate that adding the graduate program component would increase the various duties associated with graduate student services and management. This position would involve management of the graduate recruitment and admissions process, advising of graduate students, hiring of teaching assistants and oversight of the entire graduate program. The Social Sciences Division agreed to our request to increase and fund the SAO1 at the equivalent of .5 staff FTE for the first three years after approval of the program and then 100 percent time after that as the program grows.

### SECTION 7. GRADUATE STUDENT SUPPORT
7.1 Strategy for Meeting Graduate Student Support Needs

Students’ support needs will be filled through a combination of fellowships, especially during their first years, and TAships. The department will continue to be actively involved in raising external funding that will provide graduate support through both its core and graduate program affiliate faculty. For example, the principal faculty submitted a preliminary proposal for an Integrative Graduate Education and Research Traineeship (IGERT) funded by the National Science Foundation on “Migration and Conflict: An Interdisciplinary and Cross-border Graduate Training and Research Program.” The principal investigators on the project include Kent Eaton, Flora Lu, Jonathan Fox and Gabriela Arredondo, all of whom are LALS Core faculty or Graduate Program Affiliates. Additionally, individual faculty research efforts already to partly fund graduate students and will continue as the program comes on board. Other faculty are committed to applying for grants to support graduate student researchers and are likely to be successful.

In addition, the department’s strategy for meeting student support needs includes robust efforts toward training our students to apply for graduate fellowships either by taking a course offered by LALS or other departments and work with the Government Grant Coordinator in the Social Sciences. For funding their language study or dissertation research, important possible funding sources include the Ford Foundation, the Fulbright and Inter-American Foundation (for research in Latin America), the National Science Foundation, the Social Sciences Research Council, the Soros Foundation, the Wenner Gren Foundation, The International Education and Foreign Language Studies programs, and the systemwide sources, the UC Institute for Mexico and the United States (UC MEXUS), UC Pacific Rim Research Program, UC ACCORD - The All Campus Consortium on Research for Diversity, and the Miguel Contreras Labor Studies Development Fund. Divisional support and success in getting such graduate fellowships is well-established and broadly distributed throughout the division, and it is fully expected that LALS students will at a minimum be as successful as those in the other graduate programs.

Upon completing the dissertation, during advising we would also mentor them through applying for the Ford, Mellon, Woodrow Wilson, or UC President's Postdoctoral Fellowship programs. We would also encourage students to work with the division staff, the Government Grants Coordinator, who monitors calls for proposals and sponsors training workshops.

7.2 Available Teaching Assistantships

Students are expected to gain some teaching experience in the program and most students will require TA salaries in the quarters they are not receiving fellowship support. Currently LALS receives fifteen (later supplemented to 21) Teaching Assistantships with which we employ graduate students from other UCSC doctoral programs. Based on the annual student cohort target of four doctoral students in the initial phase of the program, we would have adequate TA-ships to support them during their first year if none received any fellowships. In the second year, we will need an additional nine TA-ships if none of our students received any fellowships, which would be highly unlikely. Therefore, the department will require some additional TA allocations in order to conservatively ensure support for our graduate students. A minimum of additional TAships annually for three years has been promised by the Dean to support the program’s
launch. The department also plans to use some Temporary Academic Staffing funds to hire Graduate Student Instructors who design and teach their own courses. Further, the quality and cross-disciplinary training of the LALS students will enable some to TA in outside departments and divisions.

7.3 Current Availability of Faculty Research Grants that Can Support Graduate Students and Funding Trends in Relevant Agencies

Those LALS faculty who have strong records of garnering external grants in the past have used them to hire researchers in the countries where they conduct their research (e.g. Mexico or Ecuador). Thus the transition toward securing grants that would support LALS graduate students will take some time, though is certainly feasible. We expect that by year three we would have grants to support some graduate student researchers. Further, the department is committed to training our students in proposal writing and will require that the submit a proposal for funding along with the two qualifying essays before they will be allowed to take their qualifying examinations. Those proposals would be to support their research or dissertation writing.

Generally, the inter-disciplinary nature of the department creates a wider set of options for students to tap into for fellowship funding. Opportunities across the Social Sciences and Humanities are currently available and seem likely to expand given both research and demographic shifts within California, the nation and regionally. Specifically, there are disciplinary fellowships that we would encourage our students to pursue. In political science, for example, there are the Minority Scholarship Gateway, Minority Scholarships, American Indian Graduate Center, Black Excel, ASPIRE College Resources, ImDiversity.com Graduate and Professional School Channel, LatinoCollegeDollars.org. In anthropology, there is a Minority Dissertation Fellowship. The Tinker and Mellon foundations offer support to history doctoral students doing field research in the summers. We would apply as a department and then disburse to our worthiest graduate students. The Andrew W. Mellon Foundation also has an Institute for Historical Research Dissertation Fellowship, and a Latin American Research Travel Grant that students apply for directly to the foundation. The American Historical Association has a small research grant called the Albert J. Beverage Grant for Research in the History of the Western hemisphere. The Latin American Studies Association offers small travel grants to graduate students so they can present their research at their conferences. We plan to place these resources on the LALS website with links to relevant sites.

7.4 Other Extramural Resources Likely to Provide Graduate Student Support

Recently we created an endowment to fund student scholarships and have been working with the Social Sciences Development Office to increase the endowment. We sponsored two high profile events during spring of 2010 and we plan more fund-raising activities to build up the endowment. The success of these events and the response they received create great confidence that the endowment will continue to grow and provide support for the graduates by the programs launch and as it matures.

Additionally, we continue to develop partnerships that support both the training and research opportunities of our students. Recently, we completed negotiations with Manuel Macias Esq., who will sponsor two student internships (graduate or undergraduate) with his private practice beginning in summer of 2011. Manuel Macias runs his own law firm specializing in criminal law and immigration law for the diverse Latino community in the Boston area. Along with a stipend and support for travel and living expenses, he will mentor students and provide the opportunity to participate as he litigates cases and participates in community-based work such as citizenship classes and Spanish language radio programs.

Another possible funding source is accessible by UCSC becoming a Hispanic-Serving Institution (HSI), which is defined as universities “where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment.”\(^{18}\) There are 268 institutions designated as HSIs and they enrolled 1,006,723 Hispanic students or 51 percent of all Hispanics in postsecondary (non-profit) schools.\(^{19}\) Of UCSC’s incoming class in Fall 2010, 24.6 percent of frosh and 21.3 percent of transfer students were Latinos. We are participating on the task force planning for UCSC’s application as a HSI, which would provide resources for programs that retain Latino undergraduate students and mentor them to apply for graduate school.

### 7.5 Campus Fundraising Initiatives that Will Contribute to Support of Graduate Students

As UCSC moves from the quite phase into a full-fledged capital campaign, the LALS Department has been designated as one of the priorities within the Social Sciences Division. Both the chair and department manager have attended workshops providing training about fundraising and will continue to explore possible private donors.

### 7.6 Projected Enrollments and Sources of Support for First Six Years of the Program:

The Dean of Graduate Studies, Tyrus Miller, supplied the figures below and affirmed the availability of start up block grants for a three year period followed by an annual allocation based on graduate enrollment for about the first ten years, and an eventual allocation based on enrollment and a 3-year trailing average of degrees granted.

Fellowships: we anticipate an initial $50,000 annual commitment from the Graduate Division’s Block Allocation plus $100,000 in additional fellowships (Cota-Robles, Chancellor, or external) in Years 1-3 (see chart below).\(^{20}\) In Years 4-5 and steady state the block grant is determined by enrollment according to the campus formula and could go higher, but it will not drop below $40,000 (80 percent of $50,000) and our students will apply for the dissertation fellowships (Chancellor’s and President’s as well as those funded by private foundations such as the Ford Foundation) so we project about $190,000 in fellowships. Our students will be strong contenders for the Cota-Robles fellowship in particular given the unique nature of our program in which students are likely to attend this campus (see Table 6).

---


\(^{20}\) Fellowships include the minimum annual commitment the Graduate Division Block allocation in years 4 and 5. The TAships assumes a minimum of 15 TAships at approximately $11,000 each ($6,000 salary + $5000 benefits).
TAships: We project that TAships will continue at a minimum of 15 TAships annually. Given the enrollment increases throughout the department’s history, this is a conservative projection and enrollment growth may generate more TAships.

GSRships: We project that GSRships will grow with a cost rate of $11,000 ($6,000 salary + $5,000 benefits) per GSRship and again this is a conservative estimate.

Other: This includes reader funds ($1,000) and the Macias Internship ($2500, assuming one graduate student receives the internship) funds in years 1-3. Beginning in year 4 when some students will be advanced to candidacy, we include Summer Session ($3263 per instructor and $2521 for a summer TAship when enrollments reach 35 students which currently occurs) and by steady state, Graduate Student Instructors ($8,000) paid with Temporary Academic Staffing funds.

By steady state at $21,364 per student, we will be close to the divisional average of $20,551 for support per student.

Table 6. Projected Students and Sources of Support for First Six Years

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th>Fellowships</th>
<th>TA Qtrs.</th>
<th>GSR Qtrs.</th>
<th>Other $</th>
<th>TOTAL</th>
<th>$/Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>$50,000</td>
<td>$165,000</td>
<td>$55,000</td>
<td>$3,500</td>
<td>$273,500</td>
<td>$68,325</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>$150,000</td>
<td>$165,000</td>
<td>$55,000</td>
<td>$3,500</td>
<td>$373,500</td>
<td>$46,688</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>$150,000</td>
<td>$165,000</td>
<td>$55,000</td>
<td>$3,500</td>
<td>$373,500</td>
<td>$46,688</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>$190,000</td>
<td>$165,000</td>
<td>$55,000</td>
<td>$9,284</td>
<td>$419,284</td>
<td>$26,205</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>$190,000</td>
<td>$165,000</td>
<td>$55,000</td>
<td>$11,784</td>
<td>$421,784</td>
<td>$21,089</td>
</tr>
<tr>
<td>Steady state</td>
<td>20</td>
<td>$190,000</td>
<td>$165,000</td>
<td>$55,000</td>
<td>$17,284</td>
<td>$427,284</td>
<td>$21,364</td>
</tr>
</tbody>
</table>

SECTION 8. CHANGES IN SENATE REGULATIONS

We anticipate that there would be no changes in Senate Regulations at the Divisional level or in the Academic Assembly.

SECTION 9. PROGRAM ADMINISTRATION

9.1 As stated in Section 1.6, The Latin American and Latino Studies Department will administer the program.

9.2 The Latin American and Latino Studies Department will be the administrative home for purposes of student major advising, etc.

9.3 Specific provisions for the succession of the chair and leadership responsibilities are outlined in Section 1.6.

9.4 Agreements with Principal Faculty, who will assure any current cohort of students the opportunity for timely completion of the major, are included in Appendix B.
9.5 Appendix D is the signed charter requested.

**SECTION 10. WASC APPROVAL**

The proposed program does not involve instructional activities at off-campus locations or use distance-learning technologies. Therefore the LALS doctoral program would not require WASC notification.

