# Department of Chicana/o and Central American Studies

## Graduate Student Handbook

## 2026-2027

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On behalf of the faculty and staff of the Department of Chicana/o and Central American Studies, we extend a very warm welcome to you, the 2026 CCAS graduate students (our 15th cohort). We wish you a rewarding and successful graduate student experience.

This handbook contains important academic and administrative information you will need while pursuing your graduate work in the department. Please read it carefully. Consider it your first source for information when you have questions regarding requirements, necessary paperwork at each stage, course selection, timelines, and resources. It includes university policy and department (internal) policy. It supplements the UCLA General Catalog and Graduate Division's website, which we request that you also regularly consult for information on rules and procedures.

# Table of Contents


**GRADUATE STUDIES ..... 1**
Areas of Study ..... 2
Contact Information ..... 2
Advising ..... 1
Full-Time Graduate Program ..... 11
Continuous Enrollment ..... 11

**PROGRAM REQUIREMENTS ..... 3**
Foreign Language Requirement ..... 3
General Information about Courses ..... 3
Master's Degree ..... 4
Doctoral Degree ..... 6
Evaluation of Students' Academic Progress ..... 11
"In Good Standing" ..... 11

**OTHER IMPORTANT GENERAL REGULATIONS & POLICIES ..... 12**
Incomplete Grades ..... 12
Leaves of Absence ..... 12
*In-Absentia* Registration ..... 13
UC Intercampus Exchange Program ..... 13
Transfer of Credit ..... 13
Termination of Graduate Study ..... 13
Special Departmental or Program Policy ..... 14
Withdrawal ..... 14

**TEACHING AND OTHER FORMS OF EMPLOYMENT ..... 14**
Teaching & Research Assistantships ..... 14
TA Requirements and Regulations ..... 14
Teaching Fellowships ..... 15
Test of Oral Proficiency ..... 15
How to decline a TAship offer ..... 15
TA Union ..... 15
TA Summer Positions ..... 15

**FINANCIAL SUPPORT ..... 16**
Financial Support for Travel ..... 16
UCLA Fellowships & Grants ..... 16
Extramural Fellowships ..... 17
Graduate Summer Research Mentorship Program ..... 17
Foreign Language and Area Studies Fellowship ..... 17
Dissertation Year Fellowship ..... 17
Concurrent Awards/Fellowships ..... 17
Taxes ..... 17

**ACADEMIC RESOURCES** ..... **18**
Other Professional Resource Centers ..... 18
**STUDENT HEALTH SERVICES** ..... **19**
Arthur Ashe Student Health and ..... 19
Wellness Center ..... 19
Counseling & Psychological Services (CAPS) ..... 19
Medical Insurance Requirement ..... 19
Center for Accessible Education (CAE) ..... 19
**OTHER IMPORTANT CAMPUS SERVICES** ..... **19**
Libraries ..... 19
BruinCard ..... 19
Bruin OnLine (BOL) ..... 20
MyUCLA ..... 20
University Credit Union ..... 20
BruinDirect Deposit ..... 20
Legal Services ..... 20
Bruin Resource Center ..... 20
Undocumented Student Program ..... 20
Computing and Technical Services ..... 21
- *Free Online IT Training* ..... *21*
- *Social Science Computing (SSC)* ..... *21*

**CAMPUS SAFETY** ..... **21**
Emergency Phone Numbers ..... 21
Escort Service - (310) 794-WALK ..... 21
Safe Ride Service (310) 825-4774 ..... 21
**Emergency Medical Services** ..... **22**
**RECREATION & CAMPUS EVENTS** ..... **22**
**PARKING AND TRANSPORTATION** ..... **22**
**CODE OF ACADEMIC CONDUCT** ..... **24**
**QUESTIONS AND PROBLEMS** ..... **25**
**APPENDIX 1** ..... **26**
**M.A. Thesis Preparation Guidelines** ..... **26**
**APPENDIX 2** ..... **29**
**M.A. and Ph.D. Timeline** ..... **29**
**APPENDIX 3** ..... **31**
**Doctoral Qualifying Examination Guidelines** ..... **31**

The Written Qualifying Examination ..... 31
The Oral Qualifying Examination ..... 33
FAQ ..... 34
Suggested List Of Texts For PhD Qualifying Exams ..... 35
APPENDIX 4 ..... 42
Guidelines For Students' Progress Assessment ..... 42
APPENDIX 5 ..... 43
GRADUATE STUDENTS' SELF REPORT AND SELF-ASSESSMENT ..... 43
APPENDIX 6 ..... 44
TERMS OF EMPLOYMENT ..... 44
APPENDIX 7 ..... 46
UCLA GRADUATE STUDENT ACADEMIC RIGHTS AND RESPONSIBILITIES ..... 46

# GRADUATE STUDIES

The Department of Chicana/o and Central American Studies offers the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in Chicana andChicano Studies.

## Master's Degree

The M.A. degree in Chicana and Chicano Studies is not intended to be a stand-alone, terminal degree, but is, rather, a requirement for the Ph.D. Students admitted to the Ph.D. program without an M.A. degree will follow Plan A, as described below. Students entering the Ph.D. program with an approved M.A. thesis should follow Plan B (see under Doctoral Degree).

### Advising

One faculty member is assigned as provisional advisors to each incoming student until a permanent faculty advisor is selected in the second year. The **Faculty Advisor** and the Director of Graduate Studies assist students with planning their program of study. Students are expected to meet with their faculty advisor at least once a quarter, usually at the beginning of the quarter to have their enrollment plan approved. The Graduate Student Affairs Officer provides assistance with policy and procedure.

This professor will be your principal scholarly advisor. You will work most closely with your faculty advisor to develop your academic skills and optimize your educational experience at UCLA. Your faculty advisor will help you make critical decisions regarding your career, and you should seek their counsel when making plans regarding work opportunities as well as your overall progress in the program. The faculty advisor should provide you with adequate feedback to help you navigate your research projects, complete your M.A. thesis, prepare for your Oral Qualifying Exams, defend your dissertation proposal, and complete your doctoral dissertation. The faculty advisor also serves as the chair of your M.A. thesis and Doctoral Committees.

**Director of Graduate Studies**. Dr. Kency Cornejo is formally responsible for the program. She plays a key role in your academic life and works closely with Graduate Division. With the help of the Graduate Student Advisor Officer will assist you as you plan your program of study to fulfill the program requirements. Dr. Kency Cornejo expects you to meet with her as needed until you select an advisor.

She also considers any special requests you may need for satisfactory progress. These include leaves of absence, petitions to add or drop a course, readmission to the program, and petitions to nominate an outside M.A. or Ph.D. committee member from other UC campuses. In some of these instances, in consultation with the Graduate Committee and/or the student's academic advisor, he will judge whether the student's request is in order, is in their own best interest, and is feasible under existing regulations. Dr. Kency Cornejo is available by appointment.

**Graduate Student Affairs Officer (GSAO)** is your go-to person for graduate student concerns that involve the department or Graduate Division. After you have carefully consulted this Handbook and Graduate Division's website, if you still have unanswered questions, the GSAO should be your next source. She will inform you about program requirements and funding opportunities, and can help with Graduate Division and

departmental policy and procedure. Please be sure to set up an appointment in advance to meet with her.

## Areas of Study

One distinctive feature of our program is its foundational interdisciplinarity. The program integrates four areas of study that are drawn from the research and curricular strengths of the core and joint faculty of Chicana/o and Central American Studies.

M.A. and Ph.D. students may take courses in each of the four areas:

1) Border and Transnational Studies
2) Expressive Arts
3) History, Culture, and Language of the Americas
4) Labor, Law, and Policy Studies

Please note that the research paradigms of genders and sexualities, power and inequalities, and the colonial-decolonial-postcolonial intersect with all four areas.

Social inequality is the shared scholarly concern of our faculty and a central theme of our graduate program. Our curriculum offers students the tools to become exceptional scholars who are socially engaged, able to deconstruct cultural discourses and politics of oppression, and offer effective strategies of resistance and empowerment.

The geopolitical focus of the curriculum is the metropolitan Los Angeles region, home to the largest Mexican origin community in the country, as well as to sizeable populations of Central American and other Latino groups. The department is well placed to draw from the city's large and diverse population – its social experiences, historical realities, cultural and linguistic processes, and literary and artistic productions.

## Contact Information

➢ **Email**

All graduate students are entitled to a free UCLA email account. Every student is expected to establish and regularly monitor their own UCLA email account for official communications. The Office of Graduate Studies, our department, and other campus entities will send information to your UCLA e-mail account. You will be considered notified when such official emails are sent to your UCLA email account. Please sign up for and regularly monitor your UCLA e-mail account.

- **Department of Chicana/o & Central American Studies**7349 Bunche Hall
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**Graduate Division**

- https://grad.ucla.edu
- Graduate Division Academic Policies
  https://grad.ucla.edu/academics/
- Graduate Division Financial Support
  https://grad.ucla.edu/funding/
- Graduate Division New Student Orientation Handbook
  https://grad.ucla.edu/academics/graduate-study/new-students-orientation

**Graduate Student Resource Center**
http://gsrc.ucla.edu

**Academic Case Management**
https://grad.ucla.edu/life-at-ucla/academic-case-management/

**Student Health Services**
https://www.studenthealth.ucla.edu

**Counseling and Psychological Services**
http://www.counseling.ucla.edu/

**Center for Accessible Education**
http://www.cae.ucla.edu

# PROGRAM REQUIREMENTS

## Foreign Language Requirement

Students at the M.A. level must demonstrate reading fluency in Spanish in one of two ways: (1) passing a departmentally-administered written examination; or (2) completing two years of Spanish language instruction at an institution of higher learning, with a grade of C or better.

Students are required to complete the Spanish language requirement by the end of the winter quarter of the second year of graduate study.

## General Information about Courses

**General Required Courses series/numbers:**

**100 series**: Undergrad upper division courses
**200 series**: Graduate courses and seminars
**300 series**: Highly specialized teacher-training courses (i.e. 375), which are not applicable toward University minimum requirements for graduate degrees
**400 series**: Designed for professional programs leading to graduate degrees other than the M.A., M.S., and Ph.D.
**495** Learner-Centered Teaching in Chicana/Chicano and Central American Studies.
**500 series**: Directed individual study or research at the graduate level. Graduate individual study or research courses are numbered as follows:

**595** Research and Preparation for M.A. Thesis
**596** Directed Individual Study or Research
**597** Preparation for PhD Qualifying Examinations
**599** Research for PhD Dissertation

## Master's Degree

The M.A. degree in Chicana/o Studies is not a stand-alone, terminal degree. It is a requirement to fulfill in order to obtain a Ph.D. At the M.A. level, you must successfully complete a certain set of courses in your areas of study, in addition to successfully executing a thesis.

- If you hold a M.A. in Chicana and Chicano Studies or in a related field, and want credit for this degree, you must submit your Master's thesis for evaluation. The Department's Graduate Committee will evaluate the thesis to determine whether or not it fulfills the M.A. requirements of our program. If your Master's thesis is deemed satisfactory, you will be allowed to enter the Ph.D. program under PlanB (see Doctoral Degree requirements below).
- To get your Chicana/o Studies M.A. accepted for credit, you must submit your original, unaltered thesis no later than the third week of the Fall quarter of your first year.
- If you were admitted to the Ph.D. program without an M.A. degree, you will follow Plan A (described below). If you enter the Ph.D. program with an approved M.A. thesis, then you will follow Plan B.

**Course Requirements**
**Plan A**
Students must successfully complete a total of 40 units (normally ten courses), completed while in graduate status and taken for a letter grade with a minimum 3.0 grade-point average. Of the 40 units, at least 32 must be completed at the graduate level. Up to four units of upper division undergraduate courses may be applied to the 40-unit requirement. One 500-series course (up to four units) may be applied toward the 40-unit requirement

Required courses:

- CCAS 200, 201, and 202 (12 units) are required and should betaken within the first two years.
- Four graduate courses (16 units) in areas that relate most closely to the student's research interests, all of which should be taken in the department.
- Two elective courses (eight units) of graduate and/or upper division undergraduate courses taken within or outside the department.
- Four units of CCAS 595 (Master's thesis research) or 596 (Directed Individual Studies or Research).

Students may take up to a maximum of 12 units of **CCAS 595: Research and Preparation for MA Thesis**, and up to a maximum of 12 units of **CCAS 596: Directed Individual Study or Research** in a single academic year. However, after the M.A. coursework degree requirements are completed, students become eligible to enroll in up to 12 units of CCAS 595 or CCAS 596 per quarter. A petition to the DGS can be submitted to request an exception to the 595 or 596 policy.

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

**Teaching Experience**
New Teaching Assistants must enroll in CCAS 495 preferably before or during the quarter when they receive their

first teaching appointment. This course may not be counted toward the degree requirements.

**Thesis Plan**

*Every master's degree thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research.*

Students will complete the **M.A. degree by writing an original interdisciplinary research paper, critical reflection, or creative portfolio that integrates knowledge learned in their graduate coursework**. The M.A. thesis should be submitted by spring quarter of their second year, but no later than the seventh quarter (normally fall quarter of the third year). Students must enroll in CCAS 595 (M.A. Thesis Research) under the guidance of their faculty advisor to produce the thesis. The thesis is evaluated on a pass/no pass basis.

The thesis committee will consist of the student's faculty advisor and two ladder-ranked faculty, one of which should be from the list of core or jointly-appointed faculty in the department, and the other may be from outside the department. The thesis committee should be appointed by the Graduate Division no later than spring quarter of the student's second year.

Master's Thesis Committee Regulations

**For Students Conducting Empirical Research:**

UCLA's Human Subject Protection Committee (HSPC) assesses research proposals through its Institutional Review Boards (IRB). If you conduct research at the M.A. level that entails contact with human beings (medical procedures, questionnaires, interviews, observation, etc.), then in addition to receiving the approval of the thesis committee, you must also attain the official approval of the UCLA IRB *before* beginning your research project. For more information regarding IRB application procedures, contact the HSPC: (310) 825-7122. http://ora.research.ucla.edu/OHRPP/Pages/IRB.aspx

When you are preparing a proposal for your thesis (including the IRB application when applicable), you must enroll in CCAS 595 (Spring of the 1st year). When you are researching and writing the thesis, you must enroll in CCAS 595 (Research for M.A. Thesis) under the guidance of your faculty advisor. (See M.A. Thesis Preparation Guidelines, Appendix 1.)

*Prior to writing your thesis, your M.A. committee must formally accept your thesis plan. Please follow the filing procedures carefully.*

**1) Master's Advance to Candidacy (ATC)**

According to Graduate Division Standards and Procedures, it is your responsibility to file advancement to candidacy forms for the master's degree *no later than the second week of the quarter* in which you expect the degree. (See Standards and Procedures, pp.7–8).

The Advancement to Candidacy Form can be found in the Graduate Division main web page (See "Forms and Publications") https://grad.ucla.edu/academics/forms/)

*Bring your completed ATC form when you meet with the GSAO. The GSAO will assist you in identifying courses that count toward the M.A. degree. The ATC form must be approved by the Director of Graduate Studies.*

**2) Nomination of M.A. Committee**

The thesis committee consists of two UCLA faculty members plus your faculty advisor. You must file your "Nomination of a Master's Committee" as soon as you file your ATC form.

**Thesis Deadline**

See the Registrar's Calendar for the M.A. thesis-filing deadline: https://grad.ucla.edu/academics/calendar/

**Thesis Formatting and Filing**

Your thesis manuscript should be formatted and filed according to Graduate Division regulations. For guidance, consult Thesis and Dissertation Formatting and Filing Guide, available at: https://grad.ucla.edu/academics/graduate-study/thesis-and-dissertation-filing-requirements/

Grad Division offers Orientation meetings on manuscript preparation and filing procedures at the beginning of each quarter (see the Registrar's Calendar online).

**Time-to-Degree**

The normative time-to-degree (TTD) for full- time students is six quarters and the maximum time-to-degree is seven quarters.

| DEGREE | NORMATIVE TIME TO ATC (Quarters) | NORMATIVE TTD | MAXIMUM TTD |
|---|---|---|---|
| M.A. | 6 | 6 | 7 |

*Again, you must take the minimum course load of 12 units each quarter. You can take more than 12 units, with the approval of your faculty advisor. Please note: you must be continuously registered and enrolled, unless you obtained an approved leave of absence*

## Doctoral Degree

Students who already have a Master's degree in Chicana and Chicano Studies or in a related field must submit their Master's thesis once admitted to the program. The department's Graduate Committee will evaluate the submitted material to determine whether or not it fulfills the M.A. requirements of the program. If the Master's thesis is deemed satisfactory, the student will be allowed to enter the Ph.D. program under Plan B (see Doctoral Degree Course Requirements below).

**Advising**

The Director of the Graduate Program and the GSAO assist students with planning their program of study and guide them toward the fulfillment of the program requirements. Students should select their faculty advisor and mentor by the end of the second year. After completing course work for the Ph.D., but before taking the University Oral Qualifying Examination, the student submits a four- person doctoral committee that requires approval of the department's Graduate Committee and appointment by the Graduate Division. The doctoral committee is responsible for supervision, review, and approval of the doctoral dissertation. The GSAO provides assistance with policy and procedure.

**Major Fields or Subdisciplines**

None.

**Foreign Language Requirement**

Students at the Ph.D. level must demonstrate reading fluency in Spanish in one of two ways: (1) passing a departmentally-administered written examination; or (2) completing two

years of Spanish language instruction at an institution of higher learning, with a grade of C or better.

