

8-YEAR SELF REVIEW REPORT

December 6, 2023

César E. Chávez Department of Chicana/o and Central
American Studies

University of California, Los Angeles

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Professor and Department Chair

8-Year Self-Review Report
Cesar E. Chavez Department of Chicana and Chicano Studies
UCLA
AY 2023-24

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Fall 2023
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A. INTRODUCTION

This self-review report covers AY 2016-2017 to 2023-2024 and was written by Department Chair Charlene Villaseñor Black, with crucial input from colleagues, staff, students, and past chairs. This section will introduce key elements of the report, as well as detail the process used to produce it.

This particular review is of special importance because of the dramatic growth the Department has experienced since the last review in 2015-2016. Allow me to cite one example. After the last review, we engaged in focused discussion about the future course of our Department. As a result, in 2019 we changed our name to include Central American Studies, expanded our course offerings, and made two new assistant professor hires in this area. In spring of 2021, we successfully established the minor in Central American Studies. This is an area of growing interest in the field, new job announcements, and among our students. One of our recent hires, Assistant Professor Karina Alma, organized the first ever Afro-Isthmus conference in November 2023, an international gathering of leading scholars in this important area, and the first of what we hope will become a yearly event. To that end, we have begun a senior level search for a new colleague, looking for expertise in Afro-Latinx or Afro-Descendant Studies, Central American, Indigenous, or Sexuality/Trans Studies. We have made extraordinary strides in this area, but there is more discussion to engage in as we continue this transition, especially around course offerings and graduate student requirements, among other things. The significance of this transformation, and of the importance of the Central American population at large and among UCLA students, faculty, and staff, necessitates collaborative reflection as we contemplate the next eight years. This change reflects the particular, unique culture of Los Angeles and our student body, the recommendation of the last reviewers to expand our reach beyond Chicana/o Studies, and our commitment to a post-nationalist approach to the field. We have made several additional hires in addition to those mentioned above, discussed later in this report. Since our last review, we hired 7 new faculty members and lost 5 to retirements, for a net growth of 2 FTE.

Several other accomplishments are worth noting here at the outset. Our graduate program, now in its eleventh year, is flourishing. We are proud to report on the prestigious job placements of our former graduate students, from the Ivy Leagues to the University of California system to private liberal arts colleges and our local California State Universities. Our enrollments in the Department continue to grow, at both the undergraduate and graduate levels, and are now at their highest levels ever. Finally, the Department was just awarded a \$100,000 grant from the Mellon Foundation to support Multivocal Humanities, funds that will support our students and expressive arts programming over the next three years. In July 2023, as I took over as chair, I reorganized and worked with staff to revise our Departmental Newsletter and our Media Team, the latter in charge of our robust social media platforms. All of these accomplishments, as well as areas in need of improvement, are addressed in the body of this report.

The report, itself, reflects the collaborative ethos of the Department and my commitment to transparency. I have been Chair since July 1, 2023, having previously served one year as Vice Chair and Director of Graduate Studies (in 2020-20221. Initially hired into the Department of Art History in 2001, I split my line with CCAS in 2016. Due to various pandemic-related issues and other complications, discussed in further detail below and in the document in Appendix 7, I inherited the Review after the previous chair, Professor Leisy Abrego, was denied a request to delay it. In the summer of 2023, on August 31, 2023, I petitioned for an extension on the 8-year Self-Review Report, with the support of the previous Chair Leisy Abrego, Vice Chair Maylei Blackwell, current Vice Chair Robert Chao Romero, and Interim Dean Abel Valenzuela, who is also a member of the Department. That request for an extension on the final report was granted on Friday, September 1, 2023.

It is also important to note that this report was authored in the wake of the Department's most challenging years. Chair Abrego, who led the Department from 2020-2023, valiantly ran CCAS during our most difficult phase, as we were crippled by the pandemic, then shortly thereafter faced the Fall 2022 Academic Workers' Strike. All of us at UCLA – faculty, staff, and students – are facing stress and burnout at this moment, as reflected in the broader campus climate. Allow me to offer the experience of our Department for consideration. Most of our faculty, staff, and students are Latinx, a population that suffered disproportionately during COVID, as public health data attests.¹ We lost close

¹ The data on this is conclusive; I cite a handful of numerous studies: Rosario Majano, Alberto Murillo, Misael Galdámez, Arturo Vargas Bustamante, "The Impact of COVID-19 on Latinos, 3 Years in: Trends in Health Outcomes and Vaccinations in the U.S., California, and Los Angeles County," May 24, 2023, <https://latino.ucla.edu/research/the-impact-of-covid-19-on-latinos/#:~:text=Meanwhile%2C%20outcomes%20in%20Los%20Angeles,workers%20living%20in%20crowded%20households>; Pew Research Center, "For U.S. Latinos, COVID-19 Has Taken a Personal and Financial Toll," July 15, 2021, <https://www.pewresearch.org/race-ethnicity/2021/07/15/for-u-s-latinos-covid-19-has-taken-a-personal-and->

family members, friends, and members of our community, many of them essential workers. The strike in the fall also disproportionately affected our student body. Our graduate students were leaders of the action and our faculty were especially visible in their support. Unlike most other departments at UCLA, the majority of our students come from low-income families; we have large numbers of first-generation undergraduates, graduate students, and faculty, as well as a significant number of undocumented students. The strike for higher pay was of major significance – indeed, life-changing -- to them and to us.

Given the compressed timeline for finalizing the report, our preparations primarily unfolded during late summer and fall of 2023. The previous review materials were sent to faculty and staff on multiple occasions via email in fall 2023, in preparation for the Departmental Retreat, convened on Saturday, October 28 in order to address and prepare for the current report. The first draft of this report was completed in late November 2023 and was distributed to all **ladder rank** faculty within the Department and staff on November 30, 2023, as well as to both graduate students and undergraduate student representatives. I asked for feedback over email. A comprehensive discussion of the draft took place during a faculty meeting on December 1, 2023; additionally, the first draft of this report and its accompanying appendices, including the previous 8-year Review, were also posted on our Department's website for easy access by all faculty and students. The Chair and Vice Chair convened multiple meetings with graduate and undergraduate students and staff in order to receive their input on the Department and on the Review. Chair Villaseñor Black and Vice Chair Robert Chao Romero met with graduate students to seek input on Wednesday, October 4 and in weekly office hours. Chao Romero arranged an additional meeting on Wednesday, November 8. We solicited feedback from graduate and undergraduate students on the state of the Department and the Review in August, September, and November of 2023. For the first time in the Department's history, we actively sought input from graduate students regarding our senior-level faculty search, employing both email and in-person communication. The Report was also discussed at two faculty meetings, in addition to the fall 2023 retreat, on November 17 and December 1, 2023. Faculty, staff, and students were encouraged to submit revisions via email by December 5, and these were incorporated and redistributed to the faculty on December 6. The core faculty voted on the report on between Friday, December 8 and Sunday, December 10, so that I could distribute it to the Academic Senate by Monday, December 11, 2023.

The time of this review occurs at a crucial moment in the Department's history and at UCLA, when we are poised to become an HSI ("Hispanic"-Serving

[financial-toll/](#); and Karen S. Moore, "The Impact of COVID-19 on the Latinx Population: A Scoping Literature Review," *Public Health Nursing* 38, no. 5 (Sept. 2021): <https://pubmed.ncbi.nlm.nih.gov/33876506/>.

Institution). In fact, our Department played a significant role in the HSI process. Former Chair Abrego was an instrumental voice in meetings with Chancellor Gene Block and then-Executive Vice Chancellor and Provost Emily Carter arguing for the need for this federal designation. Several of our core and affiliated faculty were appointed to the Chancellor's HSI Taskforce that produced the UCLA HSI Report, "Seeds of Change: Becoming a Hispanic-Serving Institution" (see Appendix 8). All of us in the Department participated in admissions yield events and activities to increase the numbers of Latinx students at UCLA. Given this timing, the review is of particular importance not only for us as a department but for UCLA overall as it prepares for its federal HSI designation. Thus, this report embodies an opportunity to reflect on our progress as a department and the steps further needed to support our vision for the future. [See Appendix 8 for the HSI report.]

Our vision for the next stage of our development as a department is laid out later in this report. In short, we envision a period of renewed growth after setbacks during the pandemic. With our rising enrollments, at their highest levels ever, and UCLA about to become a federally-designed "Hispanic-Serving Institution," we envision a period of growth, including expansion of our faculty. Specific details can be found at the end of this report.

I am pleased that this 8-year Self Review Report received unanimous faculty support, as revealed by the Department's vote (17-0-0), concluded on December 11, 2023.²

B. GENERAL INFORMATION

History of the Department

As an academic program, Chicana/o Studies at UCLA is fifty years old, with the first undergraduate Inter-Departmental Program (IDP) established in 1973. It has undergone a number of transformations, from its initial creation as a major and an Inter-Departmental Program.³ In 1992, a specialization (minor) was added and in 1993, after a tumultuous two-week hunger strike and other acts of civil disobedience, including the arrests of 100 students, the UCLA administration created an autonomous academic unit, with six FTEs (full-time equivalents), called the César E. Chávez Center for Interdisciplinary Instruction (CII) in Chicana/o Studies. This unit adopted the degree-granting program of undergraduate study, hiring six full-time (100%) founding faculty members devoted to this academic unit, expanded curriculum, hired permanent staff, secured contiguous space, and

² Interim Dean Abel Valenzuela, who is the eighteenth member of our core faculty, did not vote, in accord with UCLA guidelines.

³ This history and pertinent documents can be found on our departmental website: <https://chavez.ucla.edu/about/history/> and <https://chavez.ucla.edu/about/key-departmental-documents/>.

adopted a commitment to bridge academic and community goals and interests. In July of 2005, the Center for Interdisciplinary Instruction was granted departmental status, becoming the Department of Chicana and Chicano Studies; in 2007 the name was changed to the UCLA César E. Chávez Department of Chicana and Chicano Studies. In 2010 our PhD program was approved and in 2012, we accepted our first PhD graduate program cohort after its approval in 2010. We have now admitted a total of eleven graduate student cohorts representing 61 PhD students in Chicana/o and Central American Studies. We have graduated 26, their job placements detailed in a later section of this report. In 2019, the faculty voted by an overwhelming majority to change the Department's name to include Central American Studies. In spring 2021, we established a minor in Central American Studies.

Our departmental website (<http://www.chavez.ucla.edu>), with detailed information and announcements, serves as an important communication portal for our students, faculty, and the world outside of UCLA. It needs updating and revision, scheduled for later this academic year and to be done by the CCAS Department Media Team. We also communicate with faculty and others on campus (and outside) through list serves, email, and social media. In July 2023, shortly after taking over as chair, I began to collaborate with our staff and student workers to reorganize and revitalize our newly-named Media Team. Building on the extensive foundation created by former Vice Chair Maylei Blackwell and Department staff, we recently revamped our Departmental Newsletter, with the first new issue going live in October 2023. We plan to issue the newsletter twice a year. As envisioned by former Vice Chair Blackwell, we conceive of the revised newsletter as a way of building community and staying in touch, and fostering support of what we do in CCAS. To that end, we have worked closely with UCLA Development on our newsletter and social media plan. We have robust followings on Instagram, Facebook, TikTok, and YouTube.

Mission Statement

The mission of the UCLA César E. Chávez Department of Chicana and Chicano Studies is to train a new generation of scholars to research and analyze the life, history, and culture of Mexican- and Central American-origin people within the U.S., as well as of other Latina/Latino, Indigenous, and Afro-descendent populations in the Americas. Addressing local, national, and transnational contexts, the Chicana/Chicano and Central American Studies curriculum at UCLA explores race, class, gender, and sexuality paradigms as they have shaped the history of the field, as well as new directions in the study of Chicanas/Chicanos, Central Americans, and Latinas/Latinos, represented in our four tracks (or Caminos): (1) Border and Transnational Studies, (2) Expressive Arts, (3) History, Literature, and Language of Americas, and (4) Labor, Law, and Policy Studies. Departmental faculty members, situated in one of the most diverse cities in the world, utilize Los Angeles as a laboratory for studying the social transformations

taking place in California, the Southwest, the U.S., and beyond, to Latin America. The Department provides students with the interdisciplinary research tools necessary to advance knowledge in the field, provide academic leadership, and serve community needs with academic resources.

Faculty

The Department currently has 18 faculty, a net growth of 2 additional faculty since our last review. To be more specific, we have added 7 new faculty since the last review and lost 5 to retirements. Of the 18 core faculty in CCAS, 12 of their FTE reside 100% in CCAS with an additional 6 that are 50% split appointments (FTE = full time equivalent). Three additional faculty (“joint faculty”) from other departments held 0% joint appointments, without voting privileges, in CCAS. We have lost all three of them since the last review. Affiliated faculty can be found on our departmental website: <https://chavez.ucla.edu/people/faculty/>. Affiliated faculty often serve on our students’ graduate committees and offer courses that help fill out our own departmental offerings. We also employ lecturers, a topic discussed in greater detail below.

Our core faculty typically teach four courses per year, three undergraduate and one graduate seminar. Many of our faculty teach a lower course load, though, due to administrative duties or grant buyouts. Currently, we teach in-person, with some hybrid courses allowing up to 20% online content. Plans are currently underway at UCLA to create and allow for some completely virtual courses. This builds on lessons we learned during the pandemic, when our faculty pivoted to on-line teaching with five days’ notice, in March 2020. We resumed in-person courses in fall 2021 but with a dangerous spike in COVID cases in winter quarter 2022, faculty and students were forced back online. This moment was particularly disruptive and trying for students, staff, and faculty alike. The challenges of teaching during the pandemic should also be noted here, when we and our families, our students, and our communities suffered disproportionately from the effects of COVID. We as faculty felt a strong commitment to our students, as we rapidly learned to teach online and shifted all of our content to digital. We were called upon to model strength and resilience at moments when we faced illness and death in our own lives. We learned to encourage class discussion and participation through computer screens. Several of us suffered violent, racist Zoom-bombing attacks. Chair Abrego, working with then-MSO Isamara Ramírez, responded to numerous student emergencies and other urgent requests.

In addition to classroom teaching, our faculty advise undergraduate honors theses, and advise and mentor graduate students. The latter includes direct advising, writing and evaluating Qualifying Exams, as well as supporting and appraising the Dissertation Prospectus Defense. Faculty advise on, read, edit, and evaluate honors theses, master’s qualifying papers (i.e., theses), and doctoral dissertations. Our teaching and mentoring effectiveness is measured regularly

through student course evaluations and through peer evaluations, the latter conducted during promotion reviews. In addition, students can offer input on faculty during the promotion review process. Current research support includes yearly grants offered by UCLA's Academic Senate, as well as other grant opportunities. Our faculty regularly secure large national and international grants and fellowships. Grants and awards that have been held by our faculty in recent years include the MacArthur "genius" award, American Council of Learned Societies Fellowship, National Academy of Education/Spencer Foundation Fellowship, Andrew W. Mellon Foundation Sawyer Seminar on the Comparative Study of Cultures, plus grants from the Terra Foundation, Getty Foundation, the Hellman Foundation, the Louisville Institute, and the UC Multi-Campus Research Programs and Initiatives (the latter at \$1.03 million).

Seven new faculty have joined CCAS since our last review. The three new faculty hired since our last review include, at 100%, Professors Karina Alma, Floridalma Boj López, and Laura Chávez-Moreno; Professor Héctor Calderón moved his line from Spanish and Portuguese to CCAS. Professors Alma and Boj López were both hired as assistant professors, both specialists in Central American Expressive Cultures. Professor Chávez-Moreno is a specialist in Chicanx and Latinx education. Professor Héctor Calderón is an esteemed specialist in Mexican, Mexican American, and Latin American literature. We hired three additional faculty members at 50%. They include Associate Professor Chris Zepeda-Millán, who splits his line with Public Policy, Professor Jason De León, who splits his line with Anthropology, and Professor Veronica Terriquez, who splits her line with Urban Planning, Public Affairs and CCAS. The latter three faculty also hold major administrative positions at UCLA, as Chair of Labor Studies, Chair of the Cotsen Institute of Archaeology, and Director of the Chicano Studies Research Center, respectively. While we have gained two more faculty in CCAS, our faculty are increasingly being called upon to assume important administrative posts in the University.

The five retirements in CCAS included Professors Judy Baca, Reynaldo Macías, Susan Plann, María Cristina Pons, and Otto Santa Ana. Professor Emerita Baca made important contributions to our Expressive Arts track. The others contributed to Border and Transnational Studies (Plann, Santa Ana); History, Culture, and Language of the Americas (Macías, Plann, Pons, Santa Ana); and Labor, Law, and Policy Studies (Macías, Plann, and Santa Ana). All five retirements of core faculty in the Department were of people whose FTE resided 100% in CCAS.

Our faculty members teach courses on and conduct research related to four different tracks or Caminos, i.e., curricular pathways, split between social sciences and humanities offerings. Thirteen teach on the Border/Transnational Studies track. Ten are at 100%, but this number includes Interim Dean Abel Valenzuela, who is not currently offering courses. There are three faculty at 50% -- Jason De

León, Chris Zepeda-Millán, and Matt Barreto. Only three faculty currently offer courses in the Expressive Arts Camino; none is exclusively dedicated to this area. This includes the Department chair, whose line is split with Art History. This is an area in need of serious expansion, as indicated by graduate student feedback and the faculty's decision to conduct its 2023-2024 senior level search in the Expressive Arts. We currently rely on lecturers to help fill out this Camino. The History, Culture, and Language of the Americas Camino includes seven faculty (100% FTE), plus one additional faculty member at 50%. The Labor, Law, and Politics Camino includes six FTE at 100% plus two additional at 50%. See Appendix 9, our 2023-2024 Course Matrix, for a breakdown of faculty by track or Camino.

The research of our core faculty represents the interdisciplinarity fundamental to Chicana/o and Central American Studies, with expertise traversing a variety of fields: African American Studies, American Studies, American Indian and Indigenous Studies, Anthropology, Archeology, Art History, Border Studies, Central American Studies, Chicana/o Studies, Critical Race Theory, Cultural Studies, Economics, Education, English, Gender Studies, Geography, Government, History, Immigration, Labor Studies, Law and Legal History, Law and Society, LGBTQ Studies, Latin American Literature, Political Science, Public and Digital Humanities, Religious Studies, Sociology, Transnational Feminism, Urban Studies, and Visual Culture. Most of our faculty are concentrated in social science fields, with fewer in the humanities and arts.

As the discussion and chart in Appendix 10 indicate, we still have a significant weakness in the Expressive Arts Camino, an area of concentration that needs more attention. Because I am chairing and because my line is split with Art History, there is no core faculty offering regular courses on Chicanx or Latinx art or visual culture. Given where we are, in Los Angeles, the epicenter of Chicana/o visual arts, and home to world class museums, including, in Riverside, the first museum dedicated to Chicana/o art, "The Cheech," this seems a significant oversight and hiring need.

The hires of two new faculty members in Central American Studies, Professors Karina Alma and Floridalma Boj López, significantly strengthened our course offerings pertaining to Central America and its diaspora, adding new classes in Border and Transnational Studies and the Expressive Arts. Professor Alma researches and teaches Central American literature and narratives, diasporic studies, Central American race and gender constructs, memory, and anti-Blackness. Professor Boj López brings a transborder approach to analyze the experiences of Maya migrants, cultural production among the Guatemalan Maya diaspora, intergenerational relationships, the production of Indigenous community in Los Angeles, and gender. Professor Boj López is offering this year a course in Spanish.

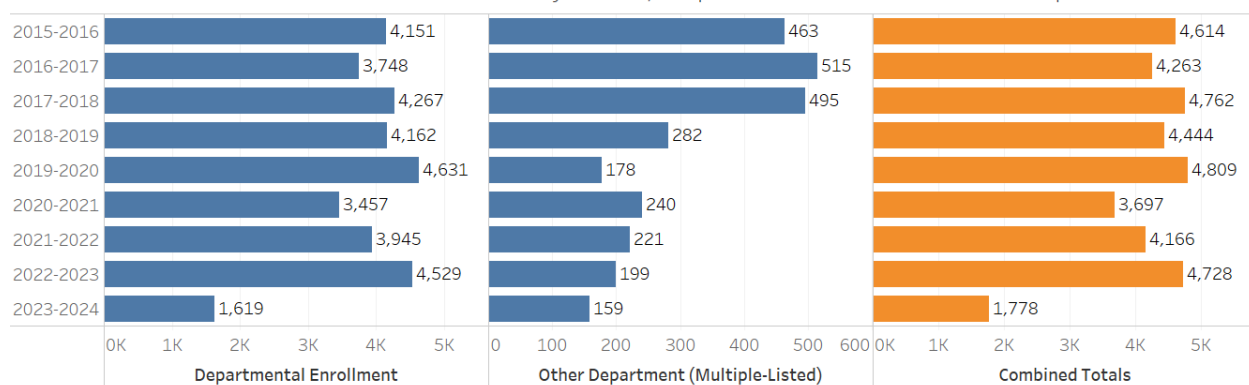
Other new faculty in CCAS include the following: Professor Héctor Calderón, who moved his line to CCAS, is a specialist in Chicana/o, Mexican, and Latin American literatures and cultures and a leading figure in Chicana/o literary studies and border studies. In 1994 he was Inaugural and Founding Chair of the César E. Chávez Center for Interdisciplinary Instruction in Chicana/o Studies and brings a wealth of administrative knowledge to the Department. Assistant Professor Laura Chávez-Moreno is a specialist in Chicanx/Latinx education; her research examines how schooling teaches about race and makes Latinidad. Professor Jason De León, anthropologist and MacArthur fellow, leads the Undocumented Migration Project; currently, he is Director of UCLA's Cotsen Institute of Archaeology. Professor Veronica Terriquez focuses her research on youth activism and is the Director of UCLA's Chicano Studies Research Center, which recently brought in \$15 million to support the Latina Futures Lab, in conjunction with Sonja Diaz, Director of UCLA's Latino Policy and Politics Institute. Professor Chris Zepeda-Millán focuses his research on social movements, immigration, and Latinx politics. He is a publicly engaged scholar and currently the Chair of Labor Studies. Additional information on our faculty can be found on our faculty web page: <https://chavez.ucla.edu/people/faculty/>

Our affiliated faculty comes from diverse disciplines such as History, Medicine, Ethnomusicology, Film & Television, and Social Welfare. We also hire an impressive group of lecturers (Visiting Faculty) who teach courses in education, literature, creative writing, performance art, labor studies, legal studies, and community organizing.

Lecturers play an important supportive role in our Department, often offering courses not covered by core faculty. Continuing lecturers include Helen Burgos Ellis, Alma Lopez, and Martha Ramírez-Oropeza. Temporary faculty, i.e., people who have not yet attained Continuing Lecturer status with security of employment, include Richard Andalón, Virginia Espino, Cristina Frías, Lauren Guerra, Audrey Harris, Celina Martínez, Octavio Pescador, and Mindy Steinberg.

Between our core faculty and lecturers, we offer a robust selection of courses within our four Caminos. We have positive news on our enrollment numbers since the last review in 2015-2016. At that time, then-chair Abel Valenzuela reported the great news of our dramatically increasing enrollments. Our enrollments trended upwards after that until the pandemic. In 2019-2020, we enrolled 4631 students in our courses. That dropped to 3457 the following year of 2020-2021, and to 3945 in 2021-2022. We have begun to recoup those losses. In 2022-2023, we enrolled 4529 students, the highest number ever. [See below: Enrollment Across the Academic Years]

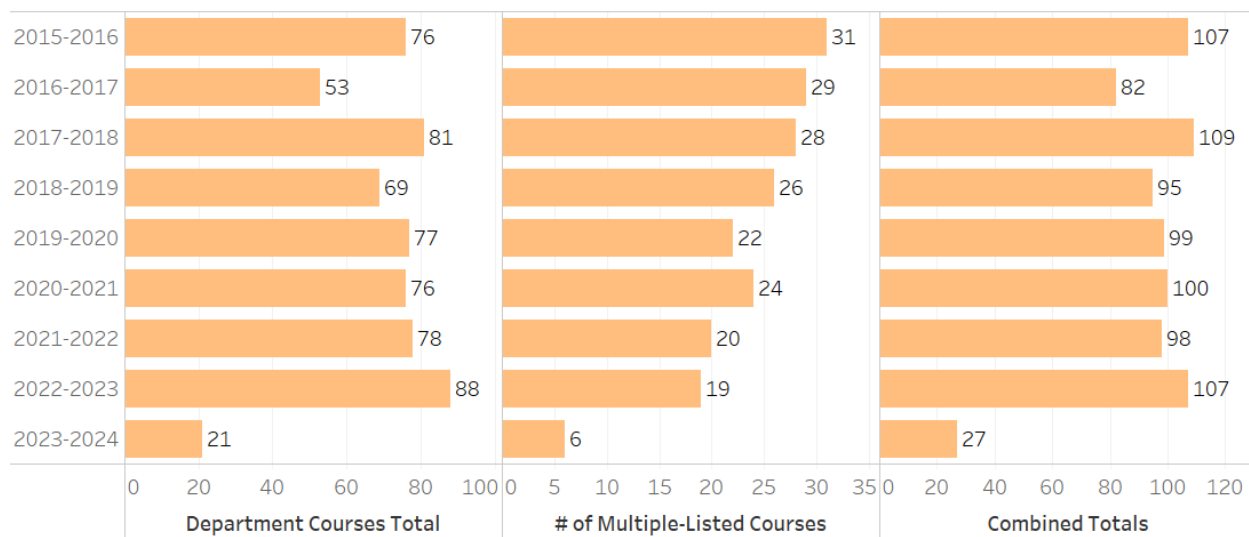
Enrollment Across the Academic Years by Total, Departmental and Outside Department



Sum of TOTAL CC, sum of Other 1 and sum of Sub-sum 1 for each F1.

I am also happy to report that the number of courses we offer in CCAS is at its highest level ever. In 2015-2016, the year of our last review, we offered 107 total courses (76 in CCAS, plus 31 cross-listed courses, for a total of 107). Last year, 2022-2023, we also offered 107 courses, 88 of our own, plus 19 cross-listed classes. This number is up from the two years of the pandemic, in which we offered 76 and 78 courses. [See below, Yearly Number of Courses in the Department by Academic Year.]

of Courses in the Department by Academic Year



Sum of TOTAL CC, sum of Other 1 and sum of Sub-sum 1 for each F1. The data is filtered on F2, which keeps Courses and Enrollment. The view is filtered on F1, which keeps 9 of 16 members.

Our graduate program is similarly impressive with increasing numbers of applicants. Our graduates are attaining prestigious tenure-track jobs in academe, postdocs, museums jobs, as well as jobs in the non-profit and business sectors. Additional details on our graduate program can be found in **Section E**.

The Department provides a strong interdisciplinary methodology to its curriculum through a diverse offering of courses from the social sciences, the humanities, the creative and visual arts, and professional schools (e.g., Education, Law, Planning, and Social Welfare).

The interdisciplinary program in CCAS exposes students to the wide range of theories, methodologies, technologies, pedagogies, and epistemologies that intersect the discipline. Categories of analysis include race, class, gender, immigration status, illegality, sexuality, language, ethnicity, labor, citizenship, law, and social change. The curriculum of the Department is learner-centered, writing and research intensive, and academically rigorous. The Department is committed to community-engaged learning (previously called service learning), a philosophy that pays tribute to our namesake, César E. Chávez, providing an intellectual foundation and a social consciousness that we believe is necessary for success in an increasingly transnational, diverse, multilingual, and global world. For our undergraduate students, we offer multiple courses that allow students to obtain service-learning credit required for graduating in our major, including our own CCAS 100XP Barrio Organization and Service Learning, which places students in community-based organizations to undertake engaged learning and to reflect on the organization's work and the community context in which it is embedded.⁴ The class is offered twice yearly and could easily be offered a third time at full capacity. Many of our courses offer a "field" or similar off-campus component to enhance and complement the written, theoretical and more traditional teaching that occurs in the classroom. Given that community-engaged (service learning) is a requirement, the Department needs to hire a person to oversee this program.

The Department currently offers a major and minor in Chicana/o Studies, a minor in Central American Studies, and since 2012 a PhD in Chicana/o and Central American Studies. We do not offer a stand-alone MA, the latter attained by our graduate students on the way to the doctorate. A list of all of our courses in the catalog can be found in Appendix 5.

We continue on our growth trajectory. Despite the challenges of the pandemic, our enrollments and applications to our graduate program are at the highest levels ever. This reflects the importance of our program and the labor of our faculty, whose research interests align with those of our students. It also reflects demographic change in California and the United States, where Latinxs constitute the largest minoritized population in the state and the nation. The importance of our program is consonant with our impending HSI status. Finally, the popularity of our classes also reflects our dedicated staff, and in particular our two Student

⁴ There has been discussion of changing the name of this course, replacing "Service Learning" with "Community-Engaged Learning."

Affairs Officers, who enthusiastically promote our program to students and support them in warm and caring ways that stand out in the University.

Staff

We currently have four full-time administrative staff and one staff member at 50% (split with the Department of Anthropology). They include a Management Services Officer, an Administrative Specialist (AS), two Student Affairs Officers (SAO), and one 50% Academic Personnel Coordinator.

The MSO manages the Department and works closely with the Chair. Additional duties include the following: to oversee the general administration of the Department, including and especially budgeting, long term strategic planning, problem solving, staff supervision, academic personnel administration, graduate student recruitment, administration and oversight, event planning, facilities, and equipment management.

The Administrative Specialist is the main office coordinator and contact with students and the general public. She is responsible for coordinating the hiring of student workers, processing all travel and reimbursement requests from graduate students and faculty, and provides other departmental staff support.

Our two SAOs manage the advising and counseling of undergraduate and graduate students. The Undergraduate SAO (who will be retiring at the end of academic year 2023-2024) has been with the Department for over twenty years and is responsible for the administration of the undergraduate major and minors (particularly its outreach and recruitment), coordinates course scheduling for all of our undergraduate and graduate courses, and undertakes the planning of student related departmental activities.

The Graduate SAO, currently on maternity leave until February 2024, advises our thriving graduate program, handles graduate student financial aid awards, submits reimbursements for graduate student conference travel, oversees the graduate student recruitment process (along with our Director of Graduate Studies and Vice Chair), works with graduate student representatives, and helps organize and plan graduate student programming. The Graduate SAO was hired since the last review with temporary HSI funding acquired by former Chair Abrego through negotiations with the Chancellor and Executive Vice Chancellor and Provost.

Our 50%-time Academic Personnel Coordinator handles ladder faculty and lecturer appointments and works with the Chair and the Chair of the Personnel Review Committee on personnel matters related to faculty merits, promotion reviews, and lecturer teaching excellence reviews. Our MSO and I are in the process of increasing the percentage of our Academic Personnel Coordinator to

100% time, which will help alleviate the extreme burden on our Administrative Specialist. Funds for this extra 50% will come from the temporary HSI funding acquired by the previous Chair.

When I came on as chair in July 2023, my first task was to meet individually with each staff member. Our MSO also created a document for faculty listing staff responsibilities to help faculty and support staff. This was distributed early in fall quarter 2023. For the most part, our staff is excellent but severely overworked. We have been considering the need for an additional staff position to better distribute the myriad of job duties and tasks in the Department. In addition, the duties of our AS need to be examined and her job category possibly upgraded.

Finally, our beloved Undergraduate SAO is retiring at the end of the academic year. We have depended on her for many years to recruit students to our major; additionally, she serves as an important source of institutional memory. We are already in discussion about identifying good candidates for the search to replace her. We hope to undertake this search before our Undergraduate SAO's retirement in June 2024 so that she may train the new person.

Our staff currently depend on work study students to help out when possible. While this helps the staff, and offers our students important job experience, the burden of training them and retraining new students as current students graduate, falls for the most part on one staff person, our AS. Discussions are underway to reorganize the staff, reclassify their jobs if appropriate, and hire and possibly add an additional staff position to assist.

When I took over as chair I worked closely with our staff and graduate and undergraduate student workers to organize a Media Team. The Media Team works closely with me on the Departmental Newsletter, and the CCAS social media accounts, which include Facebook, Instagram, TikTok, and our YouTube channel. I began meeting biweekly with the team in July; they meet as staff weekly. Our social media presence has grown dramatically. We have shortened and regularized our Departmental Newsletter. We are working closely with UCLA Development to target our departmental alumni as well as Latinx alumni and college alumni more generally. Our numbers of followers on social media followers have grown significantly since July, due to the efforts of our student workers and staff. The Media Team is overseen jointly by two staff people, our AS and our graduate SAO, with two student workers, one graduate and one undergraduate, providing significant support and expertise. We also regularized the process by which faculty request support for advertising events, and the means by which we showcase faculty, staff, and student accomplishments. We now have an email for the Media Team and a google form for faculty requests. We issued the first revised Departmental Newsletter in October 2023 and have worked out a schedule to deliver it twice a year, at the beginning and end of the

academic year. We are working closely with College Development on these various issues. We hope to bring greater visibility to the Department and our accomplished faculty, students, and staff. This also forms part of our attempt to revive fundraising efforts in the Department. Next on our list is to revamp the departmental website, hopefully a project we can begin to tackle in 2024.

Staffing Concerns and Needs

One of my biggest concerns is our exponential growth and the burden it has placed on our already overworked (and underpaid) staff. In addition, our needs for staff support have grown as we have moved to a greater emphasis on communication strategies (Facebook, Instagram, TikTok, YouTube, etc.), development, alumni relations, and growth efforts related to increasing the major, minor, and the number of faculty. The burden on our staff has increased due to our success. In fall 2023, the Department was awarded a \$100,000 grant from the Mellon Foundation on Multivocal Humanities, funds that will be used over three years to diversify the humanities or expressive arts. Our focus on fundraising resulted in a \$50,000 donation to CCAS Professor Raul Hinojosa's NAID Center, with the funds housed in the Department and benefiting our students and faculty. Such success is exciting but increases the demands on staff, now tasked with supporting and organizing conferences, flights, hotels, research assistance, and other programs.

Fortunately, the addition of a Graduate SAO has helped with the new and arduous layers of administrative roles, obligations, financial planning, counseling and advising, and monitoring of paper flow and student progress necessitated by the new program, which accepted its first students in 2012.

Bylaws of Faculties**Cesar E. Chavez Department of Chicana/o and Central American Studies**

Approved by 2/3 majority secret ballot of Senate Faculty 6/30/2016

13 yes; 0 no; 1 abstain

Name Change Approved by Legislative Assembly 5/21/2020, Effective Fall 2020

Part I. Functions

- A. The Faculty of the Chavez Department of Chicana/o and Central American Studies (CCDCCAS) shall conduct the governance of the CCDCCAS in accordance with all applicable rules of the Academic Senate of the University of California and the UCLA Academic Senate.

Part II. Membership

- A. Membership in the Faculty of the CCDCCAS is defined by Divisional Bylaws 50(A) and 184 and include ladder rank (UCLA Academic Senate members) appointments and faculty who hold joint or split appointments (0-100%) with the CCDCCAS.

Part III. Officers

- A. The officers of the Faculty shall consist of a Chair and a Vice-Chair. The Chair will be appointed by the Dean according to procedures prescribed in APM 245. The Chair shall serve a three-year term beginning July 1. In the event of an early leave (e.g., resignation, leave, sabbatical), the Vice-Chair will be acting Chair until a new chair is appointed to finish the unfinished term. In instances when the Chair is unavailable to perform departmental activities (out of town, illness, etc.) the Vice-Chair will be acting Chair. The Vice-Chair will be appointed by the Chair on an annual basis.
- B. Lecturers, visiting professors, or non-UCLA Academic Senate members of the CCDCCAS cannot serve as officers of the Faculty and cannot vote on matters of academic personnel.

Part IV. Meetings

- A. The Faculty of the CCDCCAS shall usually meet at least once quarterly and when necessary after a call by the Chair of the Faculty with a minimum of one day notice prior to the meeting. The agenda shall typically include all matters delivered to the Chair not less than five days prior to the meeting. Matters of business not included on said written agenda will not be considered at the meeting given the objection of two members present. The agenda of regular meetings shall typically include the following:

1. Consideration of the Minutes of the preceding Faculty meeting;
 2. Announcements by the Chair, Vice-Chair, individual faculty members, Administrative officers, and Students;
 3. Reports of committees;
 4. Petitions of students;
 5. New business;
 6. Old business.
- B. Special meetings of the Faculty may be held at other times with at least three instructional days notice:
1. After a call to meeting by the Chair of the Faculty, or
 2. A written request for a meeting signed by at least three voting members of the Faculty, and the meeting must be scheduled to take place within five instructional days of receipt of the request.
 3. Meetings scheduled in response to such a written request shall be limited to consideration of the matters of business specified in the request.
- C. Other instructional officers, including Lecturers, Visiting Professors, and other non-UCLA Academic Senate Faculty may be invited to attend Faculty meetings as guests and receive the courtesy of the floor.
- D. The Chair shall preside at all meetings of the Faculty or may assign a member of the Faculty to preside over the meeting.
- E. The current edition of Alice Sturgis' *Standard Code of Parliamentary Procedure* (per bylaw 135(D) of the UCLA Divisional Manual) shall govern Faculty meetings in all instances not covered by the Bylaws.