**SECTION 11. CPEC SUMMARY**

See Appendix K for the CPEC summary.
Appendix A:

Latin American and Latino Studies Core, Participating and Affiliated Faculty’s Research Interests

Core Faculty

Gabriela Arredondo, Associate Professor of Latin American and Latino Studies
Latinx studies; Chicana/o history; U.S. immigration histories; U.S. social and cultural history; critical race and ethnicity theories; Chicana and Mexicana feminisms; “borderlands” studies; history of modern Mexico

Sylvanna Falcón, Assistant Professor of Latin American and Latino Studies
Human rights, racism/antiracism, globalization, gender, transnational feminism, Latin America (Mexico, Peru), United States

Jonathan Fox, Professor of Latin American and Latino Studies
Latin American and Latino politics, including issues of democratization, accountability, social movements, transnational civil society, social and environmental policy, and immigration

Rosa-Linda Fregoso, Professor of Latin American and Latino Studies
Human-rights studies; intercultural and transborder feminism; cultural studies; Latina/o and Latin American film and media arts

Shannon Gleeson, Assistant Professor of Latin American and Latino Studies
Migrant populations, the effects of documentation status, labor rights, civic engagement, inequality and stratification, political sociology, law and society, mixed methods and comparative approaches

Flora Lu, Assistant Professor of Latin American and Latino Studies
Ecological anthropology, human behavioral ecology, Amazon rainforest, indigenous peoples, conservation, Ecuador, culture change, market integration, indigenous resource management, political ecology, environmental justice

Manuel Pastor Jr., Professor of Latin American and Latino Studies
Urban poverty and regional development, Latinos in the urban U.S., environmental justice, macroeconomic stabilization in Latin America; distribution and growth in the developing world; Cuban economic reform; Mexican economic reform

Héctor Perla, Assistant Professor of Latin American and Latino Studies
International relations; Latin American studies; Latino politics; political psychology; Central America; U.S. foreign policy; social and revolutionary movements; asymmetric conflicts

Cecilia M. Rivas, Assistant Professor of Latin American and Latino Studies
Salvadoran transnationalism; media (Internet, newspapers); migration; globalization; race, ethnicity, and gender; bilingualism; consumption; El Salvador; Central America
Patricia Zavella, Professor of Latin American and Latino Studies
Transnational migration by Mexicans, poverty, family, sexuality, labor, social networks, feminist studies, Chicana/o-Latina/o studies, ethnographic research methods

**Participating Faculty**

Mark D. Anderson, Associate Professor of Anthropology
Racial formation, diaspora, nationalism, transnationalism, indigeneity, consumption, Central America, Honduras, Latin America, African diaspora

Jeffrey T. Bury, Associate Professor of Environmental Studies
Political ecology; sustainable development; Latin American studies; international relations; institutional dimensions of natural resource conservation in the global south

Pedro G. Castillo, Associate Professor of History
Chicano/a history and culture; American social and urban history; race, class, and gender in California history, immigration history, Latina/os in the U.S.

Cynthia Cruz, Assistant Professor of Education
Street ethnography; community-based learning and pedagogies; decolonial feminist pedagogies; Chicana studies and epistemologies; U.S.-Third World Feminisms; cultural studies and education

Kent H. Eaton, Associate Professor of Politics
Comparative politics, international relations, political economy, public policy, territorial conflict, federalism, decentralization, party and electoral systems, Latin America, the Philippines

Lisbeth Haas, Professor of History
U.S.-Mexico borderlands, Chicano and Native American history; visual culture in the colonial Americas; the U.S. West and California; historical memory, theory, and historical methodology

Norma Klahn, Professor of Literature
Latin American literary and cultural studies (specialization: Mexico), Chicano/Latino literature and culture from a cross-border perspective, modernity/postmodernity, poetics and politics, genre theory (novel, poetry, autobiography), contemporary critical theories (i.e., border, ethnic, feminist, transnational/global)

Lourdes Martínez-Echazábal, Associate Professor of Latin American Literature
Latin American and Caribbean literatures; Afro-Latin American literatures, cultures, and societies; found[n]ational narratives; Brazilian literature; literatures of Cuba and the Cuban diaspora; critical race theory

Eduardo Mosqueda, Assistant Professor of Education
Mathematics education of English learners; large-scale dataset quantitative analysis; urban education issues
Olga Nájera-Ramírez, Professor of Anthropology
Folklore theory, ritual, festival, dance, greater Mexican culture, history and folklore, transnationalism, identity; expressive culture, ethnomusicology, bilingual communication, gender, history, and culture of Latin America, the U.S., and Mexico

Marcia Ochoa, Assistant Professor of Community Studies
Gender and sexuality, race and ethnicity, Latina/o studies, media and cultural studies, ethnography of media, feminism, queer theory, multimedia production, Latin American studies—Colombia and Venezuela, political philosophy, geography

Juan Poblete, Associate Professor of Literature
Latin(o) American literatures; transnational/global cultures (literature, radio, film); Latin(o) American cultural studies; 19th-century studies; the history of reading practices

Catherine Ramirez, Associate Professor of American Studies
Chicana and U.S. Latino literature and history; gender studies and feminist theory; visual culture and style politics; cultural studies; popular and urban youth cultures; speculative fiction, comparative American studies

B. Ruby Rich, Professor of Community Studies
Documentary film and video, post-9/11 culture, new queer cinema, feminist film history, Latin American and Latin/a cinema, U.S. independent film and video, the essay film, the politics of film festival proliferation and the marketing of foreign films in the U.S.

Barbara Rogoff, Professor of Psychology
Human development in sociocultural activity; informal and formal arrangements for learning; adult/child and peer communication in families and schools in diverse cultural communities (especially in Guatemala, Mexico, and the U.S.); learning through observation and collaboration

Gabriela Sandoval, Assistant Professor of Sociology
Latino/a sociology; voting and representational politics; urban sociology; political sociology

Felicity Schaeffer-Grabel, Assistant Professor of Feminist Studies
Transnational feminism, migration, Latin American/Latino studies, Chicana/o studies, Internet, technology and the body, sexuality, gender and globalization

Helen Shapiro, Associate Professor of Sociology
Political economy, Latin American economic history and development (with an emphasis on Brazil), industrial policy, the auto industry, the state and transnational corporations

**Affiliated Faculty**

Jorge Aladro Font, Professor of Spanish Literature
Spanish mysticism, theory and historical developments of imagery in the Middle Ages to the baroque period, Renaissance and baroque Hispanic literature, Italian ideas in the Spanish Renaissance, Cervantes
Carolyn Dean, Professor of History of Art and Visual Culture
Cultural histories of the native Americas and colonial Latin America

Maria Elena Diaz, Associate Professor of History
Colonial Caribbean and Latin America; social and cultural history; ethnohistory; slavery, race, and gender

Robert Fairlie, Professor and Director of Masters Program in Applied Economics and Finance
Research
Labor economics, public policy, entrepreneurship, applied econometrics

Dana Frank, Professor of History
U.S. social and economic history; women, labor, and working-class history; contemporary political economy; modern Central America

Gregory S. Gilbert, Professor of Environmental Studies
Tropical ecology and conservation, disease ecology

María Victoria González-Pagani, Lecturer in Spanish Language
Language teaching methodology; Spanish syntax; computer-assisted foreign language learning; Latin American cultural studies, especially women's contributions

Miriam Greenberg, Assistant Professor of Sociology
Media studies, cultural studies, globalization, political and cultural economies of global cities, video production, and ethnography

Kirsten Silva Gruesz, Professor of Literature
Chicano/Latino literatures and cultures, Comparative Americas Studies, language ideologies and bilingualism in literature

Daniel Guevara, Associate Professor of Philosophy
Kant, moral philosophy, moral psychology, environmental ethics, history of modern philosophy

Craig Haney, Professor of Psychology
Application of social psychological principles to legal settings, assessment of the psychological effects of living and working in institutional environments, social contextual origins of violence, development of alternative legal and institutional forms.

Karen D. Holl, Pepper-Giberson, Professor, Environmental Studies
Restoration ecology, conservation biology, landscape ecology

Regina D. Langhout, Associate Professor of Psychology
School-community-university collaboration; how schooling and neighborhood experiences are informed by social class, race, and gender; participatory action research
John Leaños, Assistant Professor of Community Studies
Social documentation, social art practice, community arts, documentary animation, Chicana/o art practice and cultural studies, media and cultural studies, subaltern studies, photography, installation art, public art and intervention

Deborah Letourneau, Professor of Environmental Studies
Agroecology, tropical biology, insect-plant interactions, biological control as an alternative to chemical pesticides

Paul M. Lubeck, Professor of Sociology
Political sociology; political economy of development, globalization, labor and work; logics of methodology; religion and social movements; Islamic society and identities; information and networks

Andrew Mathews, Assistant Professor of Anthropology
Environmental anthropology, science and technology studies, conservation and development

Judit Moschkovich, Professor of Mathematics Education
Mathematics cognition and learning; student conceptions of linear functions; discourse in mathematics and science classrooms; everyday mathematical practices; and bilingual mathematics learners

Matthew D. O’Hara, Associate Professor of History
Modern Latin America and Mexico; late colonial Latin America; religion, spirituality, and ritual; urban history; race, ethnicity, and identity; political culture

Lucinda Pease-Alvarez, Associate Professor of Education
Language and literacy development, language-minority education, bilingualism, informal learning

Jennifer Poole, Assistant Professor of Economics
International trade; Latin American economics; applied microeconomics

Ana M. Seara, Lecturer, Portuguese Language
Portuguese language; literature, film, and music of Brazil and the Portuguese-speaking world; acquisition and teaching of foreign, second, and heritage languages

Dana Takagi, Professor of Sociology
Social inequality and identity, research methods, race relations, nationalism and social movements

Kip Telléz, Associate Professor of Education
Preparation of teachers for linguistic and cultural diversity, second language learning, studies of the school curriculum, educational assessment
Gustavo O. Vazquez, Associate Professor of Film and Digital Media
Film and video production, directing drama, documentary and experimental cross-cultural experiences in film, film curator

Rasmus Winther, Assistant Professor of Philosophy
Philosophy of science, epistemology, metaphysics, philosophy of biology, American pragmatism, Latin American philosophy, evolutionary theory