Students are required to complete the Spanish language requirement by the end of the winter quarter of the second year of graduate study.

**Course Requirements**

**Plan A**

For students under Plan A, who have completed all the course requirements for the M.A. as described above, a minimum of 24 additional units (normally six graduate courses), taken for a letter grade, are required to complete the Ph.D. These 24 units should provide more depth to the student's preparation in the field and research agenda. Eight units (2 courses) may be taken outside the department.

Units taken in the 500-series — Students may take up to a maximum of 12 units of **CCAS 597: Preparation for PhD Qualifying Examination**, and up to a maximum of 12 units of **CCAS 596: Directed Individual Study or Research** in a single academic year. However, after the Ph.D. degree coursework requirements are completed, students become eligible to enroll in up to 12 units of CCAS 597 or CCAS 596 per quarter. A petition to the DGS can be submitted to request an exception to the 596 or 597 policy. Students become eligible to enroll in up to 12 units of CCAS 599 after advancing to PhD candidacy.

**Plan B**

Students entering the Ph.D. program with an approved M.A. thesis are expected to take a minimum of 44 units (regularly 11 courses), taken for a letter grade, as follows:

- CCAS 200, 201, and 202 (12 units) are required and should be taken within the first two years.

- Eight graduate courses in the research areas of specialization (32units), 3 of which may be taken outside the department.

Units taken in the 500-series — Students may take up to a maximum of 12 units of **CCAS 597: Preparation for PhD Qualifying Examination**, and up to a maximum of 12 units of **CCAS 596: Directed Individual Study or Research** in a single academic year. However, after the Ph.D. degree coursework requirements are completed, students become eligible to enroll in up to 12 units of CCAS 597 or CCAS 596 per quarter. A petition to the DGS can be submitted to request an exception to the 596 or 597 policy. Students become eligible to enroll in up to 12 units of CCAS 599 after advancing to PhD candidacy.

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

**Teaching Experience**

All doctoral students are expected to fulfill at least one year of teaching experience as teaching assistants in the department.

New teaching assistants must enroll in 495 preferably before or during the quarter when they receive their first teaching appointment. This course does not count toward the degree requirements.

**Written and Oral Qualifying Examinations**

*Academic Senate regulations require all doctoral students to complete and pass university written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations, the University Oral Qualifying Examination is open only to the student and appointed members of the doctoral committee. In addition to university requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program. All committee nominations and reconstitutions adhere to the Minimum Standards for Doctoral Committee Constitution.*

The Qualifying Examinations consist of written and oral sections. All course work and language requirements must be completed before the examination takes place. Prior to taking the exams, an examination committee should be formed. In consultation with the dissertation advisor, students choose two other committee members, one of which could be a faculty who holds a joint appointment with the department, and whose interests and fields of expertise support research in the proposed dissertation topic. These three department faculty members constitute the departmental examination committee, which is responsible for administering the Written Qualifying Exams. The examination committee should be constituted no later than the quarter preceding that in which the examination is given.

The Written Qualifying Examination consists of two essays based on the student's course work, research interests, and familiarity withthe field.

Students have two weeks to complete both essays. The first essay seeks to evaluate the student's knowledge of the Chicana/Chicano Studies field. It will consist of a literature review based on a reading list of a minimum of **50 texts drawn** up by the student in consultation with his/her/their dissertation advisor. The core part of this bibliography will be based on the department reading list. The question for the first essay will be developed by the graduate advisors of students taking the exam in any given quarter.

The second essay will be related to the student's dissertation research; it will require a theoretical grounding in the student's areas of specialization, an ability to define and apply interdisciplinary methodology, and a well-supported argument.

*Exams will be given on the Monday of the first week of the quarter and are due on Monday of week 3 of the quarter. You will be emailed the two questions. You will have exactly two weeks (date and hour) to complete your written qualifying exam. Submit your responses electronically in Word and PDF to your Advisor, to the Director of Graduate Studies, and to the GSAO.*

Students may enroll in up to 12 units of CCAS 597 (examination preparation) to help prepare for the exam. Students who fail to pass either part of the Written Qualifying Examination may retake it once without petition, as early as the following quarter. Students who fail the Written Qualifying Examination a second time will not advance to doctoral candidacy and will be recommended for academic disqualification

Following completion of the Written Qualifying Examination, students are required to take the University Oral Qualifying Examination no later than Spring of the fourth year. In consultation with the

dissertation advisor, students choose three other committee members who will collectively be responsible for supervising, reviewing, and approving the doctoral dissertation. Faculty interests and fields of expertise should align with the proposed areaof the dissertation. The exact constitution of the committee must follow Grad Division guidelines:

https://grad.ucla.edu/academics/doctoral-studies/minimum-standards-for-doctoral-committee-constitution-effective-2016-fall/

The dissertation committee should be constituted no later than the quarter preceding that in which the student aims toadvance to candidacy.

The oral examination is approximately two hours in length and is focused on the student's dissertation proposal, which shoulddraw from Essay 2 of the Written Qualifying Exam. The University Oral Qualifying Examination is open only to the members of the doctoral committee (typically 4 faculty) and the student.

Both the Written and the Oral Qualifying Examinations will be evaluated on a pass/nopass basis.

**Advancement to Candidacy**

Students are advanced to candidacy and awarded the Candidate in Philosophy degree(C.Phil.) upon successful completion of the Written and Oral Qualifying Examinations.

After advancing to candidacy (successfully defending your proposal), the minimum courseload is 12 units per quarter. You must be continuously registered and enrolled. If not, you must have obtained an approved leave of absence.

**Doctoral Dissertation**

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

**Final Oral Examination (Defense of Dissertation)**

No public defense of the dissertation is required, but the doctoral committee, in conjunction with the student, may opt to voluntarily hold a defense of the dissertation.

**Time-to-Degree**

Full-time graduate students should normally complete the requirements for the Ph.D. degree within five years of completion of the requirements for the master's degree, with the total time from admission to the completion of the Ph.D. being seven years (21 quarters). The maximum time-to-degree (TTD) is 24 quarters.

| DEGREE | NORMATIVE TIME TO ATC (Quarters) | NORMATIVE TTD | MAXIMUM TTD |
|---|---|---|---|
| Ph.D. | **12** | **21** | **24** |

**Nomination of Doctoral Committee:**

You must submit a completed "Nomination of Doctoral Committee" form (available in Basecamp, Box, and Graduate Division) to Graduate Division for approval at the beginning of the quarter when you defend your dissertation prospectus (Oral Qualifying Exam). The form must be signed by the Director

Graduate Studies and a copy must be submitted to the GSAO.

When you successfully complete the written and oral qualifying exams, you have "advancedto candidacy," and will be awarded a *C.Phil*., a Candidate in Philosophy degree.

**Oral QE & Prospectus:**

You may schedule the Oral QE only after:

a) you pass your written QE
b) finish your dissertation prospectus
c) your doctoral committee has been appointed in accordance with UCLA regulations https://grad.ucla.edu/academics/doctoral-studies/nomination-of-doctoral-committee/
d) the chair of your committee agrees that you are ready.

You are required to take the Oral Qualifying Exam no later than Spring of your fourth year, unless special circumstances arise. Your doctoral committee is responsible for administering the exam. Under UCLA faculty Senate regulations, the UCLA oral qualifying exam is open only to the student and appointed members of the doctoral committee. The approximately-two-hour Oral Qualifying Exam (conducted behind closed doors) will focus on your dissertation proposal. (For more details, see Doctoral Qualifying Examination Guidelines, Appendix 3).

*The normative Time to Advance to Candidacy is 12 quarters. This is inclusive of the completed M.A. coursework.*

**For Students Conducting Empirical Dissertation Research:** UCLA's Human Subject Protection Committee (HSPC) assesses researchproposals through its Institutional Review Boards (IRB). If you conduct research that entails contact with human beings (medical procedures, questionnaires, interviews, observation, etc.), then in addition to receiving the approval of the doctoral committee, you must also attain the official approval of the UCLA IRB *before* beginning your research project. For more information regarding IRB application procedures, contact the HSPC: (310) 825-7122.
http://ora.research.ucla.edu/OHRPP/Pages/IRB.aspx

**Dissertation**

The doctoral degree program requires the candidate to complete a dissertation (in the form of the prospectus your doctoral committee has previously approved). This dissertation is direct evidence that you can perform original, independent research. The dissertation constitutes a distinct contribution to knowledge in your field of study.

**Final Oral Examination (Dissertation Defense)**

No public defense of the dissertation is required, but the doctoral committee, in conjunction with the student, may choose to hold a defense of the dissertation.

**Dissertation Filing**

For guidance in the final preparation of the manuscript, you should consult the *Thesis and Dissertation Formatting and Filing Guide*, available at https://grad.ucla.edu/academics/graduate-study/thesis-and-dissertation-filing-requirements/

You are also encouraged to attend an orientation meeting on manuscript preparation and filing procedures that are conducted by the Graduate Division at the beginning of each quarter.

All Thesis and Dissertation filings are done electronically. Graduate Division provides detailed information here:
http://www.grad.ucla.edu/gasaa/etd/index.html

**Time-to-Degree**

Full-time graduate students should normally complete the requirements for the Ph.D. degree within 5 years of completion of the requirements for the master's degree; the totaltime from admission to graduate status until you finish Ph.D.

completion is 7 years (21 quarters).

*The Maximum Time-To-Degree is 24 quarters.*

## Evaluation of Students' Academic Progress

We monitor your academic progress at the departmental level to discover and address any potential problems early. To this end, the faculty conducts an annual Academic Progress Evaluation on each student, usually in the Fall quarter of each academic year.

## "In Good Standing"

You are considered a graduate student in good academic standing if you:

- Maintain a cumulative grade point average of 3.0 (B average) in all courses taken in graduate status at the university (some programs may set a higher standard).
- Complete all required coursework and other graduate degree milestones as defined in published program requirements.
- Secure a faculty advisor who agrees to guide the student's research and chair the thesis or dissertation committee within the program's established time limits.
- Advance to candidacy and complete the degree, within normative time-to-degree limits.

When you are not in good standing, you cannot receive a degree or obtain a merit award. (For more information, see Guidelines for Students' Progress Assessment, Appendix 4.)

## Full-Time Graduate Program

You are required to be enrolled full time, except under special circumstances, as described below. To be a full time graduate student prior to your doctoral candidacy, you must take 12 units (typically equivalent to three courses) per term. When you are a doctoral candidate, you are required to take 12 units per term.

When you are a Teaching Assistant (TA), you are required to be registered and enrolled in at least 12 quarter units throughout your appointments. The 12 units required per quarter may include, among other courses, those in the 500 series (individual study or research) and/or 495 course.

TAs who take a leave of absence or withdraw during the quarter terminate their appointments and salary.

If you receive a Graduate Division Fellowship award (e.g. Cota-Robles, Graduate Research Mentorship, Dissertation Year Fellowship, etc.) you are required to be enrolled in a minimum of 12 units per term for the duration of the fellowship, whether you have advanced to candidacy or not.

Although UCLA is a full-time educational institution, it recognizes the need for part-time study under special circumstances. Approval of less than full-time enrollment is at the discretion of the Department. If you have family, employment, or health problems that preclude full-time enrollment, you should contact the GSAO to begin discussions about the possibility of an exception. (See "Standards and Procedures for Graduate Studies at UCLA, page25.)

## Continuous Enrollment

You must be continuously registered and enrolled unless you have an approved leave of absence. Once you advance to candidacy, you must be enrolled in 12 units if you are a TA or a recipient of a Graduate Division fellowship.

Full-time enrollment throughout the quarter is necessary in order to protect your employment benefits and to meet the terms of most financial awards. Therefore, it is crucial that you enroll in classes, and if you must drop or add courses, that you do so by the end of the2nd week of the quarter.

# OTHER IMPORTANT GENERAL REGULATIONS & POLICIES

Please carefully study the "*Standards and Procedures for Graduate Study at UCLA*." This document should be your "GUIDE" while you area UCLA graduate student. The link is: https://grad.ucla.edu/gasaa/library/spfgs.pdf

## Incomplete Grades

The grade 'I' (Incomplete) is assigned when a student's work is of passing quality but is incomplete for a valid reason. A student is entitled to remove the Incomplete and to receive unit credit and grade points provided the student satisfactorily completes the work of the course by the end of the next full quarter that the student is in academic residence. It is not necessary for a student to be registered at the time the work for the course is completed.

If the work is not completed by the end of the next quarter of residence, the 'I' grade will automatically be replaced with the grade 'F' or 'U' (Unsatisfactory) as appropriate. The work for a course for which the 'I' grade has lapsed to an 'F' or 'U' may, with the permission of the instructor, be completed in a subsequent quarter and the appropriate earned grade assigned. Until that time, however, the 'F' or 'U' grade appears on the record and the 'F' is calculated in the grade-point average (for additional information see Standards and Procedures).

## Leaves of Absence

On recommendation of the department, a leave of absence may be granted by the Graduate Division to continuing graduate students in good standing (3.5 GPA), who havecompleted at least one quarter in graduate status at UCLA. Leave of Absence Request forms are available here: https://grad.ucla.edu/academics/graduate-study/leave-of-absence-request/

A student may request a leave of absence for the following reasons: parental obligation, other family obligation (e.g., caregiving), medical, military, financial hardship, and outside employment. Per UCLA requirements including continuous registration, a student who is conducting research or thesis or dissertation preparation and writing is not eligible for a leave of absence, but may qualify for in absentia registration (see below).

International students on non-immigrant visas (F-1 or J-1) may not remain in the United States while on a leave of absence unless they have finished all coursework and have advanced to candidacy.

• Duration: A leave is granted for a period of one to three quarters at the request of the student. No more than 3 quarters of leave of absence are permissible for a graduate student during the course of her/his/their enrollment at UCLA. Extensions may be approved in exceptional circumstances.

By UCLA policy, you are entitled to use UCLA facilities (excluding the library) only when you are a registered student. You may use the library without being a registered student.

**PLEASE NOTE** If you plan to consult with faculty or use other UCLA facilities during any quarter for 12 or more hours, you will not be eligible for a leave of absence or an extension of a leave of absence. Instead you must register. *All faculty time is counted toward the 12-hour limit, including reading and commenting on thesis drafts.*

## *In-Absentia* Registration

In-Absentia registration allows graduate students to be away from California for research or coursework and remain enrolled at UCLA. This registration allows you to pay only 15% of combined Tuition and Student Services Fees. In Absentia Registration is for the academic year only. See the in-absentia petition form here: www.grad.ucla.edu/gss/library/abspetition.pdf

## UC Intercampus Exchange Program

The UC Intercampus Exchange Program is for graduate students who seek contact with distinguished faculty, scholars, fields of study, and resources not available on her/his/their home campus. You are eligible if you:

- Complete at least one quarter of study prior to beginning the exchange.
- Have a grade-point average of 3.0 or above.
- Are in a state-supported program, not a special-fee or self-supported program.

Unless specifically restricted, fellowship recipients may participate. For Application Instructions and additional information see Standards and Procedures, and Graduate Division's website: https://grad.ucla.edu/gasaa/library/spfgs.pdf

## Transfer of Credit

You can petition to apply graduate status courses that you completed at other UCs to master's programs at UCLA, provided they were not used toward a previous degree. Such courses may fulfill no more than one-half of the total course requirements, one-half of the graduate course requirement, and one-third of the academic residence requirement.

A maximum of 2 graduate status courses completed with a minimum grade of 'B' at other UCs may apply to UCLA master's programs. The two courses would constitute the equivalent of 8-quarter units or 5-semester units. They may not fulfill the minimum 5- graduate-course requirement or the academic residence requirement. The Graduate Division and the Department must approve the student's petition for transfer of credit.

Otherwise other courses may not be appliedtoward a UCLA graduate degree.

Correspondence courses are not applicable to graduate degrees.

## Termination of Graduate Study

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

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

***Special Departmental or Program Policy***

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

## Special Departmental or Program Policy

In accordance with a vote of the CCAS faculty, the Director of Graduate Studies will make a

recommendation to Graduate Division to terminate the student. Prior to sending the recommendation to terminate to the Graduate Division, the student will be notified in writing. The student has two weeks to respond in writing to the Chair. If the student appeals, the CCAS faculty will review the appeal and make its final recommendation to the Graduate Division.

### Withdrawal

Withdrawing from the University means discontinuing attendance in all courses in which students are enrolled.

If a registered student leaves the University before the end of the quarter without formally withdrawing, the student will receive a grade of 'F' or, where appropriate, 'U' (Unsatisfactory) for each course in which the student is enrolled. If you intend to withdraw, you must request this status by the last day of instruction of the quarter in which the withdrawal is to begin. All such dates and deadlines are published for each quarter in the Registrar's Office Calendar.

A student who withdraws or breaks registration without filing for a Leave of Absence is not guaranteed readmission. UCLA requirements state that unless granted a formal leave of absence, graduate students who fail to register are considered to have withdrawn from UCLA and must compete for readmission with allother applicants.

## TEACHING AND OTHER FORMS OF EMPLOYMENT

UCLA policy governing the employment of graduate students treats the individual as a student first, not as an employee. It is designed to optimize your timely progress toward the degree. To this end, you cannot hold *any combination* of the following titles for more than **12 quarters:**

- Reader or Special Reader on annual stipend
- Tutor
- TA 1/TA 2/ TA 3
- Teaching Assistant/ Associate Instructor 4/6

Under special circumstances, the Chancellor, upon recommendation of the department chair and the Dean may authorize a longer period, but in no case for more than six years.