Part V. Quorum

- A. One half of those entitled to vote and present at faculty meetings shall constitute a quorum.

Part VI. Voting Eligibility

- A. Non-personnel Substantial Department Questions
1. Voting on non-personnel substantial department questions is limited to members of the Academic Senate. Senate Faculty, including Recalled Emeriti and Joint and

- Split Appointees, who are members of the Academic Senate may vote on all non-personnel substantial departmental questions matters before the CCDCCAS.
2. Substantial Department Questions parallel those that are the duties and powers of the Academic Senate as outlined by the Board of Regents Standing Order 105.2;

“authorize and supervise all courses and curricula”

“advice...concerning budget”

B. Personnel Matters

1. Appointments and Non-Reappointments.

Tenured Professors (Associate and Full) in the Regular Series are enfranchised to vote on appointments that confer Academic Senate membership. Full and Associate Professors have extended the right to vote on all appointments to Assistant Professors. [Full and Associate Professors voted by secret ballot to extend the right to vote on all appointments to Assistant Professors, April 15, 2016, 2/3 majority: 9 yes; 1 no; 3 absent]

The right to vote on all non-reappointments was also extended to Assistant Professors. [Full and Associate Professors voted by secret ballot to extend the right to vote on all non-reappointments to Assistant Professors, April 15, 2016, 2/3 majority: 10 yes; 0 no; 3 absent]

2. Advancement in Rank

a. Promotion to Full Professor

Full Professors in the Regular Series are enfranchised to vote on promotions to the rank of Full Professor. Full Professors have extended the right to vote on Promotion to Full Professor to Associate Professors. [Full Professors voted by secret ballot to extend the right to vote on Promotion to Full Professor to Associate Professors, April 15, 2016, 2/3 majority: 5 yes; 1 no; 2 absent]

Full and Associate Professors have extended the right to vote on Promotion to Full Professor to Assistant Professors. [Full and Associate Professors voted by secret ballot to extend the right to vote on

Promotion to Full Professor to Assistant Professors, April 15, 2016,
2/3 majority: 9 yes; 1 no; 3 absent]

b. Promotion to Associate Professor

Only Full and Associate Professors in the Regular Series are enfranchised to vote on promotions to the ranks of Associate Professor. Full and Associate Professors have extended the right to vote on Promotion to Associate Professor to Assistant Professors. [Full and Associate Professors voted by secret ballot to extend the right to vote on Promotion to Associate Professor to Assistant Professors, April 15, 2016, 2/3 majority: 9 yes; 1 no; 3 absent]

3. Merit Actions

- a. All cases of advancement within any rank, including fourth-year Appraisals for Assistants, that confers membership in the Academic Senate shall be voted upon by those persons entitled to vote on promotion for that rank (See VI.B 1 & 2).

4. Non-Senate Faculty Personnel Actions

The department does not have in its employ any full time lectures. The Department has only hired, part-time, non-Senate lecturers. Within University regulations, the Chair approves all personnel actions for part-time, non-Senate lecturers.

Part VII. Voting Procedures

A. The Personnel Review Committee

1. This Committee shall consist of at least three faculty members, including one Senior (tenured) faculty, one Junior faculty, and the Vice Chair.
2. The primary responsibility of the Committee is to pre-review faculty merit and tenure review dossiers (though a Department Ad Hoc Committee is usually assembled for tenure and barrier promotions).
3. The Chair, on an annual basis, will appoint committee members. Only faculty who are not due for a personnel action in the year of the appointment may serve on this committee.

B. Ballots

1. Personnel voting is by secret ballot.

2. For non-personnel department questions, voting is by secret ballot only when requested by a voting member.
- C. Split Appointments and/or Joint Appointments
1. Joint Appointments (0%) without a waiver for personnel actions and all Split Appointments follow the review and voting procedures as any other department member of the same rank who are Academic Senate Members in the Regular Series (19900, Ladder). Faculty members, who have waived their rights to participation of their personnel action, also include waiving the right to vote on academic personnel matters in the secondary department regardless of rank. The waiver of participation and the right to vote does not extend, however, to matters in the secondary department that do not involve academic personnel issues.
 2. Those faculty with split appointments participate in personnel process for each department following the procedures as outline in the CALL, Appendix 15.
- D. Five-Year Reviews
1. All faculty in the department who have not undergone a review in five years must go through a mandatory Five-Year Review as outlined by the CALL (Appendix 12). The Five-Year Review should be conducted: (1) in the spring of the academic year that ends a period of five years in which the appointee has not received a completed review, or (2) at the time of the appointee's second successive negative review.

Part VII. Committees

- A. The Chair of the CCDCCAS faculty is an ex officio member of all committees with the right to vote.
- B. Chair's Committees

As needed, the Chair will appoint ad hoc committees to develop and coordinate outreach programs, address public relations matters, and formulate plans for the expansion of the CCDCCAS. All substantive matters considered by such committees shall be submitted to the Faculty for a vote.

- C. Standing Committees of the CCDCCAS

1. The Chairs and the members of the Standing Committees established herein shall be appointed by vote of the faculty of the CCDCCAS.
2. In addition to Faculty, each Standing Committee may include one Student Representative.
3. All Standing Committees of the Faculty will be appointed each year prior to July 1 to serve a term of one year from July 1.
4. Each Standing Committee may appoint such subcommittee as it deems necessary to conduct its business, by requesting written approval from the Chair.
5. Standing Committees shall submit written reports to the department Chair at least once quarterly.
6. The Chair of the Faculty has authority to create additional Standing Committees. Members in such committees shall be appointed by the Chair or by vote of the faculty of the CCDCCAS.

D. Undergraduate Curriculum and Admissions Committee

1. This Committee shall consist of at least two faculty members in addition to one Student Representative.
2. The primary responsibility of this Committee is to evaluate Undergraduate programs and educational objectives, and to recommend to the Faculty changes in the curriculum. In addition, matters of student admission to the undergraduate program will be administered in this committee. Due to student information & records privacy policy (FERPA) Student representatives shall not attend meetings, or portions thereof, when current or past graduate and undergraduate students are discussed and or reviewed.

E. Graduate Curriculum and Admissions Committee

1. This Committee shall consist of at least two faculty members, in addition to one Graduate Student Representative.
2. The primary responsibility of this Committee is to administer student admission to the graduate program, including evaluation of applications and recommendations for funding. In addition, the committee may also evaluate programs and educational objectives, and recommend to the Faculty changes in the curriculum. Due to student information & records privacy policy (FERPA) Student representatives shall not attend meetings, or portions thereof, when current or past graduate and undergraduate students are discussed and or reviewed.

F. Personnel Review Committee

1. This Committee shall consist of three faculty members, including one Senior faculty, one Junior faculty, and the Vice Chair.
2. The primary responsibility of this Committee is to pre-evaluate faculty merit and tenure review dossiers.
3. Committee members will be appointed by the Chair on an annual basis. Only faculty who are not due for a personnel action in the year of the appointment may serve on this committee.

Part VIII. Students

- A. Student voice will be encouraged and their vote will be taken seriously, discussed, and recorded alongside other voting members of the Faculty and Standing Committees. Students have an opportunity to be represented in departmental affairs through the Student Departmental Senate (SDS) which, to be functional, must be comprised of a minimum of five majors and minors, have annual elections, and meet once a quarter. Students may nominate a SDS representative for each standing committees, who will be allowed to vote on all matters in accordance with all applicable rules of the Academic Senate of the University of California. In personnel cases (promotion and tenure), students will not be allowed to vote. In instances of hiring, per academic senate rules, students will only be allowed to see the public CVs and attend talks and to separately give an advisory vote and recommendation, but cannot deliberate cases with faculty which is undertaken in executive session. However, in accordance with Academic Senate Bylaws, their vote will be advisory.
- B. Student representatives to all Standing Committees of the CCDCCAS shall be elected on an annual basis in a duly constituted election by the student members, i.e., declared majors and minors of the CCDCCAS. In the absence of such an election, Student Representatives may be selected by the Faculty of the CCDCCAS. Student members shall be excluded from meetings, or portions of meetings, when faculty personnel actions are considered and when current or past graduate and undergraduate students are discussed and or reviewed.

Part IX. Amendment of Bylaws

- A. Amendment to these Bylaws may be proposed and discussed at any regular or special meeting provided written notice of the amendment has been sent to each member of the Faculty at least five days previous to the meeting at which the amendment is to be proposed. Amendments to the Bylaws will be approved by secret ballot with a two-thirds majority vote of all faculty voting members of the department.

- B. No amendment inconsistent or in contradiction with legislation of the Academic Senate shall be made.
- C. Not less than five days prior to any regular or special meeting at which addition to, amendment of, or deletion of any portion of the Bylaws is considered, the Chair shall post to the faculty a written notice of any such proposed addition, amendment, or deletion.

D. UNDERGRADUATE PROGRAMS

Our undergraduate program is a central focus of faculty and staff efforts. We endeavor to offer a scholarly, rigorous, community-oriented, and student-focused undergraduate curriculum, with outstanding one-on-one counseling, rigorous courses, and opportunities for undergraduate research. We receive input from our undergraduate students via student representatives in our faculty meetings. We offer a departmental graduation and other special events and celebrations. Our attention to student success, individual attention, and one-on-one counseling sets our Department apart from others at this large R1 university. We really care about undergraduate education and our student body. (For our Course Catalog, Learning Outcomes, and Sample Syllabi, see Appendices 3, 4, and 5.)

The Major and Minor in Chicana/o Studies; the Minor in Central American Studies

The Major requirements are relatively simple and easily found on our website <https://chavez.ucla.edu/undergraduate/major-and-minors/>. We require our students to take two Lower Division introductory courses (CCAS 10A and CCAS 10B) and Spanish 5 (or its equivalent). In addition, we require a total of 11 Upper Division Courses, including a third required “core” class CCAS 101 (Theoretical Concepts in Chicana/o and Central American Studies). In addition, majors are required to take one service- or community-engaged learning course and two related study courses from an approved list of courses outside the Department, and one advanced seminar. Finally, students are provided with an option to specialize in one of four tracks (Caminos) by taking four classes in one track and two additional classes in another track.

Students participating in the Minor must have an overall grade-point average of 2.0 or better and file a petition with the Student Adviser. All minor courses must be taken for a letter grade, with an overall grade-point average of 2.0 or better. Successful completion of the minor is indicated on the transcript and diploma. In addition, students must take CCAS 10A, CCAS 10B, CCAS 101, and four elective courses selected from an approved list.

The Minor in Central American Studies has similar requirements. Students are required to have an overall GPA of 2.0 or better and take CCAS 20 Introduction to Central American Studies. In addition, two upper-division courses are required from the CCAS 153 series: CCAS 153A – Central Americans in U.S., CCAS 153B – Central American Racial Constructions, CCAS 153C – Migrating U.S./Central American Cultural Production, and CCAS 153D – U.S. Central American Narratives. Four electives are also required, to be chosen in consultation with our Student Affairs Officer from an approved list.

Beginning in fall 2020, our CCAS 10A Introduction to Chicana/o Studies: History and Culture course became eligible for UCLA’s undergraduate Diversity

Requirement. Since then, the Department has filed the paperwork for a number of other courses to count, including: CCAS 10B Introduction to Chicana/o Studies: Social Structure and Contemporary Conditions, CCAS 20 Introduction to Central American Studies, CCAS 131 Barrio Popular Culture, CCAS 172 Chicana/o Ethnography, plus 18 other courses cross-listed with our Department (<https://sa.ucla.edu/ro/Public/SOC/Search/DiversityCoursesMasterList>). Our core courses fulfill the diversity requirement in Letters and Science, Education and Information Science, Music, Public Affairs, and Public Health. Thus, we serve not only our own majors and minors but also UCLA at large.

Teaching

Teaching is important to every faculty member and lecturer in our Department. The period since the last review includes the most difficult period we have experienced as teachers, the years of the pandemic. At the beginning of spring quarter 2020, we were forced to move our teaching online in the course of five days as the UCLA campus shut down and students were forced to leave the on-campus residence halls. We quickly transformed our courses for online delivery. Some of us prerecorded lectures, others conducted live class over Zoom, and many of us combined these strategies to make our classes hybrid. We resumed in-person teaching in the fall of 2021, only to be abruptly back into quarantine in the middle of winter quarter 2022 as COVID numbers rose again precipitously. Fortunately, we are back to in-person classes although some have retained some hybrid, online elements. Currently, across the University, faculty can offer up to 20% of their class online. Our large introductory surveys now include an online option and Teaching Assistants/Associates are offering a mix of online and in-person discussion sections. We seem to be retaining the best parts of online learning, keeping some digital options open to students to accommodate their schedules. This is especially helpful for students with long commutes or who are employed or taking care of families. Using the hybrid option, faculty continue to invite guest speakers from around the world to virtually visit their classes; one faculty member is co-teaching a course with a scholar in Guatemala. Most faculty members now offer hybrid office hours, with in-person and online options. Our staff continues to work a hybrid schedule, with two days per week on site in Bunche Hall and the other days remote.

Our core classes, CCAS 10A/10B/20, and 101, are consistently offered by core faculty during the regular school year and by our Graduate Teaching Fellows under the mentorship of a core faculty member during the summer. Other courses respond to faculty interests and research strengths. Our offerings are supplemented by offerings from our lecturers. Lecturers offer some of our currently most popular, dynamic classes, including the CCAS 113 Day of the Dead class offered by lecturer Martha Ramírez-Oropeza, or our CCAS M143B course Afro-Latina/o Experiences(s) in US by Celia Lacayo.

Our courses fulfill the four Caminos, or curricular path ways, that we use to organize our Major and Minor, split between social science and humanities offerings. Students also have the opportunity for creative writing, acting, performance, digital humanities, public monuments, and to learn theater or music history in addition to art history with the help of our cross- and multiple-listed courses.

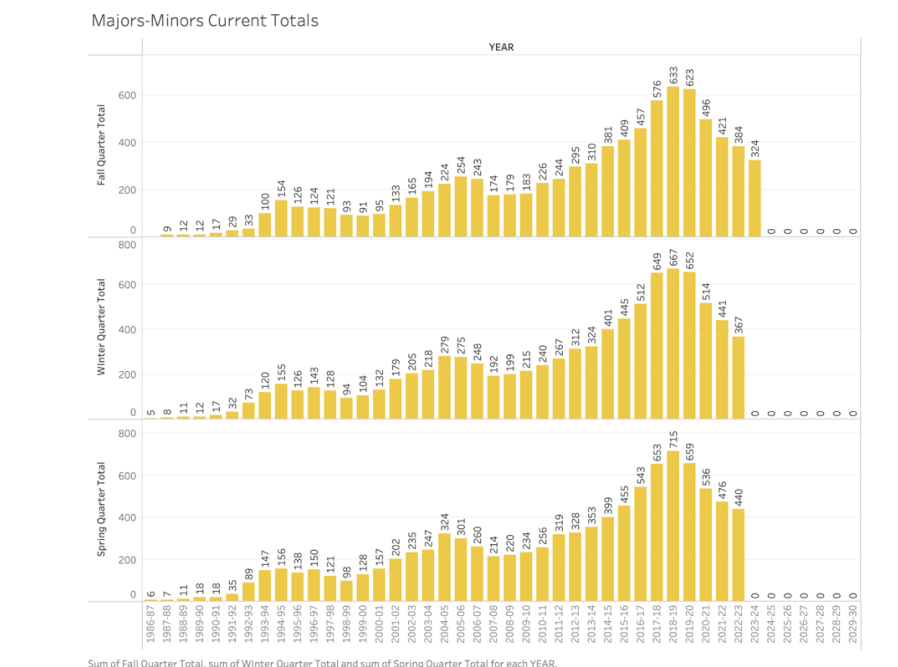
Our enrollments in our Introductory survey classes are very robust. CCAS 10A is probably the largest class on campus, its enrollment constrained by the size of available classrooms and the availability of Teaching Assistants who can staff it. In 2015-2016, 10A, then taught by Professor Robert Chao Romero, enrolled over 800 students, with 16 discussion sections; it was so large that the professor offered the course lecture twice a day. Its enrollment numbers have remained robust, even during the pandemic, when it was offered online, with 531 and 620 students in 2020-2021 and 2021-2022 respectively. Enrollments are slightly lower now, at 427 in 2022-2023 and 406 currently, in fall 2023. The enrollments in CCAS 10B are generally lower than in CCAS 10A. During the pandemic, 10B enrolled 216 and 492 online. In 2022-2023, it enrolled a record number of students, 507, in an online version of the course taught by Assistant Professor Floridalma Boj López. Our other required undergraduate course, CCAS 101, which focuses on Chicana/o and Central American Studies theories, is by design a smaller class, because it is required for the Major and Minor in Chicana/o Studies and the Minor in Central American Studies; it routinely enrolls between 100 and 200 students. Data on enrollments and syllabi for these courses and those discussed below can be found in Appendices 2 and 3.

Our new Minor in Central American Studies necessitated the creation of a new required lower-division course, CCAS 20 Introduction to Central American Studies. We have just begun to track the enrollments in that course. It enrolls between 80 and 115 students, evidence of the great appeal of the Minor and of courses on Central America in general. Our upper division 153 (A, B, C, D) series enrolls between 45 to 110 students per course. The series focuses on current social issues, race-gender constructs, cultural production, memory, and literature, taught through transnational frameworks that connect Central America to the diasporas in the United States. Enrollment for the 153 series, courses on Maya communities and Critical Indigeneities, and CCAS 20 Introduction to Central American Studies, continues to grow every academic year. Since Central American Studies addresses the seven countries and Afro-Indigenous and Indigenous nations in diaspora another hire would help ease the workload of our three colleagues in Central American Studies while demonstrating our commitment to diversity and inclusion. (See Appendix 5 for our Course Catalog.)

Our course enrollments overall in CCAS are at the highest numbers ever, as of fall 2023. Despite high course enrollments, our numbers of majors and minors have declined in recent years, from a high of 715 in 2018-2019 to 440 in fall 2023.

Before the pandemic, though, we were experiencing a dramatic increase in the number of students choosing to major or minor in Chicana/o Studies. In 2016-2017, the Department had 455 total majors and minors, increasing to 653 in 2017-2018, and to 715 in 2018-2019, as noted above. Those numbers started to decline in 2019-2020, the year that the pandemic began, when we registered a slight dip to 659 majors and minors. In 2020-2021, when we began to include Central American Studies minors in our tally, our total number of majors and minors was 536. The number dropped to 476 in 2021-20211 and to 440 in 2022-2023. We do not yet have the numbers for this current year of 2023-2024, which are usually collected in spring quarter. Our Undergraduate SAO and faculty have been working hard to recoup our losses in majors and minors.

We are attentive to the numbers of majors and minors in CCAS. Between 2012-2013 to 2022-2023, 563 students majored in CCAS. Many of our majors have minors in other departments, with the highest number minoring in Sociology and Political Science, followed by Psychology, History, and Spanish. CCAS is popular as a double major. During the same period, 53 students had double majors. These other majors include, in order of popularity, Anthropology, American Literature and Culture, Biology, African American Studies, and Anthropology-BS. Since 2012, 616 students have double majored with CCAS as either primary or secondary major. CCAS students frequently have minors. For the same period, our top 5 enrolled minors were: Education Studies, Labor Studies, Spanish, Public Affairs, and Film, TV, Digital Media. [See below: Majors/Minors Current Totals]



While the University tends to place more importance on majors over minors, the CCAS Minor plays an important role in our students' education and lives. Our numbers of minors have always exceeded our majors. Between 2012-2013 to 2022-2023, at UCLA overall, CCAS was the fifth most common minor throughout the entire university, with 1023 minors. CCAS has risen up to number four in recent years, 2019-2023. During this period, there were 538 minors in CCAS. The majors that most frequently declare CCAS as their minor are Sociology, Political Science, Psychology, and Biology. Anecdotal evidence, gathered from student conversations, suggests that students choose the Minor in order to find a "home" at UCLA; others use the minor to gain additional expertise that benefits the major. Another explanation to consider is that other departments may be picking up students who formerly would have majored or minored in CCAS. New programs such as Labor Studies or the new Education Minor may be drawing students from CCAS. While we were the first department at UCLA to offer community-engaged learning courses, other departments now offer students similar opportunities.

This decrease described above seems to have been caused by the pandemic. Before COVID, our Undergraduate SAO attended numerous in-person student events to promote our Major and Minor, for example, in UCLA's residence halls. These events were extremely successful; indeed, our SAO's ability to recruit students in person was one of our most effective strategies for pulling students into the Department. During the pandemic, many of these previously in-person events were cancelled; some were moved online. We are consciously focusing on developing strategies to increase these numbers; one such effort relates to Summer Courses, discussed later in this Report.

Teaching Philosophy

While no one approach drives our teaching, faculty in the Department care about our students and strive to create student-centered learning environments. We instruct our students to critically analyze Chicana/o and Central American history and culture in the context of an increasingly complex global world. Our program provides students with the disciplinary tools from the widest range of social inquiry to address critical topics in new ways and particularly in ways that engage and lead to public discourse, policy reflection, and change. One of our primary goals is to enable students to become conversant (in some instances expertly) in historical and structural formations of power pertaining to processes such as racism, sexism, homophobia, historicity, gender and race relations, inter-ethnic connections, illegality, coloniality, and dominant social theories.

We boast about our graduates because they have become leaders in various communities and organizations and are deeply committed to community change and its development. Many of our graduates have gone on to graduate school, to further their education at institutions such as Stanford, Cornell, MIT, UCSF Medical School, Harvard, UCLA, various law schools and graduate schools of education.

Community-Engaged Courses (Formerly, Service Learning)

Community engagement is a critical and important focus for several of our classes. It is also a requirement to graduate with a Major and is a part of our curriculum that is widely supported by our faculty. Students can fulfill this requirement in a variety of ways, through CCAS 100XP Barrio Organization and Service Learning (our one class primarily devoted to community-engaged learning), or with smaller or different classes that provide a community-engaged component or community experience. Community-engaged learning is a form of experiential education in which students participate in activities (usually with community-based organizations) that address human and community needs together with structured opportunities (usually in the classroom) for reflection, designed to achieve desired learning outcomes in a community-centered context.

It is important to contextualize our community-engaged course requirement within the University's overall focus on Civic Engagement as a core undertaking at this public university (<https://chancellor.ucla.edu/priorities/civic-engagement/>). UCLA's Center for Community Education focuses on connecting undergraduates with diverse communities in Los Angeles. We were the first department at UCLA to offer such courses; thus, we were at the forefront of community-engaged learning on this campus. Our commitment to community-engaged learning reflects a core aspect of the development of Chicana/o Studies as field. Our leadership on this issue inspired others to follow suit and now, community-engaged learning has become a pillar of the University more broadly. Many more departments now include this component in their own majors or minors. One case in point is the LGBTQ Studies Program, which, from its onset in 1997, took the lead from the Chicana/o Studies faculty on its Faculty Advisory Committee, and added a community-engaged or service learning component to the LGBTQS Minor, a requirement which continues.

Courses that offer community-engaged learning address contemporary issues such as immigration, citizenship, and language acquisition. These courses place students in organizations for one quarter (sometimes beyond) of dedicated service that teaches them to bridge community needs with academic resources. The course instructor guides them through a more theoretical understanding of service-based pedagogy. For all of the value-added that this requirement provides to our students and our Major, this component of our program needs bolstering. In particular, we need to hire a faculty person or lecturer to oversee and coordinate this program on a permanent basis, as circulating the course among the faculty has become untenable, especially as core faculty become busier and busier with graduate student mentorship and administrative appointments. This component of our program needs strengthening.

Learner Outcomes and Honors Program

The learning outcomes for undergraduate majors in CCAS include 1) Demonstrate skills and expertise, including research, analysis, and writing; 2) Demonstrate

familiarity and competence in a range of interdisciplinary methodologies and approaches; 3) Demonstrate ability to identify and analyze appropriate primary and secondary sources, material evidence, and other primary documents; 4) Demonstrate mastery and integration of knowledge and learned abilities; 5) Demonstrate ability to use knowledge gained in classroom to conceive and execute projects; 6) Demonstrate broad knowledge of fundamentals acquired through coursework, as informed by race, class, gender, and sexuality paradigms; 7) Demonstrate ability to conceive and execute an original research project that identifies and engages with a topic relevant to the student's area of expertise; and 8) Demonstrate mastery of oral presentation skills to peers for discussion and critique. (For Learning Outcomes, see Appendix 4.)

CCAS offers to outstanding undergraduates the opportunity to participate in our Honors Program. The requirements are junior class standing and a cumulative GPA of 3.5 in the major, a GPA of 3.0 in courses outside the Major, and completion of our introductory course sequence (<https://chavez.ucla.edu/undergraduate/honors-program/#toggle-id-1>). Working closely under the direction of a faculty advisor, undergraduate honors students in CCAS produce an original work of research or a creative project of 30 pages over the course of their final academic year (the senior year). We have in past years convened a yearly celebration and formal presentation of students' research and creative projects in which faculty, students, family, and friends were invited to hear the presentations and participate in the Q&A. During the pandemic, however, the number of honors students declined, as detailed below. We hope to revive this important practice this year under the direction of our Undergraduate Curriculum Committee.

In 2015-2016, the year of our last departmental review, eight students participated in the CCAS Honors Program by writing honors theses. The number of honors students remained stable over the next two years, with seven graduating from CCAS in 2016-2017 and seven more in 2017-2018. The numbers then rose, with twelve honors theses in 2018-2019 and nine in 2019-2020. Unfortunately, during the pandemic, there were no students participating in the Honors Program in CCAS. There is only one student writing an honors thesis in CCAS this academic year, 2023-2024.

Student Voice and Participation

Given the importance of student activism in the Chicano civil rights movement and, indeed, in the very founding of this Department, we place a high importance on student voices and participation. Undergraduate and graduate student representatives routinely attend and participate in our faculty meetings. We regularly solicit input via email, questionnaires, and in person. We attempt to involve students in major decisions, review, and discussion related to our work as a department, as faculty, teachers, and researchers. Students participate in the review and selection of new faculty. This year, for the first time, we invited

graduate student input on the subfield for our new senior level faculty search. Currently, undergraduate student demand for and interest in Central American Studies is one of the factors motivating our commitment to further development in this area. Students have asked for additional courses, more faculty hires, and a major in Central American Studies.

Student Outreach and Recruitment

Mostly through the efforts of our Student Affairs Officers (SAO), our Department has created innovative recruitment mechanisms to increase our student population, to increase the number of declared Minors and Majors, and to increase student interest in and awareness of our program and educational opportunities. For example, our Undergraduate SAO outreaches to newly admitted students who self-identify as Chicana/o and Latina/o (including Caribbean, Other Hispanic or Latino origin), and attends special welcome orientations, sends welcome letters, and participates in a number of UCLA-wide orientations/welcomes/celebrations for newly admitted, existing, and transfer students. In addition, our Undergraduate SAO, with the support of other staff, plans a large-scale, catered Open House each fall that draws many students to the Department and introduces them to our faculty, our Major, Minors and student groups and opportunities for them on campus. The presence of our SAO and our Department at these events over the years has paid off handsomely in our growth, presence, and recruitment of new students. In addition to the above, our Undergraduate SAO has developed and fostered deep and thoughtful relationships with other departmental Student Affairs Officers and different academic advising units to reach greater number of students, to encourage double majoring and minoring, and to in general outreach to a larger and more expansive UCLA student body by recommending our program and course offerings. Finally, our SAO works with the numerous student groups (political and social) at UCLA, such as undocumented student organizations and Latinx affinity groups to provide information and opportunities to expand their education at UCLA.

Student Advising

Since the last review, we were able to hire a second SAO dedicated to our graduate students. Both of our SAOs are outstanding and provide key support for our students and faculty. Both bring an unprecedented level of care and individual attention to our students. This leads to an atmosphere in which students feel comfortable in our Department and feel loyal to it. Their efforts truly foster our students' success. Our beloved Undergraduate SAO plans to retire at the end of this academic year. It will be extremely difficult to fill her shoes.

Time to Degree

For incoming first year students, the time to degree is 12 quarters (4 years). For transfer students, the time to degree is 6 quarters (2 years). We find that our students are meeting their time to degree, in large part due to the very detailed

attention that our SAO pays to individualized counseling and attention to retention and requirements to complete our degrees.

For incoming first year students, the time to degree has decreased since our last Review. In 2015-2016, it was 12.38 quarters; now, it is 11.88 quarters. For majors admitted as transfer students in the same time period, it has decreased from 7.26 quarters to 6.52 quarters. The average from 2018-2018 to 2021-2022 was 12.8 and 7.3 quarters.

Summer Session Overview

The Department first began offering summer course in 2001, initially with little success. That began to change in 2006, when we began to see some positive changes in enrollments due to the efforts of past department chairs and our SAO. Our summer session course offerings and enrollments are now robust and offer an important option for our majors and minors. In addition, our advanced graduate students and lecturers are offered the opportunity to teach courses. This is especially important for our graduate students, who gain valuable teaching experience as they approach the job market. Regular core faculty rarely teach these courses as the cost of summer pay can be prohibitive.

The data from the last four summers, 2020, 2021, 2022, and 2023, demonstrates that the summer courses with the most consistent enrollments were our introductory classes, 10A and 10B. These are followed by upper-division courses: CCAS 114 Chicanos in Film/Video; CCAS 188 Special Courses in CCAS (variable topics); CCAS 123 Applied Research Methods in Latino Communities; CCAS M102 Mexican Americans and Schools; CCAS CM106 Health in Chicano/Latino Population; and CCAS 155A Latinos in US. The majority of students enrolling were seniors, followed by juniors. Most of the students enrolled in our summer courses were CCAS majors, followed by Sociology, Political Science, Biology, and English. We enroll not only UCLA students but students from other UCs, other universities and colleges, and international students.

Currently, we are participating in a new summer program with UCLA's Academic Planning and Budget Office to support our time to degree efforts and increase summer enrollments. Key to these efforts is expanding and focusing on our summer offerings. To that end, this new program encourages students to take two courses in the summer that satisfy requirements for the Major or Minor. Our Undergraduate SAO and I met with UCLA's Academic Planning and Budget Office in fall 2023 to strategize our course schedule for summer 2024.

Contributions to Broader Undergraduate Education at UCLA

Our faculty are diverse in research and teaching and I believe one of our signature strengths in our program and primary catalyst for our enrollment numbers is the broad reach of our faculty, their statures outside of the Department, and efforts to bridge our teaching and research across disciplines and departments.

For example, key faculty in our Department who are senior and prominent members of their respective fields are consistently working with departments outside of Chicana/o Studies, hold joint appointments with other departments, or engage in research or collaborations with faculty even outside of the Division of Social Sciences (e.g., with the Graduate School of Education, Luskin School of Public Affairs, Law School, Humanities, etc.). Our faculty have taken on important administrative posts since the last review. These include our Interim Dean, as well as Directors of the CSRC and the Cotsen Institute of Archaeology, and the Chair of Labor Studies. Faculty in our Department regularly participate in the Faculty in Residence Program through UCLA Residential Life. In this program, faculty members live in apartments in the student residence halls “on the Hill,” where they collaborate with students on academic programming. CCAS faculty members who are Faculty in Residence (FIR) have for many years advised the Chicanx/Latinx Living/Learning Community, or theme floor. As FIRs, CCAS faculty promote the work of our Department, often partnering with our Undergraduate SAO to recruit new students to our Major, our Minor, and our classes.

Undergraduate Student Concerns

We began to attempt to gather undergraduate student input about the Department and for this Review in August of 2023 over email. We were not as successful in gathering information as we were with our graduate students. I also reached out personally to our undergraduate student representatives at our in-person Open House and in faculty meetings, and over email on multiple occasions. Our most detailed response came from Única de UCLA, one of the most visible Central American student groups on campus. In fact, Única presented a thoughtful and lengthy letter to the faculty at our first departmental meeting in fall 2023. In it, they asked for further development of new courses in Central American Studies as well as the creation of a Major, now that the Minor is established. We similarly reached out to MECha (Movimiento Estudiantil Chicana/o/x de Aztlán) at UCLA for input; we understand that the student group is currently undergoing a major rethinking of their organization, as reported by one of its leaders at CCAS faculty meetings this fall. We have extended invitations to our undergraduate students to participate in the on-site review visit; I plan to follow up personally to ensure that we receive feedback from our undergraduate students during this important process.

Community Scholars

CCAS has a longstanding commitment to bringing Distinguished Community Scholars to the Department (<https://chavez.ucla.edu/distinguished-community-scholar/>). Past invitees have been leading figures and community scholars. These intellectual leaders offer workshops, conferences, or seminars for Chicana/o and Central American Studies students and faculty, as well as the UCLA community at large. These distinguished invitees have included the Honorable Esteban Torres, former US Representative, 34th Congressional District; Moctesuma Esparza,

award-winning film producer; the Honorable Antonio Villaraigosa, former mayor of Los Angeles and speaker of the California State Assembly; Robert Rodriguez, syndicated national columnist; Patrisia Gonzales, syndicated national columnist; Dan Guerrero, producer, director, writer, and performer; Dolores Huerta, community activist and co-founder of the United Farm Workers Union; Lori de León, community activist; Gustavo Arellano, journalist, author, and syndicated columnist; and most recently, in 2015-2016, Arturo Rodríguez, President of the United Farm Workers Union. This program suffered during the pandemic. It is one of the programs that CCAS needs to focus on and revive.

Research Support

Undergraduate research support is an area in need of further development, as witness my previous discussion of the decline in our Honors Program during the pandemic. There are ample opportunities for undergraduates to participate in the UCLA Undergraduate Research Center's Research Week, usually held in spring quarter. Reviving our end of the year undergraduate research presentations would help bring visibility to the possibilities for doing original research at the undergraduate level. Currently, there is little funding to support student efforts in these areas.

E. GRADUATE PROGRAMS

History and Overview

The Department was one of the first of its kind to be established, and it remains distinctive in that it is one of the few Chicana/o and Central American Studies Departments in the country to offer a Ph.D. program. We welcomed our first cohort of graduate students in 2012 and this fall, 2023, welcomed our eleventh. To date, we have graduated 26 new PhDs, out of a total of 61 current and former doctoral students throughout the years. Our former graduate students are having great success attaining prestigious postdoctoral fellowships, professorships, and other positions. Postdoctoral awards include the UC President's and UC Chancellor's Postdoctoral Fellowships (at UC Santa Barbara, UC Santa Cruz, UC Merced, and UCLA), the Postdoctoral Fellowship in Jewish Studies at Washington University, St. Louis, and a postdoctoral fellowship at the National Gallery of Art, Washington, DC under the auspices of the Center for the Advanced Study of the Visual Arts. Our graduates have attained tenure-track jobs at a variety of public and private institutions, including various California State University campuses (Los Angeles, Sacramento, Fullerton), Santa Monica College, San Diego State University, Texas State University, a variety of University of California campuses (Santa Barbara, Irvine, and Riverside), SUNY Binghamton, University of Florida, and Washington State University. Private institutions include Northwestern University, Dominican University of California, Yale University, Loyola Marymount University, Goucher College, and Washington University, St. Louis. Other graduates have taken jobs outside the professoriate, using their research skills with Bright Research Group and UCLA's Labor Center. One was the inaugural

Archivist of Latino History at the Smithsonian Institution. Visiting professorships and lecturer positions include Pitzer College, Cal State Northridge, and Cal State Dominguez Hills. Our graduates have been hired in a variety of academic departments – Chicana/o Studies, Latino Studies, Latino Studies and Social Justice, Gender Studies, Art History, Global Studies, and Latin American Studies. Most of them are the first in their families to go to college and they are now changing the face of the professoriate. Graduate student alumni are listed on our departmental website, with links to bios and information on current placements: <https://chavez.ucla.edu/people/staff/>.