Karen Tei Yamashita, Professor of Literature (Creative Writing)
History and anthropology of Japanese immigration to Brazil, Asian American literature, modern fiction, playwriting
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Univ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona State Univ, Tempe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baylor University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA minor, PhD minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston University</td>
<td>American and New England Studies, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling Green State Univ</td>
<td>American Culture Studies Program, PhD, MA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown Univ</td>
<td>Dept of American Civilization, MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State Long Beach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State Los Angeles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State Univ Northridge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State Univ San Diego</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claremont Graduate Univ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mexican American Studies, MA</td>
<td>PhD interdisciplinary concentration</td>
<td></td>
</tr>
<tr>
<td>City University of New York - Graduate Center</td>
<td>PhD certificate program</td>
<td></td>
<td></td>
<td></td>
<td>PhD interdisciplinary concentration</td>
<td>Latin American Studies with concentration in LACLS, MA</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>------------------------</td>
<td>---------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia University</td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornell University</td>
<td>Graduate minor</td>
<td>Graduate minor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke University</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emory University</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida International Univ</td>
<td></td>
<td></td>
<td></td>
<td>MA, Graduate certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida State Univ - Tallahassee</td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fordham University</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Washington Univ</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgetown</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvard</td>
<td>History of American Civilization, PhD</td>
<td></td>
<td></td>
<td>Graduate certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana Univ, Bloomington</td>
<td>PhD</td>
<td></td>
<td></td>
<td>MA, PhD area certificate, PhD minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins, School of Advanced Internation al Studies</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td>Western Hemisphere Studies with LAS concentration, MA, PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan State Univ, Ann Arbor</td>
<td></td>
<td></td>
<td></td>
<td>Graduate Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan State Univ, East Lansing</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td>Graduate Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico Highlands Univ</td>
<td></td>
<td></td>
<td>Southwest Studies/Concentration in Anthropology, MA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>New York Univ</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Illinois Univ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate concentration</td>
<td></td>
</tr>
<tr>
<td>Ohio State Univ, Columbus</td>
<td>Comparative Studies, PhD, PhD minor, MA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio Univ</td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue Univ</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. John's Univ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificate</td>
<td></td>
</tr>
<tr>
<td>Saint Louis Univ</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Methodist Univ</td>
<td></td>
<td></td>
<td>Dept of History and Clements Center for Southwest Studies, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanford</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td>Latin American, Caribbean and US Latino Studies, MA, PhD</td>
</tr>
<tr>
<td>State Univ of New York - Albany</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Univ of New York - Binghamton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificate</td>
<td></td>
</tr>
<tr>
<td>State Univ of New York - Buffalo</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Tech Univ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA minor, PhD minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tulane Univ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA, PhD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Alabama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Latin American and Hispanic Studies, MA</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Univ of Arizona, Tucson</td>
<td></td>
<td></td>
<td>Mexican America</td>
<td>MA, PhD minor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of California, Berkeley</td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of California, Davis</td>
<td>PhD</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of California, Los Angeles</td>
<td></td>
<td>PhD</td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of California, Merced</td>
<td></td>
<td></td>
<td></td>
<td>World Cultures with concentratio in History, Literatures and Cultures of the Spanish-speaking World, MA, PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of California, San Diego</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of California, Santa Barbara</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of California, Santa Cruz</td>
<td></td>
<td></td>
<td></td>
<td>Graduate emphasis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Chicago</td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Connecticut</td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
<td>Latin American, Caribbean and Latino History, MA, PhD</td>
<td></td>
</tr>
<tr>
<td>Univ of Florida, Gainesville</td>
<td></td>
<td></td>
<td>Specialization</td>
<td>MA, Graduate certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Hawaii, Manoa</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Univ of Illinois, Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate concentration</td>
</tr>
<tr>
<td>Univ of Illinois, Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
</tr>
<tr>
<td>Univ of Illinois, Urbana-Champaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA, graduate minors</td>
<td></td>
</tr>
<tr>
<td>Univ of Iowa, Iowa City</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Kansas, Lawrence</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA, Graduate certificate</td>
<td></td>
</tr>
<tr>
<td>Univ of Maryland, College Park</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Massachusetts, Amherst</td>
<td>Concentration in American Studies, English Dept, MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificates</td>
</tr>
<tr>
<td>Univ of Miami</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
</tr>
<tr>
<td>Univ of Michigan, Ann Arbor</td>
<td>American Culture, MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificate</td>
</tr>
<tr>
<td>Univ of Minnesota, Minneapolis</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Minnesota, Twin Cities</td>
<td>PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of New Mexico, Albuquerque</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA, PhD</td>
<td></td>
</tr>
<tr>
<td>Univ of North Carolina, Chapel Hill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>Univ of North Carolina,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Charlotte</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Pittsburgh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graduate certificate</td>
<td></td>
</tr>
<tr>
<td>Univ of South Florida</td>
<td>MA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Latin American, Caribbean and Latino Studies, MA</td>
</tr>
<tr>
<td>Univ of Southern California</td>
<td>Program in American Studies and Ethnicity, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Texas, Austin</td>
<td>MA, PhD</td>
<td>Mexican-American Studies MA, Doctoral Portfolio</td>
<td></td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ of Texas, El Paso</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Latin American and Border Studies, MA</td>
<td></td>
</tr>
<tr>
<td>Univ of Utah, Salt Lake City</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanderbilt Univ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA, Masters minor, PhD minor</td>
<td></td>
</tr>
<tr>
<td>Univ of Wisconsin, Madison</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Latin American, Caribbean and Iberian Studies Program, MA, PhD minor</td>
<td></td>
</tr>
<tr>
<td>Washington State Univ, Pullman</td>
<td>MA, PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yale</td>
<td>PhD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>----------------</td>
<td>-----------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

Appendix D

Program Charter for the Doctoral Degree Program in Latin American and Latino Studies

December 2, 2010

1. Program Definition
The Latin American and Latino Studies doctoral program is an interdisciplinary curriculum offering courses of study leading to a Doctor of Philosophy (Ph.D.) degree in Latin American and Latino Studies.

2. Program Faculty
The Latin American and Latino studies doctorate program faculty are ladder faculty appointed to the Department of Latin American and Latino Studies and Graduate Program Affiliates. The founding program faculty and chair are listed in the program proposal. Governance structure, faculty duties, and voting protocols are described in the attached program bylaws. The Division of Social Sciences is the overseeing academic division.

3. Resources
   a. Courses. Required courses, including core, methods, and electives, are offered by the Latin American and Latino Studies Department. Courses offered by multiple departments will also satisfy methods requirements and electives; see founding course list in the proposal. Latin American and Latino Studies doctoral students shall be able to enroll in all courses in the approved course list.

   Signatory departments are responsible for allocating teaching resources to the courses they offer. This includes determination of who shall teach the courses and determination of how to manage leave by principal instructors. The founding course list will change as the program faculty’s membership, research interests and availability change.

   It is the responsibility of the Latin American and Latino Studies graduate program Executive Committee to review annually the course list and to coordinate with departments to ensure a viable curriculum. Scheduling of courses will be negotiated between the instructor of record, his/her department chair, and the chair of the Latin American and Latino Studies graduate program Executive Committee.

   b. Staff and administrative support. The Department of Latin American and Latino Studies shall provide administrative staff and degree program administrative support.

   c. Space. Faculty and staff office space will be provided by their respective home departments according to their policies. Program specific administrative space needs shall be met by the Division of Social Sciences.

   d. Equipment and Supplies. Computers, telephones, and operational supplies will be provided to each faculty and staff person associated with the Latin American and Latino
Studies program by their respective home department or Division of Social Sciences as appropriate.

As the program evolves, emerging resource needs shall be identified by the Latin American and Latino Studies graduate program Executive Committee chair and satisfied through negotiation and consultation with charter signatories.

4. Program Review
Regular external program review will be incorporated in the Latin American and Latino Studies department reviews per existing UCSC campus procedure. For each external review, the Latin American and Latino Studies Department chair will ask all charter signatories to comment on their resource commitments to the Latin American and Latino Studies doctoral program.

5. Program Discontinuance
Principle program faculty are responsible for proposing program discontinuance by a two-thirds vote. Faculty recommendation is followed by campus consultation and approval per campus policy.¹ Reasons for discontinuance may include:

- Insufficient student interest
- Change in faculty programmatic emphasis
- Budgetary re-allocation or reduction
- Outcome of program review

Upon UC approval of program discontinuance, declared students will be allowed a maximum of 3 years to complete degree requirements. In the event that degree courses are no longer offered, the Executive Committee shall determine appropriate alternative means of completing the degree program. Program faculty membership and governance structures will be sufficiently maintained to support declared majors completion of the Ph.D. degree without degradation of quality.

6. Amendments
The charter may be amended in ways that do not have substantial resources or curricular implications by agreement among the signatory bodies. The Graduate Council will approve amendments that have substantial resource or curricular implications. Proposed amendments will be submitted by the Dean of Social Sciences to the Vice Provost and Dean, Academic Affairs, who will coordinate academic senate consultation.

7. Oversight
The Dean of Social Sciences ensures that the terms and agreements of the charter are fulfilled. To this end, the designated division will maintain and update a list of the program faculty members and will be the office of record for the charter and any subsequent amendments.

8. Signatories
Signatories sign as executive officers of their department or division and the departmental and divisional resources (but not individual faculty members) are bound by the agreement.

¹ Academic Programs and Units: Policy and Procedures Governing Establishment, Disestablishment, and Change, University of California, Santa Cruz, Revised October 2009.
Dean of Social Sciences

Chair of Department offering core courses:

Latin American and Latino Studies

Chairs of Departments offering elective courses:

American Studies Department

Anthropology Department

Education Department

Environmental Studies Department

Feminist Studies Department

History Department

Literature Department

Politics Department

Psychology Department
LATIN AMERICAN AND LATINO STUDIES DOCTORATE PROGRAM
FACULTY BYLAWS

PROLOGUE
The Latin American and Latino Studies doctorate program faculty shall administer a graduate program of instruction and research leading to the Ph.D. degree in Latin American and Latino Studies, in accordance with the bylaws and the regulations of the UCSC Academic Senate and Graduate Division.

ARTICLE I. ORGANIZATION AND APPOINTMENT OF THE PROGRAM FACULTY

Principal Faculty
The principal faculty shall have the primary responsibility for sustaining the teaching and governance of the doctoral program, including the staffing of core courses, administration and thesis committees, and student advising.

Principal faculty members are ladder faculty appointed to the Latin American and Latino Studies Department. In addition, ladder faculty appointed to other departments may be appointed as principal faculty by the Dean of the Social Sciences Division upon nomination by a current member of the principal faculty and upon a vote by the principal faculty. The Dean of the Social Science Division may terminate the appointment of principal faculty members upon the advice of the principal faculty. The founding principal faculty members are listed in the proposal.

The principal faculty shall contribute the following:
1. Teach required core courses and elective courses
2. Serve on executive committee, standing committees and ad hoc committees
3. Supervise Ph.D. candidates

Graduate Program Affiliate Faculty
Graduate Program Affiliate faculty shall contribute to the teaching, advising, supervision, and research mission of the graduate program, but will not bear the administrative and governance duties of the principal faculty. The minimum level of commitment required of an affiliate faculty member includes:
1. Teaching a course that serves as an elective in the graduate curriculum at least once every three years and
2. Advising and/or supervising graduate students.

If for some reason graduate program affiliate faculty members cannot meet their commitments, they will inform the executive committee well in advance so contingency plans can be made. Graduate Program Affiliate faculty members are nominated and elected by the principal faculty. Graduate Program Affiliate faculty membership may be terminated by a vote of the principal faculty.

ARTICLE II. COMMITTEES OF THE FACULTY

Executive Committee
An executive committee, comprising five members of the principal faculty, shall administer the Ph.D. program, in accordance with the bylaws and the approved charter. The executive committee shall communicate reports of its work to the principal faculty at least semi-annually.

The executive committee shall be appointed by the Dean of the Social Sciences Division in consultation with the principal faculty. Membership in the executive committee is limited to tenured faculty. At least three members of the committee shall be tenured faculty appointed to the Latin American and Latino Studies Department, and the remaining two members can be tenured faculty who may be appointed to other departments. Executive committee members serve for a term of one to three years, renewable by the Dean of the Social Sciences. Term of service will be staggered for the sake of continuity.

The executive committee chair represents the executive committee and principal faculty members to the Dean of the Social Sciences Division and to the Latin American and Latino Studies Department chair. The Social Sciences Dean, in consultation with the executive committee and the Latin American and Latino Studies Department chair, shall make executive committee chair appointments. Executive committee chair appointment shall be for a three-year (academic year) renewable appointment.

**Standing Committees**

Standing committees shall consist of members of the principal faculty and shall be appointed by the executive committee in consultation with the principal faculty. These include:

a. Admissions Committee: The Admissions Committee reviews the files of all applicants for admission and recommends qualified applicants to the Dean of the Division of Graduate Studies. Criteria for admission to the Latin American and Latino Studies Ph.D. program, as defined in the program proposal, shall conform to University of California graduate degree program requirements.

b. Candidacy Committee: the Candidacy Committee reviews the files of all students nominated for advancement to candidacy and recommends qualified candidates to the UCSC Dean of Graduate Studies.

c. Curriculum Committee: The Curriculum Committee shall propose all changes to the required and elective Latin American and Latino Studies program curriculum. Course sponsorship shall remain vested in the Latin American and Latino Studies Department and in those departments in which courses are cross-listed.