You will be required to fill out an exception form. Please confer with your faculty advisor, since you should be working on your dissertation at this time.

### Teaching & Research Assistantships

Teaching Assistantships provide experience in teaching undergraduate students under faculty supervision. Graduate Student Researcher positions provide experience working on faculty-supervised research projects. Each department selects awardees for TAships and graduate student research positions.

### TA Requirements and Regulations

**Teaching Experience**

Teaching is central to the mission of the field of CCAS. As a doctoral student, we expect you to obtain a minimum of one year of teaching experience as a Teaching Assistant (TA)in our department —even if you are fully funded by foundation fellowships.

**495:** First-time TAs must take CCAS *495, a course designed to prepare you to be an effective university instructor. We strongly recommend completing 495* ***before*** *undertakingyour first TAship, to be well prepared for the challenges of university teaching.*

Each appointment you receive to be a student teacher is for one academic year or less and is self-terminating unless you are otherwise notified.

Appointment to the title of Teaching Assistant or Associate Instructor may not exceed 50 percent time employment during the academic year, unless you apply for and receive an exception.

When you are employed 50% time, you are expected to devote, during instructional and examination periods, 20 hours per week to such work, including time spent in preparation, classroom and discussion teaching, office consultation, and reading student papers (See: APM – 410 Student Teachers.) Exception to this rule may be made only by special approval of the individual case by the Chancellor, upon recommendation of the department chair and the Dean of the college.

*The Department highly encourages students not to work during their first year in the program. We also prefer that you not work more than 50% time during your first year as a Teaching Assistant.*

### Teaching CCAS 188

These are paid opportunities to refine your teaching skills by designing and teaching your own course. Students who have advanced to candidacy (*C.Phil*.) may apply to teach seminars during summer or for one quarter during the academic year. The number of assigned CCAS 188 s are based on department needs and resources.

### Test of Oral Proficiency

Students whose native language is not English must pass the Test of Oral Proficiency (TOP), anoral English exam, before their first TA appointment. See: https://grad.ucla.edu/admissions/english-requirements/

If you don't take the exam, or fail the exam,you will lose the appointment. See: http://www.oid.ucla.edu/training/top

### How to decline a TAship offer

If you are offered a TAship, you must decide totake or decline the appointment, as early as possible. Please inform the Department Chair, MSO, and GSAO when circumstancesdelay your decision. *Any delay creates significant problems for the department staff, since we must immediately select another eligible graduate student.*

### TA Union

UCLA TAs are represented by a union (http://www.uaw2865.org). The department follows union guidelines regarding TA appointments, contracts, and possible disciplinary action (such as removal from a TA position for failure to perform the contracted functions). (See, Terms of Employment, Appendix 6.)

### TA Summer Positions

Our department regularly offers a limited number of TA positions during Summer. Eligible graduate students seeking additional financial support during the summer months are welcome to apply. To be eligible you must:

- Be in good academic standing (3.5 or above GPA)
- Not have outstanding Incomplete grades
- Not have also accepted a Dean's Award, or a GSRM fellowship for the Summer in question

We give preference to applicants who were notTAs during the previous Summer, and who have at least one-year experience as a TA in ourdepartment.

## FINANCIAL SUPPORT

As part of our commitment to graduate education, UCLA provides substantial support for its graduate students through fellowships, traineeships, and teaching and research assistantships.

Financial support information and application forms for campus-wide fellowship programs are available at https://grad.ucla.edu/funding/ and https://grad.ucla.edu/funding/financial-aid/funding-for-

continuing-students/

**Financial need-based support:** The UCLA Financial Aid Office (A-129 Murphy Hall) can offer loans, grants, and (limited) work-study employment. Funding based on financial need is available only to U.S. citizens and permanent residents, but see more information: (310) 206-0400.
https://www.financialaid.ucla.edu/Graduate/What-Aid-is-Available

**Merit based support:** These take the form of fellowships, TAships, and graduate student researcher positions. These awards are open to all students who have demonstrated high academic achievement, whether US citizens, permanent residents, or international students. For more information, refer to the Financial Support for Entering or Continuing Students on the Graduate Division website at:
http://www.grad.ucla.edu/asis/entsup/finsup.htm

We also advise you to apply for other forms of university support, such as, **Graduate Research Mentorship, Graduate Summer Research Mentorship, and Dissertation Year Fellowships**.(Speak to the GSAO for more information.)

## Financial Support for Travel

Graduate Division supports doctoral student travel to present their work and network at conferences in their field, to conduct off-campus research, and to attend off-campus professional development opportunities. New and continuing doctoral students may apply for up to $1,000 total reimbursement that can be used, in whole or in part, at any time through the student's seventh year in the doctoral program, as long as the student and the activity meet the eligibility requirements. For details and application:
https://grad.ucla.edu/funding/financial-aid/funding- for-continuin-students/doctoral-student-travel- grants/

After exhausting Graduate Division travel grant funds, you are eligible to apply for department travel awards up to $350 total reimbursement for conference expenses per academic year. To be eligible for a conference travel award you must formally present at the conference, be in good standing (3.5 or above GPA), and have no outstanding incomplete grades. Applications must be submitted and approved prior to your conference travel. To apply, please contact department manager for application information.

## UCLA Fellowships & Grants

Merit-based awards provide stipends in varying amounts and may include fees and nonresident tuition. These awards are competitive and open to all graduate students. For a complete list of UCLA fellowships for continuing students see: https://grad.ucla.edu/asis/stusup/gradsupport.pdf

## Extramural Fellowships

You are strongly encouraged to apply for extramural funding. These are merit-based forms of support provided by national, international or private foundations. Many organizations accept applications up to a year before acceptance into a graduate program. Anexcellent source to look for extramural fellowships for graduate students is GRAPES database. https://grad.ucla.edu/funding/#search

## Graduate Summer Research Mentorship Program

This Program is designed to provide financial support for doctoral students pursuing graduate research during the summer months.A specific objective of the program is to promote opportunities for students to work closely with a faculty mentor in developing a paper for presentation at an academic conference and/or for publication. For applications, deadlines and requirements, see:
https://grad.ucla.edu/funding/financial-aid/funding-for- continuing-

students/graduate-summer-research-mentorship-program/#Apply

## Foreign Language and Area Studies Fellowship

These fellowships can help you obtain advanced training in modern foreign languages and related area studies. Visit the Foreign Language and Area Studies Fellowship page: http://www.grad.ucla.edu/asis/entsup/titlevi.htm

## Dissertation Year Fellowship

When you have written part of dissertation and are within one year of completing and filing it, you may apply for the Dissertation Year Fellowships. Keep in mind: If you are awarded a DYF, it is expected that you will finish your dissertation during the fellowship year. Once you accept a DYF, you areineligible to receive any future funding, including TAships, from the university or departmental sources. You can, of course, receive outside funding after a DYF.

## Concurrent Awards/Fellowships

If you are offered other awards

(e.g., from extramural agencies or department allocations) in addition to a Graduate Division-administered fellowship, at the Graduate Division's or department's discretion, you may be required to relinquish all or part of the Graduate Division-administered award. *In most cases a student may not hold multiple academic-year stipends from the Graduate Division or from the Graduate Division and another source that total more than a specified amount that changes yearly.* This amount does not include GSR or TA salaries.

Also, a student may not receive a combination of fee/tuition awards that total more than the cost of fees/tuition. For more information, see: https://grad.ucla.edu/funding/financial-aid/maximum-limit-of-merit-based-support/

We also advise that you speak to Fellowships and Financial Services at Graduate Division (https://ucla.service-now.com/graduateeducationportal).

## Taxes

The IRS and the California Franchise Tax Board consider graduate fellowships as taxable income. For detailed info and forms go to: http://www.gdnet.ucla.edu/gss/library/taxinfous.htm

# ACADEMIC RESOURCES

UCLA Chicano Studies Research Center

http://www.chicano.ucla.edu

UCLA Latin American Institute
http://www.international.ucla.edu/lai/

UCLA Institute of American Cultures
https://www.iac.ucla.edu/

UCLA Center for the Study of International Migration
http://www.international.ucla.edu/migration/home

UCLA Center for the Study of Women
https://csw.ucla.edu/

## Other Professional Resource Centers

- **Career Center.** http://career.ucla.edu
  The UCLA Career Center offers job listings, campus interviews, workshops, and career counseling. Special services for graduate students, such as PhD workshops and graduate students' drop-in support group, are available.
- **Graduate Students Association**.
  The UCLA Graduate Students Association was established to provide for the representation of graduate students and the promotion of graduate students' interests at UCLA and within the University of California. Consult their web site for info on GSA structures, activities, and resources: http://gsa.asucla.ucla.edu
- **Graduate Student Resource Center**
  The UCLA Graduate Student Resource Center is a one-stop resource, referral and information center for grad students. The Graduate Student Resource Center offers programs and workshops on a variety of topics, drop-in counseling, a web and in-house resource library, meeting and study space, and the opportunity for social interaction. More information can be found on their website: http://gsrc.ucla.edu
- **Graduate Writing Center**
  Writing is one of the most important skills you will need to thrive in academia. The Graduate Writing Center offers free writing consultation to graduate students, as well as writing workshops on a variety of topics. You can meet with a trained and experienced graduate writing consultant to work on issues ranging from style and argumentation to grammar and syntax. Consultants will work with you to develop your writing confidence and skills. http://gsrc.ucla.edu/gwc/
- **Grant Proposal Advising**

  http://www.gdnet.ucla.edu/asis/infoserv/fcltyco n.htm
  Extramural grants are very prestigious. Winning one early in your career is widely recognized as a strong indicator of academic potential. This program provides you with experienced professional assistance so you can learn how to submit optimal grant proposals. They will help you refine your own proposals for competitive grad and postdoc fellowships for a variety of agencies, including the National Science Foundation, Mellon Foundation, Ford Foundation, National Institutes of Health, Social Sciences Research Council, and Fulbright Fellowship Programs.

# STUDENT HEALTH SERVICES

## Arthur Ashe Student Health and Wellness Center

All registered graduate students may use the Ashe Center. It is an outpatient clinic for UCLA students. The Ashe Center offers a full range of clinical and support services, most of which are prepaid by student registration fees. The clinical staff is comprised of highly qualified doctors, nurse practitioners, and nurses.

## Counseling & Psychological Services

CAPS is a multi-disciplinary mental health center for the UCLA community. Psychologists, clinical social workers, and psychiatrists are available, offering individual and group counseling and psychotherapy to students; consultation, outreach, prevention, and education to students; and training programs for graduates in the mental health professions. *Counseling & Psychological Services maintains a strict policy of confidentiality*. No information is released without the student's written consent except where disclosure is required or allowed by law.

*Emergency counseling is also available on a drop-in, first-come-first-serve basis.*

## Medical Insurance Requirement

As a condition of registration, UCLA requires all graduate students, including international students on non-immigrant visas, to have medical insurance coverage that meets certain minimum requirements. Contact the Insurance Office on the fourth floor of the Ashe Student Center for details regarding the campus Student Health Insurance Plan (SHIP) or regarding the campus minimum requirements.

## Center for Accessible Education (CAE)

The CAE is designed to meet the unique educational needs of regularly enrolled students with documented permanent or temporary disabilities. The philosophy and mission of the program are to encourage independence; assist students in realizing their academic potential; and facilitate the elimination of physical, programmatic, and attitudinal barriers. The CAE staff are available to assist students. An introduction to the CAE that explains how to obtain services, is available at the CAE website: http://www.cae.ucla.edu

Case Manager for Graduate Students and Postdoctoral Scholars (casemanagers@grad.ucla.edu)

# OTHER IMPORTANT CAMPUS SERVICES

## Libraries

As one of the top five research libraries in North America, the UCLA Library system comprises the Young Research Library (YRL), the College Library, and 8 specialized subject libraries. Your BruinCard serves as your library card. You must have your account activated the first time you want to check out materials; this can be done at the circulation desk in any campus library.

## BruinCard

The free BruinCard serves as students' official piece of identification as long as they are a part of the UCLA community. This multi-purpose card serves as a registration card, library card, recreation center card, building access control card, Big Blue Bus card, Culver City bus card, and much more. It should be presented when you are asked to provide proof of UCLA status.

## Bruin OnLine (BOL)

For computer support, consult BOL. It will provide you with e-mail, web hosting services, network connectivity (including wireless), and free software and support.
https://www.it.ucla.edu/bol
consult@ucla.edu
(310) 267-4357

## MyUCLA

This is your customized portal web page to access your email, real-time class schedules, grades, campus appointments, traffic, weather info, and link to campus events and resources.
http://my.ucla.edu/

## University Credit Union

This on-campus credit union offers free checking, on-campus ATMs, student loans, and computer & car loans.
https://www.ucu.org/

## BruinDirect Deposit

This is UCLA's electronic direct deposit service. You are strongly encouraged to sign up if you were awarded a fellowship or traineeship. With BruinDirect your stipends are deposited directly into your personal bank account. Otherwise, you might experience a multi-day delay in receiving your checks. Monthly checks for those who have not signed up for BruinDirect will be mailed to your local address (you must provide us with one), but it may not be mailed before the first of the month. Sign up is available on the BruinBill via MyUCLA. It's the fastest, most secure way to receive funds at UCLA! Refunds processed using this method occur each weeknight.

## Legal Services

Student Legal Services provides legal counseling and assistance regarding a wide range of legal issues to all currently registered and enrolled UCLA students. They help students with a variety of problems, including: landlord/tenant relations; accident and injury problems; domestic violence and harassment; criminal matters; divorces and other family law matters; automobile purchase, repair, and insurance problems; health care, credit, and financial aid issues; and consumer problems.

*Please note that Student Legal Services also include immigration consultations.*

Students may make appointments by telephone or in person, and there is an initial intake charge of $10 for each matter; there are no charges for subsequent visits on the same matter. The office, located at A239 Murphy Hall, is open from September through June. See:
http://www.studentlegal.ucla.edu

## Bruin Resource Center

The Bruin Resource Center (located at the Student Activities Center B44) helps by providing information, referrals, and support to navigate the university and to connect you with the right campus resource or person. The Center also provides specialized services and programs to address the particular concerns and needs of Bruins who are transfers, veterans, former foster youth, parenting students, or AB 540 students. Check out:
http://www.brc.ucla.edu

## Undocumented Student Program

The Undocumented Student Program (USP), within the UCLA Bruin Resource Center (BRC), supports undocumented students by providing caring, personalized services and resources that enable students to reach their highest potential. Through a variety of programs, workshops, and partnerships with students, campus allies, and community stakeholders, USP strives to support all members of the UndocuBruin community. Resources include a book lending

program and legal support.
https://www.usp.ucla.edu/

## Computing and Technical Services

- **Free Online IT Training**

UCLA LearnIT is a gateway to technology training: http://www.learnit.ucla.edu

- **Social Science Computing (SSC)**

SSC offers a variety of computing services. It supports your computing needs in the Social Sciences division by providing computer labs for personal coursework, training, and instructional use. In the SSC website. you will also find very useful info for instructional purposes. For instance, as TAs you can make your own class web sites for your discussion sections. SSC offers one-on-one training on how to use the class web sites.

- **SSC Support Desk** is located in Public Policy Building Room 2035A. *It is open: M–F 9am-5pm* You can contact SSC in person.
- It is located at **2041 Public Affairs**
- by: http://computing.sscnet.ucla.edu
- via phone (310-206-2821), or
- by email (support@ssc.ucla.edu). Please, direct all questions and problems about access to the network or services to SSC Support Desk.

- **SSC Labs:** The labs are available to all graduate students taking a social science course. SSC maintains six labs available for instruction during the academic year. The main labs are located at ***2400 Public Affairs*** (other labs are in Bunche and Haines).

# CAMPUS SAFETY

## Emergency Phone Numbers

**CALL 911 when from prefixes 206, 267, 794, or 825**

**CALL 8-911 from Emergency Phones. They have bright blue hoods or they look like towers.**

**CALL (310) 825-1491 from your cell phone**

For more info:
**https://police.ucla.edu/emergency-information/emergency-calling-9-1-1**

**https://www.ucpd.ucla.edu**

## Escort Service - (310) 794-WALK

(310) 794-9255. Campus Security Officers are available for a walking escort free of charge to students, faculty, staff, or visitors 365 days a year from dusk until 1 a.m.
https://police.ucla.edu/cso/evening-escorts

## Safe Ride Service (310) 825-4774

The UCLA Safe Ride Service provides a safe means of transportation around campus Monday-Thursday from 7pm-12am. The vans provide transportation between campus buildings, on-campus housing, and nearby residential areas. The service is free for UCLA students, employees, and visitors. For maps and information about the UCLA Safe Rides app, see: https://ucla.app.box.com/v/saferide

## Emergency Medical Services

UCLA Emergency Medical Services is a student operated program that provides 911 ambulance coverage for the campus and the surrounding community, 24 hours a day, 365 days of the year.