Currently, in 2023-2024, we have 33 graduate students in our program. Since 2012, five students dropped out of the program, two are on official leave, and one is on unofficial leave. Of the students currently in the program, 14 are behind time to degree. We attribute this to the pandemic. In fact, nearly all of the tenth-year cohort, admitted in 2021-2022, is behind on time to degree. A new initiative from the UCLA Dean of the Graduate Program, Susan Ettner, links timely progress toward degree completion to extra graduate student funding. Time to degree will become an issue of concern in the Department. (For enrollment data, see Appendix 2.) The Graduate Student Handbook may be consulted in Appendix 1.

Advising of Grad Students

In our last 8-year Review, the evaluators noted that the burden of advising had fallen somewhat unevenly among faculty in CCAS. Fortunately, this issue has been resolved, partly through new faculty hires and partly due to attention to mentorship loads during the graduate student admissions process. Still, some faculty do more graduate advising than others. Professor Leisy Abrego has advised or currently advises ten students, as does Professor Maylei Blackwell. Professors Robert Chao Romero, Gaye Theresa Johnson, and Alicia Gaspar de Alba have all had or have six advisees. Professor Genevieve Carpio has five. Professor Abel Valenzuela, Interim Dean, advises four. Professor Karina Alma advises three, as does Professor Jason De León; and as do I (along with six more in Art History, in addition to my chairing responsibilities). Professors Floridalma Boj López and Chris Zepeda-Millán each have two advisees. Other CCAS faculty advise a single student.

Graduate Student Admissions and Enrollments

In contrast to many other graduate programs across the nation, some of which suspended graduate admissions during the pandemic, our numbers of applicants have been rising during and since COVID. Currently, we have 31 graduate students enrolled in our program, up from 23 in 2015-2016. We expect these numbers to grow as we are receiving ever increasing numbers of applications to our graduate program. In 2015, we received 26 applications, admitted 7, with 6 graduate students enrolling, reflecting a 27% admit rate and an intent rate of 86%. All applications were domestic, with 96% identifying as URM (under-represented minority) and 4% as non-URM. Of the URM students, 24 identified as Latina/o, 2

as Native American, and 3 as white. In the fall of 2022, we received 63 applications, admitted 5, with 5 students enrolling, reflecting an admit rate of 8% and intent rate of 100%. Sixty percent of the applicants identified as female, 27 as male, and 13% as non-binary. The applicants were 97% domestic URM, 2% domestic non-URM, and one was an international student. Of the applicants, 45 were California residents and 17 were non-California residents. Sixty-one identified as Hispanic/Latino, 14 as white/Caucasian, 5 as American Indian/Alaska Native, and 1 as African American/Black.

Graduate Student Feedback

As noted previously, we solicited feedback from our graduate students on several occasions during the preparation of this 8-year Review Report. Anonymous feedback provided in response to an email questionnaire sent out in August 2023 was generally positive but also identified some important areas for improvement. I provide that feedback below.

Overall, CCAS graduate students expressed appreciation for their advisors and other faculty. One described their advisor and professors as “people that are determined to uplift me as opposed to bringing me down.” This same respondent felt that in comparison to other departments at UCLA, our graduate students received greater support, on both “emotional” and “constructive” levels. They felt this support was both “compassionate” and “empowering.” Another respondent expressed gratitude for the “consistent support” provided by their advisor, who “has always prioritized my advancement in the program in intellectual and personal ways.” Another noted that a strength of our program was “Being able to access the faculty . . . They are always willing to help!” Another responded that their advisor and other professors in the Department were a unique strength or highlight of the program, as were “a majority of the grad students.” One expressed gratitude for the opportunity to teach their own undergraduate course, influenced by their research, describing it as a “highlight of our program.” Two respondents expressed gratitude for our staff and their support: “Our department would not run without the support of our administrative staff,” offered one. A second person suggested that we implement more “Staff Appreciation Days.” This person noted that it’s the staff keeping the Department running.

Several graduate student responses noted the need to rebuild community in CCAS. A respondent offered their opinion that a sense of community is lacking especially in the later cohorts, that is, among those who have advanced to candidacy (ABD). Others asked for more events, especially ones with food. Pointing to the effects of COVID, one student noted how the pandemic disconnected everyone, prompting this respondent to ask for “more opportunities to re-engage with peers and professors.” They suggested regularizing a schedule of get togethers, perhaps scheduling them quarterly. Someone else suggested that we organize events to bring together faculty, graduate students, and undergrads. Another respondent noted that the strike similarly damaged our

sense of community in CCAS and heightened feelings of disconnection. About the effects of the pandemic, one suggested that a positive response could be establishing “more intentional and generative forms of community,” including “faculty meet and greets and luncheons,” meals together or “group coffee outings.” They expressed the desire for these to take place outside of their normal locale, the CCAS conference room, which seems to reinforce “the inherent power dynamics” of the Department. They also thought alumni events would be helpful. One respondent noted how COVID disrupted and delayed their dissertation fieldwork. Another respondent noted how challenging it was to switch to teaching online. This same person also noted the challenges of teaching during the strike and how they had to adjust their course in response to the strike. One student expressed how difficult it was when graduate students were asked to return funding to UCLA after the strike, noting that in general, our graduate students are really struggling to make ends meet. One respondent reported feeling “deeply supported during the strike.” As one of the strike’s organizers, they were aware of the treatment of graduate students in other departments, noting that CCAS faculty and staff were very supportive of striking students. “We weren’t penalized or threatened like others were.”

The Chair, Vice Chair, faculty, and SAOs are committed to responding to these important insights from our graduate students. The Vice Chair and Chair have organized several in-person events this fall (with more to come), including coffee hours outside of Bunche Hall, dedicated meetings with our graduate students, and an Advisors’ Brunch, a new event to take place quarterly in which we can address graduate student advising. To support these efforts, our Graduate SAO created an “Advisor Cheat Sheet” to help support faculty when they advise. A senior colleague suggested that we create an Advisor’s Handbook, similar to the Graduate Student Handbook, to help faculty become better mentors.

Other responses from our graduate students focused on academic issues. Two commented on the interdisciplinarity of CCAS as an important strength. “This program has allowed me to explore what I truly would like to explore with no set limitations in terms of methodology, theoretical frameworks, or disciplines,” offered one. Another commented that our interdisciplinarity “allows a lot of openness and room for students to develop their research in a way that isn’t constricted by a canon or curriculum.” This same person noted that while interdisciplinary was a strength, it can also lead to a confusing variety of options for students as they attempt to develop their own research projects. They felt that more structure would help students stay on track better. This student asked for a class for graduate students in which students develop their thesis; this class was previously taught by Professor Leisy Abrego and was a great success. (Faculty are already engaged in discussion about formalizing this class.) One student asked for more structure “in terms of faculty and student relations, professionalization workshops, and preparation for teaching across different disciplines.” They noted that while some advisors went “above and beyond” for their advisees, not all

professors did this. More structure and focus on professionalization would perhaps alleviate this imbalance and ensure success for all CCAS doctoral students.

One respondent suggested that we think about restructuring the program so that graduate students could take their Qualifying Exams during the summer, so that the exams don't take place while students are teaching. This student indicated that studying for exams while teaching was challenging and impacted their own students in discussion sections. (Unfortunately, faculty are not paid during the summer, but perhaps staff could administer the exams, which would then be evaluated by faculty in the fall.)

Another respondent requested more Central American Studies content in required course CCAS 200 Theoretical Paradigms in Chicana/o and Central American Studies and across the curriculum. This same respondent asked for more courses that covered religion or spirituality, including Christianity but also beyond, to cover Latinx Muslims, Latinx Buddhists, Latinx Satanists, etc. They noted, "CCAS @ UCLA has the capacity to be a pioneer/powerhouse in this subfield." A graduate student noted "confusion" around Central American Studies. They pointed out that many faculty do not include Central American topics in their syllabi. They suggested that faculty consult the excellent bibliography on Central American Studies that is included in the recent Graduate Student Handbook.

One respondent praised their previous coursework with Professor Judy Baca, now retired, courses that took place at the Social and Public Art Resource Center. They praised the mentorship they received from Professor Baca as well as the collaborative projects they engaged in with other graduate students. They also mentioned how valuable the arts courses offered by lecturer Professor Alma Lopez were and asked for more courses on digital arts, art and censorship, etc. These courses were "critical to the development of my academic career." This same person noted the need for more courses in the arts and humanities in general and expressed their opinion that faculty lecturers such as Lopez should be promoted. They also singled out the important work of Professor Karina Alma and lecturer Helen Burgos Ellis. Another graduate student requested more arts and humanities courses, pointing out the importance of the arts in el Plan de Santa Bárbara, and suggesting that these should be core courses. This person offered, "Please I ask that the department understand that the arts and humanities are core to the development of the field of study. Add more courses in the arts, and promote professors who are doing this intellectual labor right now."

One respondent described funding as an area that needs improvement. This is especially the case in CCAS, where many students "are children of immigrants or immigrants themselves." Our graduate students are in greater need of financial support, since, compared to other departments, our students are less likely to come from privileged backgrounds. Former Department Chair Professor Leisy

Abrego received high praise for supporting students. Another commented on how financial struggles make it difficult sometimes to meet departmental milestones; this student asked for “more understanding when we are unable to meet program milestones in a timely manner.”

Financial Support

It is our goal to support all of our graduate students with generous, multi-year funding packages; these usually combine teaching assistantships and fellowship support. Many of our students are eligible for UCLA’s prestigious Eugene V. Cota-Robles Award, which offers five years of funding to under-represented minoritized students. As a result of the fall 2022 Academic Workers’ Strike, graduate students’ pay for serving as teaching assistants or associates, graders, and Research Assistants has increased. That new contract comes to an end in fall 2024; the Department has discussed the possibility of a second strike and we are prepared to support our striking students again as we did in 2022. Other forms of financial support include offering students who have advanced to candidacy the opportunity to teach their own courses (under faculty supervision), as well as graduate student research positions, etc. Our graduate students have been highly successful at garnering prestigious outside grants, including the Ford Foundation Predoctoral Fellowship, the Paul and Daisy Soros Fellowship, and the University of California Office of the President HSI Pre-Professoriate Fellowship, which prepares our graduates to take jobs in the UC system.

In the wake of the historic 2022 academic workers’ strike and the much-deserved increase in pay that resulted, UCLA’s Graduate Division recently implemented a method to determine the optimal number of graduate students to admit each application cycle, based on available funding and time to degree (PRSA Report). Our Vice Chair and Director of Graduate Studies and the Graduate Review Committee are using this report to guide the admissions cycle. I am happy to report that our graduate students are within normative time to degree, that is, 21 quarters. Thus, we hope to receive increased funding for our graduate students in the future.

Aims and Objectives of the Program

In keeping with the Chávez Department’s mission statement, the graduate program trains students to critically analyze the life, history, and culture of Chicana/o, Central American, and other Latino/a and Indigenous and Afro-descendent populations in the Americas. This is done in the context of an increasingly complex global world, and with a particular focus on Los Angeles. We also believe that embedded in our mission is our role to shape the academic discourse around Chicana/o, Central American, and Latina/o Studies. One distinctive feature of our Program is its interdisciplinary frame and focus on global Los Angeles. An interdisciplinary graduate program exposes students to the wide range of theories, methodologies, technologies, pedagogies, and epistemologies

that intersect the systematic study of Chicanas/os, Central Americans, and other Latina/o, Indigenous, and Afro-descendent populations in the Americas.

Structure of the Graduate Program

Addressing local, national, and transnational contexts, the graduate program curriculum explores race, class, gender, and sexuality paradigms as they have shaped the history of the field, as well as new directions in the study of Chicanas/Chicanos, Central Americans, and Latinas/Latinos. The Graduate Student Handbook, Appendix 1, describes our graduate program in great detail.

Social inequalities are the shared scholarly concern of our faculty and a central theme of our graduate program. Rather than being singled out as a separate specialization, gender and sexuality paradigms transverse the majority of our graduate courses. Our curriculum offers students the tools to become exceptional scholars who are socially engaged, to be able to deconstruct cultural discourses and politics of oppression as well as offer effective strategies of resistance and empowerment. Our curriculum also offers graduate students training in rigorous methods, data collection in quantitative (including polling, survey construction and data collection) and qualitative (ethnography, autoethnography, oral histories, and participant observation) methods.

A key focus of the curriculum is the metropolitan Los Angeles region, home to the largest Mexican origin community in the country, as well as to several other groups, including a burgeoning and vibrant Central American population. The Chávez department is well placed in the great city of Los Angeles to draw from this large and diverse population – its social experiences, historical realities, cultural and linguistic processes, and literary and artistic productions.

Program Requirements

Detailed program requirements can be found in the Graduate Student Handbook, in Appendix 1.

Master's Degree

The MA degree in Chicana/o Studies is not a stand-alone, terminal degree. The MA degree is a requirement to fulfill in order to obtain a PhD. Students admitted to the PhD program with an MA degree already in hand will be required, in most cases, to take the same coursework and fulfill the same requirements as students admitted without an MA degree; however, students who already have a Master's degree in Chicana and Chicano Studies or *in a related field* may submit their Master's thesis once admitted to the program to determine whether or not the submitted material fulfills the MA requirements of the program. If the thesis is found to fulfill the MA requirements of the program, the student will not need to enroll in coursework required to write the MA thesis. If the thesis is found to need more preparation in Chicana/o Studies, the student will be required to write a new MA thesis.

MA Coursework

Within the first two years of their residency, students are expected to take the three required courses of our graduate degree, Chicana/o and Central American Studies 200, 201 and 202 (12 units). Students are also required to take four additional courses (16 units), one of which must be a methodology course. In addition, they should take two elective courses (8 units), of which both may be undergraduate upper division courses or courses taken outside the Department. Only four units of Chicana/o Studies 598 (Master's Thesis Research) or 596 (Directed Individual Studies or Research) may be taken to satisfy the 44-unit requirement.

MA Thesis

To proceed into the doctoral degree, students without an accepted MA thesis, or students entering the PhD program with a Bachelor's degree only, must successfully complete an MA thesis. The MA thesis is an original interdisciplinary research paper or creative portfolio that integrates knowledge learned in their first two years of graduate coursework. Students work with their faculty advisors to craft their MA paper and may enroll in up to four units of 500-level courses (typically CCAS 598 Master's Thesis Research and/or CCAS 596. Directed Individual Studies or Research) to complete the thesis.

Doctoral Degree

After successfully completing the required MA coursework and MA thesis, students must take an additional year of graduate coursework and/or Independent Studies (a minimum of 16 units, or four courses) and prepare for their PhD Qualifying Exams. Furthermore, all doctoral students are expected to fulfill at least one year of teaching experience as teaching assistants in the Department. To advance to PhD candidacy, students must successfully pass their "Quals," at which point they can begin their dissertation research and writing. Units taken in the 500-series — CCAS 596 (Directed Individual Studies or Research), CCAS 597 (Preparation for Qualifying Exams) or CCAS 599 (doctoral dissertation research) — may not be applied toward course requirements for the PhD degree.

Relationship of Graduate Program to Existing Campus Programs

Since the launching of the Chicana/Chicano and Central American Studies Graduate program we continue to strengthen our relationship to existing campus programs and resources within UCLA that provide our graduate students with a greater access to research venues and a broader interdisciplinary foundation than what the Department alone can offer. Principal among these resources are the Chicano Studies Research Center (CSRC) and its Library and archival collections, the UCLA Charles Young Library, the Institute for Research on Labor and

Employment, in particular, the Labor Center, and the faculty and instructional resources of other departments and programs that have curricular relevance to our departmental mission and goals for our graduate degree. Thus, our graduate students take courses in outside fields such as Education, English, Art History, Spanish and Portuguese, World Arts and Cultures, Gender Studies, LGBTQ Studies, Political Science, Urban Humanities, in Ethnic Studies departments, and others.

For obvious reasons, we have a special relationship with the Chicano Studies Research Center (CSRC). Throughout its history, the CSRC has dedicated itself to studying the long-neglected history, rich cultural heritage, and contemporary life of Mexicans and other Latinos/as in the United States. Aside from its longevity, it is home to a significant set of holdings in its Library, and an impressive set of archival holdings. It supports the publication of the oldest and most prestigious journal in the field, *Aztlán: A Journal of Chicano Studies*, edited by Charlene Villaseñor Black since 2016. The CSRC supports a wide range of research activity in the field – including hosting postdoctoral fellows and other scholars from around the world. The CSRC and its Director, Veronica Terriquez, have played an instrumental role in UCLA's HSI initiative and in the hiring of new faculty to support the study of Latinx peoples and cultures at UCLA.

Admissions Process

The Department will only accept students who are seeking the PhD degree (a master's degree will be earned as part of the process of completing the requirements for the Ph.D.). Although background preparation in Chicana/o or Central American Studies is highly desirable, it is not mandatory for admission to the PhD program.

In order to be considered for admissions, an applicant must have a bachelor's degree from an accredited institution and submit a university application and supplemental materials required by the department. This includes a statement of purpose, transcripts, GPA (we consider the last 60 semester or 90 quarter units), recommendation letters, a writing sample, and for some applicants interested in Expressive Arts, an example of a creative work (visual art or creative writing). We no longer require GRE scores, a requirement we dropped during the pandemic, a practice now followed by many other departments at UCLA and across the country. We use the complete application to assess the knowledge and skills of our applicants, their fit with the Department's resources, objectives, and four broad specializations, and their potential to contribute to the intellectual growth of the department. Our previous Director of Graduate Studies, Professor Maylei Blackwell, implemented interviews of applicant finalists over Zoom, a valuable practice that we continue to use in our evaluation process.

The Department considers applications for admission for Fall Quarter only. Admissions decisions will be made in two rounds of evaluations. Once applications are submitted, electronic files are made available to all Department senate faculties for review and evaluation in the first round of the admissions process.

Potential advisors are contacted to ask them to give certain applications extra attention. It is the responsibility of every member of the Graduate Admissions Committee to review and rank every application by the January deadline. In the second round of evaluations, the CCAS Graduate Admissions Committee will discuss and determine a list of finalists to be interviewed (over Zoom). After those interviews, the Review Committee members and other participating faculty submit evaluations of the applicants. Based on these various evaluations and faculty rankings, as well as funding availability and other factors, the Graduate Admissions Committee compiles a final list of admits and alternates in early Winter Quarter.

Timeline

We expect MA students to complete their coursework within the first two years (ideally in the first 4-5 quarters and start taking courses toward the PhD in the remaining quarters). In their second year, students start working on their MA thesis, which should be submitted no later than fall of their third year. We also expect that they take courses toward the fulfillment of the PhD requirements. In the third year, students should complete PhD coursework and prepare for Qualifying Exams. Students who enter the program with an approved MA thesis should complete their coursework within the first two years. In their third year, we expect that they will take the necessary additional courses that provide more depth to their preparation in the field and research agenda, work on papers for publication, and prepare for Qualifying Exams. Typically, all students should take their Written Qualifying Exams in spring of the third year, but not later than Fall of the fourth year. The Oral Qualifying Exam (and Advancement to Candidacy) should take place no later than Spring of their fourth year.

Financial Support Packages for Graduate Students

We typically offer four years of financial support packages to our students, and eventually a fifth year when resources are available (i.e., TA positions) or we encourage them to apply to the Graduate Division Dissertation Year Fellowship or extramural funding for a fifth year of support. We strive to keep our financial support packages equal among our graduate students and in line with their new Union contract. We follow the contract as well as the structure of the Eugene V. Cota-Robles fellowships that are awarded by the Graduate Division. The Cota-Robles offers students full funding for their first and fourth years, provided the Department commits to provide them with TA-ships for two years (usually during the second and third years). No student is admitted without a full (four years) financial aid package. The average financial packages we currently offer consist of the following:

Years 1 & 4. Students receive a stipend in line with the new Union contract of 2022, paid in three quarterly payments over 9 months, plus standard tuition and fees. For all students, mandatory health insurance premiums are factored into the total cost of tuition.

Years 2 & 3: The Department provides a stipend/salary equivalent to highest level of Graduate Division stipend in place at the time and in accord with the union contract, plus standard tuition and fees. Usually, the Department funding is provided via a 50% appointment as a Teaching Assistant (TA) for nine months. Entry-level TAs currently earn a higher salary than before, due to the new union contract, for a 9-month appointment at 50% time. The TA appointment entitles students to fee remission benefits, which will cover 100% of tuition costs, student services fee, and mandatory health insurance premiums. If a faculty member offers a student a research assistantship (Graduate Student Researcher-GSR) at 50%, with fee remission benefits for all or part of the same period and the student accepts, the research appointment will replace and fulfill our financial commitment for these two years. GSR appointments are also governed by the new union contract.

As stated in our offer letter to the students, continued financial support is contingent on timely and satisfactory progress toward the PhD, assessed in an annual faculty review of students in accordance with departmental standards. Furthermore, this financial package will be honored provided that the student maintains at least a 3.5 GPA. This entire offer will be also voided by any academic, professional or personal misconduct. Lastly, employment within or outside the University is not allowed during the first year of study for all entering students in the program.

Efforts to Foster Student Success

Efforts to foster student success are ongoing, fluid, and in various stages of development. For example, advising is undertaken by the Director of Graduate Studies, assisting with the graduate students' program of study and other matters related to their graduate training. Students are expected to meet with the graduate advisor quarterly and have their course schedules approved by the Graduate Advisor (SAO).

We now admit students into our graduate program without assigning a specific advisor for them. Instead, during their first-year they seek out advice from two faculty designated as first-year advisors, who can support them and offer guidance. By the end of their first year, students should select a permanent faculty advisor who will serve as their academic mentor through their MA, and usually their PhD studies. Faculty advisors guide students in the production of their MA thesis, the preparation of Qualifying Exams and the development of the Dissertation Prospectus, as well as in the research and writing of the doctoral dissertation. It is also the responsibility of the faculty advisors to provide their assessment of their students' progress through their programs of study.

The Department also encourages our graduate students to apply to fellowships, to start publishing and presenting their work at national and international conferences, and to engage in other academic and professional activities.

Finally, graduate students also actively participate in departmental affairs. Each year they select a graduate student representative for internal affairs, who participates in our monthly faculty meetings, but also serves as liaison between the graduate student body and the administration whenever matters need to be addressed. They also nominate a student representative for the Graduate Committee that deals with everything that has to do with the program (admissions, curriculum, requirements, policies, etc.). A third student is nominated to represent our graduate students on campus through the UCLA Graduate Students Association. Students have also fully participated in the search and hiring processes of our most recent faculty hires.

Space Concerns and Program Needs

There is one critical concern that was raised in our last Review and has not yet been adequately addressed: limited space for our graduate students (as well as faculty and staff). The space for graduate students to meet with their students when they TA, on the seventh floor of Bunche Halle, is very small and limited. There is very little space for the graduate students to work, to exchange their research, presentations, or other engage in discussions. Our Department's Administrative Assistant has cleaned and organized this limited space, thereby significantly improving it, but the space remains too small.

Evaluation of Graduate Program

The graduate program is evaluated in two ways. First, there will be the regular program review cycle that applies to all academic programs. The Program Review Committee of the Graduate Council is responsible for the review of the graduate program. The Chávez Department will also continue to participate in comprehensive eight-year reviews as mandated by the Academic Senate, including this current review. Our most recent review was performed in Spring 2016.

F. POSTDOCTORAL SCHOLARS

The CCAS Department does not have a formal or informal postdoctoral scholars' program although individual faculty do mentor postdocs.

G. REPORT ON ARTICULATED, CONCURRENT, AND SELF-SUPPORTING PROGRAMS

Not applicable. We do not have articulated, concurrent or self-supporting programs.

H. DIVERSITY

Students enrolled in our classes are predominantly Chicana/o or Latina/o though over the years we have witnessed increases from students with diverse backgrounds including African Americans, Asian Americans, American Indians, and white Americans. Our classes are also increasingly drawing international students. As a result of UCLA's Diversity Requirement, we see an increase of diverse students. I believe the trend of matriculating non-Chicana/o and Latina/o students to our classes emanates from our strong and stable reputation, the diversity of our course offerings, and our emphasis on community-engaged learning. Finally, our *Camino* foci provide students with a broad diversity of classes (and research opportunities) that explore multiple aspects of the Chicana/o and Latina/o experience in the United States; a topic that has gained currency and agency in our increasingly connected and global world and the national attention and debates to matters that impact Latinos such as immigration, inequality, work, culture, and art. Demographic changes in the US, namely the increase in the Latinx population, also drive interest in our courses.

Our faculty and staff also exceed in terms of diversity compared to other departments on campus.

Data on diversity can be found in Appendix 2.

I. COMPARISON TO THE PREVIOUS REVIEWS

We have addressed as a faculty the issues raised in the last Review. The recommendation that we expand beyond Chicana/o Studies was taken very seriously and discussed at length in faculty meetings and at a retreat convened by former Department Chair Professor Eric Avila. At that meeting, we proposed adding "and Central American Studies" to the Department's name. This was approved by an overwhelming majority of our faculty. One dissenting voice, now retired, objected to bringing these two subfields together, arguing for their complete separation. This issue has come up at various points over the years, but does not and did not reflect the overwhelming opinion of faculty and students. It is our general opinion that these two populations and fields have always been intertwined, especially in Los Angeles, and that a pure, nationalist Chicano studies never, in fact, existed. This perspective is part of the larger trend in the academy to move beyond nationalist boundaries to a more realistic model that recognizes the interconnectedness of the world now and in the past.

We took seriously the concerns raised in the last Review about our Graduate Program. Most importantly, we hired a second Graduate Student Affairs Officer. She has helped tremendously with our graduate program. Our numbers for graduation, time to degree, and job placements are extremely positive and inspiring. We have clarified confusing parts of the program, and loosened previous requirements in the Camino structure, giving students more flexibility in creating their own paths of study. We have focused attention on rebuilding community and support our graduate students in the wake of the strike. The imbalance in advising load has also been addressed, as discussed in detail in Section E of this report, focused on our graduate program. The service and advising load seem to be better distributed now although increasingly, our faculty are being asked to take on administrative positions. Hopefully, new hires will help alleviate the service load.

The major issue that remains unresolved is that of space. We are a growing department. Core faculty, including the Chair of the Department, do not have offices in Bunche Hall. Our graduate student space, as noted above, remains inadequate. Our conference room in Bunche is now too small for us to hold in-person faculty meetings. There is no main office space for staff. Our lecturers share two small offices. These issues, highlighted by the last Review team, have only become worse. I include further detail in the next section, on Resources.

J. RESOURCES

Departmental Budget

See below: Departmental Budget Allocations Comparison.

Additional information on the departmental budget can be found in Appendix 2.

DEPARTMENTAL BUDGET ALLOCATIONS COMPARISON FOR AY 2015-2016 (prior review) and AY 2023-2024 (current review)

ALLOCATIONS	2015-2016	FTE	2023-2024	FTE
Ladder Faculty	\$1,969,900.00	14.00	\$2,518,600.00	14.00
Temporary Faculty	\$163,627.00	3.34	\$196,408.00	4.01
Permanent Staff, MSO, Adm. Spec., SAO	\$175,225.00	3.00	\$222,345.00	3.50
Teaching Assistants	\$351,198.00	8.16	\$607,001.85	9.15
Readers	\$2,500.00	0.00	\$2,500.00	0.00
Casual Staff	\$25,000.00	0.00	\$0.00	0.00
Supplies and Expenses	\$30,000.00	0.00	\$7,432.00	0.00
Add'l allocation	\$0.00	0.00	\$0.00	0.00
Facilities & Equipment	\$10,000.00	0.00	\$0.00	0.00
Events and Programs	\$22,000.00	0.00	\$0.00	0.00
Administration, Research, Travel	\$18,000.00	0.00	\$0.00	0.00
Summer Sessions	\$105,208.00	0.00	\$176,129.00	0.00
Chavez Digital Mural Lab	\$100,000.00	0.00	\$0.00	0.00
TOTAL	\$2,972,658.00	28.50	\$3,730,415.85	30.66

Physical Space/Plant

Our Department is housed on the seventh floor of Bunche Hall. It is comprised of three administrative offices (MSO, SAO, and AS offices), fourteen ladder faculty offices (two of our 50% split appointments have their offices in their other department), one TA office, and one graduate student–shared space (for all of our graduate students).

As noted in the previous section addressing our past Review, we are facing a severe space shortage. There is currently no office for the Department Chair and no office for our new faculty senior-level hire. Several core faculty members do not have offices in Bunche Hall.

Other space concern include:

- ☐ Lack of a front office
- ☐ Our conference room is now too small for in-person faculty meetings
- ☐ Inadequate lecturer offices
- ☐ Inadequate TA office space

Our teaching assistant and visiting faculty space continue to be woefully inadequate. Quarterly, we hire upwards of 18 TAs primarily for our introductory courses to the major (CCAS 10A, CCAS 10B, CCAS 101, CCAS XP 100SL). Our TA office space can accommodate 4-6 TAs but becomes increasingly uncomfortable and loud when used concurrently. The two tiny shared visiting faculty/lecturer offices can barely accommodate, on a staggered teaching basis, up to five visiting faculty. The TA office has several computers (networked) and access to the Department's printer.

As already noted in this Report, during the last eight years, our Department has grown significantly while our space allocation has not. Space needs occupy a very high priority area to house our core faculty, temporary faculty, our teaching assistants, additional staff and student workers, and storage as we begin to archive the history of our program and our graduate program. In very specific terms, we need a graduate student space/lounge, one additional TA office space, a dedicated front office, one additional dedicated office for lecturers, additional faculty and staff offices, and an office for the Department Chair. We are poised to make a senior level hire this year and with the attainment of federal HSI status in 2025, we expect further growth.

K. GOALS and PLANS

Curricular Development and Central American Studies

Now that we have added Central American Studies to our Department's name and added a second Minor in that subfield, it is time to discuss the future of Central American Studies in our Department. We are already working on including "Central American Studies" on our students' diplomas. We need to discuss several

questions. Should we add a separate Central American Studies Major? How many new faculty would we need to make that a reality? Should we develop a Major that incorporates both Chicana/o and Central American Studies? How much knowledge of Central America should Chicana/o studies majors know or be exposed to? At the graduate level other questions need to be addressed. Are our graduate students trained in both of these areas? Should all general Qualifying Exams include Central American content? How much? Should all of our students have expertise in both areas? Should our introductory survey courses, 10A and 10B, also include Central American content and how much?

In addition, in our discussion this fall of our senior level faculty search, we articulated important new areas to develop. The Department is in need of more faculty in the Expressive Arts or Humanities. Areas of interest include, in addition to Central American Studies, Afro-Descendent and Afro-Latinx Studies, Indigeneity, Sexuality Studies (specifically Trans Studies), and Digital Humanities. Other areas of interest included Performance Studies. We hope to grow in these important new areas of research and teaching.

Development Efforts

As the new Chair I have begun to focus on development efforts for the Department, building on the labor of past chairs. Raising private and donor funds is essential to the financial health and reputation of the Department. The new academic workers' contract (Fall 2022) restricts the Department's ability to help out students in financial crisis; in fact, we are prohibited from giving additional funds on top of the Union contract salary. Furthermore, a department of this standing should have an endowment. An endowed chair in Chicana/o and Central American Studies would elevate our reputation and help us keep distinguished faculty. As Chair I have begun collaborating closely with Peter Evans in College Development and with Interim Dean Abel Valenzuela. The revamping of the Departmental Newsletter and Media Team was designed to support development efforts. I have also begun discussing creating a culture of philanthropy in the Department, encouraging individual faculty members to donate funds; also under discussion are ways to funnel our grant moneys to support our students. One faculty member, Raúl Hinojosa, recently brought in a \$50,000 private donation for his center, SAID, and the funds are housed in CCAS and will benefit our students and faculty.

In Fall 2023 the Department was awarded a \$100,000 grant from the Mellon Foundation for Multivocal Humanities; I serve as PI. We plan to use this over the next three years to support our students as we diversify the Humanities. The funds have already sponsored several important programs and classes focused on the Expressive Arts. These include our unique, one-of-a-kind Day of the Dead class, taught by lecturer and artist Martha Ramírez-Oropeza. This year 240 students learned about DOTD traditions, created their own altars in a public exhibition and teaching demonstration, and learned important Indigenous rituals, which they

enacted for Día de los Muertos in November 2023. Mellon funds also supported the first Afro-Isthmus Symposium, hopefully a yearly tradition in the future. The conference focused on Humanities scholarship focused on Afro-descendent Central Americans. The roster of speakers was international in scope. We are funding a final project this fall, focused on LGBTQ Storytelling. I plan to discuss with faculty, undergraduates, and graduate students future programs to fund as part of the Mellon Multivocal Humanities grant funding. Working with previous Department Chair Leisy Abrego, we wrote several programs into the grant to support our students, including writing workshops for undergrads and grads, undergraduate research programs, guest lectures, professionalization workshops, publication support workshops, conferences, programs that build back community after the pandemic and strike, plus other events focused on academic freedom, Latinx Queer Studies, Central American Studies, racial equity, decolonizing the humanities, and sexuality and gender studies. A project is in the works led by Professor Floridalma Boj López to focus on Central American expressive arts in winter or spring 2024.

L. SPECIAL CIRCUMSTANCES

Please see the letter in Appendix 7 detailing the difficult circumstances under which this Review Report was undertaken and the after effects of the pandemic.

M. APPENDICES

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APPENDIX 1

Graduate Student Handbook

Department of Chicana/o and Central American Studies

Graduate Student Handbook 2023-2024

Graduate Student Handbook

2023-2024

On behalf of the faculty and staff of the César E. Chávez Department of Chicana/o and Central American Studies, we extend a very warm welcome to you, the 2023 CCAS graduate students (our 12th 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.

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GRADUATE STUDIES

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

Two faculty members are 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. Professor Robert Chao Romero is formally responsible for the program. He 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. Chao Romero expects you to meet with him as needed until you select an advisor.

He 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. Chao Romero 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.

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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>

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 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 Plan B (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 be taken 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, and up to a maximum of 12 units (Sign up with your advisor to take four units of CCAS **595** during quarters when you are working on your master's thesis research) of CCAS 596 in a single academic year.

However, students may not take more than one CCAS 596 per quarter before the M.A. degree requirements are completed. 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 ordering 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 course work.** 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.

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.)

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

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

1) 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.

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 (32 units), 3 of which may be taken outside the department.

Units taken in the 500-series—CCAS 596 (Directed Individual Studies or Research), CCAS 597 (Preparation for Qualifying Exams) or CCAS 599 (doctoral dissertation

research)—may not be applied toward course requirements for the Ph.D. degree.

Students may not take more than 12 units of CCAS 597, and no more than 12 units of CCAS 596 per academic year, before the Ph.D. course work requirements are completed. Students are eligible to enroll in 599 units only 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 Chicana/o Studies 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 with the 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. Your Faculty Advisor will email you 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 area of 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 to advance to candidacy.

The oral examination is approximately two hours in length and is focused on the student's dissertation proposal, which should draw 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/no pass 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 course load is 8 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 of

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

When you successfully complete the written and oral qualifying exams, you have “advanced to 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 research proposals 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 total time 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:

- 1) meet the standards of quality of the CCAS program and the Graduate Division;
- 2) make satisfactory progress toward completing the degree requirements within the established time limit;
- 3) fulfill the Graduate Division's requirement regarding continuous registration; and
- 4) fulfill the Graduate Division's requirement regarding grade-point average.

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 8 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, page 25.)

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 8 units, or 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 the 2nd 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 are a UCLA graduate student. The link is: <https://grad.ucla.edu/gasaa/library/spfsgs.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 have completed 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 applied toward 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 all other 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 OR
 - Teaching Assistant
- Teaching Fellow
- Associate Fellow

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 TAs 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** undertaking your 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 Teaching Fellow 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 laboratory 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 Fellowships

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 fellowships 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), an oral 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 to take or decline the appointment, as early as possible. Please inform Professor Charlene Villaseñor Black and GSAO when circumstances delay 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 not TAs during the previous Summer, and who have at least one-year experience as a TA in our department.

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, traineeships, TAs, 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-continuing-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. An excellent 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 your dissertation and are within one year of

completing and filing it, you may apply for the UCLA Dissertation Year Fellowship. 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 are ineligible to receive any future funding, including TAs, 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 Tim Fosbury in Fellowships and Financial Services at Graduate Division (tfosbury@grad.ucla.edu).

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/taxinfo.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/fcltycon.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>

Katie Gaydos is the Case Manager for Graduate Students and Postdoctoral Scholars at CAE (T: 310-825-7291; CRTeam@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 **2041 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>

Melnitz 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@chavez.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 groups 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 particular act 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 disciplinary sanctions, including suspension and dismissal.