**Ad Hoc Committees**

Dissertation Committees: Per the program described in the proposal, each doctoral candidate shall have a three-member dissertation committee comprised of one director and two readers. At least two members of the dissertation committee shall be principal faculty members. Dissertation committee appointment shall follow procedures and policies established by the UCSC Graduate Division.
ARTICLE III. ACADEMIC ADVISING

a. Each member of the principal faculty shall be willing and available to serve as an academic adviser.

b. The chair of the executive committee shall appoint an academic adviser to each incoming student. Faculty advisers may also be replaced upon the formal request of the student or faculty member.

c. Upon a student’s advancement to candidacy, the chair of the executive committee shall appoint a dissertation supervisor. The dissertation supervisor may be replaced upon the formal request of the student or current adviser.

ARTICLE IV. MEETINGS

a. The chair of the executive committee, in consultation with the principal faculty, shall call such regular and special meetings as are deemed necessary or desirable. There shall be at least two regular meetings per year.

b. The chair of the executive committee shall be responsible for circulating draft minutes of regular and special meetings within four weeks of each such meeting. Minutes shall be approved at the next regularly scheduled meeting.

ARTICLE V. QUORUM

Meetings of the principal faculty shall be advised fourteen days in advance through email or regular mail. Fifty-one percent of the principal faculty members shall constitute a quorum of a meeting. Unless otherwise provided for in these by-laws, the meetings shall be conducted according to the meeting procedures followed by the Academic Senate. A simple majority shall approve minutes of previous meetings.

ARTICLE VI. AMENDMENTS

These Bylaws shall conform to the standards of the UCSC Academic Senate and UCSC Graduate Division. All policies and procedures for admission, candidacy, and dissertation filing shall conform to the UCSC Graduate Student Handbook.

These bylaws may be amended as necessary when and if approve in a ballot by a two-thirds majority of the full principal faculty membership.
Appendix F:

Selected Graduate Methodology Courses in the Social Sciences and Humanities

<table>
<thead>
<tr>
<th>SOCIAL SCIENCES</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>208A</td>
<td>Ethnographic Practice</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>201M</td>
<td>Developing Research Proposals</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>201N</td>
<td>Interdisciplinary Research Design</td>
</tr>
<tr>
<td>Psychology</td>
<td>204</td>
<td>Quantitative Data Analysis</td>
</tr>
<tr>
<td>Psychology</td>
<td>225A</td>
<td>Introduction to Developmental Research I</td>
</tr>
<tr>
<td>Psychology</td>
<td>225B</td>
<td>Introduction to Developmental Research II</td>
</tr>
<tr>
<td>Psychology</td>
<td>248</td>
<td>Survey Methods</td>
</tr>
<tr>
<td>Psychology</td>
<td>249</td>
<td>Field Methodologies and Social Ethnography</td>
</tr>
<tr>
<td>Sociology</td>
<td>203</td>
<td>Sociological Methods</td>
</tr>
<tr>
<td>Sociology</td>
<td>204</td>
<td>Methods of Quantitative Analysis</td>
</tr>
<tr>
<td>Sociology</td>
<td>205</td>
<td>Field Research Methods</td>
</tr>
<tr>
<td>Sociology</td>
<td>206</td>
<td>Comparative Historical Methods</td>
</tr>
<tr>
<td>Sociology</td>
<td>241</td>
<td>Cross-National and Cross-Cultural Research</td>
</tr>
<tr>
<td>Sociology</td>
<td>282</td>
<td>Social Policy Research</td>
</tr>
<tr>
<td>Sociology</td>
<td>290</td>
<td>Advanced Topics in Sociological Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUMANITIES</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminist Studies</td>
<td>201</td>
<td>Topics in Feminist Methodologies</td>
</tr>
<tr>
<td>History</td>
<td>200</td>
<td>Methods and Theories of History</td>
</tr>
<tr>
<td>LIT</td>
<td>201</td>
<td>The Pedagogy of Literature</td>
</tr>
<tr>
<td>LTMO</td>
<td>219</td>
<td>Feminist Theories/Historical Perspectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Writing and Re-writing of the Conquest and Colonial</td>
</tr>
<tr>
<td>LTSP</td>
<td>223</td>
<td>Period in Spanish America</td>
</tr>
<tr>
<td>LTEL</td>
<td>280</td>
<td>19th Century US Poetry</td>
</tr>
<tr>
<td>LTSP</td>
<td>213</td>
<td>Race, Gender and Nation in Latin American Film Genres</td>
</tr>
<tr>
<td>LTWL</td>
<td>209-03</td>
<td>World Versions of Pastoral</td>
</tr>
<tr>
<td>LTMO</td>
<td>231</td>
<td>Marx and Marxist Theory, Frederic Jameson</td>
</tr>
<tr>
<td>University</td>
<td>Department</td>
<td>Specialty</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Univ of Minnesota</td>
<td>Depts. of African American &amp; African Studies, American Indian Studies, and Chicano Studies and Asian American Studies Program in College of Liberal Arts</td>
<td>Comparative Race and Ethnic Studies in the US</td>
</tr>
<tr>
<td>Occidental College</td>
<td>Urban and Environmental Policy Program</td>
<td>Community Economic Development, Immigration in American Society, Environment and Sustainable Development, Labor, Community and Environment</td>
</tr>
<tr>
<td>Univ of Redlands</td>
<td>Race and Ethnic Studies</td>
<td>Comparative study of race and racialization in national and transnational contexts; interdisciplinary research methods; connections between comparative and interdisciplinary study and practices for social change; and the study of intersections between race and forms of stratification, such as gender, class, and sexuality</td>
</tr>
<tr>
<td>Fordham Univ</td>
<td>English Dept</td>
<td>20th Century US Literature, with desired subspecialty in Latina/of literature</td>
</tr>
<tr>
<td>State Univ of New York, Albany</td>
<td>Department of Latin American, Caribbean, and US Latino Studies</td>
<td>US Latino Studies, specializing in immigration policy and/or the demographic, social, or political analysis of immigration.</td>
</tr>
<tr>
<td>Univ of Utah</td>
<td>Department of Education, Culture and Society</td>
<td>Research and teaching expertise in issues of language diversity and education</td>
</tr>
<tr>
<td>California State Univ Northridge</td>
<td>Chicano/a Studies</td>
<td>Teaching and performance experience in regional music and instruments of Mexico and the Southwest, Chicano and the arts</td>
</tr>
<tr>
<td>California State Univ Northridge</td>
<td>Chicano/a Studies</td>
<td>Applied Linguistics with an emphasis on Chicano/Latino language development, first and second language acquisition, and the role of language in the education of linguistic minority and EST children</td>
</tr>
<tr>
<td>Univ</td>
<td>Dept</td>
<td>Specialty</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>California State Univ Los Angeles</td>
<td>Latin American Studies</td>
<td>Links between Latin America and Latin-American origin population in the United States: globalization and inequality in Latin America; social movements and political expression in Latin America</td>
</tr>
<tr>
<td>City Univ of New York, Hunter College</td>
<td>Department of Africana and Puerto Rican/Latino Studies</td>
<td>Candidates with disciplinary expertise in Sociology or Anthropology applied to research and teaching in Puerto Rican Studies are particularly encouraged to apply.</td>
</tr>
<tr>
<td>City Univ of New York, Hunter College</td>
<td>Department of Africana and Puerto Rican/Latino Studies</td>
<td>Candidates with disciplinary expertise in Political Science are particularly encouraged to apply.</td>
</tr>
<tr>
<td>California State Univ Long Beach</td>
<td>Chicano &amp; Latino Studies</td>
<td>Chicana/o Latina/o Social Psychology</td>
</tr>
<tr>
<td>Minnesota State Univ Moorhead</td>
<td>Chicano/Latino Studies and American Studies</td>
<td>Understanding of American historical context and the relationships of the American mainstream to the experiences, cultures and perspectives of people of color</td>
</tr>
<tr>
<td>Univ of Chicago</td>
<td>Center for the Study of Race, Politics and Culture at the Univ of Chicago</td>
<td></td>
</tr>
<tr>
<td>Univ of Florida, Gainesville</td>
<td>Center for Latin American Studies</td>
<td>Latino Studies; interests may include immigration; socio-economic issues affecting Latino communities; comparative approaches to different Latino groups, including Latino politics; and the ways that Latinos in the US are linked to their countries and communities of origin.</td>
</tr>
<tr>
<td>Central Washington Univ</td>
<td>Political Science and Center for Latino and Latin American Studies</td>
<td>Latino Studies and US Politics</td>
</tr>
<tr>
<td>Univ of California, Berkeley</td>
<td>Graduate School of Education, School of Law, Dept of African American Studies, Dept of Ethnic Studies</td>
<td>One of following areas: 1) K-12 Education Policy and Equity; 2) Education and Community/Student Social Processes; 3) Education and Immigration</td>
</tr>
<tr>
<td>City Univ of New York, Hunter College</td>
<td>Africana and Puerto Rican/Latino Studies</td>
<td>Sociology or Anthropology</td>
</tr>
<tr>
<td>Univ</td>
<td>Dept</td>
<td>Specialty</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rutgers Univ, New Brunswick</td>
<td>Latino and Hispanic Caribbean Studies</td>
<td>One-year, full-time, non-tenure Instructor or Asst Instructor</td>
</tr>
<tr>
<td>Univ of Notre Dame</td>
<td>Kellogg Institute for International Studies</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>George Mason Univ</td>
<td>Department of Modern / Classical Languages</td>
<td>Latino Studies, with expertise in one or more of the following: Latino literature, U.S. Spanish-language media, popular culture, film studies or sociology of U.S. Latinos</td>
</tr>
<tr>
<td>Rutgers Univ, New Brunswick</td>
<td>Department of Latino and Hispanic Caribbean Studies</td>
<td>Social science-based interdisciplinary courses on migration, Latino communities in the US, and research methods</td>
</tr>
<tr>
<td>Washington State Univ</td>
<td>Department of Community and Rural Sociology</td>
<td>Demonstrated ability to conduct quantitative and qualitative scholarly research and to communicate those results effectively with technical and non-technical audiences in oral, written, and electronic forms.</td>
</tr>
<tr>
<td>Macalester College</td>
<td>International Studies Department</td>
<td>Culture-Technology-Media-Information</td>
</tr>
<tr>
<td>Univ of Missouri, Kansas City</td>
<td>The Department of Sociology, Criminology &amp; Criminal Justice, and Anthropology Program</td>
<td>Broad interdisciplinary background with substantive teaching and research experience in Urban Studies. Special preference will be given to candidates whose work includes: culture change, inequality, Science and Technology Studies, and the public sphere.</td>
</tr>
<tr>
<td>Univ of California, Santa Cruz</td>
<td>Politics Department</td>
<td>States and Social Forces in Politics. Research focus on relationships between states and social/political forces at the national or transnational level. Priority will be given to candidates with research experience in regions outside of Europe and the U.S. and/or diasporic communities</td>
</tr>
<tr>
<td>California State Univ at Long Beach</td>
<td>Chicano and Latino Studies Department</td>
<td>Chicana and Latina Studies and Cultural Production</td>
</tr>
<tr>
<td>Univ of Kansas</td>
<td>American Studies Program</td>
<td>Research focus in an area of U.S. Latino/a social movements, politics, and / or policy</td>
</tr>
<tr>
<td>Univ</td>
<td>Dept</td>
<td>Specialty</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Univ of Colorado-Boulder</td>
<td>The Women and Gender Studies Program</td>
<td>Hemispheric Studies and Gender in the Americas (Latin American, Caribbean, African Diasporas and Border Studies)</td>
</tr>
<tr>
<td>Georgia State Univ</td>
<td>The Department of Communication</td>
<td>Race/Ethnicity/Nationality in Film/Television</td>
</tr>
<tr>
<td>California State Univ, Fresno</td>
<td>Department of Chicano and Latin American Studies</td>
<td>One of the following areas: topics relevant to the Chicano/Latino experience in the United States; Latin America during the colonial period and 19th century; or the U.S. Southwest during the Spanish colonial period and the Mexican period.</td>
</tr>
<tr>
<td>Univ of Minnesota, Twin Cities</td>
<td>Department of Spanish and Portuguese Studies</td>
<td>Spanish and Latin American Trans-Atlantic Studies. Preference will be given to candidates with interdisciplinary interests whose work focuses on (post) colonial/diasporic issues</td>
</tr>
<tr>
<td>State Univ of New York, Oswego</td>
<td>Department of Political Science</td>
<td>Demonstrated interest in interdisciplinary Global and International Studies Major</td>
</tr>
<tr>
<td>State Univ of New York, Albany</td>
<td>Department of Latin American, Caribbean, and US Latino Studies</td>
<td>U.S. Latino Studies, specializing in immigration policy and/or the demographic, social, or political analysis of immigration. We seek candidates with disciplinary or interdisciplinary training in Political Science, Sociology, Anthropology, or History with solid research skills and interests in cross-border flows.</td>
</tr>
<tr>
<td>Colgate Univ</td>
<td>Peace and Conflict Studies</td>
<td>Research addresses both the particular features of a regional/historical conflict, as well as the general intellectual frameworks developed to explain them. We welcome applications from any field in the Humanities and Social Sciences.</td>
</tr>
<tr>
<td>Earham College</td>
<td>Border Studies Program</td>
<td></td>
</tr>
<tr>
<td>Univ</td>
<td>Dept</td>
<td>Specialty</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lehigh Univ</td>
<td></td>
<td>Research in an area that contributes to Africana and/or Latin American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studies. 1-3 years related work experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tulane Univ</td>
<td>Center for Interamerican Policy and</td>
<td>Latin American expertise and Spanish fluency required. Applications from</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td>the social and historical sciences in the fields of international relations,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>international political economy, comparative institutional studies, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>policy studies are encouraged.</td>
</tr>
<tr>
<td>Univ of Florida, Gainesville</td>
<td>Law and Policy in the Americas Program</td>
<td>Graduate degree in law or social sciences, with special emphasis on Latin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Studies</td>
</tr>
<tr>
<td>Univ of Chicago</td>
<td>Center for Latin American Studies</td>
<td>Recent PhD recipients in the humanities, social sciences or area studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>who deal with Latin American issues are encouraged to apply</td>
</tr>
<tr>
<td>Kennesaw State Univ</td>
<td>History and American Studies Departments</td>
<td>Specializing in the history of Mexico or Central America for a joint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>appointment position in history and American studies. Ph.D. in History,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Studies, Latin American Studies or similar field preferred; ABDs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>will be considered. Specialties of particular interest include labor,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>transnational migration, and/or community formation</td>
</tr>
<tr>
<td>Univ of Sydney, Australia</td>
<td>Spanish and/or Latin American Studies</td>
<td></td>
</tr>
<tr>
<td>California State Univ, Long</td>
<td>Department of Chicano and Latino Studies</td>
<td>Latino/a Political Economy and Social Demography</td>
</tr>
<tr>
<td>Beach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix I: Catalog Copy for Required and Recommended Courses