- **UCLA Emergency Medical Services**
  Email: info@ucpd.ucla.edu
  Phone: (310) 825-1491

- **UCLA Emergency Room**
  Phone: (310) 825-2111
  601 Westwood Plaza, Westwood, CA

  **Business Hours:**
  Monday-Friday 8 a.m.- 5 p.m.

  **Station Hours:** 24 hours a day, 7 days/week.

## RECREATION & CAMPUS EVENTS

***UCLA Recreation***

Through its 14 recreational and athletic facilities, UCLA Recreation provides extensive access to a broad range of recreational activities and services. The Department offers programming which encompasses the competitive, passive, social, cultural, and instructional aspects of recreational activity.

https://www.recreation.ucla.edu/

***UCLA Happenings***

Online calendar of events taking place throughout the year on the UCLA campus.

http://happenings.ucla.edu/

***Central Ticket Office (CTO)***

You can purchase tickets (often at discounted rates) for UCLA sports, theater, dance, music, and other performances. You will also find tickets to local theme parks and bus passes.

https://tickets.ucla.edu/home

***Meltnitz Movies***

Presented by the UCLA Graduate Students Association and the ASUCLA Student Interaction Fund, Melnitz Movies exhibits free screenings of brand new, cult, and classic films on Tuesdays and Thursdays at 7:30 PM in The James Bridges Theater (Melnitz Hall 1409) throughout UCLA's academic year (late Sept. - early June)

Tickets are available at the Melnitz box office the day of the screening, one hour before show time. http://gsa.asucla.ucla.edu/melnitz-movies.html

***Campus Events Commission (CEC)***

This student-funded organization is dedicated to introducing the UCLA community to new films, music, and speakers. They host weekly $2 movies as well as free sneak previews.

http://www.campuseventsblog.com/

## PARKING AND TRANSPORTATION

### Parking

Current and incoming UCLA graduate students are eligible for student parking. However, because UCLA is in a densely populated urban area, parking for students near campus is very limited.

Though student parking on campus is assigned by a need-based point system, our department has requested parking spaces for our graduate students. Student parking is generally assigned prior to the start of Fall Quarter classes and

offered for the academic year. If you are interested in getting a parking permit, please inform Sandy Garcia, our Administrative Specialist Officer (sgarcia@ccas.ucla.edu) She will let you know the costs and how to proceed.

## Transportation

**BruinBus**

BruinBus is a free year-round bus serving the UCLA community. Everyone is welcome to board at one of their many stops. There are different shuttle routes that provide round-trip service within campus and close neighborhood: the U1 Weyburn, the U2 Wilshire, the U4 University Apartments, and the U5 Evening Loop. For details on their routes and schedules go to: https://transportation.ucla.edu/getting-around-campus/bruinbus

**Bicycles**

Riding a bicycle could be not only fun but also healthy and an inexpensive way to get to campus. The UCLA Recreation Center provides shower and locker facilities to cycling students. The university recently opened a Bicycle Community Center where students can rent bikes and tools or have trained staff fix their bicycle. The center is located next to the Outdoor Adventure Center in the northwest corner of the Wooden Center.

**Motorcycles and Scooters**

Motorcycles, scooters and mopeds park free at UCLA in designated spaces. There are nearly 1,200 motorcycle-scooter parking spaces, including specially designed areas in parking lots and structures. Motorcyclists and scooters are only required to display a permit when parked in a designated parking stall in an area/lot where a permit is required.

**BruinGo**

All currently enrolled UCLA students and current UCLA staff and faculty with a valid BruinCard may participate in BruinGo to ride any Santa Monica Big Blue Bus or Culver City Bus at a subsidized rate. For more details go to https://transportation.ucla.edu/getting-to-ucla/public-transit/bruingo-transit

**Santa Monica's Big Blue Buses**

They serve Santa Monica and neighboring communities in Los Angeles. This bus line travels 13 different routes, serving more than 1,000 stops along the way, from beaches, parks, and shopping areas to businesses, colleges, even downtown Los Angeles and LAX International Airport.

**Culver City Bus**

It serves the Westside communities of Century City, Culver City, Mar Vista, Marina del Rey, Palms, Venice, West Los Angeles, Westchester, and Westwood with convenient and reliable public transit service.

**Go Metro**

Go Metro transit passes give UCLA riders access to an unlimited Metro Bus and Metro Rail pass at significantly reduced fares. Metro Buses make nearly 1,200 trips to UCLA or Westwood daily. There are over 15 stops in the UCLA/Westwood area. Also board any of the hundreds of Metro bus routes and Metro rail lines that travel throughout metropolitan L.A.

https://transportation.ucla.edu/getting-to-ucla/public-transit/go-metro-transit

**BruinTAP for Transit**

The BruinTAP for Transit Program allows you to purchase or renew Go Metro and/or BruinGO! Flash Passes online and load both onto one TAP card.

https://transportation.ucla.edu/getting-to-ucla/public-transit/go-metro-transit

**EZ Transit Pass**

The EZ transit pass is the easy choice for convenience and savings if you regularly ride on two or more transit agencies like LADOT Commuter Express and Metro Bus. The EZ transit pass is a monthly pass good for local travel on 24 different public transit carriers through the Greater Los Angeles region. https://transportation.ucla.edu/getting-to-ucla/public-transit/ez-transit-pass

**Vanpools**

UCLA vanpools are grups of people who travel to UCLA or Westwood in a UCLA van. They normally operate weekdays, traveling between a common pick-up location (where you may leave your car) and the UCLA campus/Westwood. There are nearly 150 UCLA commuter vanpools from 80 Southern California communities coming to UCLA daily. https://transportation.ucla.edu/getting-to-ucla/vanpool

## CODE OF ACADEMIC CONDUCT

In order to carry on its work of teaching, research, and public service, the University has an obligation to maintain conditions under which the work of the University can go forward freely, in accordance with the highest standards of quality, institutional integrity, and freedom of expression, with full recognition by all concerned of the rights and privileges, as well as the responsibilities, of those who comprise the University community. UCLA students assume these privileges and responsibilities upon admission and cannot use ignorance of these policies as a justification for violating community standards. (UCLA Student Conduct Code)

All members of the academic community are responsible for the academic integrity of the UCLA campus. A code of conduct for the campus community must exist in order to support high standards of behavior. Students are expected to make themselves aware of and comply with the law, and with University and campus policies and regulations. Academic misconduct is contrary to the purposes of the University and is not to be tolerated. Examples of academic misconduct include:

- Receiving or providing unauthorized assistance on examinations
- Using or having unauthorized materials out during an examination
- Plagiarism, namely using materials from sources without citations
- Altering an exam and submitting it for re-grading
- Fabricating data or references
- Using false excuses to obtain extensions of time
- Multiple submissions. This includes, but is not limited to, the resubmission by a student of any work that has been previously submitted for credit in identical or similar form in one course to fulfill the requirements of a second course, without the informed permission or consent of the instructor of the second course.
- Coercion Regarding Grading or Evaluation of Coursework

**Other Forms of Dishonesty:**

- Fabricating information or knowingly furnishing false information or reporting a false emergency to the University.
- Forgery, alteration, or misuse of any

University document, record, key, electronic device, or identification.
- Sexual, racial, and other forms of harassment.
- Disturbing peace and the use of violence.

**Recommendations:**

• Be honest at all times.
• Act fairly toward others.
• Take individual as well as group responsibility for honorable behavior. Individually and collectively, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.
• Do not submit the same work in more than one class. A work submitted for one course cannot be used to satisfy requirements of another course unless you obtain permission from the instructor.
• Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particularact constitutes plagiarism should consult the instructor who gave the assignment.

• Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinarysanctions, including suspension and dismissal.

See also the document on UCLA Graduate Student Academic Rights and Responsibilitieselaborated by the UCLA Graduate Division, Appendix 7.

## QUESTIONS AND PROBLEMS

This handbook represents an effort to bring together information, university policy, and department policy and regular practices. However, students should be aware that these policies and practices can change (by vote of the Department or by decision of the Director of Graduate Studies, the University Graduate Council or the Graduate Division, depending onthe policy) and that the existence of this handbook does not represent a promise that they will not be subject to change. Often, however, when university or department policies are changed, currently enrolled students are grandfathered into preexisting requirements.

Routine administrative questions not answered in this Handbook or through Graduate Division (https://grad.ucla.edu/academics/) should be addressed first to GSAO, and then to the Director of Graduate Studies. The DGS functions also as informal ombudsperson for departmental graduate affairs. Graduate students and faculty should bring all matters of concern to her attention.

# APPENDIX 1
# M.A. Thesis Preparation Guidelines

***UCLA***

**DEPARTMENTOF CHICANA/O AND CENTRAL AMERICAN STUDIES**

**M.A. Thesis - Guidelines**

**M.A. Thesis**

According to University regulations, "Every master's degree program that includes a thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research." (*Standards and Procedures for Graduate Studies* p. 8)

Students will complete the M.A. degree by writing an original interdisciplinary research paper, critical reflection, or creative portfolio that integrates knowledge learned in their graduate coursework. The M.A. thesis should be submitted by Spring quarter of their second year, but no later than the seventh quarter (normally Fall quarter of the third year).

In consultation with the student, a thesis committee should be nominated by the department and approved by Graduate Division within the first two weeks of the Quarter in which you will file the thesis (Spring of your 2nd year). The thesis committee will consist of three faculty members from the CCAS department. All members of the committee must hold academic appointment in the CCAS department (ladder-ranked faculty from the list of core or jointly-appointed faculty in the department). (See "Thesis Committee Regulations" below.)

A Master's Thesis provides opportunities for students to plan, complete, interpret, and report research relevant to their chosen area of study. The thesis project must be an original work that has not been published previously, and must be conducted and written under the guidance of the faculty advisor. **Ultimately, it is the student's responsibility to make adequate progress toward completion of her/his/their thesis and produce high quality work.**

The Master's Thesis should demonstrate the following abilities from the student:

- Plan and conceptualize an original research project.
- Carry out the planned research activity.
- Reference and understand important work in the field.
- Analyze the results of the research.
- Draw reasonable conclusions from the research.
- Complete a publishable-quality piece.

***Steps Toward Writing the M.A. thesis***

1. During the Spring quarter of the first year, students should enroll in CCAS 595 under the guidance of your thesis advisor to prepare a proposal for the thesis. It should include:
    a. Statement of research question
    b. Proposed objectives of the study
    c. Review of pertinent literature
    d. Theoretical framework and methodology
    e. If research involves human subjects, obtain IRB Approval.
    f. Timeline for gathering data/sources during the summer and completing the thesis during the second year.

g. Form M.A. Thesis Committee during Spring of the first year. Please consult Grad Division regulations regarding the eligibility of faculty members. https://grad.ucla.edu/academics/masters-studies/nomination-of-masters-thesis-committee/ (No official forms are required at this stage.)

2. In your second year, enroll in CCAS 595 under the guidance of your Thesis Advisor. CCAS 595 maybe repeated for three quarters. Students may take up to a maximum of 12 units of CCAS 595 per quarter, should MA coursework be completed.
3. Meet with the GSAO, to file ATC form no later than the second week of Spring quarter of your second year.
4. Also file the Nomination of a Master's Committee form in Spring quarter of your second year.
5. In consultation with your Thesis Advisor, establish a date for submission of the completed thesis to your committee.
   a. Provide sufficient time to incorporate all three committee members' feedback into a revised draft.
6. Attend a Thesis Filing Workshop and follow requirements for thesis formatting and submission.

The Master's thesis should be approximately **50-75 double-spaced pages** (depending on your research approach), using one-inch margins. For style, footnotes, and bibliography, follow the MLA or Chicago Manual of Style. Establish your approach with your Thesis Advisor.

The thesis is evaluated on a pass/no pass basis.

***Thesis Committee Regulations***

According to University regulations, Master's thesis committees consist of three faculty members from your home department. By petition, one of the three may be a faculty member from another UC campus who holds an appropriate appointment as listed in *Standards and Procedures*.

**Filing and Format**

For guidance on the final preparation of the manuscript, consult "UCLA Thesis and Dissertation Filing Requirements": https://grad.ucla.edu/gasaa/etd/filingrequirements.pdf

Workshops on the preparation and filing of theses and dissertations are held quarterly. Students are encouraged to attend one of these meetings. For filing deadlines and workshops, see "Thesis & Dissertation Filing Deadlines and Workshops": https://grad.ucla.edu/academics/calendar/thesis-dissertation-filing-deadlines-and-workshops/

**Advancement to Candidacy**

According to University regulations, it is "the student's responsibility to file advancement to candidacy (ATC) forms for the master's degree in the major department no later than the second week of the quarter in which the student expects the award of the degree. Failure to do so will prevent the student from receiving the degree until the quarter in which the forms are filed and the student is advanced to candidacy, regardless of when the degree requirements were completed." (*Standards and Procedures* p. 9).

Advancement to candidacy may not occur until the foreign language requirement has been satisfied. Candidates have one calendar year from the date of advancement to candidacy in which to complete all requirements for the degree (for additional information see *Standards and Procedures*). For instance, if the student needs more time to complete the thesis or needs to clear outstanding incompletes, she/he/they will have one year after advancing to candidacy to finish everything.

The Advancement to Candidacy Form can be found in the Graduate Division main web page (See “Forms and Publications” https://grad.ucla.edu/academics/forms/)

*Bring your completed ATC form when you meetwith the GSAO. The GSAO will assist you in identifying courses that count toward the M.A. degree. The ATC form must be approved by the Director of Graduate Studies.*

# APPENDIX 2
# M.A. and Ph.D. Timeline

## The Steps to a Master's Degree

| | |
|---|---|
| **YEAR 1** | |
| Fall | CCAS 200 + 2 seminars |
| | • Apply for grants, fellowships (including Ford) |
| Winter | CCS 201 + 2 or 3 seminars |
| | • Apply for grants, fellowships (including GRM, GSRM, Smithsonian) |
| Spring | CCS 202 + 595 + 495 |
| | • Fulfill language requirement |
| | • Choose Faculty Advisor |
| | • Choose MA committee |
| | • Apply for CSRC/IAC/CSW grant |
| | • Begin IRB process, if necessary |
| **Summer** | Collect data, begin the MA thesis |
| **YEAR 2** | |
| Fall | If not TAing: 2 seminars (+ 595)* |
| | If TAing: 1 seminar + 595 + 596 |
| | • Apply for grants, fellowships |
| Winter | If not TAing: 2 seminars (+ 595)* |
| | If TAing: 1 seminar + 595 + 596 |
| | • Apply for grants, fellowships, and summer TA-ships (including GRM, GSRM, Smithsonian) |
| Spring | If not TAing: 2 seminars (+ 595)* |
| | If TAing: 1 seminar + 595 + 596 |
| | • File ATC + Nomination of Master's Committee Form |
| | • File MA thesis |

Normative Time to Master's ATC: 6 quarters
Max Time to Master's: 7 quarters

| The Steps to the PhD | |
|---|---|
| **Summer after Y2** | • Begin Preparation for Written Qualifying Exams |
| | • Develop 2 Reading Lists |
| | (*Recommended*)<br>• Work on revising your thesis to submit to peer-reviewed journal in your field |
| **YEAR 3** | |
| Fall | 1-2 seminars as needed: CCAS 596 &/or 597 in QE preparation |
| | • Form QE Committee early |
| | • Submit Reading List to Advisor & Grad Committee |
| | • Submit Form to Nominate Faculty Committee for Written Qualifying Exam Evaluation |
| Winter | • Weeks 1-2: Written QE |
| | • Prepare Dissertation Proposal for Oral QE |
| | • Apply for grants, fellowships, and summer TA-ships (including GRM, GSRM, Smithsonian) |
| Spring | • First opportunity to complete Oral QE (Defend Dissertation Proposal) |
| | • OR Prepare for Oral QE |
| | • Apply for Dissertation research grants (incl. CSRC/IAC) |
| **Summer** | • If you haven't defended, prepare for Oral QE |
| | • If ATC, conduct dissertation research, writing |
| **YEAR 4** | |
| Fall | *(Last chance for Written QE)* |
| | • If you haven't defended, prepare for Oral QE |
| | • If ATC, conduct dissertation research, writing |
| | • Apply for Dissertation research grants |
| Winter | |
| | (*Recommended*) • Work on submitting 2nd journal article manuscript for publication in peer-reviewed journal |
| | • Conduct dissertation research, writing |
| | • Apply for research grants |
| Spring | • Last chance for Oral QE |
| **YEARS 5-7** | |
| | • Dissertation work |
| | • National and international conference talks |
| | • (*Optionally*) Apply for Dissertation Year Fellowships ( AAUW, DYF) |
| | • (Recommended) Submit 2nd article for review; Job market preparation |
| | • Complete Dissertation |
| | • Dissertation Defense (optional) |
| | • File Dissertation |

(timeline updated to 22 August 2019)

Normative time to PhD ATC: 4 yrs. (12 quarters), including MA coursework.

Normative Time to PhD: 7 yrs. (21 quarters)
Max Time to PhD Degree: 8 yrs. (24 quarters)

*PhD requires one year of TA experience (even if you are fully funded). Recommended: TAs can take 1 seminar per quarter; GRM awardees can take 2 seminars + thesis (595) or QE prep units (597)

# APPENDIX 3
# Doctoral Qualifying Examination Guidelines

***UCLA***

**DEPARTMENTOF CHICANA/O AND CENTRAL AMERICAN STUDIES**

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

The Qualifying Examinations (QEs) consist of written and oral sections: 1) a written exam that seeks to evaluate the student's knowledge of the field; 2) a dissertation prospectus that outlines the rationale behind the proposed dissertation project and provides an outline of its major parts, and 3) an oral component that measures the student's ability to engage in informed conversation about these fields and their specific applications to the student's dissertation project.

To become a doctoral candidate, the student must provide evidence of competency in the field by passing both the written and oral Qualifying Examinations. The QEs determine whether the student has an adequate command of knowledge in the field of study, and can organize, apply and convey that knowledge. They also test the student's readiness to pursue advanced independent research in Chicana and Chicano Studies with appropriate concentrations.