See also the document on UCLA Graduate Student Academic Rights and Responsibilities elaborated 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 on the 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

CÉSAR E. CHÁVEZ DEPARTMENT
OF 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 597 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 may be repeated for three quarters. Students may take up to a maximum of 12 units of CCAS 595 in a single Academic Year.
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 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.

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 seminars
	• Apply for grants, fellowships (including GRM, GSRM, Smithsonian)
Spring	CCS 202 + 597 + 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 (including Ford)
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	<ul style="list-style-type: none"> • Begin Preparation for Written Qualifying Exams
	<ul style="list-style-type: none"> • Develop 2 Reading Lists
	<i>(Recommended)</i> <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • Form QE Committee early
	<ul style="list-style-type: none"> • Submit Reading List to Advisor & CCS Grad Committee
	<ul style="list-style-type: none"> • Submit Form to Nominate Faculty Committee for Written Qualifying Exam Evaluation
Winter	<ul style="list-style-type: none"> • Weeks 1-2: Written QE
	<ul style="list-style-type: none"> • Prepare Dissertation Proposal for Oral QE
	<ul style="list-style-type: none"> • Apply for grants, fellowships, and summer TA-ships (including GRM, GSRM, Smithsonian)
Spring	<ul style="list-style-type: none"> • First opportunity to complete Oral QE (Defend Dissertation Proposal)
	<ul style="list-style-type: none"> • OR Prepare for Oral QE
	<ul style="list-style-type: none"> • Apply for Dissertation research grants (incl. CSRC/IAC)
Summer	<ul style="list-style-type: none"> • If you haven't defended, prepare for Oral QE

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

	<ul style="list-style-type: none"> • If ATC, conduct dissertation research, writing
YEAR 4	
Fall	<i>(Last chance for Written QE)</i>
	<ul style="list-style-type: none"> • If you haven't defended, prepare for Oral QE
	<ul style="list-style-type: none"> • If ATC, conduct dissertation research, writing
	<ul style="list-style-type: none"> • Apply for Dissertation research grants
Winter	
	<i>(Recommended)</i> • Work on submitting 2nd journal article manuscript for publication in peer-reviewed journal
	<ul style="list-style-type: none"> • Conduct dissertation research, writing
	<ul style="list-style-type: none"> • Apply for research grants
Spring	<ul style="list-style-type: none"> • Last chance for Oral QE
YEARS 5-7	
	<ul style="list-style-type: none"> • Dissertation work
	<ul style="list-style-type: none"> • National and international conference talks
	<ul style="list-style-type: none"> • <i>(Optionally)</i> Apply for Dissertation Year Fellowships (Ford, AAUW, DYF)
	<ul style="list-style-type: none"> • <i>(Recommended)</i> Submit 2nd article for review; Job market preparation
	<ul style="list-style-type: none"> • Complete Dissertation
	<ul style="list-style-type: none"> • Dissertation Defense (optional)
	<ul style="list-style-type: none"> • File Dissertation

(timeline updated to 22 August 2019)

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). TAs can only take 1 seminar per quarter; GRM awardees can take 2 seminars + thesis (599) or QE prep units (597)

APPENDIX 3

Doctoral Qualifying Examination Guidelines

UCLA

**CÉSAR E. CHÁVEZ DEPARTMENT
OF 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, but no later than Fall of the fourth year.

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 about 50 texts drawn up by the student in consultation with his/her/their dissertation advisor. (See attached 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 whose interests 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 students are 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.

Advancement to Candidacy

- **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).

Suggested List Of Texts For PhD Qualifying Exams

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. Please also 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*. Minneapolis: 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. Saldívar, Ramón. 1990. *Chicano Narrative: The Dialectics of Difference*. Madison: U of Wisconsin Press.
14. Saldívar-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 Barnett-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; Yarbrow-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 Barnett- 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. *Queering 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-Quíñones, 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, Cherrie 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*. Rutgers 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. Menjivar, 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*. UCPr.
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.

CENTRAL AMERICAN STUDIES: For students specializing in an area of **U.S. Central American Studies**, 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. **For all other students**, 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, Florida. 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. Menjivar, 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. Menjivar, 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. Ramirez, 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. Ramirez, 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, Floridaalma Boj Lopez, and Luis Urrieta Jr. 2017. "Critical Latinx Indigeneities." *Latino Studies* 15(2):126-37. 10.1057/s41276-017-0064-0.
- Boj Lopez, Floridaalma. 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, Floridaalma. 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, Floridaalma. 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](https://doi.org/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](https://doi.org/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.
55. —. 2013. "Ka Tzij: The Maya Diasporic Voices from Contacto Ancestral." *Latino Studies* 11 (2): 208–227. doi:[10.1057/lst.2013.5](https://doi.org/10.1057/lst.2013.5).
56. —. 2016. "The Maya Diaspora in Los Angeles: Memory, Resistance and the Voices of Contacto Ancestral." *Indigenous Resistant Strategies*, digital book, Marcos Steuernagel and Diana Taylor (Eds). New York University. <https://resistantstrategies.hemi.press/>
57. Estrada, Alicia Ivonne and Kevin Gould. 2013. "Framing Disappearance: H.I.J.@. S., Public Art and the Making of Historical Memory of the Guatemalan Civil War." *ACME: An International E-Journal for Critical Geographies*. <http://acme-journal.org/index.php/acme/article/download/999/853> 2013.
58. Frenkel, Stephen. 1996. "Jungle Stories: North American Representations of Tropical Panama." *Geographical Review* 86(3): 317–33.
59. Hernández, Ester. 2006. "Relief Dollars: U.S. Policies toward Central Americans, 1980s to Present." *Journal of American Ethnic History* 25(2-3):225–42.
60. Hernández-Linares, Leticia. 2002. "Gallina Ciega: Turning the Game on Itself." *This Bridge We Call Home Radical Visions for Transformation*, Edited by Gloria Anzaldúa, AnaLouise Keating.
61. Hiller, P. T., J. P. Linstroth, and P. Ayala Vela. 2009. "'I Am Maya, Not Guatemalan, nor Hispanic': The Belongingness of Mayas in Southern Florida." *Forum: Qualitative Social Research* 10(3).
62. Lebaron, A. 2012. "When Latinos Are Not Latinos: The Case of Guatemalan Maya in the United States, the Southeast and Georgia." *Latino Studies* 10: 179. doi:[10.1057/lst.2012.8](https://doi.org/10.1057/lst.2012.8).
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.
64. —. 2021. "Refashioning Afro-Latinidad: Garifuna New Yorkers in Diaspora." in *Critical Diálogos in Latina and Latino Studies*, edited by Ana Y. Ramos-Zayas and Mérida M. Rúa. New York: New York University Press, 2021.
65. Menjívar, Cecilia. 2002. "The Ties that Heal: Guatemalan Immigrant Women's Networks and Medical Treatment." *International Migration Review* 36(2):437–67.
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. doi:[10.1057/lst.2013.6](https://doi.org/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.
69. Oliva Alvarado, Karina. 2013. "An Interdisciplinary Reading of Chicana/o and (US) Central American Cross-Cultural Narrations." *Latino Studies* 11(3):366–87. doi:[10.1057/lst.2013.13](https://doi.org/10.1057/lst.2013.13).
70. Osuna, Steven. 2020. "Transnational Moral Panic: Neoliberalism and the Spectre Of MS-13." *Race & Class*, Vol. 61:4, 3–28.
71. Padilla, Yajaira M. 2009. "Domesticating Rosario: Conflicting Representations of the Latina Maid in U.S. Media." *Arizona Journal of Hispanic Cultural Studies* 13:41–59.
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.
75. Portillo, Suyapa and Cristian Padilla Romero. 2020. "Honduran Social Movements: Then and Now." *Oxford Research Encyclopedia of Politics*.
76. Portillo Villeda, Suyapa. 2011. "Honduran Immigrants." *An Encyclopedia of the Newest Americans*, edited by Ronald H. Bayor. Santa Barbara, CA: Greenwood Press, Pp. 933-968.
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. Alegría, 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 States*. 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 Speeches*. New York: Crossing Press.
16. Menjivar, 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

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APPENDIX 4

Guidelines For Students' Progress Assessment



CÉSAR E. CHÁVEZ DEPARTMENT OF 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 new ideas
- ability to organize ideas and develop a logical argument
- development of thesis topic
- overall progress toward completion of 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

**CÉSAR E. CHÁVEZ DEPARTMENT
OF 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 your curriculum 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 about their 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 CCA SGraduate 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

CÉSAR E. CHÁVEZ DEPARTMENT
OF CHICANA/O AND CENTRAL AMERICAN STUDIES

Academic Student Employees Contract

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/bargaining-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 months that include interquarter or summer periods.

1. For TA1/TA2/TA3 or teaching assistants/associates/fellows, the 20 hours per week should include the time in faculty lectures, preparation, classroom or laboratory teaching, reading and commenting on student 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 week variable.

Foreign students on F-1 visas are also limited by federal regulations to 50 percent time aggregate employment. 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 and have 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 to the effective date of their employment. No advancements can occur for a given quarter after the beginning of that quarter. Reappointments and advancements are not automatic.

GSR Salary Step Increases

There are ten salary steps for GSRs. Students who have completed all the requirements for the masters degree, and/or have relevant prior experience may not be appointed below step III. Students who have formally advanced to candidacy for the doctorate and have a minimum of two years of relevant research experience may not be appointed below step V. Departments must develop their own consistent policies for all the other steps. Funding provided to graduate students in the form of fellowships, which is not administered via the Payroll system, is not academic apprentice employment and does not count toward step increases.

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 can be 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 and may be subject to termination, denial of re-employment, or other appropriate sanctions.

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

a. 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.

b. 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 Office of Campus Counsel

<https://grad.ucla.edu/gss/appm/aapmanual.pdf>

Academic Apprentice Personnel Manual

APPENDIX 7 UCLA Graduate Student Academic Rights And Responsibilities

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>

APPENDIX 2

Council on Planning and Budget

César E. Chávez Chicana/o and Central American Studies Department Trend Review

Prepared by the Office of Academic Planning & Budget
September 2023

César E. Chávez Chicana/o and Central American Studies Dept: Enrollment (SCH & Headcount)

Department FS 1305

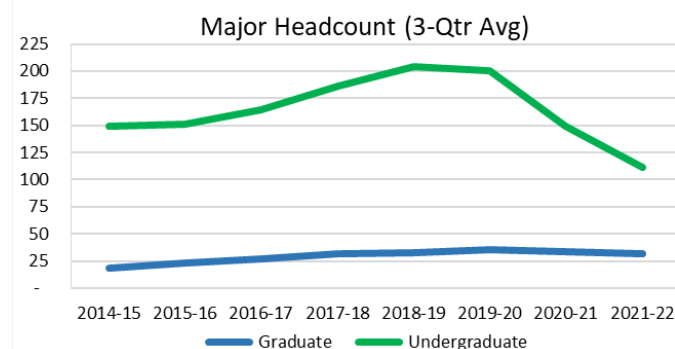
- **Student Credit Hours (SCH) increased over the last 7 years at an average annual growth rate (CAGR) of 4%.**
 - SCH increased at a CAGR of 9% for Grad Academic and 8% for Undergraduate, but decreased at a CAGR of -5% for Grad Professional.
- **Major Headcount decreased at a -2% CAGR over the last 7 years.**
 - Undergraduate Major Headcount decreased at a 7 Year CAGR of -4%, partially offset by an 8% CAGR for Graduate Major headcount.

MAJOR & SERVICE SCH

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	7-Yr CAGR*
Major Total	7,123	7,803	7,252	9,056	8,601	9,631	8,217	8,174	2%
Service Total	6,973	11,882	11,103	11,680	11,318	10,541	8,301	10,221	6%
Grand Total	14,096	19,685	18,355	20,736	19,919	20,172	16,518	18,395	4%

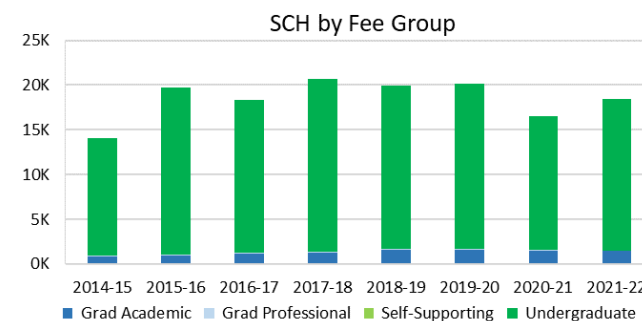
MAJOR HEADCOUNT (3-Qtr Avg)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	7-Yr CAGR*
Graduate	18	23	27	31	33	36	33	31	8%
Undergraduate	149	151	164	186	204	200	150	111	-4%
Grand Total	167	174	191	218	237	236	183	142	-2%



SCH BY FEE GROUP (Regular Session Year Total)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	7-Yr CAGR*
Grad Academic	814	923	1,131	1,262	1,611	1,625	1,517	1,464	9%
Grad Professional	80	78	90	80	56	67	64	56	-5%
Self-Supporting	-	-	-	8	-	4	16	12	n/a
Undergraduate	13,202	18,684	17,134	19,386	18,252	18,476	14,921	16,863	4%
Grand Total	14,096	19,685	18,355	20,736	19,919	20,172	16,518	18,395	4%



FALL SCH BY FEE GROUP (Fall Session Total)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	7-Yr CAGR*
Grad Academic	266	319	403	434	494	531	513	484	9%
Grad Professional	50	34	12	32	16	10	15	16	-15%
Self-Supporting	-	-	-	-	-	-	-	-	n/a
Undergraduate	5,468	7,459	7,031	7,320	6,523	6,711	6,561	6,336	2%
Grand Total	5,784	7,812	7,446	7,786	7,033	7,252	7,089	6,836	2%

*Compound Annual Growth Rate (CAGR): average annual percentage increase/decrease

**Source: Chancellor's Office of Data Analytics

César E. Chávez Chicana/o and Central American Studies Dept: Undergrad Student Diversity (Headcount)

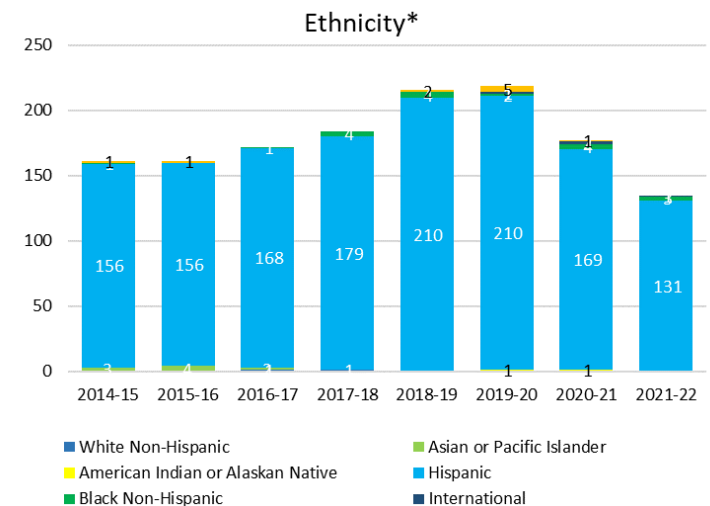
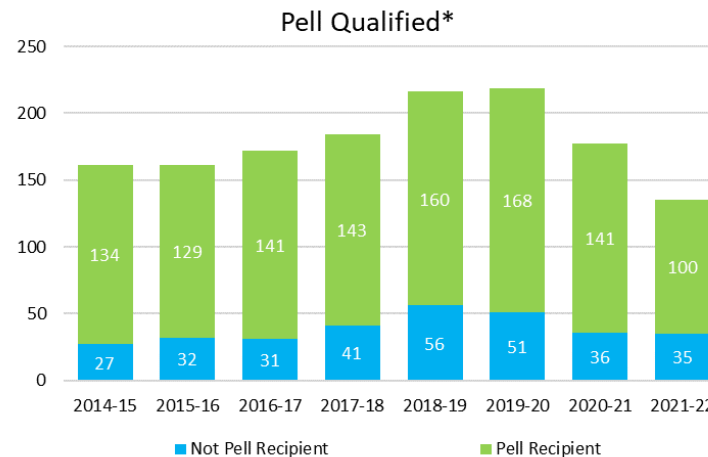
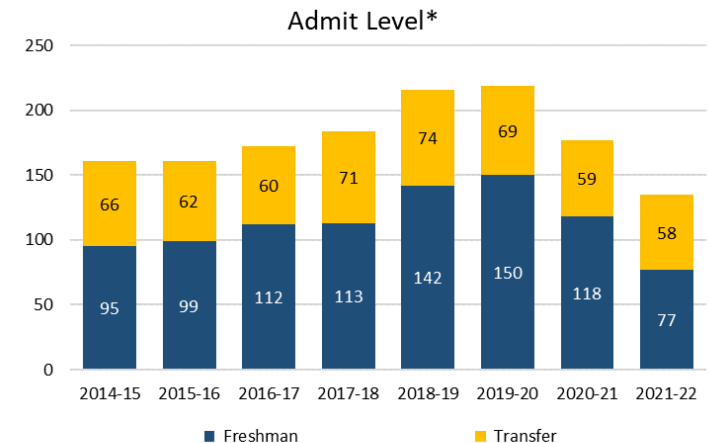
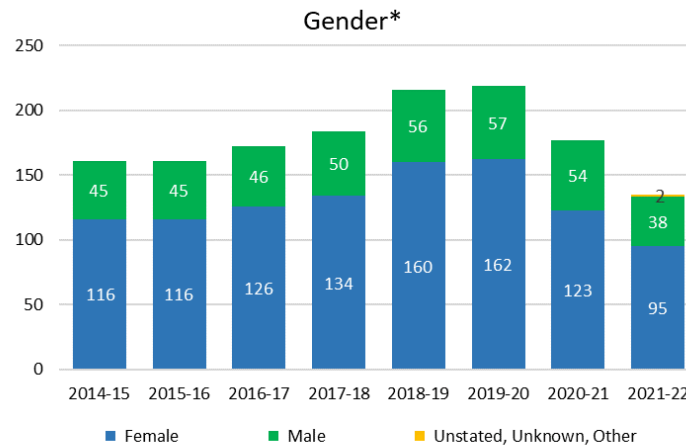
Department FS 1305

28% of undergrad students were male in FY 2022, ranging between 26% and 31% over the last 8 years.

43% of undergrad students were transfers in FY 2022, ranging between 32% and 43% over the last 8 years.

74% of undergrad students were Pell Qualified in FY 2022, ranging between 74% and 83% over the last 8 years.

The FY 2022 cohort was 97% Hispanic, 2% Black Non Hispanic, 1% International, and 0% all other (American Indian or Alaskan Native, Asian or Pacific Islander, White Non Hispanic, and Unstated or Other).



*Data: Fall Quarter Headcount

**Source: Tableau Enrollment Dashboard (Chancellor's Office of Data Analytics)

César E. Chávez Chicana/o and Central American Studies Dept: Grad Student Diversity (Headcount)

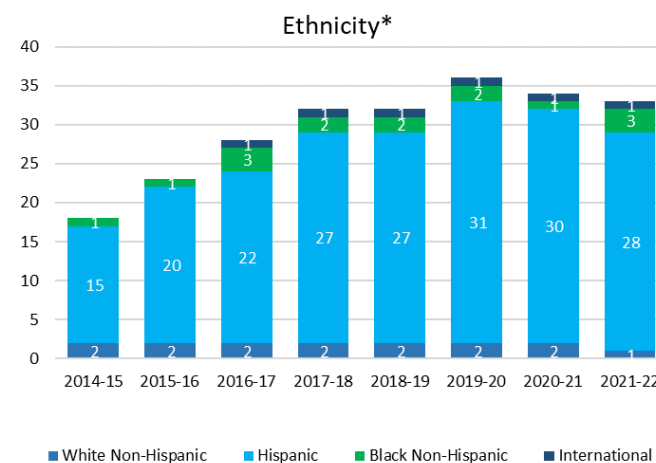
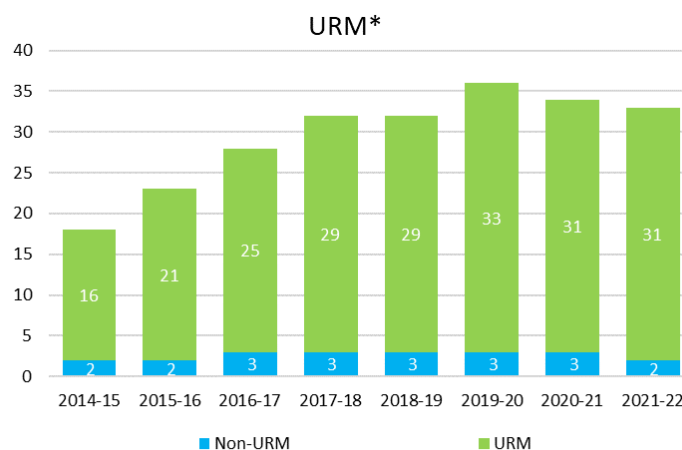
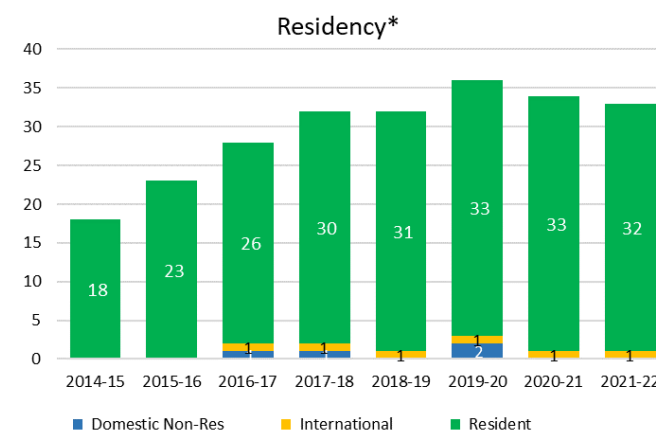
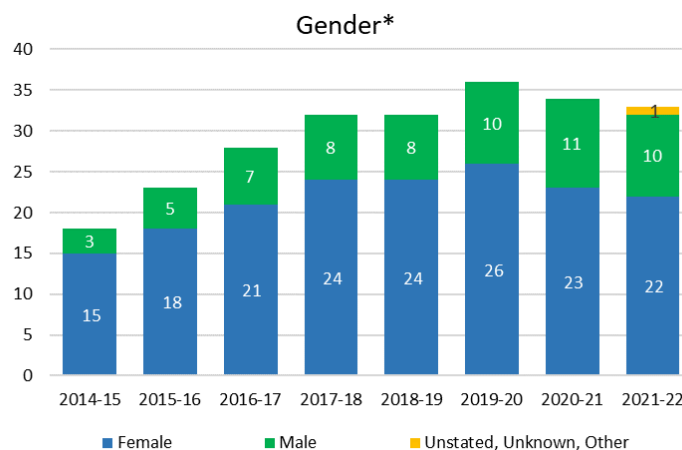
Department FS 1305

30% of grad students were male in FY 2022, ranging between 17% and 32% over the last 8 years.

97% of grad students were residents in FY 2022, ranging between 92% and 100% over the last 8 years.

94% of grad students were Underrepresented Minorities (URM) in FY 2022, ranging between 89% and 94% over the last 8 years.

The FY 2022 cohort was 85% Hispanic, 9% Black Non-Hispanic, 3% International, 3% White Non-Hispanic, and 0% All Other (American Indian or Alaskan Native, Asian or Pacific Islander, and Unstated or Other).



*Data: Fall Quarter Headcount

**Source: Tableau Enrollment Dashboard (Chancellor's Office of Data Analytics)

César E. Chávez Chicana/o and Central American Studies Dept: Faculty & Staff (FTE)

Department FS 1305

- **Ladder & Equivalent Faculty FTE** increased at an annual average rate of 2% over the last 7 years.
- **Staff FTE** increased at a CAGR of 3% over the last 7 years.
- **Student FTE** decreased at a CAGR of -5%, over the last 7 years.

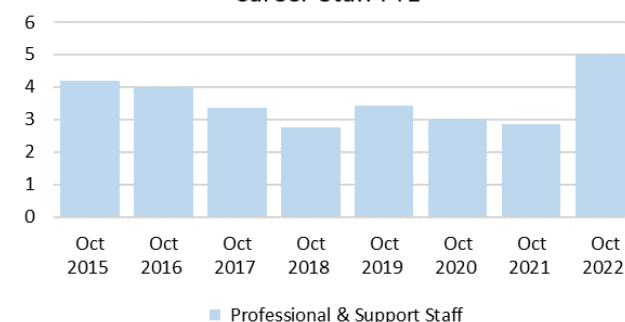
ACADEMIC NON-STUDENT FTE	Oct 2015	Oct 2016	Oct 2017	Oct 2018	Oct 2019	Oct 2020	Oct 2021	Oct 2022	7-Year CAGR*
Ladder & Equivalent Faculty	12.0	13.7	12.6	11.9	12.6	12.6	14.0	14.0	2%
Clinical Faculty	-	-	-	-	-	-	-	-	n/a
Lecturer	2.6	3.9	2.3	2.6	2.2	3.7	4.4	3.5	4%
Medical Intern/Resident	-	-	-	-	-	-	-	-	n/a
Other Academic - Non-Student	-	-	-	-	-	-	-	-	n/a
Other Faculty	-	-	1.0	1.0	1.0	-	-	-	n/a
Postdoctoral Scholar	-	-	-	-	2.0	2.0	1.0	-	n/a
Academic Non-Student Subtotal	14.6	17.6	15.9	15.5	17.8	18.3	19.4	17.5	3%

STAFF NON-STUDENT FTE	Oct 2015	Oct 2016	Oct 2017	Oct 2018	Oct 2019	Oct 2020	Oct 2021	Oct 2022	7-Year CAGR*
Senior Management	-	-	-	-	-	-	-	-	n/a
Management & Senior Professional	-	-	-	-	-	-	-	-	n/a
Professional & Support Staff	4.2	4.0	3.4	2.8	3.4	3.0	2.9	5.0	3%
Staff Subtotal	4.2	4.0	3.4	2.8	3.4	3.0	2.9	5.0	3%

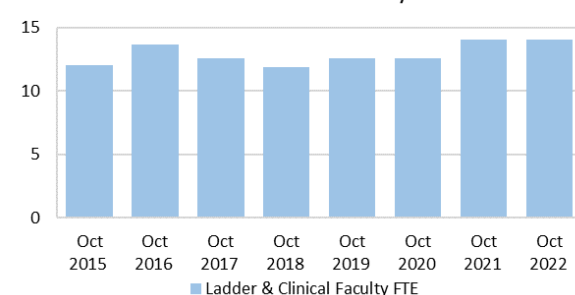
Academic & Staff Non-Student Total	18.8	21.6	19.3	18.2	21.2	21.3	22.3	22.5	3%
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STUDENT FTE	Oct 2015	Oct 2016	Oct 2017	Oct 2018	Oct 2019	Oct 2020	Oct 2021	Oct 2022	7-Year CAGR*
Academic Apprentice	10.6	8.7	10.2	10.5	10.5	9.0	9.0	7.8	-4%
Graduate Student Researcher	-	0.1	-	-	-	0.5	0.5	1.1	n/a
Reader	-	-	-	-	-	0.1	0.3	0.1	n/a
Tutor	-	-	-	-	-	-	-	-	n/a
Student Staff - Non-Academic	2.2	1.9	1.4	0.8	1.3	0.9	0.6	0.2	-30%
Student Subtotal	12.8	10.7	11.6	11.3	11.8	10.5	10.4	9.1	-5%

Career Staff FTE



Ladder & Clinical Faculty FTE



*Compound Annual Growth Rate (CAGR): average annual percentage increase/decrease

**Source: Chancellor's Office of Data Analytics

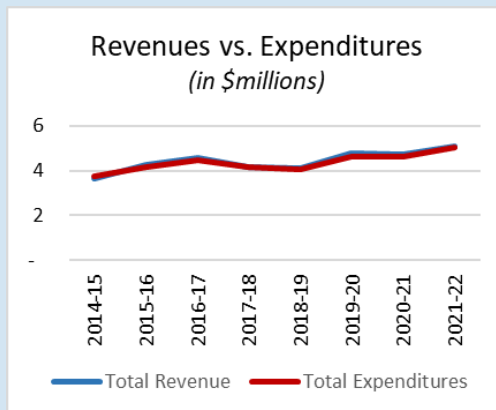
César E. Chávez Chicana/o and Central American Studies Dept: Financial Data (Core Funds)

Department FS 1305

Core Funds are a subset of funds that are generally available to support instruction and operations, including General Funds, Indirect Cost Distributed, PDST, SSDP, all other student fee fund groups, and certain Other Source Funds.

Over the last 7 years, Core Funds **Total Revenue** grew at an average annual rate of **4.8%**, primarily driven by increases in General Funds. At the same time, **Total Expenditures** increased at an average annual rate of **4.3%**, primarily due to Compensation.

The higher growth in revenues as compared to expenditures led to an **average annual growth of 31.9% in the Department's overall Ending Balance** and a FY 2022 Core Funds balance of \$0.7M.



(IN \$THOUSANDS)	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	7 Year CAGR*
General Funds	3,233	3,794	4,119	3,881	3,752	4,395	4,244	4,660	5.4%
Indirect Cost Distributed	130	53	24	52	57	18	29	10	-30.7%
PDST	-	-	-	-	-	-	-	-	n/a
SSDP	-	-	-	4	2	1	3	3	n/a
Other Core Funds	290	396	438	234	274	363	445	403	4.8%
Gifts & Endowments	-	-	-	-	-	-	-	-	n/a
Contracts & Grants	-	-	-	-	-	-	-	-	n/a
All Other Funds	-	-	-	-	-	-	-	-	n/a
Total Revenue	3,653	4,244	4,581	4,171	4,085	4,778	4,721	5,075	4.8%
Total Academic	2,384	2,576	2,853	2,788	2,816	3,088	3,257	3,565	5.9%
Total Staff	261	293	267	231	202	219	219	242	-1.0%
Total Salaries & Wages	2,645	2,869	3,120	3,019	3,018	3,307	3,476	3,807	5.3%
Benefits	720	801	871	857	799	930	924	1,013	5.0%
Fee Remissions	167	284	262	0	-	176	15	0	-57.8%
Total Benefits	887	1,085	1,133	857	799	1,106	939	1,014	1.9%
Total Compensation	3,531	3,955	4,253	3,876	3,817	4,414	4,415	4,821	4.5%
Material & Supplies - General	18	21	26	28	60	27	27	14	-3.8%
Material & Supplies - Scientific	0	-	0	-	-	-	-	-	-100.0%
Communications	15	15	14	16	15	17	17	17	1.9%
Travel & Entertainment	68	56	48	62	44	35	1	8	-26.0%
Services	70	72	56	70	60	57	68	97	4.7%
Consultants & Temp. Services	8	1	-	0	8	-	3	3	-12.6%
Information Technology	11	13	30	99	17	18	22	16	5.6%
Equipment - Non-computer	1	3	1	0	1	0	1	3	22.5%
Operation & Maint. of Space	7	11	16	16	3	9	2	7	0.5%
Student Support - UG & Grad	-	-	2	-	17	27	49	29	n/a
Other Expense - Control	-	0	2	1	0	-	0	1	n/a
Indirect Cost Recovery	-	-	-	-	-	-	-	-	n/a
Reserves for Auxiliaries	-	-	-	-	-	-	-	-	n/a
Total Operating Expenses	198	192	195	292	225	190	189	196	-0.1%
Total Compensation & Operating	3,729	4,147	4,447	4,168	4,043	4,604	4,604	5,016	4.3%
Recharges	-	-	-	-	-	-	-	-	n/a
Total Expenditures	3,729	4,147	4,447	4,168	4,043	4,604	4,604	5,016	4.3%
Surplus/(Deficit)	(75)	97	134	3	42	174	117	59	-196.6%
Carryforward	181	106	202	336	339	381	555	672	20.6%
Adjustments to Unexp. Bal	-	-	-	-	-	-	-	-	n/a
Ending Balance	106	202	336	339	381	555	672	732	31.9%

*Compound Annual Growth Rate (CAGR): average annual percentage increase/decrease

**Source: CBIG/General Ledger

César E. Chávez Chicana/o and Central American Studies Dept :

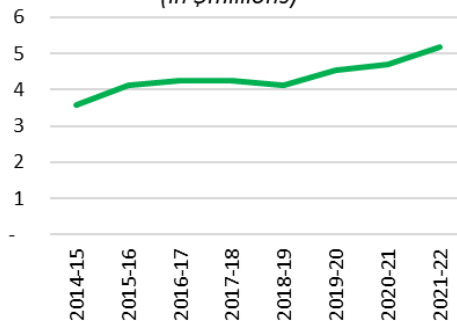
Financial Data (Total Funds)

Department FS 1305

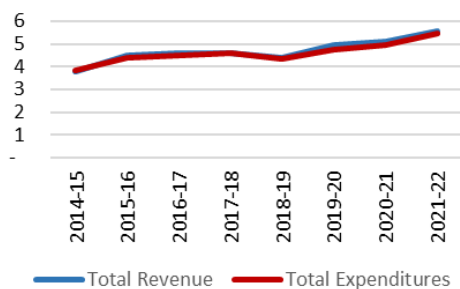
Total Revenue grew at an average annual rate of 5.6% over the last 7 years driven by increases across General Funds, All Other Funds, and Other Core Funds.

Total Expenditures grew at an average annual rate of 5.2%, primarily due to increases in Compensation.

Compensation Expenditures
(in \$millions)



Revenues vs. Expenditures
(in \$millions)



(IN \$THOUSANDS)	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	7 Year CAGR*
General Funds	3,233	3,794	4,119	3,881	3,752	4,395	4,244	4,660	5.4%
Indirect Cost Distributed	130	53	24	52	57	18	29	10	-30.7%
PDST	-	-	-	-	-	-	-	-	n/a
SSDP	-	-	-	4	2	1	3	3	n/a
Other Core Funds	290	396	438	234	274	363	445	403	4.8%
Gifts & Endowments	138	76	12	344	17	67	56	77	-8.0%
Contracts & Grants	5	6	6	46	-	10	9	64	45.7%
All Other Funds	5	144	12	9	288	95	342	333	84.1%
Total Revenue	3,801	4,470	4,612	4,569	4,390	4,950	5,127	5,549	5.6%
Total Academic	2,383	2,677	2,854	2,813	2,824	3,111	3,281	3,609	6.1%
Total Staff	301	304	273	240	202	226	223	246	-2.9%
Total Salaries & Wages	2,684	2,981	3,127	3,052	3,026	3,337	3,504	3,855	5.3%
Benefits	726	839	871	868	801	931	930	1,025	5.0%
Fee Remissions	167	284	262	314	288	257	271	293	8.3%
Total Benefits	893	1,124	1,133	1,182	1,089	1,188	1,201	1,318	5.7%
Total Compensation	3,578	4,105	4,260	4,234	4,115	4,525	4,705	5,173	5.4%
Material & Supplies - General	20	35	26	28	60	28	31	14	-4.7%
Material & Supplies - Scientific	0	-	0	-	-	-	-	-	-100.0%
Communications	15	15	14	16	15	17	17	17	1.8%
Travel & Entertainment	82	72	50	71	48	42	1	10	-26.0%
Services	71	80	56	73	60	58	70	99	4.9%
Consultants & Temp. Services	8	1	-	0	8	-	4	8	0.8%
Information Technology	11	13	32	104	20	19	27	16	5.4%
Equipment - Non-computer	1	5	1	0	1	0	1	3	22.5%
Operation & Maint. of Space	9	11	16	16	3	9	2	7	-3.8%
Student Support - UG & Grad	59	31	12	30	34	74	76	120	10.7%
Other Expense - Control	-	0	1	1	0	-	0	1	n/a
Indirect Cost Recovery	(2)	(0)	(0)	4	(0)	-	-	12	-228.8%
Reserves for Auxiliaries	-	-	-	-	-	-	-	-	n/a
Total Operating Expenses	273	264	208	344	249	246	229	307	1.7%
Total Compensation & Operating	3,851	4,369	4,468	4,578	4,364	4,771	4,934	5,480	5.2%
Recharges	-	-	-	-	-	-	-	-	n/a
Total Expenditures	3,851	4,369	4,468	4,578	4,364	4,771	4,934	5,480	5.2%
Surplus/(Deficit)	(50)	101	144	(9)	26	180	193	69	-204.5%
Carryforward	200	150	250	394	385	411	518	712	19.9%
Adjustments to Unexp. Bal	-	-	-	-	-	-	-	-	n/a
Ending Balance	150	250	394	385	411	590	712	780	26.6%

*Compound Annual Growth Rate (CAGR): average annual percentage increase/decrease

**Source: CBIG/General Ledger

APPENDIX 3

Sample Syllabi of Most Recent Term of Core Courses

University of California, Los Angeles
César E. Chávez Department of Chicana/o and Central American Studies
CCS10A: History, Culture and Identity
Fall 2023

M & W: 12:30 – 1:45 pm
DeNeve P350
Online AS

Professor Robert Chao Romero
Office: 7353 Bunche Hall
E-mail: rcromero@chavez.ucla.edu
Office Hours:

In-person: Wednesdays, 11:00 am-noon (grassy area outside DeNeve)
Online: Mondays, 11 a.m.-noon on Zoom

Important note on course format: The first two weeks of course lectures will be in-person. Beginning week three, I will post an asynchronous lecture on Mondays, but Wednesday lectures will still be in-person.