LALS 200. Bridging Latin American and Latina/o Studies. Explores social, cultural, economic, and political changes that connect Latin America and U.S. Latina/o communities. The objective of this interdisciplinary team-taught course is to bridge previously distinct research approaches of Latin American and Latina/o studies to better understand processes that link peoples and ideas across borders as well as help students to conceptually and methodologically identify and design new objects of study and revisit traditional approaches. Core requirement for students pursuing the Parenthetical Notation in Latin American and Latino studies. Enrollment restricted to graduate students. G. Arredondo

LALS 210. Latina Feminisms: Theory and Practice. Through an interdisciplinary approach, explores Latina feminist social theory and scholarly practice—especially in representation and interpretation of Latina experiences. Examining key texts at different historical junctures, charts how Latinas of varied ethnic, class, sexual, or racialized social locations have constructed oppositional and/or relational theories and alternative epistemologies or political scholarly interventions and, in the process, have problematized borders, identities, cultural expressions, and coalitions. Enrollment restricted to graduate students. P. Zavella

LALS 212. Latina/o Ethnographic Practice. Interrogates the social construction of Latino cultures in their varied regional, national-ethnic, and gendered contexts. Assumes that culture is a dynamic process constructed within a context of hierarchical relations of group power, in which Latino groups have been structurally subordinated and socially oppressed. Focuses more on how power relations create a context for the creation of specific Latino cultural expressions and processes than on unraveling the structures of oppression. Enrollment restricted to graduate students. Enrollment limited to 20. P. Zavella

LALS 215. Latina Cultural Studies: Transborder Feminist Imaginaries. Interdisciplinary analysis of feminist theories that inform the field of Latina cultural studies in the Americas, with an emphasis on transnational and hemispheric dialogues. Designed for students pursuing the Parenthetical Notation in Latin American and Latino studies and those with interest in globality, transnational feminist theory, and critical race and postcolonial theories. Enrollment restricted to graduate students. Enrollment limited to 15. R. Fregoso

LALS 220. Transnational Civil Society: Limits and Possibilities. Analyzes social, civic, and political actors that come together across borders to constitute transnational civil society, drawing from political sociology, political economy, comparative politics, and anthropology to address collective identity formation, collective action, institutional impacts, and political cultures. Enrollment restricted to graduate students. Enrollment limited to 15. J. Fox

LALS 230. Political Ecology in Latin America. Examines the foundations and current literature on political ecology, with emphasis on issues in Latin America. Topics include the appropriation of "Nature;" degradation and deforestation;
conservation policies and politics; land distribution and property; and indigenous resistance.
Enrollment restricted to graduate students. Enrollment limited to 14. F. Lu

LALS 240. Culture and Politics of Human Rights
Examines cultural, philosophical and political foundations for human rights and provides students with critical grounding in the major theoretical debates over conceptualizations of human rights in the Américas. Addresses the role of feminist activism and jurisprudence in the expansion of human rights since the Universal Declaration of Human Rights. Addresses the challenges of accommodating gender rights, collective rights and cultural, social and economic rights within international human rights framework. (Formerly Feminism and the Culture and Politics of Human Rights.) (Also offered as Feminist Studies 240. Students cannot receive credit for both courses.) Enrollment restricted to graduate students. Enrollment limited to 15. R. Fregoso

LALS 242. Globalization, Transnationalism, and Gender in the Américas.
Explores how globalization, transnationalism, and the social construction of gender are interrelated, contingent, and subject to human agency and resistance. Examines particular configurations of globalization, transnationalism, and gender through the Américas and their implications for race, space, work, social movements, migration, and construction of collective memory. Enrollment restricted to graduate students. Enrollment limited to 15. R. Fregoso, P. Zavella

LALS 270: Race, Gender and Nation in the Americas: This graduate course uses the theoretical tools of critical race theory and gender studies to examine the historical inter-relationships between race, gender and conceptions of nation. Through this course, students study a variety of concepts including nationalism, political (dis)empowerment, cultural production, social construction, collective action, and social inequality. Working at the intersections of race, gender and nation, students hone theoretical skills while learning about how concepts are defined, given meaning, and rendered powerful with real consequences at several key moments in the histories of Cuba, Puerto Rico, Mexico, Brazil and the United States. G. Arredondo

LALS 272: Migration Histories in the Americas: This graduate course focuses on the movements of peoples into and within the Americas in several key historical periods. Beginning with the early 19th century, the course covers the factors behind the migrations of individuals, families, villages, ethnic groups, racial groups, and entire peoples due to a variety of circumstances, including revolution, war, famine, political oppression, deportations, industrialization, social dislocations, capitalist expansion, neoliberal policies, and globalization. Students undertake an intensive guided research project on the country or people of their choosing. G. Arredondo

LALS 297. Independent Study
Students submit a reading course proposal to a department faculty member who supervises independent study in the field. Faculty and student jointly agree upon reading list. Students expected to meet regularly with faculty to discuss readings. This independent study must focus on a subject not covered by current UCSC graduate curriculum. Students submit petition to sponsoring agency. Enrollment restricted to graduate students. May be repeated for credit. The Staff
LALS 299. Thesis Research
Enrollment restricted to graduate students and permission of instructor. Students submit petition to sponsoring agency. May be repeated for credit. The Staff

5.3. Graduate Courses in Other Departments: The following are course offerings in other departments by members of the LALS participating or affiliated faculty:

Course offerings by members of the LALS Participating or Affiliated faculty:

AMST 200. Proseminar in American Studies
Introduces graduate students to current theories and methods in American studies, to the history of the field, and to the faculty in the department. Required introductory seminar for all students wishing to pursue a parenthetical notation in American studies. Enrollment restricted to graduate students. Enrollment limited to 10. C. Ramirez

AMST 226. Comparative American Studies: Race and Difference in Global Perspective
Explores race and difference in global perspective. Examines the relationship between democracy and pluralism, with a focus on the movement of people between the global south and global north. Enrollment restricted to graduate students. Enrollment limited to 15. C. Ramirez

AMST 223 Cultural Citizenship
Seminar examines the right to be different and belong in a participatory, democratic sense. Explores vernacular definitions of what confers political and cultural entitlement, taking into consideration factors ranging from the economic to notions of dignity and respect. Enrollment restricted to graduate students. Enrollment limited to 10. R. Ramirez

ANTH 208A Ethnographic Practice
Introduces graduate students to the practice of fieldwork. Students design and carry out a quarter-long research project exploring a range of methods and producing an analytical case study. Readings and discussion emphasize both methodological critique and successful implementation. Enrollment restricted to anthropology graduate students. Enrollment limited to 15. D. Linger, A. Tsing, O. Nájera-Ramírez

ANTH 229 Constructing Regions
Discusses centrality of the idea of "regions" in studies of culture, the history of "locating" social theory, and debates about area studies. Students develop area of transregional bibliographies. Primarily for second- or third-year anthropology graduate students reading "area" literatures. Enrollment restricted to graduate students. Enrollment limited to 15. M. Anderson

ANTH 238. Advanced Topics in Cultural Anthropology.
Advanced topics in cultural anthropology. Current topics in anthropological theory and ethnography taught on a rotating basis by various faculty members. Precise focus of each seminar varies and will be announced by the department. Enrollment restricted to graduate students. Enrollment limited to 15. D. Linger
Moves from a brief introduction to classic economic anthropology to recent work on histories of
money and capitalism and cultures of financial markets, of accounting, and of legal and illegal
trading practices. Enrollment restricted to graduate students. Enrollment limited to 15. A.
Mathews

ANTH 252. Survey of Cultural Anthropological Theory. W
Major figures, ideas, and writing in 19th- and 20th-century cultural anthropology surveyed.
Enrollment restricted to graduate students. Enrollment limited to 15. D. Linger

ANTH 253. Advanced Cultural Theory. W
Examines cultural anthropology's interdisciplinary practices of knowledge formation at an
advanced level. Drawing on various types of theoretical texts, the course elaborates on the
relationship between culture and power, taking up different themes each time it is taught. Will be
taught in 2010–11 academic year. Enrollment restricted to graduate students. Enrollment limited
to 15. M. Anderson

CMMU 209 Ethnographic Writing.
Fleshes out social analysis. Prepares students entering or returning from fieldwork to represent
people, places, and social processes in writing. Employs writing exercises, in-class workshop,
and review of ethnographic literature. Enrollment restricted to graduate students. Enrollment
limited to 30. M. Ochoa

ECON 273. Advanced Applied Microeconomics. W
Covers topics in applied microeconomics, including labor economics, public economics, and
demography. Discusses advanced econometric techniques and theory commonly used in applied
microeconomics and microeconomic theory. Students make extensive use of statistical packages
and large data sets to complete course assignments. Upper-division econometric and
microeconomics courses strongly recommended. R. Fairlie