All coursework and language requirements must be completed before the examinations take place.

Students must complete these examinations within one calendar year of completing all requirements listed on the degree plan. Normative Time to Advance to Candidacy is 12 quarters (normally Spring of the fourth year).

Students must be registered to take written and oral qualifying examinations. If such examinations are to be taken in the summer, the student must have been registered in the immediately preceding Spring term. (*Standards and Procedures* p. 13-14)

## The Written Qualifying Examination

**1)** The Written Qualifying Examination normally will take place in Winter of the third year. It will consist of a literature review based on a reading list of a minimum of 50 texts.

**2)** The Written Qualifying Examination is a two-part exam based on the student's coursework, research interests, and familiarity with the field.

- Part One seeks to evaluate the student's knowledge of the field. It will consist of a literature review based on a reading list of a minimum 25 texts drawn up by the student in consultation with his/her/their dissertation advisor. (Seeattached Department Readings that may be used as a source to prepare your lists).
- Part Two will be a paper in response to a question related to the student's dissertation research; it will require a theoretical grounding in the student's areas of specialization, an ability to define and apply interdisciplinary methodology, and a well-supported argument.
- Each part of the written exam should

be approximately 15–25 double-spaced pages, excluding the bibliography, and using 12-point font and one-inch margins.

- For students of the Expressive track, an additional aspect of the comprehensive exam option is to demonstrate progress on agreed upon creative work approved by your Graduate Faculty Advisor (**committee Chair**) associated with the development of your thesis. It will require presentation of that work to the Chair of your committee and at least one other member along with submission of a written exam of 25 pages. Presentation can be carried out via presentation of the actual work or Digital representation (PPT, Prezi, film, story board).

**3) Examination Committee.** Prior to taking the exams, an examination committee should be formed.

- The examination committee should be constituted no later than one month preceding the examination.
- In consultation with the faculty advisor, students choose two other committee members, one of whom may hold a joint appointment with the department, and whoseinterests and fields of expertise support research in the proposed area of the dissertation.
- These three department faculty members constitute the departmental examination committee, which is responsible for administering the Written Qualifying Exams.
- Note that all faculty advisors whose studentsare taking the exam during the same quarter should work together to develop Question 1. The student should work closely with the faculty advisor to discuss the focus of Question 2. From these processes, the chair of the examination committee prepares the final questions for the written examination. These questions should be shared with the rest of the examination committee and the department's Graduate Committee.

**4) Reading Lists.** Students should start working on their list in Summer before their 3rd year.

- The student should circulate a first draft of the QEs bibliography to the examination committee at least a month (preferably sooner) prior to when the exam will be administered. The examination committee may recommend additional items to add to the list, which the student will be responsible for reading and adding to the list.
- A final copy of the bibliography should be submitted to the examination committee and department's Graduate Committee at least one month prior to the exam.

**5) The Day of the Exam.** Students will have two weeks to complete their written qualifying exam.

- The exam should be taken at the beginning of the quarter (normally Winter quarter of the third year).
- Students will receive the exam questions in the morning on Monday of the first week of the quarter and should submit their answers on Monday of the third week at the established time.
- Because the QEs represent the student's own written and oral work, there should be no consultation about the content of the exam between the student and other students, faculty, and/or tutors between the time the Written QE questions are distributed and all the oral exams are completed. Students may consult the chair of the relevant qualifying examination committee for clarification on the written question.
- Late submissions will not be considered. Students who do not submit on time will need

to re-take the exam based on different questions in the following quarter.

**6) Submission of the exams.**

- The written exams should be sent in PDF (and in Word if so required by the faculty advisor)by the due date, with copy to each member of the committee, the Director of Graduate Studies, and the GSAO.

**7) Evaluation.** The Examination Committee will evaluate the passing quality of the written exams. The decision should be made by the end of the quarter in which the student took the exam. The exams are evaluated on a pass/no pass basis. The committee will assess a student's writing, critical, and analytical skills as evidenced in their knowledge of the field and their application of appropriate theories and methods for addressing research questions within their area of expertise.

Please keep in mind that the overall result of the qualifying exam is based on a holistic evaluation of all three elements—the written exam, the dissertation prospectus, and the oral examination. However, students who fail either part of the written qualifying examination may retake it once without petition the following quarter. Students who fail the written qualifying examination a second time will not advance to doctoral candidacy and will be dismissed from the Program.

## The Oral Qualifying Examination

The University Oral Qualifying Examination is also known as a defense of the dissertation proposal. Following completion of the Written Qualifying Examination, students are required to take the University Oral Qualifying Examination no later than Spring quarter of the fourth year.

The doctoral committee is responsible for administering the qualifying oral exam.

**1) The Dissertation Committee**

After completing coursework for the Ph.D. and the language requirement, but before taking the University Oral Qualifying Examination, the chair of the department, after consultation with the student, nominates a four-person doctoral committee.

According to University regulations, doctoral committees consist of a minimum of four faculty members from UCLA. Three of the four doctoral committee members must hold appointments at UCLA in the student's major department. One of the four doctoral committee members must hold an appointment at UCLA in a department "outside" the student's major department. (Faculty who hold multiple appointments count as "inside" if one of those appointments is in the student's department). Two of the four doctoral committee members must hold the rank of professor or associate professor (regular or in-residence series) at UCLA. (See *Standards and Procedures* for more details.)

**2) The Dissertation Proposal**

- The dissertation proposal of approximately 30 pages, excluding bibliography, will be presented to the entire dissertation committee in a two-hour meeting. To pass the dissertation proposal defense, the exam must be "passed" by at least three members of the committee. If more than one committee member does not pass the oral exam, the student may be dismissed from the program, or, by majority vote of the committee, the student may be allowed to retake the oral exam once.
- Each doctoral committee member must receive a hard copy of the proposal at least 2 weeks before the oral exam.
- It is the responsibility of the student to schedule the oral exams at least 6 weeks in advance, in consultation with all members of the committee and the Director of Graduate Studies. The department's Administrative

Specialist will be responsible for scheduling and reserving the room for the oral exam.

- The proposal should:
  - Elucidate the candidate's research project: What research questions and materials will be used to answer your questions?
  - Give an overview of the extant literature, indicating why the study will advance the field.
  - Delineate and justify the methodologies, theories and critical approaches of the project. Why is this approach appropriate for the topic under consideration?
  - Justify the project: Why this topic? Why now? What will be its original contribution to the field?
  - Offer a tentative outline of the structure of the dissertation.
  - Provide a timeline of the research to be conducted.

**3) Evaluation**. According to University regulations, the doctoral committee conducts the oral qualifying examination to determine whether the candidate is qualified for advancement to candidacy for a doctoral degree.

- This examination is open only to the committee members and the student.
- All members of the committee must be present at the examination.
- A successful oral exam is one in which the student is able to deliver a polished 20-minute presentation and respond productively to questions, concerns, and suggestions their examiners may have about the dissertation proposal.
- It is the duty of the chair of the Doctoral Committee to see that all members of the committee report the examination as 'passed' or 'not passed.'
- A student may not be advanced to candidacy if more than one member votes 'not passed' regardless of the size of the committee. Upon majority vote of the doctoral committee, the oral qualifying exam may be repeated once.

Overall, there are three possible outcomes of the qualifying exams:

☐ Pass: Student advances to candidacy

☐ No pass: Student may retake the written exam, or a portion of it, once.

☐ Fail: Student does not advance to candidacy. (This only applies for students who have failed the written exam twice and/or failed the oral part of the exam. If this occurs, the student will be dismissed from the Program.)

**Advancement to Candidacy**

Students are advanced to candidacy and awarded the Candidate in Philosophy degree (C.Phil.) upon successful completion of the written and oral qualifying examinations. This stage is also often colloquially referred to as ABD (All But Dissertation).

Students who have advanced to candidacy should provide a copy of their dissertation proposal to the SAO for inclusion in their files. Each subsequent year following advancement to candidacy, students should submit a dissertation project update as part of their self-assessment.

## FAQ

The following is a list of questions put-together by the first doctoral cohort in Chicana/o Studies. The questions address inquiries regarding the upcoming Qualifying Examinations. It is important to note that these questions deal mainly with the Written portion of the Qualifying Exams.

**Qualifying Exams Reading List**

- **Can we add books to the track lists and remove books?**
  - Yes. The reading list should be seen as a resource. The committee may recommend

additional items to add to the list, which the student will be responsible for reading. The student may also propose adding new texts. The Graduate Committee considers it a living list. Therefore, new texts may be added on a regular basis. This applies to lists for both QE questions. The Graduate Committee should be notified of any changes to the list.

- **How should we approach Question 1 and Question 2 differently?**

  - For Part One, you should be able to demonstrate your familiarity with the field. As stated above, in consultation your advisors, you can come up with a list of foundational texts in preparation for this part of the exam. The proposed list of foundational texts should be shared with the rest of the Examination Committee and the Graduate Committee ahead of time just in case some modifications are needed. A final copy of the bibliography should be submitted at least 1 month prior to the exam.

  - Part Two of the exam is more specific to your field. This question should be closely related to the student's dissertation research; it will require a theoretical grounding in the student's areas of specialization, an ability to define and apply theories, and a well-supported argument. Therefore, it is assumed that selected texts from your areas of specialization lists will be included.

**<u>Advancement to Candidacy</u>**

- **Is there a threshold between the moment you pass your qualifying examinations ("formally passing"), and officially advancing to candidacy in Graduate Divisions' records? If so, what is the timeframe between passing the exams, and officially ABD'ing?**

  - Students are advanced to candidacy and awarded the Candidate in Philosophy degree (C.Phil.) upon successful completion of the written and oral qualifying examinations. The Graduate Division advances a student to candidacy when the report on the University oral qualifying examination is received. The department will report to Graduate Division that you passed the written and oral exams immediately. However, the timeframe between when we report that you passed the exams and showing it on Graduate Division's records would depend on their turn-around. It usually takes no more than 7-10 working days (provided everything is in order).

**DEPARTMENTOF CHICANA/O AND CENTRAL AMERICAN STUDIES**

## Suggested List Of Texts For PhD Qualifying Exams

**Students are expected to have a literature review based on a reading list of a minimum of 50 texts. Per essay, students should be prepared to write on at least 25 texts from the cumulative lists that we organize here by areas of interest. Your list cannot be composed solely of articles and chapters and must contain at least 10 foundational books. In consultation with your advisor, we highly encourage that you refer to the Central American Studies list below to make sure your general field list includes both Chicana/o Studies and Central American Studies texts.**

### I) Border and Transnational Studies

1. Anzaldúa, Gloria and Ana Louise Keating (ed). 2009. The Gloria Anzaldúa Reader. Durham: Duke U Press.
2. Anzaldúa, Gloria. 1987. *Borderlands/La* Frontera: The New Mestiza. San Francisco: Aunt Lute Press.
3. Bonfil Batalla, Guillermo. 1996. México Profundo. Austin: UT Press.
4. Dreby, Joanna. 2010. Divided by Borders: Mexican Migrants and their Children. UC Press.
5. Fox, Jonathon & Gaspar Rivera-Salgado, eds. 2004. Indigenous Mexican Migrants in the US. Center for U.S. Mexican Studies UCSD.
6. Fregoso, Rosa Linda. 2003. meXicana Encounters: The Making of Social Identities on the Borderlands. UC Press.
7. Fregoso, Rosa-Linda and Cynthia Bejarano (eds). 2010. Terrorizing Women: Feminicide in the Americas. Duke U Pr.
8. Gaspar de Alba, Alicia (with G Guzmán) (eds). 2010. Making a Killing: Femicide, Free Trade, and La Frontera. U TX Pr.
9. Guarnizo, Luis Eduardo, and Michael Peter Smith (eds.). 1998. Transnationalism from Below. Transaction Publ.
10. Guidotti, Nicole. 2011. Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries. Duke UP.
11. Gutiérrez-Jones, Carl. 1995. Rethinking the Borderlands: Between Chicano Culture and Legal Discourse. UC Press.
12. Hamilton, Nora, and Norma Stoltz Chinchilla. 2001. Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles. Philadelphia: Temple University Press.
13. Hondagneu-Sotelo, Pierrette. 1994. Gendered Transitions: Mexican Experiences in Immigration. UC Press.
14. Hondagneu-Sotelo, Pierrette, ed. 2003. Gender and U.S. Immigration: Contemporary Trends. UC Press.
15. Kaplan, Caren Norma Alarcón, and Minoo Moallem, eds. 1999. Woman and Nation: Nationalisms, Transnational Feminisms and the State, Durham: Duke University.
16. Leal, David & José Limón (eds). 2012. Immigration and the Border: Politics and Policy in the New Latino Century. U of Notre Dame Pr.
17. Levitt, Peggy. 2001. Transnational Villagers. Berkeley and Los Angeles, CA: University of California Press.
18. Lubheid, Ethne. 2002. Entry Denied: Controlling Sexuality at the Border. Minneapolis: U of Minnesota Press.
19. Moraña, Mabel, Enrique Dussel and Carlos Jauregui, eds. 2006. Coloniality at Large: Latin America and the Postcolonial Debate. Duke University Press.
20. Memmi, Albert. 1991. The Colonizer and the Colonized. Boston: Beacon Press.

**21.** Mignolo, Walter. 2000. Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking. Princeton UP.
**22.** Mohanty, Chandra. 2003. Feminism without Borders: Decolonizing Theory, Practicing Solidarity, Duke UP.
**23.** Pederson, David. 2013. American Value: Migrants, Money, and Meaning in El Salvador and the US. U of Chicago Pr.
**24.** Pérez-Torres, Rafael. 2006. Mestizaje: Critical Uses of Race in Chicano Culture. Mineapolis: U of Minnesota Press.
**25.** Romo, David Dorado. 2005. Ringside Seat to a Revolution: An Underground Cultural History of El Paso and Juárez, 1893-1923. El Paso: Cinco Puntos Press.
**26.** Schmidt Camacho, A. 2008. Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands. NYU Pr.
**27.** Tuhiwai Smith, Linda. 1999. Decolonizing Methodologies. Research and Indigenous Peoples. London: Zed Books.
**28.** Staudt, K and I Coronado. 2002. Fronteras No Más: Toward Social Justice at the U.S.-Mexico Border. Palgrave.
**29.** Shohat, Ella ed. 1999. Talking Visions: Multicultural Feminism in a Transnational Age. New York: New Museum of Contemporary Art.
**30.** Velez-Ibanez, Carlos G. and Anna Sampaio, eds. 2002. Transnational Latina/o Communities: Politics, Processes, and Cultures. NY: Rowman and Littlefield.
**31.** Vertovec, Steven. 2009. Transnationalism. London and New York: Routledge.

**32.** Wright, Melissa W. 2006. Disposable Women and Other Myths of Global Capitalism. New York: Routledge.
**33.** Zavella, Patricia. 2011. I'm Neither Here Nor There: Mexicans' Quotidian Struggles with Migration and Poverty. Durham: Duke University Press.

**II) Expressive Arts**

Students specializing in Creative Writing will be tested on at least ten novels from the list below,plus an additional ten books from the list of Critical Texts. Those specializing in the Visual Arts will be tested on at least 20 texts from among the list of Visual Arts and Exhibition Catalogs.

**Creative Writing NOVELS**

- Castillo, Ana. 1994. So Far from God. New York: Plume Books.
- Diaz, Junot. 2008. The Brief Wondrous Life of Oscar Wao. New York: Riverhead.
- Gaspar de Alba, Alicia. 1999. Sor Juana's Second Dream. U of New Mexico P.
- Gaspar de Alba, Alicia. 2005. Desert Blood: The Juárez Murders. Houston: Arte Publico Press.
- González, Rigoberto. 2006. Butterfly Boy: Memories of a Chicano Mariposa. Madison: U of Wisconsin Press.
- Islas, Arturo. 1991. Rain God. New York: Harper Perennial.
- Limon, Graciela. 2001. Erased Faces. Houston: Arte Público Press.
- Pérez, Emma. 2009. Forgetting the Alamo, Or, Blood Memory. Austin: U of Texas Press.
- Rechy, John. 2001. The Miraculous Day of Amalia Gomez. New York: Grove Press.
- Santiago, Esmeralda. 1993. When I Was Puerto Rican. New York: Vintage Books.
- Tobar, Hector. 1998. *The Tattooed Soldier*. New York: Penguin Books.
- Trujillo, Carla. 2003. *What Night Brings.* Willimantic, CT: Curbstone Press.
- Urrea, Luis Alberto. 2005. *The Hummingbird's Daughter*. New York: Back Bay Books.
- Villarreal, Jose Antonio. 1959, 1970, 1989. *Pocho*. New York: Anchor Books.
- Viramontes, Helena Maria. 2008. *And Their Dogs Came with Them*. New York: Washington Square Press.