Course Description:

This course is an introduction to the history, culture, and identity of Chicanas/os. The purpose is to familiarize students with the diversity and complexity of the Chicana/o experience and to introduce some basic issues central to that experience. The course also begins to introduce the history of U.S. Central Americans. Starting with the initial contact between Europeans and indigenous peoples as part of the Spanish conquest, we will examine the historical formation of Chicana/o identity through the ongoing cultural process of *mestizaje*. Subsequently, we'll explore the changing configurations and diverse expressions of Chicana/o identity across space and time. Because this is a humanities-based course, the emphasis of readings and lectures is upon culture and its relation to the historic development of legal, political, economic, and sexual inequalities.

Course Requirements:

1. Weekly Reflections. 300-400 words. 8 total. (20% of total course grade).

Beginning week two and ending week nine, students will be required to submit a 300-400 word written reflection based upon the weekly readings. Students will be provided a weekly prompt. Weekly reflections are due on Tuesdays by 11:59 pm.

Each reflection is worth 10 points. Grades will be assigned according to the following criteria:

10 points=Student demonstrates excellent understanding of reading and course lectures. Writing is very clear.

9 points= Student demonstrates good understanding of reading and course lectures. Writing is good but could be improved.

8 points= Student demonstrates fair understanding of reading and course lectures. Writing could use significant improvement.

7 points= Student has demonstrated sincere effort in trying to understand reading and course lectures, but writing reflects inaccurate understanding of course content. Writing is unclear.

2. Discussion Section Participation. 15% of total course grade.

In addition to course lectures, every student must be enrolled in a TA discussion section. Students are expected to attend every discussion section prepared to discuss course readings. If an emergency occurs and you are unable to attend, you must inform your T.A. and provide documentation. Discussion section participation includes periodic written in class assignments and contributions to discussion.

3. Quiz (10%) 10% of the course grade will be based upon a quiz which will be administered in class during week 5 on November 1.
4. Take-home midterm essay exam. 25% of total course grade.
Prompt to be distributed on Wednesday, November 8 and essays due, Monday, November 13.
5. Final Exam (30%). 30% of the course grade is based upon a take-home final exam which will be distributed on Wednesday of 10th week and due on Friday of finals week (December 15 at 11:59 p.m.).

Note on T.A. Sections: Section A is the honors section; section K is the Spanish language section.

Required Texts:

The Chicano Studies Reader: An Anthology of Aztlan, 1970-2010. Chon Noriega. On reserve in Powell Library.

¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement. Maylei Blackwell. Available as inclusive reader.

U.S. Central Americans: Reconstructing Memories, Struggles, & Communities of Resistance. Karina Oliva Alvarado. On reserve in Powell Library.

In addition to the required texts, other readings are available online, for free. Some require access through a UCLA proxy server.

Your T.A. will hold weekly office hours. Check with them for exact times.

Absences:

You are required to attend both lectures and discussion section on a regular basis. Failure to do so will result in a lower grade. You will be allowed 1 free absence from your discussion section. After the first absence, each unexcused absence will lower your course grade by 1/3 of a grade (for example, from B to B-).

Midterm:

The midterm will consist of a take-home essay. The prompt will be posted on Canvas on Wednesday, November 8 and due the following week on Monday, November 13.

The Take-Home Final:

This is not a research paper, but an in-depth, well-written response to two questions that ask you to analyze the readings and issues brought up in lecture throughout the term. Final exam prompt will be made available on Wednesday of 10th week. Exams will be due *Friday, December 15, at 11:59 p.m.*

Land Acknowledgement

The Chavez Department at UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging.

Academic Integrity

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in *suspension* or *dismissal*.

Forms of Academic Dishonesty

As specified in the [UCLA Student Conduct Code](#), violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty (see below for detailed definitions).

While you are here at UCLA, you may find yourself in a situation where cheating seems like a viable choice. You may rationalize to yourself that “Everyone else does it”... Well, they don’t. And will that matter when YOU get caught? NO! If you are unsure whether what you are considering doing is cheating, just ask yourself ...how would you feel if your actions were public, for anyone to see? Would you feel embarrassed or ashamed? If the answer is yes, that’s a good indicator that you are taking a risk and rationalizing it to yourself.

If after reviewing the information below, you are still unclear about any of the items – don’t take chances, don’t just take your well-intentioned friend’s advice – ASK your TA or your Professor. Know the rules - Ignorance is NO defense. In addition, avoid placing yourself in situations which might lead your TA or Professor to suspect you of cheating. For example, during an exam don’t sit next to someone with whom you studied in case your answers end up looking “too similar.”

Alternatives to Academic Dishonesty

Seek out help – meet with your TA or Professor, ask if there is special tutoring available.

Drop the course – can you take it next quarter when you might feel more prepared and less pressured?

Ask for an extension – if you explain your situation to your TA or Professor, they might grant you an extended deadline.

See a counselor at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures (see list below)

Remember, getting caught cheating *affects more than just your GPA*. How will you explain to your parents, family and friends that you have been suspended or dismissed? How will it affect your financial aid award and/or scholarship money? Will you be required to, and be able to pay back that money if you are no longer a student? If you live in the residence halls, where will you go if you are told you can no longer live there? You have worked very hard to get here, so don’t cheat! If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit our Web site at www.deanofstudents.ucla.edu.

Cheating

Unauthorized acquisition of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else's data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism

Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else's computer file as your own
- Unauthorized use of someone else's data in completing a computer exercise

Multiple Submissions

Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty

Participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication

Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

Places to go for help when you are feeling overwhelmed and need personal and/or academic assistance

In addition to the resources listed below, you can get assistance from your academic advisor. The [Academic Counseling](#) page has more information on finding your advisor.

Counseling and Psychological Services

Wooden Center West: (310) 825-0768

www.caps.ucla.edu

Center for Academic Advising In College

A316 Murphy Hall: (310) 825-1965

<https://caac.ucla.edu/>

Letters & Science Counseling Service

A316 Murphy Hall: (310) 825-1965

<https://caac.ucla.edu/contact-us/>

Academic Support on the Hill – UCLA Residential Life

Study spaces, computer labs, and free workshops on a wide variety of issues relating to academic & personal success

(310) 825-9315

<https://reslife.ucla.edu/academics/>

Lesbian, Gay, Bisexual and Transgender Resource Center

Student Activities Center, B36: (310) 206-3628

www.lgbt.ucla.edu

Center for Accessible Education

A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083

<https://cae.ucla.edu/>

Dashew Center for International Students and Scholars

106 Bradley Hall: (310) 825-1681

www.internationalcenter.ucla.edu

Student Legal Services

A239 Murphy Hall: (310) 825-9894

www.studentlegal.ucla.edu

Dean of Students Office

1206 Murphy Hall: (310) 825-3871

www.deanofstudents.ucla.edu

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 330 De Neve Dr., CAREadvocate@careprogram.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@equity.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence, sexual harassment, or other prohibitive conduct.

Week One: Introduction and Chicana/o/x/e Identity

October 2 (in-person) Introduction: Who is a Chicana/o?; syllabus review

October 4 (in-person) What is Chicana/o Identity? Introduction to Social Identity Theory

Readings:

“Social identities—A framework for studying the adaptations of immigrants and ethnics: The adaptations of Mexicans in the United State.” A. Hurtado, P. Gurin, T. Peng
Social Problems journal (1994)

Available on Google Scholar:

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=hurtado+gurin+social+identities&oq=hurtado

“I Am Joaquin” poem: <https://www.latinamericanstudies.org/latinos/joaquin.htm>

Week Two: Chicana/o Identity in Film and The Spanish Conquest

October 9 (in-person) Chicano social identity

Film: “Mi Familia”

October 11 (in-person) The Spanish Conquest and the Sistema de Castas

Readings:

Noriega, *The Chicano Studies Reader*: “Refiguring Aztlán.” Rafael Pérez-Torres

Patricia Seed. "Social Dimensions of Race: Mexico City, 1753."

Google Scholar: <https://read.dukeupress.edu/hahr/article/62/4/569/149083/Social-Dimensions-of-Race-Mexico-City-1753>

Week Three: The U.S.-Mexico War and the Treaty of Guadalupe-Hidalgo; The Great Migration and Mexican Segregation

Reminder: Beginning week three, Monday lectures will be asynchronous but Wednesdays will still be in-person.

October 16 (asynchronous) The Mexican-American War and the Treaty of Guadalupe-Hidalgo

October 18 (in-person) The Great Migration and Mexican Segregation

Readings:

“Manifest Destiny: The Mexican American War and the Treaty of Guadalupe Hidalgo.” Richard Griswold del Castillo.

Google Scholar:

https://heinonline.org/HOL/Page?handle=hein.journals/sjlta5&div=10&g_se nt=1&casa_token=&collection=journals

Robert Chao Romero, CSRC Research Note on *Doss v. Bernal*,

www.chicano.ucla.edu/press/reports/documents/RR14.pdf

Richard Valencia. “The Mexican American Struggle for Equal Educational Opportunity in Mendez v. Westminster: Helping to Pave the Way for Brown v. Board of Education.”

http://www.school-diversity.org/pdf/Valencia_The_Mexican_American_Struggle.pdf

Week Four: The Chicano Movement

October 23 (asynchronous) César Chávez, Dolores Huerta, and the United Farm Workers

October 25 (in-person) The East L.A. Blowouts; the National Chicano Liberation Youth Conference of 1969

Readings:

“Dolores Huerta: Woman, Organizer, and Symbol.” Richard A. Garcia. California History. Google Scholar:

https://www.jstor.org/stable/25177326?searchText=&searchUri=&ab_segments=&searchKey=&refreqid=fastly-default%3A5eb9ace054ac4f0eb3cf23d8e3203d7d

Chicano Studies Reader: “The Folklore of the Freeway: Space, Culture, and Identity in Postwar Los Angeles.” Eric Avila

Week Five: The Brown Church: Religion and Chicano Identity

October 30 (asynchronous)

November 1 (in-person)

Quiz

Readings:

Romero, Hidalgo, Flores. "Rethinking the Role of Religion in Chicanx/Latinx Studies." [*Aztlan: A Journal of Chicano Studies*](#), Volume 47, Number 1, Spring 2022, pp. 131-144(14). Available through UCLA Library Catalog.

Romero, *Brown Church: Five Centuries of Latina/o Social Justice, Theology, and Identity*. Chapters 1, 8. Available through UCLA Library Catalog.

Week Six: The Chicana Movement.

November 6 (asynchronous online) Chicana Insurgencies: Anna NietoGomez and the Hijas de Cuahtémoc

November 8 (in-person). Midterm prompt distributed via Canvas.

Readings:

Blackwell, *Chicana Power*, chapters 1,2,3,5 (available as Inclusive Reader)

Week Seven: The Chicana Movement

November 13 *Chicana Feminisms: Liberal Feminism, Insurgent Feminism, and Cultural Nationalist Feminism*. Midterms due.

November 15 Sexuality

Readings:

Chicano Studies Reader, Segura and Pesquera, "Beyond Indifference and Antipathy: The Chicana Movement and Chicana Feminist Discourse."

"That's My Place!": Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983
Horacio N. Roque Ramírez

Journal of the History of Sexuality, Vol. 12, No. 2, Special Issue: Sexuality and Politics since 1945 (Apr., 2003), pp. 224-258

Available on Google Scholar: <https://www.jstor.org/stable/3704613>

Pérez, Emma. "Queering the borderlands: The challenges of excavating the invisible and unheard." *Frontiers: a journal of women studies* 24, no. 2/3 (2003): 122-131.

Week Eight: Asians and Chicano/Latino Identity

November 20 The Chinese in Mexico

November 22 The Chinese in Mexico (continued)

Thanksgiving Holiday, November 23-24

Readings:

Chicano Studies Reader. Romero, Robert. "El destierro de los Chinos": Popular Perspectives on Chinese-Mexican Intermarriage in the Early Twentieth Century." *Aztlán: A Journal of Chicano Studies* 32.1 (2007): 113-144.

Romero, Robert Chao. "Transnational Chinese immigrant smuggling to the United States via Mexico and Cuba, 1882–1916." *Amerasia Journal* 30.3 (2004): 1-16. Available on Google Scholar:

<https://www.tandfonline.com/doi/pdf/10.17953/amer.30.3.n1q6007153246778>

Week Nine: U.S. Central Americans

November 27 Generational Oral Histories

November 29 Diversity and Memory

Readings:

Karina Alvarado, *U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance*. Introduction; chapters 1, 4, 5, 8

Week Ten: Immigration

December 4 **Immigration**

December 6 Conclusion

Readings:

Chicano Studies Reader. Adelaida R. Del Castillo. "Illegal Status and Social Citizenship: Thoughts on Mexican Immigrants in a Postnational World."

"Legal Violence: Immigration Law and the Lives of Central American Immigrants."
Cecilia Menjivar and Leisy Abrego. Available on Google Scholar:
<https://www.journals.uchicago.edu/doi/full/10.1086/663575>

Finals Week

Final Exams Due Friday, December 15 by 11:59 p.m. Submit on Canvas.

CCAS 10B-1: Introduction to Chicana/Chicano: Social Structure and Contemporary Conditions

Winter 2023

PROFESSOR

Dr. Boj Lopez
fbojlopez@chavez.ucla.edu
Office Location: 7361 Bunche Hall
Office Hours: Wednesdays 2-3 on Zoom

COURSE DESCRIPTION AND OBJECTIVES:

This course is designed to address the formation of Chicanx and Latinx communities in the United States and the ongoing issues these communities face. The course begins by defining theoretical concepts and political stakes that help us understand the complexity found within Latinx communities. The course addresses these frameworks early on so that they become part of our intellectual toolkit that we can use to analyze the experiences of a diverse Latinx population in the United States. We will primarily be looking at the social issues faced by Latinx people and the ways scholars have thought about these problems through social science research. By the end of the course students will be able to

1. Understand racial formation in relation to Chicanx, Central American, and Latinx people
2. Demonstrate understanding of Latinx diversity as it pertains to class, race, ethnicity, and gender
3. Understand that Latinidad is a shifting category and idea, rather than a stagnant and fixed identity
4. Write a coherent, concise, and nuanced essay using evidence from our course readings to support an argument as it pertains to Latinx communities

ACCESSIBILITY INFORMATION

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the CAE website (www.cae.ucla.edu), visit the CAE at A255 Murphy Hall, or contact us by phone at (310) 825-1501.

INSTRUCTIONAL MODE AND ELECTRONIC GUIDELINES

All faculty, students, and staff must follow the guidelines set by UCLA. You can find these policies [detailed here](#). In particular I would like to draw your attention to the fact that recording is only allowed by the instructor.

Turning your camera on is strongly recommended, but even if your camera is off please use a photo of yourself in your Zoom profile that will show while you have your camera off. Remember that you are in a professional setting with a faculty person.

This is a synchronous class! Recordings from this course will not be uploaded or made available with the only exception being students with documented disabilities. To ensure you have the appropriate accommodation please contact: . This is done in an effort to ensure students are attending class and are engaged as they would be in person. You should be actively taking notes on course lectures and a pdf version of the powerpoints will be uploaded weekly. We will be actively using the chat box so if you need me to slow down or repeat something please let me know. Remember that the discussion section will also be a designated time for you to ask for clarifications. I check in with TAs regularly and you can ask them to share your feedback with me as well. If you are confused by a concept, term, or reading, it is ultimately your responsibility to seek clarification and support during discussion sections or office hours.

RESOURCES AND POLICIES

Campus Resources

The University has many resources for students and it can be hard keeping track of everything. This [google doc](#) can help you learn about the resources available which include:

- General Student Resources
- Academic Success & Counseling Resources
- Health & Wellness Resources
- Career & Professional Resources
- Accessibility & Inclusion Resources
- Advocacy & Social Belonging Resources
- Extracurricular Activity Resources
- Financial Resources
- Undergraduate Resources to Support Learning in STEM

UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging.

Academic Integrity

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own

merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in *suspension* or *dismissal*.

For more information and details, as well as a list of resources please visit: [Dean of Students](#) and [UCLA Student Conduct Code](#).

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 330 De Neve Dr., CAREadvocate@careprogram.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@equity.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence, sexual harassment, or other prohibitive conduct.

ASSIGNMENTS

As stated in the learning objectives, the goal is for you to demonstrate an intellectual and analytical understanding of the contemporary issues that face Latinx communities. As a result the primary assignments we will use to assess your understanding are reading responses and essays, as well as classroom participation. You will be assessed in the same way throughout the quarter to provide consistency. The following are your assignments, their weight towards your final grade, and other grading information

- A. Weekly Reading Responses are due on Wednesday at noon. These short responses are meant to keep you engaged in the readings by having you write a thoughtful reflection about them. These reading responses are an expression of your thoughts and questions about the reading and can be more personal. It is important for you to understand that while we are talking about a particular population, we are implicated as a whole society in how that community fares. These should be 1-2 pages, double spaced, 12 pt font, 1 inch margins, Times New Roman font.
- B. Synthesis Essays are an opportunity for you to bring together various readings, lectures, and concepts from the distinct units in order to showcase the growth in your understanding. These essays are much more formal than weekly responses and should not include your opinion. Instead, these essays are meant to teach you how to put distinct readings and topics in conversation with each other to explain or analyze social issues and social movements grounded in the Latinx communities. This assignment is not meant

to present a summary of readings in a list format. Instead, it asks you to think about and communicate how the readings relate to each other. More information about this assignment will be provided by the professor in class. Each essay should be 3-4 pages, double spaced, 12 pt font, 1 inch margins, Times New Roman font. You will have a total of 3 synthesis essays due throughout the quarter

Assignments:

Weekly Reading Responses	25%
Synthesis Essay 1	25%
Synthesis Essay 2	25%
Synthesis Essay 3	25%

DUE DATES ARE NOT NEGOTIABLE.

Any paper that arrives past the stated deadline will be considered late.

Absolutely NO exceptions.

In case of an emergency, please make arrangements with your TA for assignment submission. Please provide official proper written documentation.

RE-WRITING

After you've submitted your paper, re-writes are **not** an option. We recommend that you start working on your papers early enough to have ample time to revise, get feedback from writing tutors and friends, and revise again. This will help ensure that you submit your best work.

GE Requirements Completion

Upon successful completion of this course, students will satisfy General Education requirements in the foundation categories of Society and Culture: Historical Analysis, and Society and Culture: Social Analysis. Students will gain proficiency in Historical Analysis through the close examination of books and articles which are part of weekly readings and which will be discussed in section. Students will critically interpret historical themes related to settler colonialism, immigration, and mass incarceration. Social analysis focuses upon the ongoing process of Chicana and Latina cultural production and identity formation as structured through race and its intersection with gender, sexualities, and class. For more information, please view your school or college's GE requirements.

READING SCHEDULE

Unit I. THEORETICAL GROUNDWORK

Week 1: Intro to Latinx Studies

Monday: Class Intros, No Reading Due

Wednesday: Critical Dialogues in Latinx Studies: A Reader, Introduction by *Mérida M. Rúa and Ana Y. Ramos-Zayas*
Boj Lopez, "Mobilizing Transgression"

Week 2: But what is Race? What is Settler Colonialism?

Monday: Chapter 4 Racial Formation Theory from Michael Omi and Howard Winant's "Racial Formation in the United States."

Wednesday: Pelaez Lopez, "Latinx is a Wound"
Sanchez, "Racial and Structural Discrimination toward the Children of Indigenous Mexican Immigrants"
Watch: Discovering Dominga

Week 3: The Roots of Intersectionality

Tuesday: Intro to *This Bridge Called My Back*
Audre Lorde. 1984/2007. "The Uses of Anger: Women Responding to Racism," in *Sister Outsider: Essays and Speeches*.
Carla Trujillo, Intro to *Living Chicana Theory*

Thursday 9/13: Kimberlé Crenshaw. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color."

*****Synthesis Essay 1 Due*****

Unit II Intersectional Experiences, Intersectional Movements

Week 4: Chicanas in "El Movimiento"

Monday: Dolores Delgado Bernal, "Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles School Blowouts"

Wednesday: Maylei Blackwell, 2011. Chapter 2, "Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Campus Organizing" in *Chicana power: Contested histories of feminism in the Chicano movement*

Week 5: Understanding Latinx Communities

Monday: Bad Bunny's Transgressive Gender Performativity: Camp Aesthetics and Hegemonic Masculinities in Early Latin Trap

Wednesday: Osuna, S (2017) "Obstinate Transnational Memories: How Oral Histories Shape Salvadoran-Mexican Subjectivities."

Week 6: Environmental Justice

Monday: Pardo, Mary. 1991. Creating community: Mexican American women in Eastside Los Angeles.

Wednesday:

The Road to Climate Catastrophe (The Nation)

Principles of Environmental Justice

Jemez Principles for Democratic Organizing

Ramirez, "The Other Southland: Missions, Monuments and Memory in Tovaangar"

<https://boomcalifornia.org/2021/07/26/the-other-southland-missions-monuments-and-memory-in-tovaangar/>

Week 7: Reproductive Justice

Monday 10/23: Nelson, Jennifer. 2001. "Abortions Under Community Control": Feminism, Nationalism, and the Politics of Reproduction Among New York City's Young Lords.

Zavella, Introduction from *The Movement for Reproductive Justice Empowering Women of Color through Social Activism*

Wednesday 10/25: Chicana M(other)work Collective, "Our Labor is Our Prayer, Our Mothering Is Our Offering:" A Chicana M(other)work Framework for Collective Resistance.

*****Synthesis Essay 2 Due*****

Unit III Contemporary Immigration and Issues

Week 8: Immigration

Monday 11/13: Pierrette Hondagneu-Sotelo. 2007. Part One in *Doméstica: Immigrant workers cleaning and caring in the shadows of affluence*.

Wednesday: #FamiliesBelongTogether: Central American Family Separations from the 1980s to 2019 by Leisy J. Abrego and Ester Hernández

Week 9: Educational Challenges

Monday: Abrego & Gonzales. "Blocked Paths, Uncertain Futures."

Terriquez. "Trapped in the Working Class."

Wednesday: Urrieta, "Indigenous Diasporic Saberes"

Alberto, "Coming Out as Indian"

Week 10: Youth and Cultural Organizing

Monday: Boj Lopez, "Mobile Archives of Indigeneity"

Nicolas, “ “Soy de Zoochina:’ Transborder Comunalidad Among Children of Indigenous Migrants.”

Wednesday: Abrego and Negrón Gonzales, Introduction to *We Are Not Dreamers*
Perez, “Citizenship Takes Practice”: Latina/o Youth, JROTC, and the Performance of Citizenship

*****Synthesis Essay 3 Due*****



College | Social Sciences
**César E. Chávez Department of Chicana/o
and Central American Studies**

CCAS 20 – FALL 2023
Central American Histories and Cultures
MW 4:00-5:15pm
Royce 362

Professor Leisy J. Abrego
Office: 7357 Bunche Hall
abrego@ucla.edu

In-Person Office Hours (subject to change): Thursdays 10:00am-12:00pm

Teaching Assistants:		
Will Sánchez (Sections 1B, 1C) Office Hours: TBD Location: TBD		Iris Ramirez (Section 1E) Office Hours: Location:
Omar Alvarado (Sections 1, 1) Office Hours: TBD Location: TBD		

Course Description

This course is an interdisciplinary survey of the social, historical, political, economic, and cultural experiences of peoples of various races and ethnicities across what are currently known as the seven nation-states of the Central American Isthmus – Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panamá. The primary objective of the course is to introduce students to key historical moments and diverse realities in Central America from the 1400s to the 1990s. We will explore the beginning of colonization; changing racial and gendered disparities; U.S. economic and military interventions; coups, genocide, and civil wars; and various modes of resistance to social injustices – including maintenance of culture, armed struggle, and other forms of collective organizing. Students will gain a critical understanding of settler colonialism in the Central American context, the role of neoliberal multiculturalism in the region, and experiences of survival and resistance—particularly as these are made possible through the intersection of class, race, ethnicity, gender, language, and sexuality.

Course Objectives

By the end of this course (CCAS 20), you will:

1. Be familiar with the geography of the Central American isthmus. You will be able to locate it on a map, name and locate all 7 countries, as well as the homelands of some of the region's diverse Indigenous and Black communities.
2. Know the concept of settler-colonialism and how its practices shaped the region economically, socially, and culturally since colonization from Spain and Britain.
3. Understand how US intervention has and continues to shape the economic, political, and military context of each country.
4. Be familiar with the concept of neoliberal multiculturalism and its effects in Central America.
5. Be able to name various racial, ethnic, and other affinity groups' ongoing forms of resistance across the region.

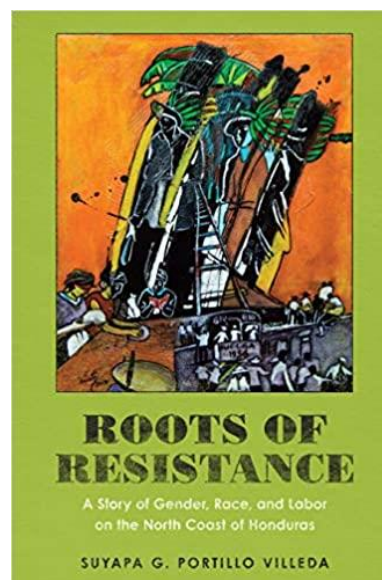
Required Book

Portillo Villeda, Suyapa. 2021.

Roots of Resistance: A Story of Gender, Race, and Labor on the North Coast of Honduras

The book may be purchased from the ASUCLA Bookstore or through online sellers. Copies are also on reserve at the College Library and you can use an electronic version of the book the UCLA Library portal, as well.

The rest of the required readings are hyperlinked in the syllabus below or will be available via the course website.



Tips for Reading and Discussion

Students are encouraged to ask questions and debate the readings in class – always in a respectful manner, with a collaborative spirit. Here are some suggestions to help you read carefully and participate in discussions meaningfully.

While reading, you should take notes, including questions and comments about key concepts and links to other course materials. Highlight sections of the reading that you did not understand and ask peers for clarification. If you disagree with an author's claims, also bring it up with the class. Consider having answers for each of the following questions:

- Do you see links between the readings?
- Did one reading help you understand another reading from previous weeks?
- What are the authors' arguments about Central America(ns)?
- What is their evidence for their argument?
- Is their evidence convincing?
- What is at stake for the authors in each of the pieces?

Building a Learning Community in Class

In all of your classes, try to take advantage of the opportunity to get to know people and help build a learning community. You can best give support and receive it when you get to know the people around you. During group activities, I encourage you to learn their names and exchange contact information so that you can help each other study for quizzes, answer any doubts you have, or catch up after an absence.

Please be sure to know your Teaching Assistant's name, when and where your Discussion Section meets, and when and where they hold office hours. You may contact them through BruinLearn for any course-related needs.

Learning in the Context of Colds, Flu, COVID, etc.

We are all trying our best. Ultimately, I want us all to be safe and to feel that our time together is worthwhile. Please communicate with your TA and with me if we can support you. I am invested in teaching and learning with you, and I am also invested in your wellbeing. Let's try to be flexible while also communicating our needs clearly whenever possible so that we can make the most of our time together and learn the material thoroughly.

I have signed up for UCLA BruinCast and expect that there will be audio recordings of every lecture which we'll make available for the entire quarter.

Resources

UCLA Center for Accessible Education

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information, visit www.cae.ucla.edu

Writing Instruction + Research Education (WI+RE) at the UCLA Library

Helpful research and writing tutorials developed by students and librarians. For more information visit <https://uclalibrary.github.io/research-tips/>

UCLA Undergraduate Writing Center

Sign up for appointments or attend their walk-in hours to get help with your writing. For more information, visit <https://uwc.ucla.edu/>

Academic Honesty

As ChatGPT and other generative artificial intelligence programs have become more widely accessible, my hope is that you learn to implement them as useful tools in an expansive tool box of intellectual and practical skills that you will acquire in college. If you choose to use generative AI, know that AI-generated writing must not replace your own learning. Even if you rely on AI to generate initial ideas for you, do not let it prevent you from learning how to conduct library research, how to engage closely with readings, or how to develop your own ideas through the reading and writing process. Uncritical use of generative AI without attribution is not in line with UCLA's code of academic integrity.

Use of ideas, words, images, or written work of another person without giving credit to the original author is academically dishonest. You must give credit if you are using another person's ideas, whether or not it is a direct quote. UCLA takes academic dishonesty cases seriously and they will be addressed according to university policy.

<https://deanofstudents.ucla.edu/file/4b995724-f033-476a-bccc-f6103528d959>

If you need assistance with citations, see <https://guides.library.ucla.edu/start/citing> or come see us during office hours.

For all other questions, please contact your TA

Please contact your TA if you have questions about assignments, requirements, or anything that is not already explained in this syllabus.

Snapshot: Fall Quarter 2023

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10/02/2023 -- FIRST CLASS MEETING		10/04		
Week 2	10/09		10/11		10/13- 10/15 -- QUIZ #1
Week 3	10/16		10/18 Guest Lecture: UCLA Librarian		
Week 4	10/23		10/25		
Week 5	10/30 – Guest Lecture: Suyapa Portillo		11/01 -- DOCUMENTARY: Panama Deception	DUE: Current Events, 2 Historical sources; 2 Contemporary sources	
Week 6	11/06		11/08 -- DOCUMENTARY: Sex and the Sandinistas		
Week 7	11/13		11/15 -- DOCUMENTARY: 500 Years: Life in Resistance		11/17- 11/19 -- QUIZ #2
Week 8	11/20 – Guest Lecture: Nicola Chávez Courtright		11/22	HOLIDAY	HOLIDAY
Week 9	11/27		11/29 – Guest Lecture: Steven Osuna		12/01 -- QUIZ #3
Week 10	12/04		12/06 – Review and Final Lecture	DUE: Annotated Bibliography of 4 sources	

Grade Scale for the Course

100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-99 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-

Assignments/Requirements

	ASSIGNMENT/ACTIVITIES	LEARNING OBJECTIVES	PERCENT OF TOTAL COURSE GRADE	DUE DATE
ALL QUARTER	Participation <ul style="list-style-type: none"> - Lecture + Section attendance - In-class discussions - Small group discussions - Online reading reflections - Office Hour Visits 	Practice analytical skills, public speaking skills, writing skills	20%	
Week 1				
Week 2	Quiz #1 (via BruinLearn)	Core Concepts, Geography	10%	10/13-10/15
Week 3	Attend class to learn from Librarian visit	Learn about the many library resources available to all students		10/18
Week 4	Choose topic for Annotated Bibliography <ul style="list-style-type: none"> - Bring to Section for TA and peer feedback 	Recognize some important threads in the history of these countries and the sub-regions within the isthmus	10%	10/26
Week 5	Locate 8 academic (peer-reviewed) sources about your chosen topic: 4 sources about historical conditions + 4 sources about contemporary analysis <ul style="list-style-type: none"> - Bring to Section for TA and peer feedback 	Learn to use the library, conduct secondary research, locate academic sources , practice using a citation style	10%	11/02
Week 6				
Week 7	Quiz #2 (via BruinLearn)	Core Concepts, Key Historical and Cultural Facts	20%	11/17-11/19
Week 8				
Week 9	Annotated Bibliography <ul style="list-style-type: none"> - Submit via BruinLearn 	Practice reading, comprehension , and annotation skills with academic articles	20%	11/28
Week 10	Share Back: Lessons from Annotated Bibliography <ul style="list-style-type: none"> - Discussion Board Post via BruinLearn - 300-500 words - What you learned from the Annotated Bibliography assignment and how it complements the rest of the class materials 	Synthesize information, make connections across class themes	10%	12/03

Description of Assignments/Requirements

Participation

Participation is required. I understand that some people are more comfortable speaking in public than others, so there will be online opportunities in the course discussion board to participate, as well. I do believe that public speaking is an important skill that you should be learning and practicing often in college. This does not mean that you have to say something in every class meeting, but it does mean that you should come to every meeting prepared to join the discussion with thoughtful reflections about the readings and the themes of the course. The goal is to engage with the professor and TA, but also with your classmates. You will have opportunities to participate in office hours, small group discussions, online discussions, and in the greater lecture discussions.

Reading Reflections in BruinLearn Discussion Board: As part of the participation grade, students will also be required to briefly summarize and write reflective comments about the required readings. Students will sign up in Section to be commentators on 4 readings each throughout the quarter.

******I recommend that you take the time to choose readings that are of great interest to you and/or that you check your schedule to choose dates that don't coincide with busy times in other parts of your life.

Please include the author's name at the top of your entry.

Each reflection should be between 250-300 words.

Entries should be submitted online in the [Discussions page](#) in BruinLearn no later than 2pm on the day the reading is assigned in class.

Quiz #1

This will be a 30-minute online quiz that will be administered on BruinLearn. It will be available to everyone for up to 90 minutes to give you more than adequate time to do well. The short answer format will require you to locate places on a map, write out definitions, employ concepts from the class, and make connections across the readings and lectures from Weeks 1 and 2. The quiz will be available for you to take any time between Friday, October 13th and Sunday, October 15th. Once you start the quiz, you will not be able to pause, so please plan accordingly.

Quiz #2

This will be just like Quiz #1, but will cover readings and lectures from Weeks 3, 4, 5, 6, and 7. The quiz will be available any time between Friday, November 17th and Sunday, November 19th.

Annotated Bibliography

This will be a scaffolded assignment that you can begin after the visit from a Librarian to our class on October 18th. The assignment will require you to identify academic (peer-reviewed) readings on your own, separate from our assigned readings, so please choose a topic you care about. You are free to follow your own interests and instincts about what is important to know about this region beyond what you learn in the class. The three following assignments build on

one another. You should seek guidance from your TA in determining your topic. You will receive feedback from your TA and your peers in Section for the first two steps.

Choose a Topic

Choose one country or region to write about (Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá or Caribbean coast, Garífuna territories, Maya territories, etc.) and one topic about that country or region.

POTENTIAL TOPICS INCLUDE:

- Economic injustice
- Environmental justice
- Foodways
- Gender experiences
- Individual and Collective forms of resistance
- LGBTQ experiences
- Military repression
- Nation-building projects
- National/cultural identity
- Neoliberalism
- Racial inequalities
- Settler-Colonialism
- Social movements

Identify Sources

Following the guidance from a UCLA Librarian, locate 8 academic sources about your topic. Aim for half of the sources to be about historical events or conditions related to your topic, and the other half to be about more contemporary analysis of the same topic. There is a lot of flexibility in what counts as historical – from before colonization to the 1990s. For example, you can explore an article (published in any year) that is about an era before the British colonized Belize or about the 1980s when Belize became its own nation and argue that there is a connection between either of those and a current issue related to Belizean culture or nationality.

Annotate Sources

Using [Library resources](#), annotate 4 of the sources you collected in the previous step. Each annotation should be 200-300 words and should provide a brief summary of the key points of the reading as well as an evaluation of how it informs your understanding of your chosen topic. In other words, what does each source specifically add to the puzzle that helps you see a bigger picture of the historical and contemporary aspects of your topic?