ECON 240A. Advanced International Trade Theory I. F
The theory of international trade and commercial policy. Both traditional analyses and recent
developments are covered. Topics include both normative and positive theoretical analyses, as
well as empirical testing of theory. Enrollment restricted to graduate students. Courses 204A-B-
C are strongly recommended as preparation. The Staff

ECON 240B. Advanced International Trade Theory II. W
This is the second quarter of a two-quarter sequence. It deals with most major current advanced
research topics in trade. It is both theoretical and empirical and is designed to acquaint students
with recent research in the field. Research topics include models of political economy of trade
policies; trade and labor markets; regionalism and multilateralism; trade and environment;
theories, determinants, and implications of foreign direct investments; economic geography.
Prerequisite(s): course 240A. The Staff

ECON 240C. Advanced International Trade Theory III. S
Covers the empirical aspects of international trade issues. Topics include the testing and
estimation of various trade models such as the Ricardian model, Heckscher-Ohlin-Vanek model, intra-industry trade models, trade models associated with multinational corporations, models of trade and intellectual property rights, the impact of trade on income inequality, and trade between developed and developing economies. Prerequisite(s): course 240B. Enrollment restricted to graduate students. The Staff

ECON 241A. Advanced International Finance I. F
Financial aspects of aggregate capital and trade flows and income determination in open economies. Specific topics include financial risk in the international setting, international borrowing and lending, money and exchange rate regimes, income determination and macroeconomic policy, current issues in international monetary reform. The Staff

ECON 241B. Advanced International Finance II. W
An examination of the formulation and implementation of international economic policy from both theoretical and empirical perspectives. Topics include case studies in fiscal, monetary, exchange rate, tariff, and other regulatory policies. The Staff

ECON 241C. Advanced International Finance III. S
Focuses on empirical applications in international finance. Topics include structural and reduced form models of exchange rates, interest parity conditions, purchasing power parity, capital controls, capital flows to emerging markets, and government intervention in foreign exchange markets. Courses 202 and 203 or 205A-B-C strongly recommended as preparation. The Staff

http://reg.ucsc.edu/catalog/html/programs_courses/econCourses.html - not_offered
Studies the evolution and functioning of the international economy from the days of the gold standard to the present. Particular attention is paid to the interwar period with its problems of structural transformations and their relation to the Great Depression and its immediate aftermath, the rise and fall of the Bretton Woods system, the experience of floating exchange rate regimes, the rise of the "new industrial countries," and the problems of international indebtedness. Courses 204A and 205A are strongly recommended as preparation. The Staff

ECON 249A. International Trade and Development Policy I. W
Focuses on a range of real-life issues in international trade and development. Topics include North American Free Trade Agreement (NAFTA), the semiconductor industry, the Boeing-Airbus aircraft trade problems, the World Trade Organization (WTO) and developing countries, U.S./Japan trade, trade and the environment, and U.S./China trade. Enrollment restricted to graduate students. The Staff

ECON 249B. International Trade and Development Policy II.
http://reg.ucsc.edu/catalog/html/programs_courses/econCourses.html - not_offered
Emphasizes government policies to promote growth. Topics include the "Washington Consensus," the East Asian "model," and recent policy changes in East Asia, Latin America, Eastern Europe, and the former Soviet Union. Prerequisite(s): course 249A. Enrollment restricted to graduate students. The Staff
EDU 203. Methods of English Language Development: Multiple Subject Credential. W
This course will help future educators develop a practical theory for teaching English in the elementary and secondary schools to students who speak other languages. Topics include current trends in the field, language assessment, and the design of instructional units. (Formerly course 253.) Enrollment restricted to program enrollees. Enrollment limited to 30. L. Chamberland, K. Tellez

EDU 220. Reading and Language Arts for Elementary Classrooms. F
This course provides both a theoretical and practical foundation for literacy instruction, emphasizing reading and language arts instruction in grades K–8. Interactive instruction and field experience will be used to examine curricula, methods, materials, and literacy evaluation. (Formerly course 211A.) Enrollment restricted to graduate students. Enrollment limited to 30. (F) L. Pease-Alvarez

EDU 228. Math Education: Research and Practice. F
Examines research on the learning and teaching of mathematics. Topics include the nature of mathematics cognition and learning, how children learn mathematics, mathematical discourse, and perspectives on addressing diversity in mathematics classrooms. Course is required for M.A./credential students in secondary (single subject) mathematics and of Ph.D. students in mathematics education. (Formerly course 213B.) Enrollment restricted to graduate students admitted to the secondary mathematics M.A./credential program and to Ph.D. students in the Education Department. Graduate students in other departments admitted by permission of the instructor. Enrollment limited to 25. J. Moschkovich

EDU 236 Quantitative Methods in Educational Research.
Promotes intermediate-level knowledge of quantitative research methods in educational settings. Students learn the foundations of quantitative data theory, general logic behind statistical inference, and specific methods of data analysis in educational contexts. (Formerly course 200B.) Prerequisite(s): course 235. Enrollment restricted to graduate students. Enrollment limited to 15. E. Mosqueda

EDU 253 Research Design in Mathematics and Science Education
Examines multiple approaches to designing research studies in mathematics and science education. Introduces multiple types of research designs and principles used by education researchers examining mathematics/science learning and teaching. Enrollment restricted to graduate students. Enrollment limited to 15. J. Moschkovich

EDU 255. Intermediate Quantitative Methods.
Focuses on the applied statistical modeling and analysis of educational data (large-scale data sets), not on the mathematical foundations of science. Students learn to address quantitative research questions using general linear model (GLM) statistical methods. GLM includes regression analysis, analysis of variance (ANOVA), and analysis of covariance (ANCOVA). Students learn statistics by doing statistics. Prerequisite(s): introductory statistics course (course 236 or equivalent). Enrollment restricted to Education graduate students. Enrollment limited to 15. E. Mosqueda
EDU 256. Advanced Qualitative Analysis in Education Research. Emphasizes the analysis of qualitative data in education research and introduces interpretive analytical approaches for its use with empirical data, the use of coding software for ethnographic analysis, and video recording and transcription. Enrollment restricted to graduate students. Enrollment limited to 15. May be repeated for credit. C. Cruz

EDU 261. Thinking, Learning, and Teaching. Examines multiple theoretical perspectives on thinking, learning, and teaching; the development of the whole person in a variety of cultural contexts; the roles thinking, learning, and teaching play in that development; and how researchers' and educators' conceptions shape instruction. Enrollment restricted to education graduate students. Enrollment limited to 15. J. Moschkovich

EDU 264. Research on Teacher Development and Teacher Education. Addresses personal and professional development of teachers. Explores models of teacher education with specific attention to methods and processes by which teachers can be better prepared to work with culturally and linguistically diverse students. Enrollment restricted to graduate students. Enrollment limited to 20. K. Tellez

EDU 271 Theoretical Perspectives on Learning and Using Literacy Examines theoretical perspectives, educational issues, and scholarship related to use and development of literacy among diverse populations, particularly those who have not fared well in U.S. schools. (Formerly course 266A.) Enrollment restricted to graduate students. Enrollment limited to 12. L. Pease-Alvarez

EDU 276. Theory and Practice of Writing. Explores first and second language-writing theory, research, and practice, especially relating to language minority students and others considered academically under-prepared. Focuses on educational settings from pre-school settings including families and communities. (Formerly course 266F.) Enrollment restricted to graduate students. Enrollment limited to 15. G. Bunch, L. Pease-Alvarez

EDU 281 Conceptual Change in Science and Mathematics Examines approaches in cognitive science, mathematics education, and science education to documenting student conceptions in science and mathematics, defining conceptual change, and describing relationship between conceptual change and learning with understanding. (Formerly course 267A.) Enrollment restricted to graduate students. Enrollment limited to 12. J. Moschkovich

ENVS 201A. Keywords and Concepts. F Two-quarter course introduces keywords and concepts that underlie interdisciplinary work in environmental studies through lectures, directed readings, and discussion. Modules include resonant concepts in ecology and society; ecology and evolution; environment and development; the global environment and society; agroecology and conservation biology; and public policy, economics, and law. Final grade for both courses assigned at the end of the second quarter. Enrollment restricted to graduate students. G. Gilbert, M. Fitzsimmons
ENVS 201M. Developing Research Proposals (2 credits). S
Offers graduate students the opportunity to become familiar with the research expertise of the faculty in the Environmental Studies department. Enrollment restricted to graduate students. K. Holl

ENVS 201N. Interdisciplinary Research Design in Environmental Studies
Provides students with opportunities to learn research protocols, practices, and methods used in environmental studies. Combination of lectures, reading, practical exercises, and short projects used to explore how these methods can best be incorporated into interdisciplinary research designs. Enrollment restricted to graduate students. D. Letourneau

ENVS 210. Political Ecological Thought and Environment. Provides an introduction to social scientific analyses of the relationships between capitalistic development and the environment in the late 20th century. It has a dual purpose: First, to develop a contemporary historical understanding and sensibility of how economic change, new institutional configurations, and world scale processes are shaping interactions with the environment. Second, to examine some recent political social theoretical perspectives on nature-society relations and radical environmental and social movements. Enrollment restricted to graduate students in environmental studies. J. Bury

ENVS 280. Advanced Topics in Environmental Studies. Intensive research seminar, including reading and critique of primary research literature and research in progress. Topics vary and are announced in advance; students should consult with faculty prior to enrolling. Enrollment by permission of instructor. Enrollment restricted to graduate students. May be repeated for credit. J. Bury

ENVS 290L. Graduate Research Seminar (2 credits).
Graduate student presentations of doctoral research proposals, dissertation work-in-progress, grant applications, and conference papers. This weekly laboratory meeting seeks to develop professional skills, teach constructive criticism, and foster effective discussion among peers. Enrollment restricted to graduate students. G. Gilbert, K. Holl

ENVS 291D. Advanced Readings in Tropical Ecology, Agriculture and Development (Karen D Holl, Gregory Gilbert) Analyzes recent publications in ecology, conservation, agroecology, and development in tropical and subtropical regions, particularly Latin America. Discussions place special emphasis on integration across natural and social science disciplines to address issues of sustainability in tropical regions. Enrollment restricted to graduate students. The Staff

FMST 211. Sexuality, Race and Migration (Felicity Schaeffer-Grabiel) Analyzes the ways transnational processes intersect with changing notions of gender, sexuality, and race. Examines processes such as tourism, the Internet, capitalism, and labor spanning Brazil, the Dominican Republic, and the United States. Enrollment restricted to graduate students. Enrollment limited to 15. F. Schaeffer-Grabiel

HIS 204C. Colonialism, Nationalism, and Race Research Seminar
Research seminar introducing theories and methods of the comparative histories of race, ethnicity, colonialism, and nationalism. Enrollment restricted to graduate history students. Enrollment limited to 15. M. O'Hara

HIS 205. Diaspora and World History. F
Examines the histories and historiography concerning diaspora. This area of study includes populations from Asia, Africa, Europe, and the Americas. Students study the histories of diasporic populations, and the questions, theory, and methods that scholars use to approach the subject. Enrollment limited to 10. L. Haas

HIS 215A. Topics in American History: US Labor and Working Class History
Addresses topics in history of working people, the labor movement broadly defined, and political-economic change in the U.S. Topics include race, ethnic and gender dynamics, and U.S. labor and working-class history in global context. Enrollment limited to graduate students. Enrollment limited to 15. D. Frank

HIS 221. Empires and New Nations in the Americas.
Compares the history of the colonial and 19th-century Americans through a world-history perspective. Focuses on the interrelated themes of indigenous histories, slavery and other forms of servitude, commodity production, and the meaning of equality and freedom in new nations. Enrollment restricted to graduate students. Enrollment limited to 15. L. Haas