CRITICAL TEXTS
(All the titles of this "Critical Texts" list should also be included as part of Track III required texts list)

1. Aldama, Arturo. 2001. Disrupting Savagism: Intersecting Chicana/o, Mexican Immigrant, and Native American Struggles for Self- Representation. Duke University Press.
2. Aldama, Frederick. 2005. Brown on Brown: Chicano/a Representations of Gender, Sexuality, and Ethnicity. UT Press.
3. Arrizón, Alicia. 1999. Latina Performance: Traversing the Stage. Bloomington: Indiana U Press.
4. Anzaldúa, Gloria E. and AnaLouse Keating (ed). 2000. Interviews/Entrevistas. New York: Routledge Press.
5. Brady, Mary Pat. 2002. Extinct Lands, Temporal Geographies: Chicana Literature and the Urgency of Space. Duke UP.
6. Bebout, Lee. 2011. Mythohistorical Interventions: The Chicano Movement and Its Legacies. U of Minnesota Press.
7. Broyles-González, Yolanda. 1994. El Teatro Campesino: Theater in the Chicano Movement. Austin: U of Texas Press.
8. Delgadillo, Theresa. 2011. Spiritual Mestizaje: Religion, Gender, Race, and Nation in Contemporary Chicana *Narrative*. Durham: Duke U Press.
9. Moraga, Cherrie (and Celia Herrera Rodríguez). 2011. *A Xicana Codex of Changing Consciousness: Writings, 2000-2010.* Durham, NC: Duke UP.
10. Rodríguez, Juana María. 2003. *Queer Latinidad: Identity Practices, Discursive Spaces*. New York: NYU Press.
11. Rodríguez, Ralph E. 2005. *Brown Gumshoes: Detective Fiction and the Search for Chicana/o Identity.* U of Texas Pr.
12. Saldívar, José David. 1997. *Border Matters: Remapping American Cultural Studies*. Berkeley: U of California Press.
13. Saldivar, Ramón. 1990. *Chicano Narrative: The Dialetics of Difference.* Madison: U of Wisconsin Press.
14. Saldivar-Hull, Sonia. 2000. *Feminism on the Border: Chicana Gender Politics and Literature*. UC Press.
15. Torres, Edén E. 2003. *Chicana Without Apology: The New Chicana Cultural Studies*. New York: Routledge Press.

**Visual Arts**

1. Becker, Carol (ed.). 1994. *The Subversive Imagination:Artists,Society and Social Responsibility.* NY: Routledge .
2. Beyerbach, Barbara and R. Deborah Davis (eds.). 2011. *Activist Art in Social Justice Pedagogy. Engaging Students in Global Issues through the Arts.* NY: Peter Lang Publishing.
3. Cockcroft, Eva Sperling and Holly Barnet-Sanchez (eds.). 1993. *Signs From The Heart: California Chicano Murals.* Venice, CA: Social and Public Art Resource Center, 1994 (2nd printing); University of New Mexico Press.
4. Cockcroft, Eva, John Weber and James Cockcroft. 1977. *Toward a People's Art: The Contemporary Mural Movement.* NY: E.P. Dutton.
5. Davalos, Karen Mary. 2001. *Exhibiting Mestizaje: Mexican (American) Museums in the Diaspora*. U of NM Press.
6. *Dear, Michael.* 2011. *Geohumanties: Art, History, Text at the Edge of Place.* NY: Routledge.
7. Doss, Erika. 1995. *Spirit Poles and Flying Pigs: Public Art and Cultural Democracy in American*

*Communities.* Washington, D.C.: Smithsonian Institution Press.
8. Felshin, Nina (ed.). 1995. *But is it Art: The Spirit of Art as Activism.* Seattle: Bay Press.
9. Gaspar de Alba, Alicia. 1998. *Chicano Art Inside/Outside the Master's House: Cultural Politics and the CARA Exhibition*. Austin: U of TX Press.
10. Goldbard, Arlene. 2006. *New Creative Community: The Art of Cultural Development*. New Village Press.
11. Goldman, Shifra M. 1995. *Dimensions of the Americas: Art and Social Change in Latin America and the United States*. Chicago: U of Chicago Press.
12. González, Jennifer A. 2008. *Subject to Display: Reframing Race in Contemporary Installation Art.* Boston: MIT Press.
13. Karp, Ivan and Steven D. Lavine. 1991. *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, D.C.: Smithsonian Institution Press.
14. Karp, Ivan, Christine Mullen Kreamer, and Steven D. Lavine (eds). 1992. *Museums and Communities: The Politics of Public Culture*. Washington, D.C.: Smithsonian Institution Press.
15. Latorre, Guisela. 2008. *Walls of Empowerment: Chicana/o Indigenist Murals of California*. Austin: U of Texas Press.
16. Lippard, Lucy R. 2001. *Mixed Blessings: New Art in a Multicultural America*. New York: Pantheon Books.
17. Mitchell, W.J.T. (ed). 1990, 1991, 1992. *Art and the Public Sphere*. Chicago: U of Chicago Press.
18. Pérez, Laura E. 2007. *Chicana Art: The Politics of Spiritual and Aesthetic Altarities*. Durham: Duke U Press.
19. Raven, Arlene. 1993. *Art in the Public Interest*. NY: Da Capo Press.
20. Wolff, Janet. 1983, 1993. *Aesthetics and the Sociology of Art*. Ann Arbor: University of Michigan Press.

**EXHIBITION CATALOGS**

21. Fields, Virginia M.; Zamudio-Taylor, Victor (eds). 2001. *The Road to Aztlán: Art from a Mythic Homeland.* Los Angeles: Los Angeles County Museum of Art.
22. González, Rita, Howard N. Fox, and Chon A. Noriega (eds). 2008. *Phantom Sightings: Art After the Chicano Movement*. Los Angeles: U of California Press and Los Angeles County Museum of Art.
23. Griswold del Castillo, Richard; McKenna, Teresa; Yarbro-Bejarano, Yvonne (eds); Frederick S. Wight Art Gallery, CARA National Advisory Committee. 1991. *Chicano Art: Resistance and Affirmation, 1965-1985*. Los Angeles: Wight Art Gallery, University of California, Los Angeles.
24. Noriega, Chon A and Holly Barnet- Sanchez (eds); University Art Museum (UC Santa Barbara), Jack S. Blanton Museum of Art, et al. 2001. *Just Another Poster? Chicano Graphic Arts in California.* Santa Barbara, CA: University Art Museum, UC Santa Barbara; Seattle: Distributed by University of Washington Press.

Rochfort, Desmond. 1993. *Mexican Muralists: Orozco, Rivera, Siqueiros*. San Francisco: Chronicle Books.

**III) History, Culture, and Language of the Americas**

1. Acuña, Rodolfo. 2011. *The Making of Chicana/o Studies: In the Trenches of the Academe.* Rutgers UP.
2. Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.
3. Arenal, Electa and Amanda Powell (eds). 1994. *Sor Juana Inés de la Cruz: The Answer/La Respuesta*. Feminist Press.
4. Arrizón, Alicia. 2006. Q*ueering Mestizaje: Transculturation and Performance*. Ann Arbor: U of

Michigan Press.
5. Avila, Arlene. 2008. *Latino Spin: Public Image and the Whitewashing of Race*. New York: New York U Press.
6. Balderrama, Francisco & Raymond Rodríguez. 2006. *Decade of Betrayal: Mexican Repatriation in the 1930s*. Albuquerque: U of New Mexico P.
7. Beverly, John. 2004. *Subalternity and Representation. Arguments in Cultural Theory.* Duke UP
8. Bhabha, Homi. 1994. *The Location of Culture*, London: Routledge.
9. Blackwell, Maylei. 2011. *Chicana Power. Contested History of Feminisms in the Chicano Movement.* U of TX Pr.
10. Cantú, Norma E., and Olga Nájera- Ramírez, 2002. *Chicana Traditions: Continuity and Change*. U of Illinois Press.
11. Chabram-Dernersesian, Angie (ed). 2006. *The Chicana/o Cultural Studies Reader*. New York: Routledge.
12. De León, Arnoldo. 1983. *They Called Them Greasers: Anglo Attitudes Toward Mexicans in Texas, 1821-1900.* UT Pr.
13. Deverell, Bill. 2005. *Whitewashed Adobe*. Berkeley: University of California Press.
14. Fanon, Frantz. 1967. *Black Skin, White Masks*. NY: Grove Press.
15. Foley, Neil. 1997. *The White Scourge*. Berkeley: University of California Press.
16. Fregoso, Rosa Linda. 1993. *The Bronze Screen: Chicana and Chicano Film Culture*. U of Minnesota Press.
17. Gaspar de Alba, Alicia. 2003. *Velvet Barrios: Popular Culture & Chicana/o Sexualities*. Palgrave Macmillan.
18. Gaspar de Alba, Alicia and Alma Lopez (Eds). 2011. *Our Lady of Controversy: Alma Lopez's "Irreverent Apparition."* Austin: U of TX Press.
19. Gomez, Laura. 2007. *Manifest Destinies: The Making of the Mexican American Race.* NY: NYU Press.
20. Gomez-Quiñones, Juan. 1994. *Mexican American Labor, 1790-1990*. Albuquerque: U of New Mexico Press.
21. González, Deena. 1999. *Refusing the Favor: The Spanish-Mexican Women of Santa Fe, 1820-1850*. Oxford U Press.
22. Griswold del Castillo, Richard. 1990. *The Treaty of Guadalupe Hidalgo.* Norman: U of Oklahoma P.
23. Gutierrez, David. 1995. *Walls and Mirrors*. Berkeley: University of California Press.
24. Gutiérrez, Ramón. 1991. *When Jesus Came the Grandmothers Went Away: Marriage, Sexuality, and Power in New Mexico 1500-1846.* Stanford, CA: Stanford UP.
25. Hernández, Ellie D. 2009. *Postnationalism in Chicana/o Literature and Culture*. Austin: U of Texas Press.
26. Kelley, Robin D.G. *Race Rebels*. 1994. NY: Simon & Schuster.
27. Levine, Lawrence. 1996. *The Opening of the American Mind*. Boston: Beacon Press.
28. Limón, José E. 1999. *American Encounters: Greater Mexico, the United States, and the Erotics of Culture*. Beacon Pr.
29. Lipsitz, George. 1998. *The Possessive Investment in Whiteness.* Philadelphia: Temple University Press.
30. Miranda, Marie "Keta." 2003. *Homegirls in the Public Sphere*. Austin: U of TX Press.
31. Mann, Charles C. 2005. *1491: New Revelations of the Americas Before Columbus*. NY: Alfred A. Knopf.
32. Mignolo, Walter. 2000. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton: Princeton UP, 2000.
33. Mohanty, Chandra. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Duke UP.
34. Montejano, David. 1987. *Anglos and Mexicans in the Making of Texas, 1836- 1986.* Austin: U of Texas.
35. Moraga, Cherríe L. 1993, 2000. *Loving in the War Years: lo que nunca pasó por sus labios*: Expanded Edition. South End Press.
36. Muñoz, José Esteban. 1999. *Disidentifications: Queers of Color and the Performance of Politics.* Duke U Press.
37. Noriega, Chon A. 2005. *Shot In America: Television, the State, and the Rise of Chicano Cinema.* U of MN Press.
38. Oropeza, Lorena. 2005. *¡Raza Si! ¡Guerra No! Chicano Protest and Patriotism During the Viet Nam War Era*.

UC Pr.
39. Pérez, Domino Renee. 2008. *There Was a Woman: La Llorona from Folklore to Popular Culture*. Austin: U TX Press.
40. Pérez, Emma. 1991. *The Decolonial Imagery. Writing Chicana into History*. Bloomington: Indiana, UP.
41. Pérez-Torres, Rafael. 2006. *Mestizaje: Critical Uses of Race in Chicano Culture*. Minneapolis: U of Minnesota Press.
42. Ramírez, C. 2009. *Woman in the Zoot Suit. Gender, Nationalism, and the Cultural Politics of Memory.* Duke UP.
43. Ramírez-Berg, Charles. 2002. *Latino Images in Film: Stereotypes, Subversion, Resistance.* Austin: U of Texas Press.
44. Rodríguez, Richard T. 2009. *Next of Kin: The Family in Chicano/a Cultural Politics*. Durham: Duke U Press.
45. Ruiz, Vicki L. 1998. *From Out of the Shadows: Mexican women in twentieth-century America*. Oxford U Press.
46. Saldivar, José David. 1991. *The Dialectics of Our America: Genealogy, Cultural Critique, and Literary History*. Durham: Duke University Press.
47. Saldivar Hull, Sonia. 2000. *Feminism on the Broder. Chicana Gender Politics Literature*. U of California Pr.
48. Sandoval, Chela. 1999. *Methodology of the Oppressed*. Minneapolis: U of Minnesota Press.
49. Sanchez, George. 1993. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. Oxford UP.
50. Santa Ana, Otto. 2002. *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. UT Pr.
51. Smith, Andrea. 2005. *Conquest: Sexual Violence and American Indian Genocide* South End Press.

**See also CRITICAL TEXTS.

**IV) Labor, Law, and Policy Studies**

1. Arredondo, Gabriela, 2003. Title? Hurtado, Klahn, Nájera-Ramírez and Zavella, eds. Chicana Feminisms: A Critical Reader. Duke University Press.
2. Asencio, Marysol (ed). 2009. Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies. Rutger UP.
3. Cantú, Lionel and Eithne Lubheid (eds). 2005. Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings. Minneapolis: U of Minnesota Press. Cantú, Lionel. 2009. The Sexuality of Migration: Border Crossings and Mexican Immigrant Men. NYU Press.
4. Chavez, Leo R. 2008. The Latino Threat: Constructing Immigrants, Citizens, and the Nation. Stanford University Pr.
5. Chavez, Leo R. 1998. Shadowed Lives: Undocumented Immigrants in American Society. Fort Worth: Harcourt Brace.
6. De Genova, Nicholas and Ana Y. Ramos-Zayas. 2003. Latino Crossings: Mexicans, Puerto Ricans, and the
7. Politics of Race and Citizenship. London: Routledge.
8. De Genova, Nicholas. 2005. Working the Boundaries: Race, Space, and "Illegality" in Mexican Chicago. Duke UP.
9. Delgado, Richard. 2000. Critical Race Theory (2nd edition). Philadelphia: Temple University Press.
10. Glenn, Evelyn Nakano. 2002. Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor. Cambridge, MA: Harvard University Press.
11. Gomez, Laura. 2007. Manifest Destinies: The Making of the Mexican American Race. NY: NYU P.
12. Lucas, María Elena. 1993. Forged under the Sun/Forjada Bajo el Sol, Ed. Fran Leeper Bus. U of Michigan Press.
13. Mize, Donald L. and Alicia C.S. Swords. 2010. Consuming Mexican Labor: From the Bracero Program

to NAFTA. Toronto: U of Toronto Press.
14. Omi, Michael and Howard Winant. 1994. Racial Formation in the United States: From the 60s to the 90s. Routledge.
15. García, María Cristina. 2006. Seeking Refuge: Central American Migration to Mexico, the US, and Canada. UC Press.
16. Hamilton, Nora, and Norma Stoltz Chinchilla. 2001. Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles. Philadelphia: Temple University Press.
17. Hondagneu-Sotelo, Pierrette. 1994. Gendered Transitions: Mexican Experiences in Immigration. UC Press.
18. Hondagneu-Sotelo, Pierrette. 2001. Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence: Berkeley University of California Press. (Labor, Law and Policy Studies)
19. Lubheid, Ethne. 2002. Entry Denied: Controlling Sexuality at the Border. Minneapolis: U of Minnesota Press.
20. Massey, Douglas S.; Durand, Douglas S. and Nolan J. Malone. 2003. Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration.
21. Menjívar, Cecilia. 2000. Fragmented Ties: Salvadoran Immigrant Networks in America. U of California Press
22. Miranda, Marie "Keta." 2003. Homegirls in the Public Sphere. Austin: U of TX Press.
23. Ochoa, Gilda. 2004. Becoming Neighbors in a Mexican America Community: Power, Conflict and Solidarity. UT Pr.
24. Portes, Alejandro and Robert Bach. 1985. Latin Journey: Cuban and Mexican Immigrants in the US. UC Pr.
25. Repak, Terry A. 1995. Waiting on Washington: Central American Workers in the Nation's Capital. Temple U Pr.
26. Ruiz, Vicki. Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950. 1987. Albuquerque: U of New Mexico P.
27. Ruiz, Vicki, ed. Las obreras: Chicana politics of work and family. UCLA Chicano Studies Research Center Press.
28. Stephen, Lynn. 2007. Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon. Duke U Press.
29. Stern, Alexandra Minna. 2005. Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America. UC Pr.
30. Telles, Edward E. and Vilma Ortiz. 2008. Generations of Exclusion: Mexican Americans, Assimilation, and Race. NY: Russel Sage Foundation.

**<u>CENTRAL AMERICAN STUDIES:</u> For students specializing in an area of <u>U.S. Central American Studies</u>, be prepared to write on at least 25 sources from the cumulative lists that we have organized here by areas of interest for students. Your list cannot be composed solely of articles and chapters and must contain at least 10 foundational books. <u>For all other students</u>, we encourage you to draw from this list to build your field list in a way that includes Chicana/o and Central American Studies.**

**I) Border and Transnational Studies**

1. Abrego, Leisy J. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford, CA: Stanford University Press.
2. Alvarado, Karina Oliva, Ester E. Hernández and Alicia Ivonne Estrada (eds.). 2017. *U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance*. Tucson: University of Arizona Press.
3. Anastario, Mike. 2019. *Parcels, Memories of Salvadoran Migration*. New York: Rutgers.
4. Anaya, James S., 1996. *Indigenous Peoples in International Law*, New York: Oxford University Press.