Share Back: Lessons Learned from Annotated Bibliography Assignment

Help expand your classmates' knowledge. In 300-500 words, explain what you learned about your topic and what conclusions you came to. How did this process help you complement what you learned only from course readings? Post in the appropriate section of the Discussion Board on BruinLearn

Daily Reading Assignments

Week	Date	Author Year	Title
1 W	10/04	Belisle Dempsey, 2020	Framing the Center: Belize and Panamá within the Central American Imagined Community
1 W	10/04	Euraque, 2018	Political Economy, Race, and National Identity in Central America, 1500-2000
1 W	10/04	Speed, 2014	Structures of Settler Capitalism in Abya Yala
2 M	10/09	Preston-Werner, 2009	Gallo Pinto': Tradition, Memory, and Identity in Costa Rican Foodways
2 M	10/09	Wilk, 2012	Nationalizing the Ordinary Dish: Rice and Beans in Belize
2 M	10/09	Morris, 2016	Becoming Creole, Becoming Black: Migration, Diasporic Self-Making, and the Many Lives of Madame Maymie Leona Turpeau de Mena
2 W	10/11	Sell, 2021	The Toil of Man: Black Emancipation, Chinese Indenture, and the Colonization of Belize
2 W	10/11	Flores-Villalobos, 2021	Gender, Race, and Migrant Labor in the 'Domestic Frontier' of the Panama Canal Zone
3 M	10/16	González-Rivera, 2014	Undemocratic Legacies: First-Wave Feminism and the Somocista Women's Movement in Nicaragua, 1920s-1979
3 M	10/16	Foote, 2004	Rethinking Race, Gender and Citizenship: Black West Indian Women in Costa Rica, c. 1920-1940
3 W	10/18	Cuéllar, 2018	Elimination/Deracination: Colonial Terror, La Matanza, and the 1930s Race Laws in El Salvador
3 W	10/18	Hooker, 2005	Beloved Enemies': Race and Official Mestizo Nationalism in Nicaragua
4 M	10/23	Portillo, 2021	Chapter 1: Intersecting Projects: Contested Visions for the North Coast

4 M	10/23	Portillo, 2021	Chapter 2: Revolutionary Antecedents to the 1954 Strike: Liberals, Rebels, and Radicals
4 W	10/25	Portillo, 2021	Chapter 3: Life and Labor in the Banana Fincas
4 W	10/25	Portillo, 2021	Chapter 4: The Making of a Campeño and Campeña Culture: Race, Gender, and Resistance
5 M	10/30	Portillo, 2021	Chapter 5: 'Mujeres que cuidaban hombres y vendedoras ambulantes': Gendered Roles and Informal Work on the North Coast
5 M	10/30	Portillo, 2021	Chapter 6: La Gran Huelga del 1954 Labor Organizing in the Banana Labor Camps
5 W	11/02	Booth, et al. 2018	Chapter 10: Power, Democracy, and US Policy in Central America
5 W	11/02	Wilk, 1995	The Local and the Global in the Political Economy of Beauty: From Miss Belize to Miss World
6 M	11/06	Chávez, 2017	Intellectuals of the Resistance
6 M	11/06	Virgill Artiaga, 2020	The Garífuna Voices of Guatemala's Armed Conflict
6 W	11/08	Heumann, 2014	Gender, Sexuality, and Politics: Rethinking the Relationship Between Feminism and Sandinismo in Nicaragua
6 W	11/08	Morris, 2016	Toward a Geography of Solidarity: Afro-Nicaraguan Women's Land Activism and Autonomy in the South Caribbean Coast Autonomous Region
7 M	11/13	Batz, 2020	Ixil Maya Resistance against Megaprojects in Cotzal, Guatemala
7 M	11/13	Ajcalón Choy, Ford, Velásquez Nimatuj	Racism and Maya Achi Resistance with the Contradictions of Neoliberal Multiculturalism
7 W	11/15	Velasquez, 2022	Intersectional Justice Denied: Racist Warring Masculinity, Negative Peace, and Violence in Post-Peace Accords El Salvador

7 W	11/15	Chávez Courtright, 2021	Deep Dreaming: Imagining the Sapphic Salvadoran Postwar
8 M	11/20	Guerrón Montero, 2020	The Permanent Attractions: Music and Cuisine as Malleable “Ethnic Commodities”
8 M	11/20	Kus, et al., 2022	Snapshots of Maya Self-Determination in Southern Belize
8 W	11/22	N/A	<i>No new readings to allow you to focus on your Annotated Bibliography Assignment</i>
9 M	11/27	White, 2023	For Afro-Mosquitian LGBT Organizers, Resistance is Survival
9 M	11/27	Wallace, 2023	Lost in Translation: Reverted Black Panamanian Sporting Networks
9 W	11/29	Loperena, 2017	Settler Violence?: Race and Emergent Frontiers of Progress in Honduras
9 W	11/29	Abrego & Osuna, 2022	The State of Exception: Gangs as Neoliberal Scapegoat in El Salvador
10 M	12/04	Bran Aragón & Goett, 2022	¡Matria libre y vivir! Youth Activism and Nicaragua’s 2018 Insurrection
10 M	12/04	Diaz-Combs, 2023	In El Salvador, Workers Fight to Protect Public Services
10 W	12/06	N/A	No new readings

22S-CCAS-100XP-SEM-1 Barrio Organization and Service Learning

UCLA César E. Chávez Department of Chicana/o and Central American Studies

Mondays 5-6:50 pm, Dodd Hall 146 | Office Hours: Mondays 12-1 pm

Instructor: Celina Martinez | Email: martinez.celina@gmail.com

Teaching Assistant	Email	Office Hours
Sophia Sambrano	sophsamb@g.ucla.edu	Wednesdays 10-12pm via Zoom
Jorge Cruz	jcruz92@ucla.edu	Fridays 10am - 12pm via Zoom
Gabriela Perez	gperez2031@ucla.edu	Fridays 1-3pm via zoom

Discussion Sections

Section	Day	Time	Location	TA
1A	Monday	10:00A - 11:50A	ROLFE 3120	Sophia Sambrano
1B	Wednesday	10:00A - 11:50A	HAINES A44	Jorge Cruz
1C	Monday	12:00P - 1:50P	BUNCHE 2150	Gabriela Perez
1D	Tuesday	4:00P - 5:50P	MS 7608	Gabriela Perez
1E	Tuesday	1:00P - 2:50P	BUNCHE 2174	Sophia Sambrano
1F	Tuesday	4:00P - 5:50P	PUB AFF 2319	Jorge Cruz

Los Angeles provides for us rich communities with long histories of social justice and political and civic engagement. While diversity is a critical asset in our society with it has come marginalization and discrimination for Latinx communities. We will also consider the role of faith-based organizing and its impact on mobilizing the Latinx community. Many community organizations in Los Angeles have established themselves to serve the needs of the community in efforts to bring access, equality, and resources for their communities to thrive. We will take a critical approach to service learning in which you will be required to engage the readings as well as the time you spend with the organization. Service learning is a way to actively participate within a community organization to better understand different strategies towards equity and justice.

Class Objectives

- Examine how Latinx communities have organized, mobilized, and participated in civic and political activities.
- Explore the role of different community organizations and their response to issues in the communities they serve.
- Recall key themes as articulated in the course readings on Latinx community organizing and activism, particularly faith-based organizing.
- Identify the strategies that community organizations employ and assess how effective they are.
- Gain critical thinking and community problem-solving tools to build your organizing and leadership skills.

Community Partners and UCLA

We have a growing list of community partners and organizations that have a long tradition implementing social change in multiple neighborhoods of Los Angeles. These organizations also have a strong relationship with our department, and we value the opportunities they provide for our students. These organizations are varied and address multiple issues including immigration, poverty, education, and employment. We will go over the community partners, their description, and the service-learning opportunities they provide in class. Placements will first and foremost be made by schedule availability. The Teaching Assistant will assist you in the process during section.

***We do not offer opportunities for you to secure a service-learning relationship with a community-based organization on your own.** There have only been a few

exceptions and those are done on an individual basis and require the permission of the instructor.

****A significant portion of your course grade will come from completing 30 service-learning hours throughout the quarter.** You should begin your service hours by week 3.

****You cannot be paid or receive other compensation** for the service learning hours that you do for this course

****There is no transportation stipend for travel to and from your volunteer site.** However, if the site is off-campus, you may include commute times as part of your volunteer hours.

All forms will be posted on the class website and need to be handed in at respective time.

Grading & Requirements

Service Work 30 hrs (completed and documented)	40%	Due 12/8/23
Midterm Reflection	20%	Due 11/3/23 at midnight
Participation/Presentations	20%	In discussion section
Final Paper	20%	Due 12/8/22 at midnight

Grade Scale for the Course

100 = A+	87-89 = B+	77-79 = C+	67 – 69 = D+
93-99 = A	83-86 = B	73 – 76 = C	63 – 66 = D
90-92 = A-	80 –82 = B-	70 – 72 = C-	60 – 62 = D-

Participation/Presentations [20% of Final Grade]

Attendance in lectures and in section is mandatory. Please come to class on time having read the assigned readings. There will be allotted time in class to discuss the required readings and reflect on your experience with your assigned community group. Weeks 7 & 10 you will share with the class your experience or reflection with the community partner you have been assigned. No late work will be accepted.

Midterm/Reflection [20% of Final Grade]

You should be reflecting on your service-learning experience weekly and taking notes that will serve you for all the various assignments. You will be graded on a 2-3 pages reflection of your experience in the community organization that needs to connect to class themes/discussions and the readings. No late papers will be accepted.

Final Paper [20% of Final Grade]

The final paper will include three components:

- 1) a SWOT and asset mapping analysis of the organization which we will cover in class,
- (2) reflection on your experience
- (3) an integrated analysis with the class readings.

The paper should be between 6-8 pages. No late papers will be accepted.

Required Textbooks

- v Cynthia Kaufman, *Ideas for Action: Relevant Theory for Radical Change*, 2016.
- v Ochoa, Enrique, and Gilda L. Ochoa. *Latino Los Angeles: Transformations, Communities, and Activism*. 2005.

Additional Policies

Academic Integrity

Please review UCLA's student conduct code and university policy on Academic integrity <http://www.deanofstudents.ucla.edu/Academic-Integrity>.

Proper citation of all research materials is expected. Any form of plagiarism or the purchasing of a paper will result in failure of the course and further review by the university.

Technology

During our virtual course sessions via Zoom, please note that you will be recorded. When using your laptop, please refrain from checking email or social media and please silence your cell phone.

Formatting Requirements

Written assignments for this course must be typed, double-spaced, 12-point Times New Roman Font, 1- inch page margins all around. Page limits do not include space utilized by images or bibliography. Late submissions will not be accepted.

CAE Accommodations

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

This course is part of the UCLA Inclusive Access program. Your course materials are being automatically provided to you, digitally, through the course website before the first day of class or upon enrollment. The materials are being provided at a reduced and competitive price. You will receive e-mail from the UCLA Store (UCLA Store <no-reply>@verbasoftware.com) with program details and cost sent directly to your email address on file with the Registrar. It is your responsibility to read all communication coming from the bookstore. Check your spam folder if not received. Everyone enrolled in this course is automatically a participant to start and will have access to the materials through 2nd week of class. Those remaining in the program after 2nd week will be billed for the materials directly to their BruinBill account and will continue to have accesses to the course materials. If you do not wish to participate in Inclusive Access, you must opt-out by the Friday of 2nd week deadline or you will be billed. Those who opt-out will lose access to the digital materials starting week 3 and will be responsible for obtaining the materials on their own. Do not pay for your materials through the publisher website unless you are opting out of Inclusive Access. All Inclusive Access course materials will be billed to your BruinBill account.

Any questions regarding the Inclusive Access program can be directed to inclusiveaccess@asucla.ucla.edu.

Fall 2023 Course Readings & Weekly Schedule

<p>Week 1</p> <p>10/2</p>	<p>Course Introduction & Logistics</p> <p>Reading Themes: Democratic Values</p> <ul style="list-style-type: none"> Assessed and Challenged Ochoa et al: (Chapter 1) Latina/o Los Angeles in Context Kaufman: (Chapter 1) Thinking about Liberation <p>Due: Placement Survey (In TA Section)</p>
<p>Week 2</p> <p>10/9</p>	<p>Service Learning & Engaged Scholarship</p> <p>Reading Themes: Neoliberalism and Immigration</p> <ul style="list-style-type: none"> Valdez Torres: (Chapter 2) Indispensable Migrants: Mexican Workers and the Making of the Twentieth Century Los Angeles Kaufman: (Chapter 2) Capitalism, Freedom and the Good Life
<p>Week 3</p> <p>10/16</p>	<p>SWOT Analysis & Asset Mapping</p> <p>Reading Themes: Intersections of Gender, Status and Class</p> <ul style="list-style-type: none"> Zentgraf: (Chapter 4) Why Women Migrate: Salvadoran and Guatemalan Women in Los Angeles Kaufman (Chapter 3) Capitalism and Class
<p>Week 4</p> <p>10/23</p>	<p>Community Ethnography</p> <p>Reading Themes: Immigrant Contributions to Social and Labor Movements</p> <ul style="list-style-type: none"> Cherkoss Donahoe: (Chapter 5) Economic Restructuring and Labor Organization in Southeast Los Angeles 1935-2001 Kaufman: (Chapter 4) Transnational Capital and Anti Capitalism
<p>Week 5</p> <p>10/30</p>	<p>Reading Themes: Socioeconomic Assimilation, Entrepreneurship, and Race</p> <ul style="list-style-type: none"> Valdez: (Chapter 7) Two Sides of the Same Coin? The relationship between Socioeconomic Assimilation and Entrepreneurship among Mexicans in Los Angeles Kaufman: (Chapter 5) Theorizing and Fighting Racism <p>Due: Reflection #1 on 11/3/23 at midnight</p>
<p>Week 6</p> <p>11/6</p>	<p>Reading Themes: Community Organizing</p> <ul style="list-style-type: none"> Coutin; (Chapter 8) The Formation and Transformation of Salvadoran Community Organizations in Los Angeles Kaufman: (Chapter 6) Theorizing Fighting Gender-Based Oppression
<p>Week 7</p> <p>11/13</p>	<p>Reading Themes: Labor Organizing</p> <ul style="list-style-type: none"> Gutierrez de Soldatenko: (Chapter 11) Justice for Janitors Latinizing Los Angeles: Mobilizing Latina (o) Cultural Repertoire

	<ul style="list-style-type: none"> • Kaufman: (Chapter 7) People, Nature and Other Animals
Week 8 11/20	Reading Themes: Chicano/a & Latino/a Studies Contributions to their Communities <ul style="list-style-type: none"> • Soldatenko: (Chapter 12) Constructing Chicana and Chicano Studies: 1993 UCLA Conscious Students of Color Protest • Kaufman: (Chapter 8) Whose Side Is the Government on?
Week 9 11/27	Reading Themes: Non-Traditional Strategies <ul style="list-style-type: none"> • Calderon et al: (Chapter 13) Organizing Immigrant Workers: Action Research and Strategies in the Pomona Day Laborer Center • Kaufman: (Chapter 9) What Do We Want and Why Do We Want It? Media and Democratic Culture
Week 10 12/4	<ul style="list-style-type: none"> • Individual Presentations <p>Due: Signed Timesheets 12/8/23 at midnight</p> <p>Due: Final Paper 12/8/22 at midnight</p>

UCLA
César E. Chávez Department of Chicana and Chicano Studies
CCS 101 (849306200)

Key Words:
Theoretical Approaches to Chicana and Chicano Studies
Spring 2023

<https://bruinlearn.ucla.edu/courses/19086>

Time: MW 11:10-12:15 pm
Professor: Dr. Maylei Blackwell
Email: maylei@g.ucla.edu

Place: Rolfe 1200 and Zoom
Office: 7343 Bunche Hall
Office Hours: Mondays 2-3 by [appointment](#)

Course Description: This course is an introductory survey to the theoretical concepts in the fields of Chicana and Chicano Studies through a focus on knowledge production and the relationship between power/knowledge. Structured around “key words,” students will gain proficiency in understanding Chicana and Chicano Studies as an analytical lens through which to understand history and social, political, economic and cultural relationships of power. Key words this quarter will include: settler colonialism, patriarchy, Aztlán, borderlands, mestizaje, mestiza consciousness, nation, Chicana (and women of color) feminism, Marxism, globalization, transnationalism, cultural hybridity, rasquache, zapatismo, the decolonial imaginary, postmodernity, postcolonialism, diaspora, colonality, sexuality, Queer theory, familialism, and indigeneity, among others. While theoretical knowledge is abstract by nature, the course is designed to help students gain applied analytical thinking through intensive reading, writing and analysis.

Sections and Teaching Assistants

Your Teaching Assistant (TA) will hold office hours each week. Please check the course web page for times and locations.

Honors Seminar CS189 (Course # [144-835-200](#))

W 2:00-2:50pm PUB AFF 2325 Dr. Blackwell maylei@chavez.ucla.edu.

Required Texts (On reserve at College Library and the Chicano Studies Research Center Library):

- Deborah R. Vargas, Nancy Raquel Mirabal, and Lawrence La Fountain-Stokes, *Keywords for Latina/o Studies* (New York: New York University Press, 2017). Available at the UCLA bookstore or [library](#). For a 20% discount, enter the code (SPRING19) at <https://nyupress.org/books/9781479883301/>
- Electronic Reader. Throughout the quarter your readings will be made available on our course website under the week they are assigned.

Recommended Texts:

- Gloria Anzaldúa, *Borderlands/La Frontera*. San Francisco: Aunt Lute Books, 1987.
- Frank Galarte, *Brown Transfigurations: Rethinking Race, Gender and Sexuality in Chicanx/Latinx Studies*. Austin: University of Texas Press, 2021.

- *U.S. Central Americans: Reconstructing Memories, Struggles and Communities of Resistance*. Coeditor. Arizona University Press. Spring 2017.

Course Objectives:

- To develop the analytical writing and critical reading, thinking, and communications skills necessary to thrive in our increasingly multiracial environment and globalized world where capital, technologies, peoples and cultures cross borders with ever more frequency.
- Along with CCS 10A and CCS 10B, to gain an understanding of a broad spectrum of theories and approaches to serve as an intellectual foundation for majors or minors in CCS to build upon.

Distribution of Final Grade:

Attendance and Participation	10%
Critical Reading Response Papers:	70%
Final Project:	20%

Attendance and Participation: Participation in lecture is encouraged and will be part of your final grade. Regular attendance and active participation in discussion section are required and will be included in your final grade. Having more than one absence in discussion section will lower your grade by 1/3 a grade (i.e. B- to C+). Active participation means that you contribute to both class and section discussion by critically engaging the ideas in the readings, as well as your fellow students. Complete all readings before the day they are assigned in lecture and come to each discussion section prepared with your own questions and/or points of discussion.

Analytical Reading Response Papers: Over the course of the quarter, you will produce five critical reading response papers. These two-page, double-spaced require you to analyze the readings and provide your critical response or reflections on the ideas presented in the readings and lectures. This means thoughtfully engaging with the main ideas of the readings by briefly delineating the authors' argument and then providing your own critical analysis of the ideas. More than a summary of the readings, this assignment requires your analysis of the arguments presented in the readings. Any response paper that merely summarizes the readings, instead of analyzing the salient issues, will only be eligible to receive a satisfactory (C) grade. You do not have to engage every single reading but should show a breadth of understanding across several readings. Your response papers are due **at 10:00am on Wednesday of Weeks Two, Four, Six, Eight, and Ten** Via the TurnItIn link located in the week it is due on the course syllabus.

Course Project: Your final project will be an analytical paper focusing on a cultural text or political/social process concerning Chicanxs/Latinxs that utilizes at least three theoretical concepts discussed in the course (i.e. intersectionality, Aztlán, mestiza consciousness, etc.). This is your opportunity to explore and develop your thinking about the central issues we have studied all semester. Use your imagination. Your project can be on a topic, issue, or event (i.e. environmental racism, film, popular culture, Chicanas and body image, an historical topic, a specific leader, the War on Terrorism, a book or movie, an interview, etc.). Be specific about how these concepts help you to understand and analyze the phenomena you are studying. We will discuss how to do your project in lecture later in the

quarter. All papers will be at 5-7 pages and include a bibliography of your sources produced in Chicago citation method (see course web site for Chicago Style Sheet).

All projects must be approved by your TA beforehand. Please submit a typed research topic outlining the topic of your project at the beginning of section week 7 . Include a description of your topic, the reason why you are interested in it, how you plan to analyze your topic with idea of which theories you may use. Include five research sources you have identified to help you contextualize your analysis. The course project is due Wednesday, JUNE 14th BY via Bruinlearn.

Course Policies: Your attendance in sections and engaged participation in lectures and sections are critical to your success in this class. No late assignments will be accepted without a legitimate, documented excuse.

Please refer to the Dean of Students Website (<http://www.deanofstudents.ucla.edu/conduct.html>) for information on the university policy on academic integrity and plagiarism. All assignments must be turned in at the beginning of class the day they are due and must be typed with 12-pt font, double-spaced and have standard margins and formatting. The final assignment must be completed to pass the course.

Honors Credit: CS-101 offers an opportunity for you to earn Honors credit. To receive honors credit, you must enroll in the honors section as well as enroll in a one-unit honors seminar, CS 89, taught by Professor Blackwell. This section will be restricted to students already in the Honors Program or whose credentials qualify them to take a course for honors credit. The criteria are:

- a minimum of a 3.0 GPA and
- research paper writing experience (i.e., already taken a class that requires a research paper and you have received at least a 'B' on the paper or, you need to show evidence of an advanced English class in high school in which you wrote a research paper and received a grade of 'B' or better). If possible, please bring the graded research paper to the first day of the section.

Attention: To earn your honors credit, you will have to complete research on a digital storytelling project.

Respect: The purpose of this course is to expose you to a broad spectrum of ideas and perspectives. We know from experience that some of these topics—particularly those concerned with racism, sexism, and sexuality—evoke many deep feelings in all of us. We, the faculty and teaching assistants, view this course as a safe environment where students can express their views and openly debate the complicated and multifaceted aspects of these issues. Therefore, we encourage you to take this opportunity to discuss these issues in an honest and open manner. However, we must caution that with this openness comes an important responsibility—that of being respectful of others. While we may disagree and debate, personal attacks on individuals will not be permitted. This applies whether the person is a professor, student, TA, or visitor to the class.

Academic Counseling

Academic Advisors aim to collaborate with you to support your academic, professional, and personal development. We encourage you to contact your academic advisor early and often to ensure your success during your first year.

Website: <https://www.registrar.ucla.edu/Academics/Academic-Counseling>

Title IX Office

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, 310.206.2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at 310.825.0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, 310.206.3417. Reports to law enforcement can be made to UCPD at 310.825.1491.

Counseling and Psychological Services (CAPS)

CAPS provides counseling services to students who are in need of support in any way 24 hours a day, 7 days a week. Appointment can be made by contacting CAPS during their office hours Monday - Friday 9 am - 4 pm. Crisis support is available 24/7 by phone at 310-825-0768.

Website: www.counseling.ucla.edu Phone Number: 310-825-0768

Campus Location: John Wooden Center, 221 Westwood Plaza

Undergraduate Writing Center (UWC)

The UWC is available by appointment through 25 minute to 50 minute appointments to support your academic writing needs. They may also have 30 minute same-day drop-in appointments available. Please check their website to view availability and make an appointment. The UWC is open Monday - Thursday 10 am - 6 pm and Friday 10 am - 3 pm, with evening hours Sunday - Thursday 6 pm - 9 pm. Website: <https://uwc.ucla.edu/> Phone Number: 310-206-1320 Email:

wcenter@g.ucla.edu Campus Location: Kaplan Hall A61

UCLA Library

The UCLA library is a great resource to help you with any of your research needs, including finding relevant sources and evaluating their context. Please visit the library website for all your needs - <https://www.library.ucla.edu/>.

There are MANY other campus resources that are available to support you in all aspects of your life. We encourage you to check out these websites to see any programs or supports on campus that may help towards ensuring your overall success at UCLA.

Campus-Wide Student Services:

<https://www.studentaffairs.ucla.edu/student-services>

Current Students Resources: <https://www.ucla.edu/students/current-students>

Consultation & Response Crisis Resources:

<https://studentincrisis.ucla.edu/resources>

Student Affairs Guidebook:

<https://www.studentaffairs.ucla.edu/guidebook>

Course Outline

Introduction: The Politics of Place, Naming and Theory Making

Monday, April 3rd: Studying Chicana/o and Central American Studies on Tongva Land

In Lecture Reading and Discussion: What does it mean to be a guest on Tongva land?

Charles Sepulveda, "[Our Sacred Waters: Theorizing Kuuyam as a Decolonial Possibility](#)."

What does it mean to study at a [land grab university](#)?

Wednesday, April 5th: Theories of the Flesh: What's in a Name? Theorizing Latinidad from Daily Lived Experience

Keywords: "Chicana, Chicano, Chican@, Chicanx;" and "Latinidad/es."

Juana María Rodríguez, "Latino, Latina, Latin@"

Alan Pelaez Lopez, "[The X in Latinx is a Wound Not a Trend](#)"

Christian, "The Race for Theory"

Settler Colonialism, Colonialism, and Mestiza Consciousness

Monday, April 10th: Thinking through Settler Colonialism and Coloniality of Power

Keywords: "Decolonial"

Laura Pulido, "Geographies of race and ethnicity III: Settler colonialism and nonnative people of color."

Floralinda Boj Lopez, "Naming, A Coming Home: Latinidad and Indigeneity in the Settler Colony"

Recommended:

Tuck and Yang, "Decolonization is not a Metaphor;" Lourdes Alberto, "Coming out as Indian: On Being an Indigenous Latina in the US."

Wednesday, April 12th Foundational Myths: Colonialism, Gender Violence, and Patriarchy
Keyword: “Raza.”

Anibel Quijano, “Coloniality of Power, Eurocentrism, and Latin America”

Adelaida Del Castillo, “Malintzín Tenepal: Preliminary Look into a New Perspective.”

Recommended:

Emma Pérez, “Sexuality and Discourse: Notes from a Chicana Survivor.”

DUE: CRITICAL READING RESPONSE PAPER #1

Borders, Nation, and Race

Monday, April 17th: Borderlands and Mestiza Consciousness

Keywords: “Borderlands;” and “Mestizaje.”

Selections from Gloria Anzaldúa’s *Borderlands/La Frontera*.

Wednesday, April 19th: Chicano Nationalism and its Discontents

Keywords: “Nationalism;” and “Family.”

El Plan Espiritual de Aztlán

Angie Chabram and Rosa Linda Fregoso, “Chicana/o Cultural Representations: Reframing Alternative Critical Discourse”

Film: *Palante, Siempre Palante!*

Monday, April 24th: Chicanx and Latinx Indigeneities

Keyword: “Indigeneity,” and “Race.”

Blackwell, Boj Lopez, and Urrieta, “Critical Latinx Indigeneity”

Luis Urrieta, “Las Identidades También Lloran, Identities also Cry: Exploring the Human side of Indigenous Latina/o Identities.”

Guest Lecturer (Invited): Professor Floridalma Boj Lopez, UCLA

Recommended: Blackwell, “Geographies of Indigeneity: Indigenous migrant women’s organizing and the translocal politics of place;”

Wednesday, April 26th: Latinx Racialization and Relational Racial Formation

Keywords: and “White” and “Afro-Latinas/os.”

Hooker: “Hybrid Subjectivities, Latin American Mestizaje, and Latino Political Thought on Race”

Paul Joseph López Oro, “Ni de aquí, ni de allá”: Garífuna Subjectivities and the Politics of Diasporic Belonging”

DUE: CRITICAL READING RESPONSE PAPER #2

The Politics of Class, Gender, and Sexuality

Monday, May 1th: Internal Colonialism and Chicanx Marxist Traditions

Keywords: “Capitalism,” and “Poverty.”

Steven Osuna, “Class Suicide: The Black Radical Tradition, Radical Scholarship, and the Neoliberal Turn.”

Eddie Bonilla, [The Intersections of Black and Latina/o/x Radical Traditions](#)

Wednesday, May 3rd: Chicanas Theorize Gender and Feminisms

Keywords: “Feminisms.”

Blackwell, Chapters Three and Four of *Chicana Power! Contested Histories of Feminism in the Chicano Movement*

Film: *A Crushing Love* (2009), Sylvia Morales, 58min.

Monday, May 8th: Policing Sex, Bodies and Pleasures

Keywords: “Gender”

Cherrie Moraga, “Queer Aztlán”

Deborah Vargas, “Ruminations on *Lo Sucio* as a Latino Queer Analytic.”

Wednesday, May 10th: Theorizing Chicanx Genders with an * and an X

Keywords: “Sexuality” and “Brown.”

Juana María Rodríguez, *Queer Latinidad* Selections.

Frank Galarte, “On Trans*Chican@s: Amor, Justicia, y Dignidad.”

Guest Lecture: Professor Deborah Vargas, Yale University

Recommended: Galarte, *Brown Trans Figurations: Rethinking Race, Gender, and Sexuality in Chicanx/Latinx Studies*

✍ DUE: CRITICAL READING RESPONSE PAPER #3

Transnationalism: Neoliberal Policies and Labor Migration

Monday, May 15th: Neoliberal Globalization and Labor Migration

Keywords: “Transnationalism.”

Maylei Blackwell, “Líderes Campesinas: Nepantla Strategies and Grassroots Organizing at the Intersection of Gender and Globalization”

Juan Herrera, “Racialized illegality: The regulation of informal labor and space.”

Guest Lecture: Juan Herrera, UCLA

Film: *Sleep Dealer*

Wednesday, May 17th: Celebrating the 30th Anniversary of the Hunger Strike for Chicana/o Studies

Aquilar-Hernández, “¡Sí Se Pudo! Student Activism in the Chicana/o Studies Movement at UCLA, 1990-1993

Aquilar-Hernández and Delgado Bernal, “50th and 25th Anniversaries: Historical Lessons of Chicana/o Student Activism in Los Angeles, CA”

✍ DUE: TOPIC FOR FINAL PROJECTS IN SECTION (see Course Project description in syllabus for instructions)

Monday, May 22nd: Maquiladoras and the Border “Social Movements;”

Keywords: “Maquiladoras;” and “Labor.”

Alicia Camacho Schmidt, “Ciudadana X: Gender Violence and the Denationalization of Women's Rights in Ciudad Juárez, Mexico”

Film: *Maquilapolis*

Theorizing Migration, Empire and Social Movements

Wednesday, May 24th: Cultural Identity and Diaspora

Keywords: “Illegality”

Leisy Ábrego, “On silences: Salvadoran refugees then and now.”

Suggested:

Jonathan Xavier Inda, *Targeting Immigrants: Government, Technology, and Ethics* and Karma Chavez, *Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities*

✍ DUE: CRITICAL READING RESPONSE PAPER #4

Monday, May 29th: No Class. Happy Memorial Day.

Harsha Waila, “Historical Entanglements of US Border Formation” Chapter One in *Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*

Wednesday, May 31st: Empire and Migration

Keywords: “Diaspora” and “Citizenship.”

Harsha Waila “US Wars Abroad, Wars at Home,” Chapter Two in *Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*

Suggested: Susanne Jonas and Nestor Rodríguez, “Theoretical Perspectives: Guatemalan Migration and Regionalization;” Alfonso Gonzalez, “The 2006 Mega Marches in Greater Los Angeles: Counter-hegemonic moment and the future of El Migrante Struggle.”

Youth Rebellion and Subculture

Monday, June 5th: The Politics of Representation: Art and Subcultures of Los Angeles

Keywords: “Rasquachismo;” “Popular Culture;” and “Music.”

Michelle Habell-Pallán, "'Death to Racism and Punk Rock Revisionism!': Alice Bag's Vexing Voice and the Ineffable Influence of Canción Ranchera on Hollywood Punk."

Wednesday, June 7th: Latinos, the War on Terror and the Rise of Trump

Gonzalez, "Trumpism, Authoritarian Neoliberalism, and Subaltern Latina/o Politics."

"Latino immigrants are unnoticed casualties of the US 'war on terror' – study."

✍ DUE: CRITICAL READING RESPONSE PAPER #5

✍ DUE: FINAL PROJECTS on Wednesday, JUNE 12th BY 3PM via TurnItIn.

APPENDIX 4

Learning Outcomes

1. Demonstrated skills and expertise, including research, analysis, and writing.
2. Demonstrated familiarity and competence in a range of interdisciplinary methodologies and approaches.
3. Demonstrated ability to identify and analyze appropriate primary and secondary sources, material evidence, and other primary documents.
4. Demonstrated mastery and integration of knowledge and learned abilities.
5. Demonstrated ability to use knowledge gained in classroom to conceive and execute projects.
6. Demonstrated broad knowledge of fundamentals acquired through coursework, as informed by race, class, gender, and sexuality paradigms.
7. Conception and execution of an original research project that identifies and engages with a topic relevant to the student's area of concentration.
8. Presentation of work to peers for discussion and critique.

APPENDIX 5

Course Catalog

Lower Division		
Course Title	Units	Description
10A. Introduction to Chicana/Chicano Studies: History and Culture	5	(Formerly numbered Chicana and Chicano Studies 10A.) Lecture, three hours; discussion, one hour. Interdisciplinary survey of diverse historical experiences, cultural factors, and ethnic/racial paradigms, including indigenouness, gender, sexuality, language, and borders, that help shape Chicana/Chicano identities. Emphasis on critical reading and writing skills. Letter grading.
10B. Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions	5	(Formerly numbered Chicana and Chicano Studies 10B.) Lecture, three hours; discussion, one hour. Multidisciplinary examination of representation, ideologies, and material conditions of Chicanas/Chicanos, including colonialism, race, labor, immigration, poverty, assimilation, and patriarchy. Emphasis on critical reading and writing skills. Letter grading.
M18. Leadership and Student-Initiated Retention	2	(Formerly numbered Chicana and Chicano Studies M18.) (Same as African American Studies M18, American Indian Studies M18, and Asian American Studies M18.) Seminar, two hours. Limited to freshmen/sophomores/first-year transfer students. Not open for credit to students with credit for course M118. Exploration of issues in retention at UCLA through lens of student-initiated and student-run programs, efforts, activities, and services. Focus on populations with historically low graduation rates targeted by Campus Retention Committee. May not be applied toward departmental major or minor elective requirements. May be repeated once for credit. Letter grading.
19. Fiat Lux Freshman Seminars	1	Seminar, one hour. Discussion of and critical thinking about topics of current intellectual importance, taught by faculty members in their areas of expertise and illuminating many paths of discovery at UCLA. P/NP grading.
20. Central American Studies: Histories and Cultures	5	(Formerly numbered Chicana and Chicano Studies 20.) Lecture, one hour; discussion, one hour. Survey of histories of Central Americans from time of independence movements of early 18th century to present. Major topics include local indigeneities, independence movements, 19th- and 20th-century dependency, state-nation and identity formation, politics of mestizaje, Indigenous resistance, imperialism and economic growth, relations with U.S., politics of development, and contemporary social movements. Letter grading.
88. Sophomore Seminars: Chicana/Chicano Studies and Central American Studies	2	(Formerly numbered Chicana and Chicano Studies 88.) Seminar, two hours. Limited to lower-division students. Readings and discussions designed to introduce students to current research in Chicana/Chicano studies. Culminating project may be required. May not be applied toward departmental major or minor requirements. May be repeated for credit with topic change. P/NP or letter grading.

89. Honors Seminars	1	Seminar, three hours. Limited to 20 students. Designed as adjunct to lower-division lecture course. Exploration of topics in greater depth through supplemental readings, papers, or other activities and led by lecture course instructor. May be applied toward honors credit for eligible students. Honors content noted on transcript. P/NP or letter grading.
89HC. Honors Contracts	1	Tutorial, three hours. Limited to students in College Honors Program. Designed as adjunct to lower-division lecture course. Individual study with lecture course instructor to explore topics in greater depth through supplemental readings, papers, or other activities. May be repeated for maximum of 4 units. Individual honors contract required. Honors content noted on transcript. Letter grading.
97. Variable Topics in Chicana/o and Central American Studies	2	(Formerly numbered Chicana and Chicano Studies 97.) Seminar, two hours. Requisite: course 10A or 10B. Current topics and particular research methods in Chicana and Chicano studies through readings and other assignments. May be repeated for credit. P/NP or letter grading.
98. Professional Schools Seminars	4	(Formerly numbered Chicana and Chicano Studies 98.) Seminar, two hours. Limited to 20 students. Introduction to issues of professional (nonacademic) settings and careers through readings and other assignments. P/NP or letter grading.
99. Student Research Program	1-2	Tutorial (supervised research or other scholarly work), three hours per week per unit. Entry-level research for lower-division students under guidance of faculty mentor. Students must be in good academic standing and enrolled in minimum of 12 units (excluding this course). Individual contract required; consult Undergraduate Research Center. May be repeated. P/NP grading.
Upper Division		
Course Title	Units	Description
100XP. Barrio Organization and Service Learning	5	(Formerly numbered 100SL.) Seminar, two hours; discussion, two hours; field placement, six hours. Limited to juniors/seniors. Service learning placement in community-based organization, labor union, or service-oriented nonprofit organization. Study of role that these organizations play in improvement and change of Chicana/Chicano communities. Students meet on regular basis with instructors and provide periodic reports of their experience. Letter grading.
101. Theoretical Concepts in Chicana/Chicano Studies	5	(Formerly numbered Chicana and Chicano Studies 101.) Lecture, four hours; discussion, one hour. Requisite: course 10A or 10B. Survey of different theoretical approaches to field of Chicana and Chicano studies. Letter grading.