HIS 225. Spanish Colonialism
Reading-intensive graduate seminar with emphasis on theoretical and historiographical questions regarding the field of Spanish colonialism in the Americas. Students encouraged to engage in discussions of comparative colonialisms. Enrollment restricted to graduate students. Enrollment limited to 10. M. Diaz

280A. History Graduate Proseminar: Teaching Pedagogy (2 credits). F
Devoted to professionalism and socialization of history graduate students. Includes formal and informal meetings with faculty and other graduate students. Topics include TAships, designing course syllabi, pedagogy, teaching technologies, and teaching in different venues. This course is required for first-year students; however, it is open to all other history graduate students as needed. Enrollment restricted to graduate history majors. May be repeated for credit. M. O'Hara

Spanish/Latin American/Latino Literature (LTSP)

LTSP 206. Topics in Spanish Golden Age Literature. S
Focuses on different genres of the Renaissance period that flourished before the creation of Cervantes' "Don Quijote." Topic: origins of the novel. (Formerly "Short Stories of the Spanish Golden Age") Enrollment restricted to graduate students. J. Aladro Font

LTSP 213 Latin American Film and Cultural Theory
An examination Latin America and Latino films in connection with relevant social and cultural issues and theories. Reading knowledge of Spanish is required. J. Poblete
LTSP 223. Writing and Re-Writing of the Conquest and Colonial Period in Spanish America. Study of 1) the writings (chronicles, memoirs, diaries, letters) comprising European and indigenous accounts of the encounter and indigenous, criolla, and mestiza writings during the colony; and 2) the re-writings of these events in contemporary post-colonial novels. Enrollment restricted to graduate students. N. Klahn


LTSP 226/LTWL209 Memories of Violence/Cultural Practices of Memorialization in Latin America N. Klahn

LTSP 230. Citiscapes. F Theories of space/place poetics and politics, and the literary and visual representations of urban spaces in Latin/o America. Questions of identity and location in modernist poetics, and the ways difference (gender, ethnicity, and sexuality) inhabit and imagine the post-modern lettered city. Enrollment restricted to graduate students. N. Klahn

PHIL 290F. Topics in Philosophy of Biology. Philosophy of biology is one of the fastest-growing areas of philosophy of science. Course is designed to give seniors and graduate students an overview of many of the diverse topics currently under discussion in modern philosophy of biology and provide a foundation for further research, regardless of previous experience with the biological sciences. Students cannot receive credit for both this course and course 190F. Enrollment restricted to graduate students. Enrollment limited to 8. May be repeated for credit. R. Winther

PHIL 290S. Topics in the Philosophy of Science. http://reg.ucsc.edu/catalog/html/programs_courses/philCourses.html - not_offered An examination of a topic in current philosophy of science. The material for the course is chosen from topics such as realism and instrumentalism, scientific explanation, space and time, the confirmation of theories, laws of nature, and scientific abstraction. Students cannot receive credit for this course and course 190S. Enrollment restricted to graduate students. Enrollment limited to 20. R. Winther

POLI 200D Political Economy Core Seminar Introduction to the theories and methodologies of political economy. Focuses on the relationship between states and markets and considers the politics of economic choices and institutions germane to both national and global political institutions. Addresses origins and development of markets and capitalism; historical evolution of states and their economies; relationship between labor, capital, production, and consumption; regulation of production; macroeconomics and management of economies; and issues of national and global social welfare. Enrollment restricted to graduate students. Enrollment limited to 15. K. Eaton

POLI 241 Culture and Politics in Latin America.
Interdisciplinary analysis of the relationship between culture and politics in Latin America, drawing on current critical debates in anthropology, history, cultural studies, feminist and poststructuralist theories, as well as political science. Students cannot receive credit for this course and course 140C. Enrollment restricted to graduate politics majors. Enrollment limited to 15. The Staff

POLI 245 Latin American Politics
Surveys the Latin American political literature by studying: 1) critical moments in political development (e.g., state formation, democratization); 2) important political institutions (e.g., presidentialism, party, and electoral systems); and 3) influential political actors (e.g., unions, business associations, social movements). Enrollment restricted to graduate students. Enrollment limited to 15. K. Eaton

PSYC 211A Proseminar: Social Justice and the Individual
Provides an introduction to social psychology, focusing on various individual-level social justice topics, including the self, social comparison, individual and collective identity, social historical and social structural determinants of behavior and various policy and social change-related issues. Enrollment restricted to psychology graduate students; undergraduates planning graduate work in social psychology may enroll with permission of instructor. Enrollment limited to 20. C. Haney

Seminar to study, critique, and develop research in social psychology. Enrollment restricted to psychology graduate students. May be repeated for credit. (F) P. Hammack

PSYCH 242. Research in Developmental Psychology Seminar.
Seminar to study, critique, and develop research in developmental psychology. Enrollment restricted to psychology graduate students. May be repeated for credit. (F) B. Rogoff, (W) A. Thorne, (S) M. Azmitia

PSYCH 246. Cultural Diversity in Human Development.
http://reg.ucsc.edu/catalog/html/programs_courses/psycCourses.html - not offered
Focuses on issues of culture and ethnicity in our theoretical and empirical understanding of human development. Particular attention paid to issues of language, culture, and socialization as they relate to social institutions, such as education, that affect children and families. Enrollment restricted to graduate students. Enrollment limited to 20. B. Rogoff

PSYCH 247 Topics in Developmental Psych
The course varies in topic from one offering to the next, and is offered by different faculty, but in Fall 2010, I'll be teaching the seminar, and it will focus on how children learn in communities with Indigenous heritage in Guatemala, Mexico, and the US., focusing especially on keen observation, collaboration in ongoing community events, respeto, and communication. The seminar also considers the role of Western schooling in relation to these approaches to learning. It's due to occur on Mondays from 8:30 to 10:30 and Fridays from 9:30 to 10:30.

PSYC 249 Field Methodologies and Social Ethnography
Designed to train graduate students in applied field methods. Emphasis is on gaining knowledge and experience with actual field methods, by conducting social ethnography in the community. Field research in community placements required. Enrollment restricted to graduate students. Enrollment limited to 10. Offered in alternate academic years. C. Haney

PSYC 261. Participatory Action Research.
Participatory Action Research (PAR) is a theoretical standpoint and collaborative methodology that is designed to ensure that those affected by the research project have a voice in that project. Topics include philosophies of science; defining and evaluating PAR; ethics; and reflexivity. Enrollment restricted to graduate students. Enrollment limited to 10. R. Langhout

PSYC 290B. Advanced Developmental Research and Writing (2 credits).
Tailored to graduate students' interests among topics involving research and scholarship in sociocultural approaches to development, methods for research design, data collection, coding, and analysis, and preparing and reviewing grant proposals and journal manuscripts. Multiple-term course; students receive 6 credits in the third quarter of attendance; the performance evaluation and grade submitted for the final quarter applies to all three quarters. Enrollment restricted to graduate students. May be repeated for credit. B. Rogoff

http://reg.ucsc.edu/catalog/html/programs_courses/socyCourses.html - not offered
Examines the structures, processes, and movements associated with globalization processes. Reviews political economy theories, cultural theories systems, state industrial policies, and popular responses to globalization. Also assesses contribution of resistance movements informed by class, ethno-nationalism, religion, or gender. Enrollment restricted to graduate students. Enrollment limited to 25. Offered in alternate academic years. May be repeated for credit. P. Lubeck

SOC 230 Theory and Method in the Sociology of Marx
Examines theoretical and methodological implications of Marxist theory for empirical social research. Analyzes how historians and social scientists apply Marxist method in explaining society, social change, globalization, culture, and late capitalism. Goal is to assist students to employ Marxist theory and method creatively in their research projects. Enrollment restricted to graduate students. Enrollment limited to 12. P. Lubeck

SOC 240. Inequality and Identity. S
Explores recent theoretical and empirical studies of race, class, gender, and sexuality with an emphasis on the production of identities and their relationship to processes and structures of power in a postcolonial context. Enrollment restricted to graduate students in sociology. D. Takagi

SOC 241. Cross-National and Cross-Cultural Research
Seminar examining theoretical and methodological issues in doing cross-national and cross-cultural research. In addition to a consideration of different research paradigms and approaches, representative works from each comparative tradition are examined. Enrollment restricted to graduate students. Enrollment limited to 15. The Staff
SOC 244 Race and Ethnicity
A critical survey of the theoretical issues of persistence and change, public policy, and recent empirical studies in the field of race and ethnic relations. Readings introduce comparative race relations and a historical background of major theoretical paradigms in the field which purport to explain race and ethnic relations in general and race relations in America specifically. Enrollment restricted to graduate students. Enrollment limited to 15. Offered in alternate academic years. The Staff

SOC 250 Course Design and Grant Writing
A professional training seminar devoted to the philosophical, conceptual, and practical issues of course design, pedagogy, and grant writing. Topics covered: institutional contexts; curriculum (including syllabi, course content, assignments, evaluation); pedagogy; teaching as work/labor process; grant writing; budgets. Enrollment restricted to sociology graduate students. Enrollment limited to 15. D. Takagi

SOC 256 Urban Sociology
Introduction to core writings and key theoretical paradigms in urban sociology. Examines the history and contemporary conditions of cities in the U.S. and the urban experience. Urbanization, suburbanization, community, social inequality, urban politics, relationship between the built environment and human behavior. Enrollment restricted to graduate students. G. Sandoval

SOCD 200 Approaches to Social Documentation
Comprehensive review and analysis of documentary strategies aimed at societal critique and social change, evaluating changes in argument, evidence, and process over development of the discipline. A concurrent media lab is required. Enrollment restricted to social documentation graduate students. Enrollment limited to 15. B. Rich

SOCD 204 Ways of Seeing and Hearing
Graduate-level advanced seminar in social documentation explores ways that seeing, hearing, and knowing are influenced by culture, power, race, and other factors. Readings emphasize how documentary subjects are constituted and known, addressing questions of epistemology, social constructivism, objectivity, and method. Enrollment restricted to social documentation graduate students. Enrollment limited to 15. M. Ochoa, The Staff
Appendix J: Implications of the LALS Ph.D. Proposal for Library Acquisitions
January 13, 2008

TO:   Professor Patricia Zavella  
       Chair, Latin American and Latino Studies Department

From: Martha A. Ramirez 
       LALS Bibliographer

Dear Professor Zavella:

Thank-you for the opportunity to comment on the proposal for a Ph.D. program in Latin American and Latino Studies. The University Library’s Latin American and Latino Studies collection includes a core range of materials on the entire region, in all subject areas and in many formats, including books and journals, digital resources, microforms, audiovisual materials and digital archives. The collection has historically been strongest for Mexico and Chicano studies but the library is actively building Brazilian, Cuban, Andean and southern cone holdings in response to developing campus research and instruction. Materials are acquired in Spanish and English, and to a lesser degree, Portuguese, principally in the humanities and social sciences. The University Library continues to develop collections in support of graduate programs in the related fields of Anthropology, Arts, Economics, Environmental Studies, History, Literature, Social Documentation and Sociology.

In addition to the University Library collections, UCSC faculty and graduate students have access (interlibrary loan and patron privileges) to comprehensive Latin American collections at UC Berkeley, UCLA and Stanford University. LALS researchers also benefit from outstanding Chicano/Latino Studies collections at UCB, UCLA and UCSB.

Overall, library resources for LALS research are satisfactory, although it will be important to maintain at least the current level of funding. The current fiscal climate makes it increasingly difficult for the library to guarantee existing levels of financial, technical, and professional support for the Latin American and Latino Studies collection. The campus administration should remain cognizant of the needs of LALS faculty and graduate students for access to journals, microform archival materials, and monographs, whether those research tools are housed on campus or are available through the UC system or interlibrary loan. Funding for UCSC library participation in UC Collaborative Collection Development programs, Shared Collections investments and Digital Initiatives will be critical to the success of the LALS program.