5. Anderson, Mark. 2009. *Black and Indigenous: Garifuna Activism and Consumer Culture in Honduras*. Univ Of Minnesota Press.
6. Aparicio, Yvette. 2013. *Post-Conflict Central American Literature: Searching for Home and Longing to Belong.* Lewisburg: Bucknell University Press.
7. Arias, Arturo. 2007. *Taking their Word: Literature and the Signs of Central America*. Minneapolis: University of Minnesota Press.
8. Boj Lopez, Floridalma. 2017. Mobile Archives of Indigeneity: The Maya Diaspora and Cultural Production. Diss. University of Southern California.
9. Cárdenas, Maritza E. 2018. *Constituting Central-American-Americans: Transnational Identities and the Politics of Dislocation.* New Brunswick: Rutgers University Press.
10. Caso, Nicole. 2010. *Practicing Memory in Central American Literature*. Palgrave Macmillan.
11. Chacón, Gloria. 2018. *Indigenous Cosmolectics: Kab'awil and the Formation of Contemporary Maya and Zapotec Literatures*. Chapel Hill: UNC Press.
12. —. 2019. *Indigenous Interfaces: Spaces, Technology, and Social Networks in Mexico and Central America*. Co-Editor, University of Arizona Press, 2019.
13. Chávez, Joaquín M. 2017. *Poets and Prophets of the Resistance: Intellectuals and the Origins of El Salvador's Civil War.* Oxford University Press.
14. Coutin, Susan B. 2000. *Legalizing Moves: Salvadoran Immigrants' Struggle for U.S. Residency*. Ann Arbor, Mich.: University of Michigan Press.
15. —. 2016. *Exiled Home: Salvadoran Transnational Youth in the Aftermath of Violence*. Durham: Duke University Press.
16. Craft, Linda. 1997. *Novels of Testimony and Resistance from Central America.* Gainesville: University Press of Florida.
17. Delugan, Robin María. 2012. *Reimagining National Belonging: Post-Civil War El Salvador in a Global Context.* University of Arizona Press.
18. Euraque, Darío E. 1997. *Reinterpreting the Banana Republic: Region and State in Honduras, 1870-1972*. Chapel Hill: University of North Carolina Press.
19. Goett, Jennifer. 2016. Black Autonomy: Race, Gender, and Afro-Nicaraguan Activism. Palo Alto: Stanford University Press.
20. Gonzalez-Rivera, Victoria. 2011. Before the Revolution. Women's Rights and Right-Wing Politics in Nicaragua, 1821-1979. Penn State University Press.
21. Grandin, Greg and Deborah T. Levenson, Elizabeth Oglesby (eds). 2011. *The Guatemala Reader: History, Culture, Politics.* Durham: Duke University Press. See Velásquez Nimatuj, Irma Alicia. "Transnationalism and Maya Dress," besides the whole anthology.
22. Hagan, Jacqueline Maria. 1994. *Deciding to Be Legal: A Maya Community in Houston*. Philadelphia: Temple University Press.
23. Hamilton, Nora, and Norma Stoltz Chinchilla. 2001. *Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles*. Philadelphia: Temple University Press.
24. Kampwirth, Karen.2002. *Women and Guerilla Movements: Nicaragua, El Salvador, Chiapas, Cuba*. PA University Press. 2002.
25. Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley, Calif.: University of California Press.
26. —. 2011. *Enduring Violence: Ladina Women's Lives in Guatemala*. Berkeley: University of California Press.
27. Menjívar, Cecilia, Marie Ruiz and Immanuel Ness (eds). 2019.*The Handbook of Migration Crises*, edited by. Oxford: Oxford University Press. See Abrego, Leisy J. "Central American Refugees Reveal the Crisis of the State," Pp. 213-28, among other chapters on Central American migration.
28. Milian, Claudia. 2013. *Latining America: Black-Brown Passages and the Coloring of Latino/a Studies*. Athens, GA: University of Georgia Press.
29. Montejo, Victor. 2005. Maya Intellectual Renaissance: Identity, Representation, and Leadership. Austin: University of Texas Press.

30. Mowforth, Martin. 2014. *The Violence of Development.* New York: Pluto Press.
31. Padilla, Yajaira M. 2012. *Changing Women, Changing Nation: Female Agency, Nationhood, and Identity in Trans-Salvadoran Narratives*. Albany: State University of New York Press.
32. —. 2022. *From Threatening Guerrillas to Forever Illegals*. Austin: University of Texas Press.
33. Portillo, Suyapa. 2021. *Roots of Resistance: A Story of Gender, Race, and Labor on the North Coast of Honduras*. Austin: University of Texas Press.
34. Ramirez, Catherine. 2021. *Precarity and Belonging: Labor, Migration, and Noncitizenship*, edited by Catherine S. Ramírez, Sylvanna M. Falcón, Juan Poblete, Steven C. McKay, Felicity Amaya Schaeffer: Rutgers University Press. See Abrego, Leisy J. and Alejandro Villalpando, "Racialization of Central Americans in the United States." See also Bibler Coutin, Susan and Véronique Fortin, "Exclusionary Inclusion: Applying for Legal Status in the United States."
35. Ramírez, Horacio Roque. His book?
36. Rivas, Cecilia M. 2014. *Salvadoran Imaginaries: Mediated Identities and Cultures of Consumption*. Rutgers: Rutgers University Press.
37. Rodríguez, Ana Patricia. 2009. *Dividing the Isthmus: Central American Transnational Histories, Literature, and Cultures*. Austin: University of Texas Press.
38. Silber, Irina Carlota. 2010. *Everyday Revolutionaries: Gender, Violence, and Disillusionment in Postwar El Salvador*. Rutgers University Press.
39. Vanden, Harry E. and Gary Prevost (eds). 2021. *The Oxford Encyclopedia of Latin American Politics*. Oxford University Press. See Portillo, Suyapa and Cristian Padilla Romero, "Honduran Social Movements: Then and Now."

Articles and Chapters

40. Abrego, Leisy J. 2017. "On Silences: Salvadoran Refugees Then and Now." *Latino Studies* 15(1):73-85. 10.1057/s41276-017-0044-4.
41. Abrego, Leisy J. 2019. "Central American Refugees Reveal the Crisis of the State." 2019.*The Handbook of Migration Crises*, edited by. Oxford: Oxford University Press, Pp. 213-228.
42. Abrego, Leisy J. and Alejandro Villalpando. 2019. "Racialization of Central Americans in the United States." Precarity and Belonging Labor, Migration, and Noncitizenship, Edited by: Catherine S. Ramírez, Sylvanna M. Falcón, Juan Poblete, Steven C. McKay and Felicity Amaya Schaeffer (eds). Rutgers University Press.
43. Abrego, Leisy. 2021. "Research as accompaniment: Reflections on objectivity, ethics, and emotions." *Out of Place, Power, Person, and Difference in Socio-Legal Research*, edited by Lynette Chua and Mark Massoud, Pp 1-18.
44. Alma, Karina. 2021. "Miskitu Labor and Immigrant Struggles: U.S. Anti-Central American Policies of Social Death." *Migration and Mortality: Social Death, Dispossession, and Survival in the Americas*, Jamie Longazel and Miranda Hallett (Eds). Philadelphia: Temple University Press.
45. Alvarado, Karina Oliva. 2017. "A Gynealogy of Cigua Resistance: La Ciguanaba, Prudencia Ayala and Leticia Hernández-Linares in Conversation." *U.S. Central Americans: Reconstructing Memories, Struggles and Communities of Resistance* by Alvarado et al, Arizona University Press.
46. Alvarado, Karina Oliva. 2013. "The Boo of Viramontes' Cafe: Retelling Ghost Stories, Central American Representing Social Death." *Studies in 20th & 21st Century Literature*, Vol. 37: 2, Article 6, 77-93.
47. Batz, Giovanni. 2014. "Maya Cultural Resistance in Los Angeles, The Recovery of Identity and Culture among Maya Youth." *Latin American Perspectives* 41(3):194-207. 10.1177/0094582X14531727
48. —. 2020. "Ixil Maya Resistance against Megaprojects in Cotzal, Guatemala." *Theory & Event* 23(4):1016-36.
49. Blackwell, Maylei, Floridalma Boj Lopez, and Luis Urrieta Jr. 2017. "Critical Latinx Indigeneities." *Latino Studies* 15(2):126-37. 10.1057/s41276-017-0064-0.
    Boj Lopez, Floridalma. 2017. "Mobile Archives of Indigeneity: Building La Comunidad Ixim through Youth Organizing in the Maya Diaspora." *Latino Studies* 15(2):201-18.
50. Boj Lopez, Floridalma. 2015. "Maya Youth and Cultural Sustainability in the United States." *Latinos and Latinas at Risk: Issues in Education, Health, Community, and Justice* edited by G. Gutierrez, 151-170. Santa

Barbara: Greenwood.
51. Boj Lopez, Floridalma. 2015. “Mobilizing Transgression: Red Pedagogy and Maya Migrant Positionalities.” *Red Pedagogy: Native American Social and Political Thought*, 10th Anniversary Deluxe Edition, edited by S. Grande. Lanham: Rowman & Littlefield Publishers.
52. Camayd-Freixas, E. 2009. “Interpreting after the Largest Ice Raid in US History: A Personal Account.” *Latino Studies* 7 (1): 123–139. doi:10.1057/lst.2008.54.
53. Canizales, S.L. 2015. “American Individualism and the Social Incorporation of Unaccompanied Guatemalan Maya Young Adults in Los Angeles.” *Ethnic and Racial Studies* 38 (10): 1831–1847. doi:10.1080/01419870.2015.1021263.
54. Estrada, Alicia Ivonne. 2016. “Decolonizing Maya Border Crossings in El Norte and La Jaula de Oro.” Pp. 175-193 in *The Latin American Road Movie*. New York: Palgrave Macmillan.
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63. López Oro, Paul Joseph. “Ni de aquí, ni de allá: Garifuna Subjectivities and the Politics of Diasporic Belonging.” Pp: 61-83 in *Afro-Latin@s in Movement: Critical Approaches to Blackness and Transnationalism in the Americas*, edited by Petra R. Rivera-Rideau, Jennifer A. Jones, and Tianna S. Paschel. New York: Palgrave Macmillan, 2016.
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66. —. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology* 111(4):999-1037.
67. —. 2013. "Central American Immigrant Workers and Legal Violence in Phoenix, Arizona." *Latino Studies* 11(2):228-52. 10.1057/lst.2013.6
68. Menjívar, Cecilia, and Leisy Abrego. 2012. "Legal Violence: Immigration Law and the Lives of Central American Immigrants." *American Journal of Sociology* 117(5):1380-424.
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70. Osuna, Steven. 2020. “Transnational Moral Panic: Neoliberalism and the Spectre Of MS-13.” *Race & Class*, Vol. 61:4, 3–28.
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72. Peñalosa, F. 1986. Trilingualism in the Barrio: Mayan Indians in Los Angeles. *Language Problems and Language Planning* 10 (23): 229–252.
73. Popkin, E. 1999. Guatemalan Mayan Migration to Los Angeles: Constructing Transnational Linkages in the Context of the Settlement Process. *Ethnic and Racial Studies* 22: 267–289.
74. Popkin, E. 2005. The Emergence of Pan-Mayan Ethnicity in the Guatemalan Transnational Community Linking Santa Eulalia and Los Angeles. *Current Sociology* 53: 675–706.
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77. Ramírez, Horacio Roque. 2003. ""That's My Place!": Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975–1983." *Journal of the History of Sexuality*, Vol. 12, No. 2, April.
78. Rodríguez, Ana Patricia. 2001. "Refugees of the South: Central Americans in the U.S. Latino Imagery." *American Literature* 73(2):387-412.
79. Tejada, Karen. 2015. "Transplanting the Organizing Seed: Seasoned Activists' Political Habitus and the Transnational Social Field." *Latino Studies* 13(3):339-57.
80. Trujillo, Ester. 2021. "Rupturing the Silences: Intergenerational Construction of Salvadoran Immigrant War Necronarratives." *Journal of Latino and Latin American Studies* 11(1):75-92. 10.18085/1549-9502.11.1.75
81. Tuck, Eve and K. Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* Vol.1:1, 1-40.
82. Zimmerman, Arely M. 2015. "Contesting Citizenship from Below: Central Americans and the Struggle for Inclusion." *Latino Studies* 13(1):28-43. 10.1057/lst.2014.71
83. —. 2021. "How Did We Get Here?: Central Americans and Immigration Policy from Reagan to Trump." Pp. 127-39 in *Trumpism, Mexican America, and the Struggle for Latinx Citizenship*, edited by Felipe Gonzales, Renato Rosaldo, and Mary Louise Pratt. Santa Fe, NM: School for Advanced Research.

**II) Expressive Arts**

Students specializing in Creative Writing will be tested on at least ten novels from the list below, plus an additional ten books from the list of Critical Texts. Those specializing in the Visual Arts will be tested on at least 20 texts from among the list of Visual Arts and Exhibition Catalogs.

Creative Writing

NOVELS and POETRY

1. Ak'abal, Humberto. 2021. *Aquí era el paraíso / Here Was Paradise: Selección de poemas de Humberto Ak'abal / Selected Poems of Humberto Ak'abal.* Groundwood Books.
2. Alegría, Claribel. 1987. *Luisa in Realityland*. Trans. Darwin J. Flakoll. Whillimantic, Conn: Curbstone Press.
3. Alegria, Claribel and Darwin J. Flakoll. 1995. Ashes of Izalco. Curbstone Press.
4. Alvarado, Karina Oliva. 2017. "On Salvadoran Diasporic Poetry: William Archila, Mario Escobar and Javier Zamora, Interviews." istmo.denison.edu/n34/foro/03_oliva_karina_form.pdf
5. Alvarado, Karina Oliva and Maya Chinchilla (eds). 2007. *Desde el epicentro*. Los Angeles, CA. Unpublished.
6. Archila, W. 2009. *The Art of Exile*. Tempe, AZ: Bilingual Press.
7. Argueta, Manlio. 1983. *One Day of Life*. English Trans: Bill Brow. New York: Vintage Books.
8. Bencastro, Mario. 1998. *Odyssey to the North*. Arte Público Press.
9. Cardoza, Melissa. 2016. *13 Colors Of The Honduran Resistance*, Matt Ginsberg (Translator). Createspace Independent Publishing.
10. Castro Luna, Claudia. 2022. *Cipota under the Moon: Poems* (English and Spanish Edition). Tia Chucha Press.
11. Chinchilla, Maya. 2014. *The Cha Cha Files:: A Chapina Poética*. Korima Press.
12. Dalton, Roque. 1995. *Clandestine Poems/Poemas Clandestinos*. Curbstone Press.

13. Henríquez, Christina. 2009. *The World in Half*. New York: Riverhead Books.
14. Hernández-Linares, Leticia. 2002. *Razor Edges of My Tongue*. "La sibila, la Cigua, y la poetisa." San Diego: Calaca Press.
15. Hernández Linares, Leticia, Hector Tobar and Rubén Martínez (eds). 2017. *The Wandering Song: Central American Writing in the United State*s. Tia Chucha Press.
16. Kim, K.C.and A. Serrano.(Eds.) 2000*. Izote Vos: A Collection of Salvadoran American Writing and Visual Art*. San Francisco: Pacific News Service.
17. Pineda, Janel. 2020. Lineage of Rain. Haymarket Books.
18. Sosa, Roberto. 2001. *Return of the River: The Selected Poems of Roberto Sosa*, Translator JoAnne Engelbert. Curbstone Books, 1st edition.
19. Tobar, Héctor, 1995. *The Tattooed Soldier*. London: Penguin Books Press.
20. Zamora, Javier. 2017. *Unaccompanied*. Copper Canyon Press.

Testimonios

21. Alvarado, Elvia. 1989. Don't Be Afraid Gringo: A Honduran Woman Speaks from the Heart: The Story of Elvia Alvarado, Medea Benjamin (Translator). Harper Perennial.
22. Belli, Gioconda. 2003. *The Country Under My Skin: A Memoir of Love and War.* Anchor Books.
23. Lovato, Roberto. 2020. *Unforgetting: A Memoir of Family, Migration, Gangs, and Revolution in the Americas.* New York: HarperCollins.
24. Menchú, Rigoberta. 1992. *I, Rigoberta Menchú an Indian Woman in Guatemala.* Ann Wright (Trans.) Elizabeth Burgos Debray (Ed.), Verso Books.
25. Montejo, Victor. 1995. *Testimony: Death of a Guatemalan Village*, Victor Perera (Translator). Curbstone Press.
26. Tula, Maria Teresa. 1994. Translated and edited by Lynn Stephen. *Hear my testimony: María Teresa Tula, human rights activist of El Salvador*. Boston, MA: South End Press.

CRITICAL TEXTS

(All the titles of this "Critical Texts" list should also be included as part of Track III required texts list)

1. Abrego, Leisy J. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford, CA: Stanford University Press.
2. Alvarado, Karina Oliva, Ester E. Hernández and Alicia Ivonne Estrada (eds). 2017. *U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance*. Tucson: University of Arizona Press.
3. Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* Verso
4. Anzaldúa, Gloria. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books.
5. Boschetto, Sandra M. and Marcia P. Mcgowan (eds). 1994. *Claribel Alegria and Central American Literature: Critical Essays.* Ohio University Press.
6. Boyd, Nan Alamilla, and Horacio N. Roque Ramirez. 2012. *Bodies of Evidence: The Practice of Queer Oral History (Oxford Oral History Series*). Oxford University Press.
7. Carvajal, Laura and Lorena Cabnal, Gabriela Ruales, Ángela Cuenca, Carmen Aliaga, and Sofía Gatica (eds). 2015. *Women Defending the Territory: Experiences of Participation in Latin America,* Eleanor Douglas (Trans). Bogotá: Fundación Cultural de Artes Gráficas JAVEGRAF.
8. Cacho, Lisa Marie. 2012. *Social Death, Racialized Rightlessness, and the Criminalization of the Unprotected*. NY: NYUP.
9. Deeb-Sosa, Natalia. 2019. *Community-based Participatory Research: Testimonios from Chicana/o Studies*. University of Arizona Press.
10. Dunbar-Ortiz, Roxanne. 2015. *An Indigenous Peoples' History of the United States*. Beacon Press.
11. Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Seabury Press.