M102. Mexican Americans and Schools	4	(Formerly numbered Chicana and Chicano Studies M102.) (Same as Education M102.) Seminar, two hours; discussion, two hours. Theoretical and empirical overview of Chicana/Chicano educational issues in U.S., with special emphasis on disentangling effects of race, gender, class, and immigrant status on Chicana/Chicano educational attainment and achievement. Examination of how historical, social, political, and economic forces impact Chicana/Chicano educational experience. P/NP or letter grading.
M103C. Origins and Evolution of Chicano Theater	5	(Formerly numbered Chicana and Chicano Studies M103C.) (Same as Theater M103C.) Lecture, three hours. Designed for juniors/seniors. Exploration of development of Chicano theater from its beginning in legends and rituals of ancient Mexico to work of Luis Valdez (late 1960s). P/NP or letter grading
M103D. Contemporary Chicano Theater: Beginning of Chicano Theater Movement	5	(Formerly numbered Chicana and Chicano Studies M103D.) (Same as Theater M103D.) Lecture, three hours. Analysis and discussion of historical and political events from 1965 to 1980, as well as theatrical traditions that led to emergence of Chicano theater. Letter grading.
M103G. Contemporary Chicano Theater: Chicano Theater since 1980	5	(Formerly numbered Chicana and Chicano Studies M103G.) (Same as Theater M103G.) Lecture, three hours. Analysis and discussion of Chicano theater since 1980, including discussion of Chicana playwrights, magic realism, Chicano comedy, and Chicano performance art. Letter grading.
104. Comedy and Culture: Your Humorous Life	4	(Formerly numbered Chicana and Chicano Studies 104.) Lecture, four hours. How to mine unique humorous life adventures from students' cultural identities and turn those distinct experiences into humorous literature. Students acquire skills to read their stories out loud, with emphasis on comedy in their pieces through art of storytelling and performance. P/NP or letter grading.
104A. Art of Performance	4	(Formerly numbered Chicana and Chicano Studies 104A.) Seminar, four hours. Examination of seminal works of Latina/o/x theater artists with particular focus on creating and embodying personal histories in performance. Features dramatic plays, autobiographical texts, and ensemble devised works that reflect changing nature of Latina/o/x cultural landscape. Introduction to basic elements of acting, including collaborative group performance, physical storytelling, and voice/speech exercises designed to free creative voice. Examination of performance of cultural expression, political tool, and personal identity. P/NP or letter grading.
M105A. Early Chicana/Chicano Literature, 1400 to 1920	5	(Formerly numbered Chicana and Chicano Studies M105A.) (Same as English M105A.) Lecture, four hours; discussion, one hour (when scheduled). Enforced requisite: English Composition 3 or 3H. Survey of Chicana/Chicano literature from poetry of Triple Alliance and Aztec Empire through end of Mexican Revolution (1920), including oral and written forms (poetry, corridos, testimonios, folklore, novels, short stories, and drama) by writers such as Nezhualcoyotl (Hungry Coyote), Cabaza de Vaca, Lorenzo de Zavala, María Amparo Ruiz de Burton, Eusebio Chacón, Daniel Venegas, and Lorena Villegas de Magón. P/NP or letter grading.

M105B. Chicana/Chicano Literature from Mexican Revolution to el Movimiento, 1920 to 1970s	5	(Formerly numbered Chicana and Chicano Studies M105B.) (Same as English M105B.) Lecture, four hours; discussion, one hour (when scheduled). Enforced requisite: English Composition 3. Chicana/Chicano literature from 1920s through Great Depression and World War II, ending with Chicana/Chicano civil rights movement. Oral and written narratives by writers including Conrado Espinoza, Jovita González, Cleofas Jaramillo, Angelico Chávez, Mario Suárez, Oscar Acosta, and Evangelina Vigil. P/NP or letter grading.
M105C. Chicana/Chicano Literature since el Movimiento, 1970s to Present	5	(Formerly numbered Chicana and Chicano Studies M105C.) (Same as English M105C.) Lecture, four hours; discussion, one hour (when scheduled). Enforced requisite: English Composition 3. Survey of Chicana/Chicano literature since 1970s, with particular emphasis on how queer and feminist activism as well as Central and South American migration have shaped 21st-century chicanidad. Oral, written, and graphic fiction, poetry, and drama by writers including John Rechy, Gloria Anzaldúa, Los Bros Hernández, Ana Castillo, and Dagoberto Gilb guide exploration of queer and feminist studies, Reagan generation, immigration debates, and emerging Latina/Latino majority. P/NP or letter grading.
M105D. Introduction to Latina/Latino Literature	5	(Formerly numbered Chicana and Chicano Studies M105D.) (Same as English M105D.) Lecture, four hours; discussion, one hour (when scheduled). Enforced requisite: English Composition 3. Survey of U.S. Latina/Latino literature and introduction to its major critical trends, with emphasis on groups of Caribbean, Mexican, South American, and Central American origin. Representative works read in relation to such topics as relationship between Latina/Latino populations and U.S. cultural sphere, struggle for self-determination, experiences of exile and migration, border zones, enclaves and language, and mestizaje and its impact on cultural production. P/NP or letter grading.
M105E. Studies in Chicana/Chicano and/or Latina/Latino Literature	5	(Formerly numbered Chicana and Chicano Studies M105E.) (Same as English M105E.) Lecture, four hours; discussion, one hour (when scheduled). Enforced requisite: English Composition 3. Variable topics course to give students broad introduction to issues and themes in Chicana/Chicano and/or Latina/Latino literature. Topics include border, immigration, revolution, language, gender, sexuality, and diaspora, among others. May be repeated for credit with topic or instructor change. P/NP or letter grading.
105F. Gender, Fiction, and Social Change	4	(Formerly numbered Chicana and Chicano Studies 105F.) Lecture, four hours. Requisite: English Composition 3. Study of essays, novels, short narratives, and plays written by Chicanas/Latinas. Required readings represent writers with focus on themes of identity, ethnicity, gender, and cross-border experiences leading to social change. Critical reading and analysis of works, searching for strengths and flaws, to point out unique contribution of each work to greater body of U.S. literature. P/NP or letter grading.

M105XP. Seminar: Chicana/Chicano and/or Latina/Latino Literature--Community-Engaged Learning	5	(Formerly numbered M105SL.) (Same as English M105XP.) Seminar, three or four hours; field placement, three or four hours. Enforced requisite: English Composition 3. Specialized studies in Chicana/Chicano and/or Latina/Latino literature. In-depth study of various topics related to Chicano/Latino communities in Southern California, including Chicana/Chicano visions of Los Angeles; immigration, migration, and exile; autobiography and historical change; Chicana/Chicano journalism; and labor and literature. Service learning component includes minimum of 20 hours of meaningful work with agency involved with Chicana/Chicano and/or Latina/Latino community and selected by instructor. P/NP or letter grading.
CM106. Health in Chicano/Latino Population	4	(Formerly numbered Chicana and Chicano Studies CM106.) (Same as Public Health M106.) Lecture, four hours; discussion, one hour. Designed for juniors/seniors. Examination of Chicano/Latino health status through life expectancy, causes of death, reportable diseases, services utilization, provider supply, and risk behaviors within demographic/immigration changes. Binational review of health effects in U.S. and Mexico. Concurrently scheduled with course C276. Letter grading.
M106B. Diversity in Aging: Roles of Gender and Ethnicity	4	(Formerly numbered Chicana and Chicano Studies M106B.) (Same as Gender Studies M104C, Gerontology M104C, Public Affairs M131, and Social Welfare M104C.) Lecture, four hours. Exploration of complexity of variables related to diversity of aging population and variability in aging process. Examination of gender and ethnicity within context of both physical and social aging, in multidisciplinary perspective utilizing faculty from variety of fields to address issues of diversity. Letter grading.
C107. Latina/Latino Families in U.S.	4	(Formerly numbered Chicana and Chicano Studies C107.) Lecture, four hours; discussion, one hour (when scheduled). Study of how intersections of race, class, and gender help shape experiences of Latina/Latino families in U.S. society and how these intersections also help shape individual experiences within families. Examination of family, race, class, and gender as sociological concepts. Readings about family experiences of Mexican and Central American groups in U.S., with special emphasis on immigrants, and analysis of how race, class, and gender together play important roles in shaping these experiences. Discussion of roles of structure and space for agency in each context. Concurrently scheduled with course C212. P/NP or letter grading.
M108A. Music of Latin America: Mexico, Central America, and Caribbean Isles	5	(Formerly numbered Chicana and Chicano Studies M108A.) (Same as Ethnomusicology M108A.) Lecture, four hours; discussion, one hour. Survey of traditional and contemporary musical culture. P/NP or letter grading.
109. Chicana/Chicano Folklore	4	(Formerly numbered Chicana and Chicano Studies 109.) Lecture, four hours. Examination of roots of Chicana/Chicano folklore in Mexican oral tradition in mid-19th century and development of Chicana/Chicano folklore to present day. P/NP or letter grading.

CM110. Chicana Feminism	4	(Formerly numbered Chicana and Chicano Studies CM110.) (Same as Gender Studies CM132A.) Lecture, four hours. Enforced requisite: course 10A or Gender Studies 10. Examination of theories and practices of women who identify as Chicana feminist. Analysis of writings of Chicanas who do not identify as feminist but whose practices attend to gender inequities faced by Chicanas both within Chicana/Chicano community and dominant society. Attention to Anglo-European and Third World women. Concurrently scheduled with course CM214. P/NP or letter grading.
111. Chicana/Chicano and Latina/Latino Intellectual Traditions	5	(Formerly numbered Chicana and Chicano Studies 111.) Lecture, five hours. General view of philosophical, cultural, and social thought as well as intellectual traditions in Americas. Roles of writers as intellectuals and cultural/political strategists, and as definers of (national) identity, social reality, and struggles of liberation. Letter grading.
113. Day of Dead Ritual	4	(Formerly numbered Chicana and Chicano Studies 113.) Lecture, four hours; discussion, one hour (when scheduled). Introduction to philosophical roots and evolution of traditional celebration of Day of Dead ritual. Contemplation of indigenous, Spanish, Mexican, Chicano, and other influences and manifestations of this ritual. Special attention to Nahuatl language and worldview related to this ancient ritual, such as ancient calendar systems. Designed to motivate critical thinking about what is observed in altars today and impact globalization has on tradition. P/NP or letter grading.
113B. Origin and Evolution of Ritual Traditions in Mexico and Central America	4	(Formerly numbered Chicana and Chicano Studies 113B.) Lecture, four hours; discussion, one hour (when scheduled). Analytical overview of origin and evolution of cultural traditions of Christmas, Easter, and Day of Dead, from pre-Hispanic to contemporary manifestations in Mexico and Central America. Exploration of how Aztec and Mayan astronomical rituals became foundation for Spanish domination and later globalization. Winter solstice became Christmas, spring equinox became celebration of Easter, and end of harvest became Todos los Santos. Examination of original purpose of sugar skull, piñata, pastorela shepherds' drama, and traditional dances as effective tools of colonization. Letter grading.
M114. Chicanos in Film/Video	5	(Formerly numbered Chicana and Chicano Studies M114.) (Same as Film and Television M117.) Lectures/screenings, five hours; discussion, one hour. Goal is to gain nuanced understanding of Chicano cinema as political, socioeconomic, cultural, and aesthetic practice. Examination of representation of Mexican Americans and Chicanos in four Hollywood genres—silent greaser films, social problem films, Westerns, and gang films—that are major genres that account for films about or with Mexican Americans produced between 1908 and 1980. Examination of recent Chicano-produced films that subvert or signify on these Hollywood genres, including Zoot Suit, Ballad of Gregorio Cortez, and Born in East L.A. Consideration of shorter, more experimental work that critiques Hollywood image of Chicanos. Guest speakers include both pioneer and up-and-coming filmmakers. P/NP or letter grading.

M115. Musical Aesthetics in Los Angeles	4	(Formerly numbered Chicana and Chicano Studies M115.) (Same as Ethnomusicology M115.) Lecture, three hours. Confronting aesthetics from classical perspective of art as intuition, examination on cross-cultural basis of diverse musical contexts within vast multicultural metropolis of Los Angeles, with focus on various musical networks and specific experiences of Chicano/Latino, African American, American Indian, Asian, rock culture, Western art music tradition, and commercial music industry. P/NP or letter grading.
M116. Chicano/Latino Music in U.S.	5	(Formerly numbered Chicana and Chicano Studies M116.) (Same as Ethnomusicology M116.) Lecture, four hours; discussion, one hour. Historical and analytical examination of musical expression of Latino peoples who have inhabited present geographical boundaries of U.S. P/NP or letter grading.
117. Chicana/Chicano Images in Mexican Film and Literature	4	(Formerly numbered Chicana and Chicano Studies 117.) Lecture, four hours. Preparation: adequate understanding of Spanish-language films without English subtitles. Throughout its rich history, spanning more than 100 years, Mexican cinema has produced great variety of films that deal with Chicana/Chicano experience. Like its U.S. counterpart, Mexican cinematic discourse portrayal of Chicanas/Chicanos has been plagued by use of stereotypes that limit visual representation of Chicanas/Chicanos. Exploration of causes and effects for such obtuse cinematic representation. P/NP or letter grading.
M118. Student-Initiated Retention and Outreach Issues in Higher Education	4	(Formerly numbered Chicana and Chicano Studies M118.) (Same as African American Studies M118, American Indian Studies M118, and Asian American Studies M168.) Lecture, four hours. Exploration of issues in outreach and retention of students in higher education, especially through student-initiated programs, efforts, activities, and services, with focus on UCLA as case. May be repeated twice for credit. Letter grading.
M119. Chicano/Latino Community Formation: Critical Perspectives and Oral Histories	4	(Formerly numbered Chicana and Chicano Studies M119.) (Same as Labor Studies M123.) Lecture, four hours. Analysis of historical formation and development of Chicano/Latino communities in 20th century, with focus on labor, immigration, economic structures, electoral politics, and international dimensions. Letter grading.
120. Immigration and Chicano Community	4	(Formerly numbered Chicana and Chicano Studies 120.) Lecture, three hours. Discussion on relationship between international immigration and development of Chicana/Chicano community. Examination of U.S. immigration policy and relationship between Mexican-origin
M121. Issues in Latina/Latino Poverty: Mexican and Central American Voices from Los Angeles	4	(Formerly numbered Chicana and Chicano Studies M121.) (Same as Labor Studies M121 and Urban Planning M140.) Lecture, four hours. Examination of key issues (work, housing, and neighborhoods) in urban poverty, with particular focus on Mexican and Central American immigrant populations in Los Angeles. Exploration of major theoretical models that explain urban poverty and application of them in comparative context while exploring differences between Mexican and Central American immigrants. Social conditions and forces that help us understand lives of poor people in comparative context while looking at differences between two major Latino-origin populations in Los Angeles. Critical analysis of new forms of urban poverty in contemporary American society. Letter grading.

M122. Planning Issues in Latina/Latino Communities: Preserving and Strengthening Community Assets in Mexican and Salvadoran Los Angeles	4	(Formerly numbered Chicana and Chicano Studies M122.) (Same as Labor Studies M122 and Urban Planning M171.) Lecture, four hours. How community and economic development interact, role of assets in community development, and unique synergies and pitfalls that enable or disable communities from developing to their potential. How to strengthen and how to preserve community resources in Pico-Union neighborhood in Los Angeles. Research entails historical analysis, reviews, interviews, electronic asset mapping, web-based data processing and analysis, oral and written reports, and cyber-based research. Letter grading.
123. Applied Research Methods in Latino Communities	4	(Formerly numbered Chicana and Chicano Studies 123.) Lecture, three hours. Through combination of lectures, key readings, and several experiments, introduction to several applied research methods that are highly effective in producing sound and methodologically rigorous studies on poor and/or Latino communities, including important data that can be used for critical analysis and policy recommendations. Letter grading.
M124. Latinx Immigration Policy and Politics	4	(Formerly numbered Chicana and Chicano Studies M124.) (Same as Honors Collegium M143.) Lecture, four hours. Critical introduction to U.S. immigration policies and politics, and their disproportionate impacts on Latinx community. Topics include some of root causes of Latin American migration; federal, state, and local immigration lawmaking; and how race, gender, and sexuality impact and are impacted by immigration policies (e.g., legalization, border militarization, deportation) and politics (from voting to activism). P/NP or letter grading.
M125. U.S./Mexico Relations	4	(Formerly numbered Chicana and Chicano Studies M125.) (Same as Labor Studies M125.) Lecture, four hours. Examination of complex dynamics in relationship between Mexico and U.S., using political economy approach to study of asymmetrical integration between advanced industrial economies and developing countries. P/NP or letter grading.
M126. Politics of Crisis: Migration, Identity, and Religion	4	(Formerly numbered Chicana and Chicano Studies M126.) (Same as Honors Collegium M145.) Lecture, three hours. Examination of individual and collective religious response of Latin Americans and Latinas/Latinos in U.S. to dislocations, displacements, and fragmentation produced by conquest, colonization, underdevelopment, globalization, and migration. Letter grading.

M127. Farmworker Movements, Social Justice, and United Farm Workers Legacy	4	(Formerly numbered Chicana and Chicano Studies M127.) (Same as Labor Studies M127.) Lecture, four hours. Designed for juniors/seniors. Historical and social context of farmworker organizing, including its multiracial origins and its influence on fight for equality of working women. Specific focus on organizing of United Farm Workers and Farm Laborers Organizing Committee, and their relationship to AFL-CIO, other unions, and their influence on Chicano Movement. Letter grading.
M128. Race, Gender, and U.S. Labor	4	(Formerly numbered Chicana and Chicano Studies M128.) (Same as Labor Studies M128.) Lecture, four hours. Designed for juniors/seniors. Introduction to history and organization of labor movement in U.S. and North America. Discussion of race, class, and gender issues raised within movement, and various strategies for social change and economic equity pursued through organized labor and other means. Letter grading.
M128B. Class and Gender in Care Work	4	(Same as Asian American Studies M162, Gender Studies M140C, and Labor Studies M143.) Lecture, three hours; discussion, one hour. Examination of how gender, race, class, and citizenship status shape domestic labor in U.S. Examination of domestic worker experiences through film, fiction, and traditional scholarship. Investigation of why domestic work is in high demand, who employs domestic workers, and why immigrants and women of color make up large percentage of this workforce. Exploration of how domestic workers navigate pay and working conditions, and how they build community and family networks in shadows of their privileged employers. P/NP or letter grading.
M128C. Common Thread: Garment Workers Past, Present, Future	4	(Same as Gender Studies M169 and Labor Studies M108.) Lecture, three hours. Study blends frameworks from economics, labor history, and ethnic studies to offer in-depth exploration of lives and experiences of garment industry workers from early 19th century to present. In contrast to traditional narratives, study locates garment workers--majority of whom are immigrant women--at vanguard of U.S. labor movement, showing how they pioneered new forms of worker education and other social welfare programs, and became leaders in fight for women's, civil, and immigrant rights. Exploration of garment work relationship to American culture, tracing how sweatshop became symbol of worker exploitation, how popular culture and fashion trends impacted lived realities of workers in those shops, and how racial and gendered expectations shaped public perceptions of garment workers. By doing so, study reveals garment work to be central thread that ties together histories of global trade, industrialization, gender and sexuality, immigration, radicalism, unionization, and American imperialism. P/NP or letter grading.

M129. Community-Engaged Research Methods	4	(Formerly numbered M129.) (Same as Labor Studies M129 and Public Affairs M117C.) Lecture, four hours. Students are trained in designing, drafting, piloting, and administering new survey focused on transitions to adulthood. Written in collaboration with labor and community partners serving Latinx, Asian Americans and Pacific Islanders, Black, and Indigenous youth and low-wage workers, this survey gathers data on workforce development, labor rights, education, health, mental health, and civic engagement of young people residing in Black, Indigenous, and people of color communities. Students are exposed to historical development of racial statistics, role of racial statistics in contemporary life, and critical quantitative science. Includes testing questions on racial identity and attitudes, gender identity, workforce development, labor rights, healing and wellness, and other topics determined by labor and community partners. P/NP or letter grading.
M129B. Participatory Action Research on Youth Organizing for Racial Justice	4	(Same as African American Studies M129B, American Indian Studies M129, Asian American Studies M128, and Public Affairs M122.) Lecture, four hours. Students are trained to conduct participatory action research on grassroots youth organizing across California. Students gain historical and theoretical background on multi-racial and inclusive organizing. Students learn how to collect and analyze data pertaining to pressing organizing issues. Study and critical analysis of youth organizing strategies. Weekly training modules on data collection and grassroots organizing strategies that prepare students for internships in grassroots youth organizing groups serving Asian American, Black, Latinx, and Native American communities. P/NP or letter grading.
M130. Worker Center Movement: Next Wave Organizing for Justice for Immigrant Workers	4	(Formerly numbered Chicana and Chicano Studies M130.) (Same as African American Studies M167, Asian American Studies M163, and Labor Studies M167.) Seminar, three hours. Development of theoretical and practical understanding of worker center movement, with focus on historical factors that have led to emergence and growth of worker centers. Role of worker centers in promoting multiethnic and multiracial campaigns for workplace and economic justice. Transnational cross-border solidarity issues and rights of undocumented workers. P/NP or letter grading.
131. Barrio Popular Culture	4	(Formerly numbered Chicana and Chicano Studies 131.) Lecture, three hours. Construction of model by which to organize study of Chicana/Chicano popular culture by focusing on barrio as metaphor for community. Examination of beliefs, myths, and values of Chicana/Chicano culture and representations in icons, heroes, legends, stereotypes, and popular art forms through literature, film, video, music, mass media, and oral history. Letter grading.

M132. Border Consciousness	4	(Formerly numbered Chicana and Chicano Studies M132.) (Same as Lesbian, Gay, Bisexual, Transgender, and Queer Studies M132.) Lecture, three hours; discussion, one hour (when scheduled). Investigation through history, popular culture, and mass media of bilingual and bicultural identities produced by geographical and cultural space between Mexico and U.S. Special attention to border consciousness as site of conflict and resistance. Letter grading.
M133. Chicana Lesbian Literature	4	(Formerly numbered Chicana and Chicano Studies M133.) (Same as Gender Studies M133 and Lesbian, Gay, Bisexual, Transgender, and Queer Studies M133.) Lecture, four hours. Exploration of intersection of radical First and Third World feminist politics, lesbian sexuality and its relationship to Chicana identity, representation of lesbianism in Chicana literature, meaning of familia in Chicana lesbian lives, and impact of Chicana lesbian theory on Chicana/Chicano studies. Letter grading.
M134XP. Engaging Immigrants and Their Families	5	(Formerly numbered Chicana and Chicano Studies M134SL.) (Same as Community Engagement and Social Change M134XP and Labor Studies M134XP.) Lecture, two hours; discussion, two hours; field placement, two hours. Survey and exploration of immigrant landscape in Los Angeles--truly global city acting in part to buffer, settle, and incorporate immigrants in daily life. Focus on civil society to explore multiple forms of interventions and impacts that take place in multiple communities across Los Angeles basin. Service learning partnerships focus on organizations addressing immigration concerns. Letter grading.
CM135. Bilingual Writing Workshop	4	(Formerly numbered Chicana and Chicano Studies CM135.) (Same as Gender Studies M135C and Lesbian, Gay, Bisexual, Transgender, and Queer Studies M135.) Seminar, four hours. Limited to juniors/seniors. Writing sample required; access to course web page mandatory; need not be bilingual to enroll. Technical instruction, analysis, and theoretical discussion of bilingual creative expression through genre of short fiction. Bilingualism as both politics and aesthetics to be central theme. Discussion and analysis of Chicana/Chicano and Latina/Latino short story collections. Peer critique of weekly writing assignments. Emphasis on narrative techniques such as characterization, plot, conflict, setting, point of view, and dialogue, and magical realism as prevailing Chicanesque/Latinesque style. Some attention to process of manuscript preparation, public reading, and publication. Concurrently scheduled with course C235. Letter grading.

M136. Censored! Art on Trial	4	(Formerly numbered Chicana and Chicano Studies M136.) (Same as Lesbian, Gay, Bisexual, Transgender, and Queer Studies M136.) Lecture, four hours. Examination of censorship in visual arts, particularly art of queer Chicana/Chicano and Latina/Latino artists such as Alma Lopez, Ester Hernández, and Alex Donis. Other censored artists include feminist artist Yolanda López, queer artists Robert Mapplethorpe and David Wojnarowicz, painter Christ Ofili, photographers Sally Mann and Andres Serrano, printmaker Enrique Chagoya, muralist Noni Olabisi, writer Salman Rushdie, and four performance artists--Karen Finley, Tim Miller, John Fleck, and Holly Hughes--whose work was vetoed by chair of National Endowment for Arts (NEA) in 1990 after they had successfully passed through NEA's peer review process and who came to be known as NEA Four. P/NP or letter grading.
M137. Maya Art and Architecture	4	(Formerly numbered Chicana and Chicano Studies M137.) (Same as Art History CM139A.) Lecture, three hours. Requisite: course 27. Study of art of selected Maya-speaking cultures of southern Mesoamerica from circa 2000 BC to Conquest, with particular emphasis on history and iconography. P/NP or letter grading.
138A. Space, Place, and Race	4	(Formerly numbered Chicana and Chicano Studies 138A.) Seminar, four hours. Investigation of theories of spatial formation and their import for study of race and ethnicity in the U.S. Theories of space and place from interdisciplinary list of readings to investigate ways racial formation is embedded in property, maps, streets, and borders. Themes include introduction to spatial theory, settler colonialism, critical cartography, boundaries, and transgression. How space has shaped racial formation in multiracial places. Investigation of ways space, place, and race operate in maps, built environment, and multimedia world. P/NP or letter grading.
138B. Barrio Suburbanism	4	(Formerly numbered Chicana and Chicano Studies 138B.) Seminar, four hours. Examination of barrio suburbanism, in which Chicanas/Chicanos and Latinas/Latinos impact working- and middle-class suburbs to reshape geography of metropolitan centers. Building upon urban studies of roles of public policy and planning in formation of el barrio, how suburban forms operate in multiracial and regional context. Points of intersection and conflict that illuminate how Chicana/Chicano and Latina/Latino populations have impacted economic, social, and political contours of suburbs in Los Angeles metropolitan region. Major themes include urban policy, planning history, mapping, immigration, relational racial formation, and pursuit of regional democracy. P/NP or letter grading.

M139. Topics in Chicana/Chicano and/or Latina/Latino Literature	5	(Formerly numbered Chicana and Chicano Studies M139.) (Same as English M191B.) Seminar, three or four hours. Enforced requisite: English Composition 3. Variable specialized studies course in Chicana/Chicano and/or Latina/Latino literature. Topics may include labor and literature; Chicana/Chicano visions of Los Angeles; immigration, migration, and exile; autobiography and historical change; Chicana/Chicano journalism; literary New Mexico; specific literary genres. May be repeated for credit with topic or instructor change. P/NP or letter grading.
M140A. Diasporic Nonfiction: Media Engagements with Memory and Displacement I	4	(Formerly numbered Chicana and Chicano Studies M140A.) (Same as African American Studies M170A.) Seminar, three hours. Video production course, with emphasis on autobiographical, critical, and performance-based modes of nonfiction media making, drawing on practices of diasporic filmmakers who have grappled with suppressed collective memories of displacement, trauma, exile, and migration. What does it mean to make videos about memory in places where direct cues to remembering cannot be seen? Introduction to concepts from films and readings. Production assignments and screenings, with focus on questions of how to represent history, memory, family dynamics, and lived experience according to perspectives and interests of diasporic subjects. In Progress grading (credit to be given only on completion of course M140B).
M140B. Diasporic Nonfiction: Media Engagements with Memory and Displacement II	4	(Formerly numbered Chicana and Chicano Studies M140B.) (Same as African American Studies M170B.) Seminar, three hours. Enforced requisite: course M140A. Students complete 20- to 30-minute video projects about issues or experiences central to everyday lives of collectives of diasporic peoples. They learn to propose, record, edit, and distribute one socially engaged nonfiction video and draw on their experiences from course M140A in writing voiceover, choreographing dances, designing public performances, interviewing, and recording everyday life. P/NP or letter grading.
C141. Chicana and Latin American Women's Narrative	4	(Formerly numbered Chicana and Chicano Studies C141.) Lecture, four hours. Preparation: reading knowledge of Spanish (level 4). Analyses, comparisons, and discussion of narrative literary production of U.S. Chicana writers and their Latin American counterparts in English and Spanish, with particular focus on how each group deals with gender, ethnic, and class issues. Concurrently scheduled with course C251. Letter grading.
142. Mesoamerican Literature	4	(Formerly numbered Chicana and Chicano Studies 142.) Lecture, four hours. Preparation: reading knowledge of Spanish (level 4). Survey of premises of Mesoamerican literatures, including myths, lyrics, poetry, religious celebrations, rituals, and drama, specifically of Aztec and Mayan peoples prior to European contact. Letter grading.

143. Mestizaje: History of Diverse Racial/Cultural Roots of Mexico	4	(Formerly numbered Chicana and Chicano Studies 143.) Lecture, four hours; discussion, one hour (when scheduled). Historical examination of diverse racial and cultural roots of Chicanas and Chicanos. Utilizing theoretical frameworks of mestizaje, Aztlán, indigenismo, La Raza Cósmica, and la tercera raíz, examination of some important groups who have contributed to formation of Mexican national culture. Development of race relations in Mexico during colonial period, with focus on analysis of Nahuas (Aztecs), Mixtecs, Spaniards, and African slave population. Analysis of Asian immigration to Mexico and California during national period, specifically examination of migration and adaptation experiences of Chinese, Japanese, and Punjabi-Indian immigrants. P/NP or letter grading.
M143B. Afro-Latina/o Experience(s) in U.S.	4	(Formerly numbered 143B.) (Same as African American Studies M155.) Lecture, four hours; discussion, one hour (when scheduled). Focus on Afro-Latina/o experience in U.S. through exploration of its historical roots and contemporary forms. How colorism in Latin America and U.S. influence Afro-Latina/o identity. Regional differences and different types of Afro-Latina/os that include Blaxicans, Nuyoricans, Afro-Cubans, and others are taken into account. Discussion of themes that include feminism, politics, culture, music, and identities in order to obtain comprehensive picture of Afro-Latina/os in U.S. yesterday and today. P/NP or letter grading.
M144. Women's Movement in Latin America	4	(Formerly numbered Chicana and Chicano Studies M144.) (Same as Gender Studies M144 and Labor Studies M144.) Lecture, four hours. Course on women's movements and feminism in Latin America and Caribbean to examine diverse social movements and locations from which women have launched political and gender struggles. Discussion of forms of feminism and women's consciousness that have emerged out of indigenous rights movements, environmental struggles, labor movements, Christian-based communities, peasant and rural organizing, and new social movements that are concerned with race, sexuality, feminism, and human rights. Through comparative study of women's movements in diversity of political systems as well as national and transnational arenas, students gain understanding of historical contexts and political conditions that give rise to women's resistance, as well as major debates in field of study. P/NP or letter grading.
145B. Literature of Chicana/Chicano Movement	4	(Formerly numbered M145B.) Lecture, three hours. Examination of literature of Chicana/Chicano movement covering period from first manifestations of Chicano artistic production in 1965 with el Teatro Campesino through rise of women's writing, including work by Cherrie Moraga (1983), Helena Maria Viramontes (1985), and Sandra Cisneros (1991). P/NP or letter grading.
146. Chicano Narrative	4	(Formerly numbered M146.) Lecture, three hours. Introduction to major Chicano narrative genres--novel, romance, satire, autobiography, cronicón/semblanza, Chicana detective novel, and Chicana solidarity fiction. Texts examined within their own geographic, cultural, and historical contexts, as well as within history of narrative forms. P/NP or letter grading.

CM147. Transnational Women's Organizing in Americas	4	(Formerly numbered Chicana and Chicano Studies CM147.) (Same as Gender Studies M147C.) Lecture, four hours. Feminist theories of transnational organizing. Examination of gender and race as central to processes of globalization and essential to economic and political struggles encompassed in transnational power relations. Exploration of how questions of race and gender influence global economic policies and impact local actors and their communities. In time when people, capital, cultures, and technologies cross national borders with growing frequency, discussion of process of accelerated globalization has been linked to feminization of labor and migration, environmental degradation, questions of diaspora, sexuality, and cultural displacement, as well as growing global militarization. Problems and issues created by globalization and cultural, social, and political responses envisioned by transnational organizing. Concurrently scheduled with course C215. P/NP or letter grading.
M148. Politics of Struggle: Race, Solidarity, and Resistance	4	(Formerly numbered Chicana and Chicano Studies M148.) (Same as African American Studies M148.) Lecture, four hours. Examination of Chicana/Chicano intergroup relations and political coalitions with other Latinos, African Americans, Asian and Pacific Islanders, and Euro-Americans, especially in communities undergoing rapid changes in demographic composition. Letter grading.
149. Gendered Politics and Chicana/Latina Political Participation	4	(Formerly numbered Chicana and Chicano Studies 149.) Lecture, four hours. Examination of Chicanas and Latinas as participants, organizers, and leaders in communities, workplaces, labor unions, and government. Survey of Chicanas/Latinas in politics and as policymakers in appointed and elected offices. Analysis of gendering of politics and political behavior. Letter grading.
150. Affirmative Action: History and Politics	4	(Formerly numbered Chicana and Chicano Studies 150.) Lecture, four hours; discussion, one hour (when scheduled). Historical examination of political economic context in which affirmative action policies and programs were conceived and implemented. Review of impact on Chicanas/Chicanos, Latinas/Latinos, and other communities. Specific analysis of university admissions, hiring and contracting practices, and state initiatives. Letter grading.
151. Human Rights in Americas	4	(Formerly numbered Chicana and Chicano Studies 151.) Lecture, four hours. International human rights laws in North, Central, and South America and U.S. foreign policy in context of historical, political, social, and legal issues and court decisions involving U.S. and its role and relations with governments and institutions. Historical and contemporary development of regional and international law, institutions, law, and norms related to promotion and protection of human rights. P/NP or letter grading.

152. Disposable People: U.S. Deportation and Repatriation Campaigns	4	(Formerly numbered Chicana and Chicano Studies 152.) Seminar, four hours. Examination of U.S. deportation campaigns targeted at Mexican, Central American, and other Latin American workers, residents, and U.S.-born citizens. Addresses various periods of large-scale, highly-organized deportation and repatriation efforts including Great Depression in 1930s, Operation Wetback in 1950s, Central American Minors (CAM) program, Deferred Action for Childhood Arrivals (DACA), and Temporary Protected Status (TPS). P/NP or letter grading.
153A. Central Americans in U.S.	4	(Formerly numbered Chicana and Chicano Studies 153A.) Lecture, four hours. Interdisciplinary survey of social, historical, political, economic, educational, and cultural experiences of Central American immigrants and their children in U.S. Introduction to several contemporary experiences and issues in U.S. Central American communities. With focus mostly on Guatemalan, Honduran, and Salvadoran immigrants, exploration of social structures that constrain individuals, as well as strategies and behaviors immigrants and their communities have taken to establish their presence and incorporate into U.S. society. How Central American identity has been constructed and how this identity intersects with race, gender, and legal status. P/NP or letter grading.
153B. Central American Racial Constructions	4	(Formerly numbered Chicana and Chicano Studies 153B.) Lecture, four hours. Interdisciplinary, transhistorical, and transnational exploration of indigenism, indigeneity, afro-indigeneity, blackness, mulataje, ladinization, and other racial-gendered constructions among peoples of and in Central America, and how these groups redefine their racial identification and disidentifications in and/or in relation to U.S. P/NP or letter grading.
153C. Migrating U.S./Central American Cultural Production	4	(Formerly numbered Chicana and Chicano Studies 153C.) Lecture, four hours. Exploration of culture making through memory, legends, counter-narratives, signs, symbols, foodways, and sounds as migratory processes that are transnational, transgenerational, translocal, and as part of U.S. Central American, Latina/Latino, and migrant experience within, across, and among cultural groups. P/NP or letter grading.
153D. U.S. Central American Narratives	4	(Formerly numbered Chicana and Chicano Studies 153D.) Lecture, four hours. Examination of textual narratives and genres that emerged or were actively deployed from Central America beginning with civil wars of late 1960s into late 1990s. Texts are read beyond confines of nation-state as narratives and subjectivities in exile. As part of stories of immigrants, these narratives contribute to making of U.S. Central American diasporas, and these communities making home in some other place than original or (re-)imagined homeland. P/NP or letter grading.