The following comments refer to library resources for the four research agendas identified in the proposal.
The academic journal literature is critical to research in all four proposed areas of study. I have compiled a list of the relevant current journal production from the core indexes for Latin American and Latino Studies:

- **Hispanic American Periodicals Index (HAPI)** [http://hapi.ucla.edu/]
- **Chicano Database** [http://www.oclc.org/support/documentation/firstsearch/databases/dbdetails/details/ChicanoDatabase.htm]
- **Fuente Académica** [http://www.ebscohost.com/thisTopic.php?marketID=1&topicID=71]
- **PRISMA** (Publicaciones y Revistas Sociales y Humanísticas) [http://prisma.chadwyck.com/marketing/about.jsp]
- **Informe Académico** [http://www.galelacengage.com/galeiberoweb/informe/informe.php]

Of the 871 titles identified, the University Library provides access (local subscriptions, exchange and UC/CDL contracts) to 437. Open access initiatives such as Redalyc (Red de Revistas Científicas de América Latina y El Caribe, España y Portugal) and SciELO (Scientific electronic library online) now provide unprecedented access to the Latin American academic output. An additional 296 titles are available as open access journals. I anticipate the development of similar efforts to provide access to e-books. This would be critical since most of the cost of Latin American print publications comes from transport and vendor fees. The UC Shared cataloging project, **Latindex** (Sistema Regional de Información en Línea para Revistas Científicas de América Latina, el Caribe, España y Portugal) and **DOAJ** (Directory of Open Access Journals) supplement local efforts to provide access for UCSC researchers. See [http://library.ucsc.edu/collect/latser.html](http://library.ucsc.edu/collect/latser.html).

The University Library’s Anthropology, Economics and Sociology collections augment the Latin American and Latino Studies collection to provide satisfactory support for the LALS Transnational migrations within the Americas research cluster. Fortunately US and Latin American government and NGO publications are increasingly available as free online publications. But data sets may be a special challenge since the library cannot afford subscriptions to commercial products such as the CEIC Global Database, Thomson’s Datastream or LexisNexis DataSets. One-time purchases using start-up funds may be possible.

The University Library’s Economics, Feminist Studies, History, Politics and Sociology collections augment the Latin American and Latino Studies collection to provide satisfactory support for the LALS Social inequalities research cluster. Access to primary documents should be reviewed as subscriptions to web-based archives are replacing one-time purchases of multi-volume facsimiles, microform sets and CD_ROMs as the preferred publication format for source materials. The library is already exploring options to purchase the products such as Hispanic American Newspapers, 1808-1980 as digital archives with a low annual hosting fee rather than leasing the content at a high annual cost.
The University Library’s American Studies, Anthropology, Community Studies, Economics, Legal Studies, Politics and Sociology collections augment the Latin American and Latino Studies collection to provide satisfactory support for the LALS Collective action and social movements research cluster. The library is currently able to support subscriptions to Access World News, Ethnic NewsWatch, Factiva, GenderWatch, LADB, Left Index, LexisNexis Academic, Lexis Nexis Congressional and Proquest Newspapers because of favorable consortial contracts negotiated by CDL staff. If other campuses drop out due to budget cut-backs, the UCSC cost-share would rise making it impossible for us to continue to support current levels of access. The library has taken advantage of one-time savings to increase the size of the collection through purchase of digital libraries such as the Making of the Modern World adding more than more than 61,000 books from the period 1450-1850, and 466 pre-1906 serials at a manageable annual hosting fee. Similar future purchases will depend on start-up funds, augmentations to the collections budget, gifts and/or grant monies.

The University Library’s Film and Digital Media, History, Literature and Social Documentation collections augment the Latin American and Latino Studies collection to provide satisfactory support for the LALS Flows of cultural productions, performances or imaginaries research cluster. Film and Film Documentaries have always played an important role in UCSC instructional program and as such the Library’s Media Center collection is particularly strong. Again, purchase of online archives with manageable hosting fees should be explored, e.g., Latino Literature and Latin American Women Writers. Start-up funds would provide initial funding for film and archive purchases but additional campus funding would be required after 2012.

Start-up funding (based on Rivas, Gleeson, Lu, and Perla hires and 4 future hires) would be converted to support for LALS Ph.D. library purchases support:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2008</td>
<td>5,000</td>
</tr>
<tr>
<td>FY2009</td>
<td>15,000</td>
</tr>
<tr>
<td>FY2010-12</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td>40,000</td>
</tr>
</tbody>
</table>

These resources would be more than adequate to support the estimated cost of additional acquisitions need for the doctoral program.

<table>
<thead>
<tr>
<th>Format</th>
<th>Est. Cost (source e.g., SALALM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs (including e-books) @$42.35/title ~325</td>
<td>$13,765</td>
</tr>
<tr>
<td>Latin American Serials @$125/title ~35</td>
<td>$ 4,375</td>
</tr>
<tr>
<td>English Language Serials @$525 ~15</td>
<td>$ 7,875</td>
</tr>
<tr>
<td>DVDs, AudioVisual, Digital recordings @$250 ~35</td>
<td>$ 8,750</td>
</tr>
<tr>
<td>Datasets @$1,050 ~4</td>
<td>$ 4,200</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$38,965</td>
</tr>
<tr>
<td>Digital archives @$25,000 and $250/annual hosting fee ~1</td>
<td>$25,250</td>
</tr>
</tbody>
</table>
Appendix K

CPEC SUMMARY

This questionnaire is to be completed by sponsoring faculty. It will be used by Universitywide administration to prepare a report to the California Postsecondary Education Commission (CPEC) for all new graduate program proposals. Append to program proposal.

1. Name of Program: Latin American and Latino Studies Department

2. Campus: Santa Cruz

3. Degree/Certificate: Ph.D.

4. CIP Classification: (to be completed by Office of the President)

5. Date to be started: 2014-15

6. If modification of existing program, identify that program and explain changes: N/A

7. Purpose (academic or professional training) and distinctive features (how does this program differ from others, if any, offered in California?):

The department proposes a doctoral program in the emerging field of Latin American and Latino Studies. The mission is to bridge disciplinary, area, and ethnic studies approaches in order to understand the interrelated social, cultural, historical, political, and economic changes in the Americas. The LALS department offers transnational interdisciplinary approaches to problem-oriented research questions and scholarship that both draws from and contributes to varied theories and methodologies central to disciplines throughout the social sciences and humanities.

8. Type(s) of students to be served: Those who have bachelor degrees in the social sciences, humanities or arts who meet UC graduate admissions criteria.

9. Reasons for proposing program now:

The LALS faculty have demonstrated their leadership in scholarly innovation by bridging area studies (Latin American Studies) and ethnic Studies (Chicano/Latino Studies). They have a position of national and international leadership in opening and thinking anew the fields of Latin American Studies and Latino Studies through cross-border approaches by winning competitive grants from foundations, publishing key texts in this emerging field, by hiring first-rate faculty and receiving a favorable External Review. The LALS department aims to balance disciplinary training with interdisciplinary research. The LALS faculty have established an extensive track record of promoting innovative synergy between scholarly analysis and academic productivity with sustained engagement with practitioners committed to social justice. They are concerned with diversity among Latinos in the United States and within Latin America.
The LALS program also provides the tools necessary to understand the historical contexts and current repercussions of demographic shifts occurring in California and the nation. Approximately 98 percent of UCSC students reside in California, which, within a generation, will become a majority Latino state. To understand how demographic changes unfold in practice and to prepare for how they will evolve in the future, students must be trained in approaches, concepts and methods that speak to the historic, global, transnational and local scales of the multifaceted transformations that are reconfiguring social and political landscapes in California, the Americas, and elsewhere in the world.

The department has a ten-year history with steady growth in undergraduate majors and enrollments. The LALS department is the only one within the Social Sciences Division with no graduate program. With high percentages of students in the undergraduate major and who petition for the Designated Emphasis in LALS who are of Latin American heritage, we anticipate that the pool of graduate applicants would contribute significantly to the increase of underrepresented graduate students at UCSC.

10. If program requires approval of a licensure board, what is the status of such approval? N/A

11. List distinctive features (credit for experience, internships, lab requirements, unit requirements, etc.):

12. List all new courses required:

Department, Course Number, Title, Hours/Week, Lecture/Lab

LALS 200, Concepts and Theories in Latin American and Latino Studies, 3, seminar
LALS, 200A, Politics and Society, 3, seminar
LALS 200B, Culture and Society, 3, seminar

Two of the following courses on methodology (in LALS or in a discipline):
LALS 203A, Ethnographic Methods, 3, seminar
LALS 203B, Survey Research Methods, 3, seminar
LALS 203C, Comparative Methods, 3, seminar
LALS 203D, Textual and Media Analysis Methods, 3, seminar

Seven additional 5-unit courses leading to the definition of two areas of concentration

13. List all other required courses: N/A

14. List other UC campuses and California institutions, public or private, which now offer or plan to offer this or closely related programs: None

The LALS doctoral program would be the first of its kind in the United States. There are no comparable programs within UC or private institutions.

15. List any related program(s) offered at UCSC and explain relationship: N/A
16. Summarize employment prospects for graduates of the proposed program. Give results of job market surveys, if such have been made.

A survey of interdisciplinary academic job listings during 2006-07 revealed there were 44 academic jobs for which Ph.D.s from our program could apply (see Appendix G). If we were to survey the relevant disciplines, undoubtedly we would identify additional academic positions for which our graduates would qualify.

Since the LALS department is unique, it is not possible to draw statistical information from the Bureau of Labor. However, some data from related fields is provided below from which we can infer that there would be demand for a Ph.D. in LALS.

Overall employment of social scientists is expected to grow 22 percent from 2008 to 2018, much faster than average for all occupations. However, projected growth rates vary by specialty. Anthropologists, geographers, sociologists, political scientists and historians are projected to grow faster than average. The following shows projected percent change in employment, by social sciences specialty: Anthropologists - 28 percent, Sociologists - 21 percent, Historians - 11 percent, Geographers - 26 percent, and Political Scientists – 21 percent.

In addition to academic jobs, we expect that some of our students may be interested in working with community-based organizations in the United States, with nongovernmental organizations in Latin America, or in other positions outside of academia such as in museums, trade, finance, business or government.

17. Give estimated enrollment for the first five years and state basis for estimate.

We anticipate a small graduate program, enrolling four students per year and expecting completion of the Ph.D. within five years, so that the number of graduate students in the program would remain around 20.

18. Give estimates of the additional cost of the program by year for five years in each of the following categories: FTE faculty; Library acquisitions; Computing; Other facilities; Equipment.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library acquisitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other facilities/equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start-up costs</td>
<td></td>
<td></td>
<td></td>
<td>$5,500</td>
<td></td>
</tr>
<tr>
<td>Total per year</td>
<td></td>
<td>$39,050</td>
<td>$33,550</td>
<td>$33,550</td>
<td></td>
</tr>
</tbody>
</table>

Budget rationale: The salary for an SAOI staff position ranges from $37,200 to $67,100. We are estimating at most a half time staff position would cost half the high end of the pay range.

19. How and by what agencies will the program be evaluated?
The graduate program in LALS will receive regular external evaluations according to UC practice and incorporate data regarding incoming students, graduate curriculum, time to degree, and student placement following graduation. This review will take place in conjunction with the program review of the unit, which occurs every eight years. The last program review was conducted in 2006, with the three-year follow-up report submitted in June 2008 and mid cycle report in 2009. LALS is scheduled for another external review in 2013-14.