12. Gordon, Avery. 2008. *Ghostly Matters: Haunting and the Sociological Imagination.* University of Minnesota Press.
13. Hirsch, Marriane. 2012. *The Generation of Postmemory: Writing and Visual Culture After the Holocaust*. New York: Columbia University Press.
14. Hooker, Juliet. 2017. *Theorizing Race in the Americas: Douglass, Sarmiento, Du Bois, and Vasconcelos*. Oxford.
15. Lorde, Audre. 1984. *Sister Outsider, Essays and Speeche*s. New York: Crossing Press.
16. Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley, Calif.: University of California Press.
17. Mignolo, Walter. 2000. *Local Histories/Global Designs*. NJ: Princeton University Press.
18. Oboler, S. 1995. *Ethnic Labels, Latino Lives: Identity and the Politics of (Re)Presentation in the United States*. Minneapolis, MN: University of Minnesota Press.
19. Quijano, Anibal. 2000. "Coloniality of Power, Eurocentrism, and Latin America." *Nepantla: Views from the South*, 1.3. Durham: Duke University Press, 533-580. https://www.decolonialtranslation.com/english/quijano-coloniality-of-power.pdf
20. Said, Edward. 1979. *Orientalism*. New York: Vintage Books.
21. Smith, Linda Tuhiwai. 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. London & New York: Zed Books Ltd.

Visual Arts

1. Alvarado, Karina Oliva. 2017. "Cultural Memory and Making by U.S. Central Americans." *Latino Studie*s 15:4 (2017), Pp. 476-497.
2. Bennett, Jill. 2005. *Empathic Vision: Affect, Trauma, and Contemporary Art*. Palo Alto, CA: Stanford University Press.
3. Cornejo, Kency. 2021. "Sonic Healing in the Age of Border Imperialism: The Art of Guadalupe Maravilla." *Guadalupe Maravilla: Portals*.
4. —. 2019. "Writing Art Histories From Below: A Decolonial *Guanaca*-Hood Perspective." *Latin American and Latinx Visual Culture Journal*.
5. —. 2019. "US Central Americans in Art and Visual Culture." *Oxford Research Encyclopedia of Literature*.
6. —. 2017. "Decolonial Futurisms: Ancestral Border Crossers, Time Machines, and Space Travel in Salvadoran Art." *Mundos Alternos: Art and Science Fiction in the Americas*.
7. —. 2017. "Counter Visual Narratives: Central American Art on Migration and Criminalization." *Journal of Commonwealth and Postcolonial Studies*.
8. —. 2017. "Honduras-Artistas en Resistencia." *Collective Situations: Readings in Contemporary Latin American Art 1995-2010*.
9. —. 2015. "The Question of Central American-Americans in Latino Art and Pedagogy." *Aztlán: A Journal of Chicano Studies*.
10. —. 2013. "Indigeneity and Decolonial Seeing in Contemporary Art of Guatemala." *FUSE Magazine*.
11. Dávila, Arlene. 2020. *Latinx Art, Artists, Markets, Politics.* Durham: Duke University Press.
12. Dávila, Arlene. 2008. *Latino Spin, Public Image and the Whitewashing of Race.* New York: New
13. York University.
14. Duganne and Abigail Satinsky (eds). 2022. *Art for the Future: Artists Call and Central American Solidarities*. Inventory Press and Tufts University Art Galleries.
15. Hernandez, Jillian. 2020. *Aesthetics of Excess, the Art and Politics of Black and Latina*
16. *Embodiment.* Durham: Duke University Press.
17. Larach, Gustavo. 2012. "The Emergence of a New Sensibility in Contemporary Honduran Art," *Third Text*, 26:3, 321-329.
18. Mauricio E. Ramírez. 2019. "Visual Solidarity with Central America: An Interview with Maestra Muralista Juana Alicia." *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*, Vol. 4, No. 1 (Fall), Indiana University Press, Pp. 115-127.

**III) History, Culture, and Language of the Americas**


1. Almeida, Paul. 2008. *Waves of Protest: Popular Struggle in El Salvador, 1925-2005*. Minneapolis: University of Minnesota Press.
2. Bolland, Nigel O. 2004. *Colonialism and Resistance in Belize, Essays in Historical Sociology*. Cubola.
3. Chomsky, Aviva, and A. Lauria-Santiago. 1998. *Identity and Struggle at the Margins of the Nation State: The Laboring Peoples of Central America and the Hispanic Caribbean*. Durham, NC: Duke University Press.
4. Corinealdi, Kaysha. 2022. *Panama in Black: Afro-Caribbean World Making in the Twentieth Century*. Durham: Duke University Press.
5. Garcia, Maria Cristina. 2006. *Seeking Refuge: Central American Migration to Mexico, the United States, and Canada*. University of California Press.
6. Gill, Lesley. 2004. *The School of the Americas: Military Training and Political Violence in the Americas, American Encounters/Global Interactions*. Durham, NC: Duke University Press.
7. Gonzalez, Juan. 2022. *Harvest of Empire: A History of Latinos in America: Second Revised and Updated Edition*. Penguin Books.
8. Gould, A. A., and J. Lauria-Santiago. 2008. *To Rise in Darkness: Revolution, Repression, and Memory in El Salvador, 1920–1932*. Durham, NC: Duke University Press.
9. Gudmundson, L., and J. Wolfe. 2010. *Blacks and Blackness in Central America: Between Race and Place.* Durham, NC: Duke University Press.
10. Hale, Charles. 2008. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, edited by Charles Hale. University of California Press, Pp. 341-365.
11. Jonas, Susanne, and Nestor Rodríguez. 2015. *Guatemala-U.S. Migration: Transforming Region*s. Austin: University of Texas Press.
12. Moodie, Ellen. 2010. *El Salvador in the Aftermath of Peace: Crime, Uncertainty, and the Transition to Democracy*. Philadelphia, University of Pennsylvania Press.
13. Nepstad, Sharon Erickson. 2004. *Convictions of the Soul: Religion Culture and Agency in the Central America Solidarity Movemen*t. New York: Oxford University Press.
14. Repak, Terry 1995. *Waiting on Washington: Central American Workers in the Nation's Capital*. Temple University Press.
15. Siu, Lok C.D. 2007. *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama*. Stanford University Press.
16. Schlessinger, Stephen C., and Stephen Kinzer. 1982. *Bitter Fruit: The Untold Story of the American Coup in Guatemala*. Garden City, NY: Doubleday.
17. Tilley, Virginia Q. 2005. *Seeing Indians, A Study of Race, Nation, and Power in El Salvador*. Albuquerque: New Mexico University Press.
18. Watson, Sonja Stephenson. 2014. *The Politics of Race in Panama: Afro-Hispanic and West Indian Literary Discourses of Contention*. Tallahassee: University of Florida Pres
19. Zilberg, E. 2011. *Space of Detention: The Making of a Transnational Gang Crisis Between Los Angeles and San Salvador*. Durham: Duke University Press.

# APPENDIX 4
# Guidelines For Students' Progress Assessment

***UCLA***

**DEPARTMENTOF CHICANA/O AND CENTRAL AMERICAN STUDIES**

Every year, faculty who teach graduate courses and/or advise graduate students are asked to evaluate students' progress. They are asked to comment on the following areas.

**Quality of Work**

- Please indicate if your evaluation of the student is on the basis of her/his/their performance in your courses or as your advisee (if both, make a distinction as needed).

- If your evaluation is based on the student's performance in your courses,please, indicate the grade she/he received.

**Research**

Comment as applicable on:

- ability to conduct quality research
- ability to think of and discuss newideas
- ability to organize ideas anddevelop a logical argument
- development of thesis topic
- overall progress toward completionof program requirements (writing M.A. thesis, qualifying exams,doctoral dissertation).

**Professionalism**

Comment as applicable on:

- conduct
- dependability
- presentation skills
- writing skills
- communication skills
- teamwork

# APPENDIX 5
# Graduate Students' Self Report and Self-Assessment

***UCLA***

**DEPARTMENTOF CHICANA/O AND CENTRAL AMERICAN STUDIES**

This is the information you will be required to fill out yearly.

**Graduate Students Self Report and Self-Assessment**

**Last Name** **First Name**
**Date**
**Faculty Advisor** **Cohort Year**

Please use this self-report form to develop yourcurriculum vita (CV). Your vita should include similar sections. Cut and Paste sections from your vita into the sections of this report.

- **Participation in professional**development opportunities

**Plans After Graduation**
Comment on discussions with student abouttheir plans (i.e. academia, museums, non- profits, etc.)

**Overall Performance**
Comment on:

- Activities/goals the student has accomplished and what activities/goals remain to be achieved.
- Any specific areas where the student demonstrates strengths.
- Any specific areas of improvement the student needs to address.
- Any particular concerns the student has raised regarding his/her/their academic and/or professional performance over the past AY.
- Steps taken towards solving potential problems.

**Areas of Scholarly Interest**
[INSERT a short paragraph]

**Awards and Fellowships** (applied to and granted or denied)
[INSERT a bullet point list]

**Conferences attended as presenter in the past year.**
[INSERT a bullet point list]

**Teaching and/or research assistantships you have undertaken (including the past summer).**
[INSERT a bullet point list]

**Teaching portfolio development** (i.e. courses you will be able to teach in a university setting).
[INSERT a bullet point list and description]

**Teaching pedagogy and philosophy**

[INSERT a descriptive paragraph or two]

**Publications. List the works you published or submitted for publication in the past year.**

[INSERT a bullet point list]

**Other professional achievements and activities**

[INSERT bullet point brief description]

**Other community engagement activities**

[INSERT bullet point brief description]

**Ph.D. Qualifying Exams**

[If applicable INSERT a brief description of your preparation for the exams]

**M.A. Thesis/Ph.D. Dissertation**

[INSERT title on one line, followed by a succinct paragraph description of your research topic, followed by a second paragraph describing your progress so far]

**Summary of Accomplishments as a CCAS Graduate Student**

[INSERT a brief reflection]

**Goals for coming year**

[INSERT a brief description of your plans for this academic year through June of next year]

**Long-term Goals**

[INSERT a description of your post-UCLA objectives]

**Reflections on the Program**

[INSERT a description of the barriers you had to overcome and/or are currently facing. Offer us suggestions for improvement. Attach additional pages if necessary.}

# APPENDIX 6
# Terms of Employment

**DEPARTMENT OF CHICANA/O AND CENTRAL AMERICAN STUDIES**

## Academic Student EmployeesContract

Academic Student Employees (teaching assistants, readers, Tutors) and GSRs are represented by the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW). The contract covers Academic Student Employee policies, rights, terms of employment, benefits and grievances. The policies in this contract supersede any in this handbook. https://ucnet.universityofcalifornia.edu/labor/barga ining-units/bx/contract.html

### Duration of Appointment

In most cases academic apprentice teaching and research appointments are for one year or less, and are self-terminating. Hire agreements for these appointments should include an annual or earlier ending date and the following statement:

"This appointment is for one academic year or such lesser term as herein set forth, and is not, for a longer period unless express notification is so given to the appointee. In the absence of such express notification, the appointment ipso facto terminates at the conclusion of the academic year or such lesser time as specified."

Those few appointments approved by the Graduate Division for more than one year are the exception to this general rule.

## Maximum Working Hours

UC students may not be employed for more than 50 percent of full time during an academic quarter,in any single or combination of University titles, academic and/or staff, including University Extension unless authorized by the Dean of the student's school or college. Percentages are figured on the basis of 100 percent = 40 hours per week. Students can be employed up to 100 percent during quarter breaks and summer. Go to https://grad.ucla.edu/gss/appm/aapmanual.pdf to see the maximum number of hours of employment that can be reported during monthsthat include interquarter or summer periods.

1. For TA1/TA2/TA3 or teaching assistants/associates 4/6, hired at 50% the20 hours per week should include the time in faculty lectures, preparation, classroom or laboratory teaching, reading and commenting onstudent papers or examinations, office consultation, and other duties required to carry out the teaching role.

2. For graduate student researchers, the 20 hours should include the time spent in library, laboratory, and all other research tasks providing assistance to the assigned project.

3. For readers, an assignment to read for one course should not exceed 25 percent time per quarter, or the equivalent of 10 hours per weekvariable.

Foreign students on F-1 visas are also limited by federal regulations to 50 percent time aggregateemployment. Students on J-1 visas may have similar limitations based on individual work limitations. Students should consult with the Dashew Center for International Students & Scholars regarding the details of their visa restrictions.
Please note that the Dashew Center can only approve requests for students who have ATC andhave completed all course work.

## Compensation

Salary scales are at
https://grad.ucla.edu/gss/appm/gsr10stepscale.pdf

Range adjustments happen at the beginning of each October. Academic apprentice personnel are compensated at rates established by the University of California Office of the President. Students are not to be appointed to apprentice personnel titles, nor are they to assume responsibilities equivalent to those defined by such titles, without salary. Short-term experiential student teaching or supportive research activities for educational purposes may be required in partial fulfillment of course or degree requirements, providing such requirements are approved by the Graduate Division and stated in official publications. However, such work may be equivalent to that of students in apprentice titles only if the student receives the appropriate salary.

Student assistants who have previously served in academic apprentice positions may be reappointed or advanced to the titles for which they are qualified no later than two weeks prior tothe effective date of their employment (October 1st). No advancements can occur for a given quarter after the beginning of that quarter. Reappointments and advancements are not automatic.

## GSR Salary Step Increases

Per the University of California's collective bargaining agreement, GSRs are placed into higher salary steps based on their length of service. These promotions are tied to the number of quarters you have worked at 25% time or more.

Step 1: The entry-level salary for new GSRs.

Step 2: Achieved after three quarters (two semesters) of experience.

Step 3: Achieved after six quarters (four semesters) of experience.

Higher steps: A GSR with four semesters or six quarters of experience will be placed at Step 3 or higher. Advancement beyond Step 3 is less common and is often based on the university's discretion or specific departmental policies

## Special Reader Salary Step Increases

Students appointed at Step II must have completed at least 36 units of graduate coursework (not including 495).The course(s) in which special readers are to be used must be approved for this purpose by the Dean of the Graduate Division. Such courses should be upper division or graduate level, be required of all or a large number of majors, and have large enrollments and complex homework assignments.

## GSR Terms of Employment

### Unauthorized Absence

If an apprentice appointee fails to perform assigned duties due to an unauthorized absence,the employee is subject to a proportional reduction in salary.
Staff: Refer to the Teaching Days service chart in the Academic Personnel Manual for information on how such reductions can be effected in the EDB Personnel and Payroll Systems. This chart canbe accessed at
http://www.ucop.edu/acadadv/acadpers/apm/apm-600.pdf.

### GSR Conduct and Discipline

In addition to expecting academic apprentice appointees to follow ethical precepts, University policy provides that apprentice appointees who participate in a strike and who fail to meet their assigned duties in an effort to disrupt University administration, teaching, or research may receive a corresponding reduction in pay.

An allegation against an apprentice appointee charging violation of professional ethics or University policy should be addressed to the appropriate chair or director. The chair or director is empowered to lodge a formal complaint against the individual with the appropriate dean of the school or college. The formal complaint shall be in writing, and shall state the facts which allegedly constitute a violation of policy or ethics. A copy shall be provided to the individual against whom the complaint has been lodged.

### GSR Termination

For academic reasons: Academic apprentice appointees shall be terminated from their positions at the discretion of the Dean of the Graduate Division at any time the student. withdraws from student status, does not register, is placed on academic probation, or otherwise fails to maintain satisfactory academic progress.

a. For another good cause: Academic apprentice appointees may be terminated for such cause as incompetence or incapacitation, misconduct resulting in disciplinary action, and budgetary or programmatic considerations. Authority to terminate rests with the dean of the school or college. Termination may take place only after the appointee has been given written notice of the intention to terminate, with reasons and appropriate documentation, and after the appointee has been given an opportunity to appear before the school or divisional dean with a representative. Termination may not take effect until at least 30 days after written notice. When the dean determines that there is reasonable cause to believe that an appointee's continued assignment would endanger people or property, or would impair the integrity of the academic program, the student may be placed on full or partial interim suspension with pay until termination.

**GSR Appeal Procedure**

Copies of the grievance procedures for non- Senate academic appointees, including those in apprentice titles, can be obtained from the Officeof Campus Counsel
https://grad.ucla.edu/gss/appm/aapmanual.pdf

# APPENDIX 7
# UCLA Graduate Student Academic Rights and Responsibilities

Academic Apprentice Personnel Manual

### Preamble

Considering the nature of the academy, we, the graduate students of the University of California,Los Angeles, in order to promote a collegial, respectful, and academically sound relationship between our faculty and colleagues, and to define our role in the University as a whole, do formally endorse the rights and responsibilities enumerated below. We will strive to fulfill the provisions outlined in this document, as it has the potential to lay a solid foundation so that faculty and students can together build a genuine intellectual community.

This document's purpose is to provide a general framework of guidance for graduate students with regards to academic issues. This document is not a legally binding document but a statement of principles to be used as guidance and support. Many of the items contained within are already specified as rights or responsibilities of students in official university literature, often in greater detail than presented here.

You may find the entire document at:
https://grad.ucla.edu/asis/library/academicrights.pdf