M154. Contemporary Issues among Chicanas	4	(Formerly numbered Chicana and Chicano Studies M154.) (Same as Gender Studies M132B.) Lecture, two and one half hours. Requisite: Gender Studies 10. Overview of conditions facing Chicanas in U.S., including issues on family, immigration, reproduction, employment conditions. Comparative analysis with other Latinas. P/NP or letter grading.
M155A. Latinos in U.S.	4	(Formerly numbered Chicana and Chicano Studies M155A.) (Same as Sociology M155.) Lecture, three hours; discussion, one hour. Designed for juniors/seniors. Exploration of history and social conditions of Latinos in Los Angeles as well as nationally, with particular emphasis on their location in larger social structure and on comparisons with other minority groups. Topics include migration, family, education, and work issues. P/NP or letter grading.
M155B. U.S. Latino Politics	5	(Formerly numbered Chicana and Chicano Studies M155B.) (Same as Political Science M181B) Lecture, four hours; discussion, one hour (when scheduled). Examination of history and contemporary role of Latinos in U.S. political system. Topics include historical analysis of Latino immigration and migration; civil rights movement; increases in citizenship, registration, and voting in 1980s and 1990s; new wave of anti-immigrant attitudes; Development, Relief, and Education for Alien Minors (DREAM) Act and subsequent DREAMer movement; and response by Latinos today, with discussion of role of Latino vote in recent presidential elections. P/NP or letter grading.
M156A. Immigrant Rights, Labor, and Higher Education	4	(Formerly numbered Chicana and Chicano Studies M156A.) (Same as Asian American Studies M166A and Labor Studies M166A.) Lecture, three hours; discussion, one hour. New immigrant rights movement, with particular attention to labor and higher education. Overview of history of immigrant rights movement and examination of development of coalition efforts between labor movement and immigrant rights movement nationally and locally. Special focus on issue of immigrant students in higher education, challenges facing undocumented immigrant students, and legislative and policy issues that have emerged. Students conduct oral histories, family histories, research on immigration and immigrant rights, write poetry and spoken word about immigrant experience, and work to collectively develop student publication on immigrant students in higher education. P/NP or letter grading.
M156B. Research on Immigration Rights, Labor, and Higher Education	4	(Formerly numbered Chicana and Chicano Studies M156B.) (Same as Asian American Studies M166B and Labor Studies M166B.) Seminar, two hours. Requisite: course M156A. Expansion of research conducted by students in course M156A involving oral histories, research on immigration/labor/higher education, and evaluation of legislation and legal issues impacting undocumented students. Letter grading.

M156C. Research on Immigrant Students and Higher Education	4	(Formerly numbered Chicana and Chicano Studies M156C.) (Same as Asian American Studies M166C and Labor Studies M166C.) Seminar, three hours. Enforced requisites: courses M156A, M156B. Expansion of research conducted by students in courses M156A and M156B involving oral histories, research on immigration/labor/higher education, and evaluation of legislation and legal issues impacting undocumented students. Designed around class project, where students work on showcasing all material collected throughout year. Letter grading.
157. Chicano Movement and Its Political Legacies	4	(Formerly numbered Chicana and Chicano Studies 157.) Lecture, four hours. Collective examination of Chicano Movement of 1960s and 1970s and analysis of its political legacies. Grounded in historiographic inquiry and social movement theory, investigation of mobilization of diverse sectors of el movimiento, including students, workers, artists, youth, community activists, and women. Exploration of myriad issues and struggles that compelled Chicanas/Chicanos to resist such as land and labor rights, education, anti-war movements, community autonomy, police brutality, political inclusion, cultural recovery, racism, sexism, and class exploitation. Investigation of diverse ideologies, debates, and legacies of Chicano Movement through analysis of Chicana/Chicano motivations for organizing, modes, strategies, innovations, challenges, and articulation of new political subjectivities. P/NP or letter grading.
M158. Chicana Historiography	4	(Formerly numbered Chicana and Chicano Studies M158.) (Same as Gender Studies M157 and History M151D.) Lecture, four hours. Examination of Chicana historiography, looking closely at how practice of writing of history has placed Chicanas into particular narratives. Using Chicana feminist approaches to study of history, revisiting of specific historical periods and moments such as Spanish Conquest, Mexican Period, American Conquest, Mexican Revolution, and Chicano Movement to excavate untold stories about women's participation in and contribution to making of Chicana and Chicano history. P/NP or letter grading.
M159A. History of Chicano Peoples	4	(Formerly numbered Chicana and Chicano Studies M159A.) (Same as History M151A.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Survey lecture course on historical development of Mexican (Chicano) community and people of Mexican descent (Indio-Mestizo-Mulato) north of Rio through 17th, 18th, and 19th centuries, with special focus on labor and politics. Provides integrated understanding of change over time in Mexican community by inquiry into major formative historical forces affecting community. Social structure, economy, labor, culture, political organization, conflict, and international relations. Emphasis on social forces, class analysis, social, economic, and labor conflict, ideas, domination, and resistance. Developments related to historical events of significance occurring both in U.S. and Mexico. Lectures, special presentations, reading assignments, written examinations, library and field research, and submission of paper. P/NP or letter grading.

M159B. History of Chicano Peoples	4	(Formerly numbered Chicana and Chicano Studies M159B.) (Same as History M151B.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Survey lecture course on historical development of Mexican (Chicano) community and people of Mexican descent in U.S. through 20th century, with special focus on labor and politics. Provides integrated understanding of change over time in Mexican community by inquiry into major formative historical and policy issues affecting community. Within framework of domination and resistance, discussion deals with social structure, economy, labor, culture, political organization, conflict, and ideology. Developments related to historical events of significance occurring both in U.S. and Mexico. Lectures, special presentations, reading assignments, written examinations, library and/or field research, and submission of paper. P/NP or letter grading.
160. Introduction to Chicana/Chicano Speech in American Society	4	(Formerly numbered Chicana and Chicano Studies 160.) Lecture, three hours. Survey course presenting (1) basic elements of Chicano language use, including history of Chicano languages, types and social functions of Chicano speech (pachuco, caló, Spanglish), sexist language, and multilingualism and monolingualism and (2) major social issues associated with language use by Chicanos and other urban ethnic populations. Letter grading.
161. Chicana and Chicano Rhetoric	4	(Formerly numbered Chicana and Chicano Studies 161.) Lecture, four hours. Examination of speeches and other public discourse of Chicana/Chicano communities associated with political and social movements, using field of rhetoric (study of public speech and persuasion). Development of public speaking skills and abilities. P/NP or letter grading.
163. Bilingual Advantage: Spanish Language Topics on Chicana/Chicano and Latin American Cultures	5	(Formerly numbered Chicana and Chicano Studies 163.) Lecture, four hours; discussion, one hour. Requisite: Spanish 4. Review of Spanish language literature, newsprint, radio, and television in U.S., providing for student development of academic skills in Spanish. Comparison with Spanish language mass media in other parts of world. Letter grading.
164XP. Oral History: Latino New Immigrant Youth	5	(Formerly numbered 164SL.) Seminar, three hours; tutoring, three hours. Theory, methodology, and practice of oral history, together with background information on Mexican, Central American, and Latino immigration. Emphasis on oral history and testimonio methods. P/NP or letter grading.
165. Latinas and Latinos in Public Education	4	(Formerly numbered Chicana and Chicano Studies 165.) Lecture, four hours. Examination of language issues pertinent to educational systems, including language inequity, literacy, testing, and socialization, as well as institutional ideologies. Letter grading.
166. Paulo Freire for Chicana/Chicano Classroom	4	(Formerly numbered Chicana and Chicano Studies 166.) Seminar, four hours. Introduction to pedagogy of Paulo Freire and examination of historical and contemporary problems circumscribing Chicana/Chicano education. Central focus to offer Freirian alternative to answer theoretical, methodological, practical, and policy questions about schooling of Chicanas/Chicanos in U.S. P/NP or letter grading.

M167XP. Taking It to Street: Spanish in Community	5	(Formerly numbered Chicana and Chicano Studies M167SL.) (Same as Spanish M165XP.) Seminar, three hours; fieldwork, 10 hours. Enforced requisite: Spanish 25 or 27. Service learning course to give students opportunity to use cultural and linguistic knowledge acquired in Spanish classes in real-world settings. Students required to spend minimum of eight to 10 hours per week at agreed on site in Latino community. P/NP or letter grading.
168A. Latinos: Print Media	4	(Formerly numbered Chicana and Chicano Studies 168A.) Lecture, four hours. Examination of systemic (mis)representations of Latinos by print media source (Los Angeles Times) by means of critical discourse analysis and metaphor theory. Investigation of empirical basis for theories of racism in language in this context. Student projects range from immigration to education and crime to culture. Letter grading.
168B. Latinos: Television News	4	(Formerly numbered Chicana and Chicano Studies 168B.) Lecture, four hours. Requisite: course 168A. Study of multimodal (visual, graphic, spoken, audio, and text) images disseminated by television news programs to learn how nation comes to their understanding of Latinos. Development of critical visual interpretive acuity through semiotics training and analysis of actual television news stories. Letter grading.
169. Representations of Indigenous Peoples in Americas	4	(Formerly numbered Chicana and Chicano Studies 169.) Lecture, four hours. Strongly recommended requisite: course 101. Introduction to different forms of representation of indigenous peoples and their presence in Americas, with emphasis on Mesoamerica and Andes. How indigenous images are expressed, perceived, and constructed at point of contact with Europeans during development of indigenismo and in current period. Discussion of how these relate to Chicana/Chicano identity construction. Letter grading.
169B. Xican@ Indigeneity	4	(Formerly numbered Chicana and Chicano Studies 169B.) Seminar, four hours. Limited to juniors/seniors. Research seminar organized around readings and engaged discussion of critical topic of interest in field. Exploration of issue, its theoretical implication for field, and practical implications for communities. Addresses Xican@ indigeneity. Exploration of historical and contemporary indigenous character of Xican@ peoples; what it means to be indigenous, Indian mestiza/o; relationship to and between cultural and linguistics memories, continuities, losses, changes, revitalization, and reclamation; and indigenous epistemologies, decolonization, and la perspectiva Xican@. Final research project required. P/NP or letter grading.

M170XP. Topics in Community Engagement	5	(Formerly numbered Chicana and Chicano Studies M170SL.) (Same as Spanish M172XP.) Seminar, four hours; field project, four to six hours. Requisite: Spanish 25. Introduction to community engagement in various forms. Exploration of methods of community involvement and change making processes within variety of professional contexts in community. Students engage in experiential research, service, and/or learning to broaden their understanding of Spanish-speaking and Latinx communities. Students have opportunity to use cultural and linguistic knowledge acquired in Spanish classes in real-world settings. Topics may include oral tradition, immigrant narratives, visual culture and community, language and identity in community, urban spaces, etc. May be repeated for credit with topic change. P/NP or letter grading.
171. Humor as Social Control	4	(Formerly numbered Chicana and Chicano Studies 171.) Lecture, four hours. Hegemonic humor directs laughter of more powerful people against those with less power. In this case laughter becomes weapon used against Latinos and immigrants. With rise of Latinos in last decade, there has been increase of various guises of anti-Latino hegemonic humor in commercial mass-mediated popular culture. Exploration of theorizing, as well as today's myriad examples, of such humor to develop critical literacy of social work it accomplishes. Letter grading.
172. Chicana and Chicano Ethnography	4	(Formerly numbered Chicana and Chicano Studies 172.) Lecture, four hours. Culture change theory encompasses such issues as innovation, syncretism, colonialism, modernization, urbanization, migration, and acculturation. Examination of methods anthropologists/ethnographers use in studying and analyzing culture change within ethnohistorical background of Mexican and Mexican American people to clarify social and cultural origins of modern habits and customs and, more importantly, unravel various culture change threads of that experience. Topics include technology and evolution, Indian nation-states, miscegenation, peasantry, expansionism, industrialization, immigration, ethnicity, and adaptation. Field project on some aspect of culture change required. P/NP or letter grading.
M173. Nonviolence and Social Movements	4	(Formerly numbered Chicana and Chicano Studies M173.) (Same as African American Studies M173 and Labor Studies M173.) Lecture, three hours; discussion, one hour. Overview of nonviolence and its impact on social movements both historically and in its present context in contemporary society, featuring lectures, conversations, films, readings, and guest speakers. Exploration of some historic contributions of civil rights struggles and role of nonviolent action throughout recent U.S. history. Examination of particular lessons of nonviolent movements as they impact social change organizing in Los Angeles. P/NP or letter grading.

174AX. Restoring Civility: Understanding, Using, and Resolving Conflict	5	(Formerly numbered Chicana and Chicano Studies 174AX.) Lecture, four hours; discussion, three hours. Course 174AX is enforced requisite to 174BX. Designed for students who want to learn principles of dialogue and mediation, as alternatives to violence, and practice how to apply them in educational settings. In Progress grading (credit to be given only on completion of course 174BX).
174BX. Restoring Civility: Understanding, Using, and Resolving Conflict	5	(Formerly numbered Chicana and Chicano Studies 174BX.) Lecture, four hours; discussion, three hours. Enforced requisite: course 174AX. Designed for students who want to learn principles of dialogue and mediation, as alternatives to violence, and practice how to apply them in educational settings. P/NP or letter grading.
M175. Chicana Art and Artists	4	(Formerly numbered Chicana and Chicano Studies M175.) (Same as Art M184 and World Arts and Cultures M128.) Lecture, four hours. Introduction to Chicana art and artists. Examination of Chicana aesthetic. Chicana artists have developed unique experience and identity as artists and Chicanas. Letter grading.
176. Globalization and Transnationalism: Local Historical Dynamics and Praxis	4	(Formerly numbered Chicana and Chicano Studies 176.) Lecture, four hours. Analysis of dynamics of Chicana/Chicano transnational community formation in comparative global perspective, explored both as historical result of and key future actor in localized dynamics of transnationalization in California's relation to world. Analysis of Chicana/Chicano experience in California as both highly linked node and localized microcosm of dynamics of globalization that is both affected by as well as influences course of alternative scenarios of globalization. Designed to help students develop critical political economy analysis of interplay between globalization and localized transnational dynamics that together are giving meaning to and constructing new social identities and strategies for struggle throughout world. P/NP or letter grading.
CM177. Latino Social Policy	4	(Formerly numbered Chicana and Chicano Studies CM177.) (Same as Public Affairs M142.) Lecture, three hours; discussion, one hour (when scheduled). Examination of social welfare of Latinos (Chicanos, Puerto Ricans, and Cubans) in U.S. through assessment and critical analysis of social policy issues affecting them. Survey of social, economic, cultural, and political circumstances affecting ability of Latinos to access public benefits and human services. Concurrently scheduled with course C277. Letter grading.
178. Latinas/Latinos and Law: Comparative and Historical Perspectives	4	(Formerly numbered Chicana and Chicano Studies 178.) Lecture, four hours. Survey of experiences of Latinas/Latinos with U.S. legal system. Examination of landmark appellate decisions and litigation efforts in jury service, voting rights, language, public accommodations, education, and other areas. Critical assessment of role of legal principles and litigation in improving Latina/Latino position within U.S. society. Letter grading.

C179. Language Politics and Policies in U.S.: Comparative History	4	(Formerly numbered Chicana and Chicano Studies C179.) Lecture, four hours. Historical overview of national and institutional language policies, especially schooling, in U.S. as context to understanding social, legal, and political constraints on bilingualism. Definitions and development of language policy and planning, history of general and educational language policies in U.S., demographic profile of language diversity, and current language and educational policy issues in U.S. Comparisons with selected international cases. Concurrently scheduled with course C274. P/NP or letter grading.
180. Chicana and Chicano Schooling and Community Activism	4	(Formerly numbered Chicana and Chicano Studies 180.) Seminar, four hours. Overview of Chicana/Chicano schooling issues in U.S., with special emphasis on several important historical events that exemplify struggle for educational justice and equity that affected Chicana/Chicano education--Mendez versus Westminster (1947) desegregation case and 1968 high school Chicana/Chicano student walkouts. Through oral history projects, documentation of legacy of Sylvia Mendez, who experienced segregation in one Mexican school in 1940s, Sal Castro, Chicano teacher and central figure in 1968 walkouts, and Chicano Youth Leadership Conference (CYLC). Examination of how historical, social, and political forces have impacted Chicana/Chicano educational experiences. P/NP or letter grading.
181. History of Chicana/Chicano Los Angeles, 20th Century	4	(Formerly numbered Chicana and Chicano Studies 181.) Lecture, four hours. History of Mexican American people in 20th-century Los Angeles. Readings and lectures emphasize formation of regional identity among Mexican Americans in Los Angeles and their significance to emergence of multicultural metropolis. Letter grading.
CM182. Understanding Whiteness in American History and Culture	4	(Formerly numbered Chicana and Chicano Studies M183.) (Same as History M155.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Social, economic, cultural, and political development of Los Angeles and its environs from time of its founding to present. Emphasis on diverse peoples of area, changing physical environment, various interpretations of city, and Los Angeles' place among American urban centers. P/NP or letter grading.
M183. History of Los Angeles	4	(Formerly numbered Chicana and Chicano Studies M183.) (Same as History M155.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Social, economic, cultural, and political development of Los Angeles and its environs from time of its founding to present. Emphasis on diverse peoples of area, changing physical environment, various interpretations of city, and Los Angeles' place among American urban centers. P/NP or letter grading.

184. History of U.S. /Mexican Borderlands	4	(Formerly numbered Chicana and Chicano Studies 184.) Lecture, four hours. Survey of historic and geographic diversity of Chicana/Chicano identity and culture, with emphasis on regional communities of California, New Mexico, and Texas in Spanish/Mexican borderlands as situated within U.S. national context. Letter grading.
M185. Whose Monument Where: Course on Public Art	4	(Formerly numbered Chicana and Chicano Studies M185.) (Same as Art M185 and World Arts and Cultures M126.) Lecture, four hours. Recommended corequisite: course M186A, M186B, or M186C. Examination of public monuments in U.S. as basis for cultural insight and critique of American values from perspective of artist. Use of urban Los Angeles as textbook in urban space issues such as who is public, what is public space at end of 20th century, what defines neighborhoods, and do different ethnic populations use public space differently. P/NP or letter grading.
M186A. Beyond Mexican Mural: Beginning Muralism and Community Development	4	(Formerly numbered Chicana and Chicano Studies M186A.) (Same as Art M186A and World Arts and Cultures M125A.) Studio/lecture, four hours. Corequisite: course M186AL. Investigation of muralism as method of community education, development, and empowerment. Exploration of issues through development of large-scale collaborative digitally created image and/or painting for placement in community. Students research, design, and work with community participants. P/NP or letter grading.
M186AL. Beyond Mexican Mural: Beginning Muralism and Community Laboratory	4	(Formerly numbered Chicana and Chicano Studies M186AL.) (Same as Art M186AL and World Arts and Cultures M125AL.) Laboratory, four hours. Corequisite: course M186A. Course M186AL is requisite to M186BL, which is requisite to M186CL. Mural and Digital Laboratory is art studio housed at Social and Public Art Resource Center in Venice, CA, where students work in community-based setting. Open to students during scheduled hours with laboratory tech support, it offers instruction as students independently and in collaborative teams research, design, and produce large-scale painted and digitally generated murals to be placed in community setting. P/NP or letter grading.
M186B. Beyond Mexican Mural: Intermediate Muralism and Community Development	4	(Formerly numbered Chicana and Chicano Studies M186B.) (Same as Art M186B and World Arts and Cultures M125B.) Studio/lecture, four hours. Requisites: courses M186A, M186AL. Corequisite: course M186BL. Continuation of investigation of muralism as method of community education, development, and empowerment. Exploration of issues through development of large-scale collaborative digitally created image and/or painting for placement in community. Students research, design, and work with community participants. Continuation of project through states of production to full scale and community approval. P/NP or letter grading.

M186BL. Beyond Mexican Mural: Intermediate Muralism and Community Laboratory	4	(Formerly numbered Chicana and Chicano Studies M186BL.) (Same as Art M186BL and World Arts and Cultures M125BL.) Laboratory, four hours. Requisites: courses M186A, M186AL. Corequisite: course M186B. Mural and Digital Laboratory is art studio housed at Social and Public Art Resource Center in Venice, CA, where students work in community-based setting. Open to students during scheduled hours with laboratory tech support, it offers instruction as students independently and in collaborative teams research, design, and produce large-scale painted and digitally generated murals to be placed in community setting. P/NP or letter grading.
M186C. Beyond Mexican Mural: Advanced Muralism and Community Development	4	(Formerly numbered Chicana and Chicano Studies M186C.) (Same as Art M186C and World Arts and Cultures M125C.) Studio/lecture, six hours. Requisites: courses M186B, M186BL. Corequisite: course M186CL. Continuation of investigation of muralism as method of community education, development, and empowerment. Exploration of issues through development of large-scale collaborative digitally created image and/or painting for placement in community. Students research, design, and work with community participants. Continuation of project through installation, documentation, and dedication, with work on more advanced independent projects. P/NP or letter grading.
M186CL. Beyond Mexican Mural: Advanced Muralism and Community Laboratory	2	(Formerly numbered Chicana and Chicano Studies M186CL.) (Same as Art M186CL and World Arts and Cultures M125CL.) Laboratory, two hours. Requisite: course M186BL. Mural and Digital Laboratory is art studio housed at Social and Public Art Resource Center in Venice, CA, where students work in community-based setting. Open to students during scheduled hours with laboratory tech support, it offers instruction as students independently and in collaborative teams research, design, and produce large-scale painted and digitally generated murals to be placed in community setting. P/NP or letter grading.
M187. Latino Metropolis: Architecture and Urbanism in Americas	4	(Formerly numbered Chicana and Chicano Studies M187.) (Same as History M151E and Urban Planning M187.) Lecture, four hours. Introduction to history of architecture and urbanism in Americas, from fabled cities of Aztec empire to barrios of 21st-century Los Angeles and Miami. Emphasis on role of cities in Latina/Latino experience and uses of architecture and city planning to forge new social identities rooted in historical experiences of conquest, immigration, nationalization, and revolution. P/NP or letter grading.
M187B. Colonial Latin American Art	5	(Formerly numbered Chicana and Chicano Studies M187B.) (Same as Art History CM141.) Lecture, three hours; discussion, one hour (when scheduled). Art and architecture of colonial Americas from 16th to 18th century. P/NP or letter grading.

187C. Aztec Art	4	(Formerly numbered Chicana and Chicano Studies 187C.) Lecture, four hours. Introduction to Aztecs through analysis of art in different media including sculpture, featherworks, polychrome pottery, manuscripts, and architecture. Readings from ethnohistoric sources compiled in early colonial period by indigenous scribes and Spanish officials (friars, soldiers, chroniclers, and administrators). Study of Aztecs, their art, their civilization, and major topics discussed in existing scholarship, including calendar, foundational and creation myths, stories of migration, human sacrifice, rulership, warfare, gender, religion, philosophy, and art and architecture. Assessment of validity of scholarly assumptions about Aztecs, their art, and society in light of available sources. P/NP or letter grading.
188. Special Courses in Chicana/o and Central American Studies	4	(Formerly numbered Chicana and Chicano Studies 188.) Seminar, three hours. Some sections may require prior coursework. Departmentally sponsored experimental or temporary courses, such as those taught by visiting faculty members. May be repeated for credit. P/NP or letter grading.
188SA. Individual Studies for USIE Facilitators	1	Tutorial, to be arranged. Enforced corequisite: Honors Collegium 101E. Limited to junior/senior USIE facilitators. Individual study in regularly scheduled meetings with faculty mentor to discuss selected USIE seminar topic, conduct preparatory research, and begin preparation of syllabus. Individual contract with faculty mentor required. May not be repeated. Letter grading.
188SB. Individual Studies for USIE Facilitators	1	Tutorial, to be arranged. Enforced requisite: course 188SA. Enforced corequisite: Honors Collegium 101E. Limited to junior/senior USIE facilitators. Individual study in regularly scheduled meetings with faculty mentor to finalize course syllabus. Individual contract with faculty mentor required. May not be repeated. Letter grading.
188SC. Individual Studies for USIE Facilitators	2	Tutorial, to be arranged. Enforced requisite: course 188SB. Limited to junior/senior USIE facilitators. Individual study in regularly scheduled meetings with faculty mentor while facilitating USIE 88S course. Individual contract with faculty mentor required. May not be repeated. Letter grading.
189. Advanced Honors Seminars	1	Seminar, three hours. Limited to 20 students. Designed as adjunct to undergraduate lecture course. Exploration of topics in greater depth through supplemental readings, papers, or other activities and led by lecture course instructor. May be applied toward honors credit for eligible students. Honors content noted on transcript. P/NP or letter grading.

189HC. Honors Contracts	1	Tutorial, three hours. Limited to students in College Honors Program. Designed as adjunct to upper-division lecture course. Individual study with lecture course instructor to explore topics in greater depth through supplemental readings, papers, or other activities. May be repeated for maximum of 4 units. Individual honors contract required. Honors content noted on transcript. Letter grading.
190. Research Colloquia in Chicana/Chicano Studies and Central American Studies	2	(Formerly numbered Chicana and Chicano Studies 190.) Seminar, two hours. Designed to bring together students undertaking supervised tutorial research in seminar setting with one or more faculty members to present reports, discuss research methodologies, share findings, and provide feedback on each other's work. Culminates in public summit of Chicana/Chicano student research at which students expected to present polished position papers on their research. May be repeated for credit. P/NP grading.
191. Variable Topics Research Seminars: Chicana/o and Central American Studies	4	(Formerly numbered Chicana and Chicano Studies 191.) Seminar, three hours. Limited to juniors/seniors. Research seminar organized around readings and engaged discussion of critical topic of interest in field. Exploration of issue, its theoretical implication for field, and practical implications for communities. Final research project required. May be repeated for credit. P/NP or letter grading.
192A. Undergraduate Practicum in Chicana/o and Central American Studies	4	(Formerly numbered Chicana and Chicano Studies 192A.) Seminar, four hours. Limited to juniors/seniors. Training and supervised practicum for advanced undergraduate students who assist in preparation of materials and/or development of innovative programs or courses of study under guidance of faculty members in small group settings or one-on-one setting. May not be applied toward departmental major or minor elective requirements. May be repeated for credit. P/NP or letter grading.
193. Readings/Speaker Series Seminars: Chicana/Chicano Studies and Central American Studies	1	(Formerly numbered Chicana and Chicano Studies 193.) Seminar, one hour. Limited to undergraduate Colloquia Series students. Reading of journal articles associated with speaker topics to enliven postcolloquia discussions. May not be applied toward departmental major or minor elective requirements. May be repeated for credit. P/NP grading.
194. Research Group Seminars: Chicana/Chicano Studies and Central American Studies	2	(Formerly numbered Chicana and Chicano Studies 194.) Seminar, one hour. Designed for undergraduate students who are part of research group. Discussion of current literature in field or of research of faculty members or students. Use of specific research method on selected topic. May be repeated for credit with topic change. P/NP grading.

195. Community Internships in Chicana/Chicano Studies and Central American Studies	4	(Formerly numbered Chicana and Chicano Studies 195.) Tutorial, two hours; field placement, eight hours. Limited to juniors/seniors. Internship in supervised setting in community agency or business. Students meet on regular basis with instructor and provide periodic reports of their experience. May be repeated for credit. Individual contract with supervising faculty member required. P/NP or letter grading.
M195CE. Comparative Approaches to Community and Corporate Internships	4	(Formerly numbered Chicana and Chicano Studies M195CE.) (Same as African American Studies M195CE, American Indian Studies M195CE, Asian American Studies M195CE, and Gender Studies M195CE.) Tutorial, one hour; fieldwork, eight to 10 hours. Limited to juniors/seniors. Internship in corporate, governmental, or nonprofit setting coordinated through Center for Community Learning. Comparative study of race, gender, and indigeneity in relation to contemporary workplace dynamics. Students complete weekly written assignments, attend biweekly meetings with graduate student coordinator, and write final research paper. Faculty sponsor and graduate student coordinator construct series of reading assignments that examine issues related to internship site. Individual contract with supervising faculty member required. P/NP or letter grading.
196. Research Apprenticeship in Chicana/Chicano Studies and Central American Studies	2-4	(Formerly numbered Chicana and Chicano Studies 196.) Tutorial, three hours per week per unit. Requisite: course 10A or 10B. Limited to juniors/seniors. Entry-level research apprenticeship for upper-division students under guidance of faculty mentor. Participation in all aspects of research project, including library research, reading materials, and compilation of data, with scheduled meetings throughout term with faculty mentor for discussion of project. May not be applied toward departmental major or minor requirements. May be repeated under different contract; consult department. Individual contract required. P/NP grading.
197. Individual Studies in Chicana/Chicano Studies and Central American Studies	2-4	(Formerly numbered Chicana and Chicano Studies 197.) Tutorial, four hours. Requisites: courses 10A, 10B. Limited to juniors/seniors. Individual intensive study, with scheduled meetings to be arranged between faculty member and student. Assigned reading and tangible evidence of mastery of subject matter required. May be repeated for maximum of 8 units. Individual contract required. P/NP or letter grading.
197C. Individual Capstone Studies	2	(Formerly numbered Chicana and Chicano Studies 197C.) Tutorial, one hour. Requisites: courses 10A and 10B, or 101. Limited to departmental junior/senior majors. Guided study led by faculty supervisor. Instructor meets with student to help design culminating capstone project so it conforms to departmental capstone project guidelines. Must be taken in conjunction with one upper-division departmental course. May not be repeated for credit. Individual contract required. Letter grading.

198A. Honors Research in Chicana/Chicano and Central American Studies: Thesis Conceptualization	2	(Formerly numbered Chicana and Chicano Studies 198A.) Tutorial, one hour. Requisites: courses 10A, 10B, 101, and 89 or 189. Limited to junior/senior honors program students. Conceptualization and formulation of project in Fall Quarter under direct supervision of faculty member. Preliminary data collection on topic and production of proposal for thesis required. May be repeated for credit. Individual contract required. Letter grading.
198B. Honors Research in Chicana/Chicano and Central American Studies: Annotated Bibliography/Literature Review	2	(Formerly numbered Chicana and Chicano Studies 198B.) Tutorial, one hour. Requisite: course 198A. Limited to junior/senior honors program students. Development of research skills in Winter Quarter to produce extensive annotated bibliography or literature review on thesis topic. Weekly meetings with faculty member to discuss research and develop outline, argument, and structure of thesis. May be repeated for credit. Individual contract required. Letter grading.
198C. Honors Research in Chicana/Chicano and Central American Studies: Writing and Revision	2	(Formerly numbered Chicana and Chicano Studies 198C.) Tutorial, one hour. Requisite: course 198B. Limited to junior/senior honors program students. Writing, revision, and completion of departmental honors thesis in Spring Quarter to specification and satisfaction of thesis committee. Public presentation and defense of thesis required. May be repeated for credit. Individual contract required. Letter grading.
199. Directed Research or Senior Project in Chicana/Chicano and Central American Studies	2-4	(Formerly numbered Chicana and Chicano Studies 199.) Tutorial, two hours. Limited to juniors/seniors. Supervised individual research or investigation under guidance of faculty mentor. Culminating paper or project required. May be repeated for credit. Individual contract required. P/NP or letter grading.
Graduate Courses		
Course Title	Units	Description
200. Theoretical Paradigms in Chicana/Chicano and Central American Studies	4	(Formerly numbered Chicana and Chicano Studies 200.) Seminar, three hours. Limited to graduate students. Examination of several approaches and important theoretical frameworks in field of Chicana and Chicano studies. Exploration of changes that have taken place around four key theoretical areas--coloniality, nationhood, inequality studies, and genders and sexualities. S/U or letter grading.
201. Activist Scholarship and Intersectional Methodologies Seminar	4	(Formerly numbered Chicana and Chicano Studies 201.) Seminar, three hours. Limited to graduate students. Exploration of four critical epistemologies, or schools of thought, that employ intersectional methodologies as basis for social action research--Chicana/Chicano cultural studies, Chicana feminism, queer studies, and critical legal studies. S/U or letter grading.

202. Qualitative Methods in Study of Chicanas/Chicanos and Latinas/Latinos	4	(Formerly numbered Chicana and Chicano Studies 202.) Seminar, three hours. Limited to graduate students. Methods course that takes students through entire empirical research cycle. Students required to collectively develop interesting research questions, conduct qualitative research, analyze original data, and write final papers that contextualize findings within existing social scientific literature. To answer research questions, students select from theoretical frameworks discussed in readings. S/U or letter grading.
M206. Politics of Hood	4	(Formerly numbered Chicana and Chicano Studies M206.) (Same as Public Policy M231.) Seminar, three hours. Limited to graduate students. Investigation of root causes and consequences of critical problems impacting people who live in hood including poverty, incarceration, gentrification, welfare, public education, health disparities, and segregation, among other political issues. S/U or letter grading.
207. Racial Geographies	4	(Formerly numbered Chicana and Chicano Studies 207.) Seminar, three hours. Interdisciplinary examination of spatial turn in social sciences and humanities. Drawing upon readings from geography, history, ethnic, and American studies, use of analytic of space to investigate questions of race in U.S. Focus on production of space, geographic approaches to racial formation, and anti-racist, place-based struggles. Study foregrounds intersections with Chicana and Chicano studies and models of relational racialization. S/U or letter grading.
208. Research Design and Methods in Chicana/Chicano Studies	4	(Formerly numbered Chicana and Chicano Studies 208.) Seminar, four hours. Research design and methodologies in Xican@ studies grounded in perspectiva Chicana/Chican@ perspective. Study of knowledge production and scholarship in Chican@ studies, how it can be done, and how it can be evaluated. Includes critical comparison with Chicanology and identity studies, and associated biases, flaws, and fatal flaws. S/U or letter grading.
209. Service Learning: Theory and Praxis	4	(Formerly numbered Chicana and Chicano Studies 209.) Seminar, three hours. Limited to graduate students. Examination of approaches and theories that underpin service learning and exploration of ways in which service learning can be utilized in variety of academic disciplines (second and foreign language instruction, education, ethnic studies, labor studies, women's studies, public health, literature, public art, political science, etc.). Creation of research proposal for use of service learning in one course (real or hypothetical) in academic discipline of student's choice. S/U or letter grading.
210. Queer of Color Genealogies	4	(Formerly numbered Chicana and Chicano Studies 210.) Seminar, three hours. Art of community-making by those multiply marginalized by categories of race, gender, class, citizenship, and gender nonconformity and disposed of normative forms of belonging. Tracking of genealogies of queer of color communities through alternative archives of desire, love, affect, memory, performance, and politics. Reading about queer of color theories and practices, with special focus on oral history, digital storytelling, and forms of social documentation methodologies. S/U or letter grading.
211. Immobilizing Immigrants: Detention and Deportation in U.S.	4	(Formerly numbered Chicana and Chicano Studies 211.) Seminar, three hours. History of detention and deportation policy in U.S. as it affects Mexicans and other Latinas/Latinos. Consolidation of this legal authority and its deployment across 20th century. S/U or letter grading.

C212. Latina/Latino Families in U.S.	4	(Formerly numbered Chicana and Chicano Studies C212.) Lecture, four hours; discussion, one hour (when scheduled). Study of how intersections of race, class, and gender help shape experiences of Latina/Latino families in U.S. society and how these intersections also help shape individual experiences within families. Examination of family, race, class, and gender as sociological concepts. Readings about family experiences of Mexican and Central American groups in U.S., with special emphasis on immigrants, and analysis of how race, class, and gender together play important roles in shaping these experiences. Discussion of roles of structure and space for agency in each context. Concurrently scheduled with course C107. Letter grading.
M213. Asian-Latinos	4	(Formerly numbered Chicana and Chicano Studies M213.) (Same as Asian American Studies M213.) Seminar, three hours. Limited to graduate students. Examination of historical and contemporary populations of Asian-Latinos in Latin America and U.S. Review and critique of nascent literature on Asian-Latinos and analysis of experience of Asian-Latinos utilizing theoretical frameworks of mestizaje, critical mixed-race theory, and transnationalism. Coverage of often-overlooked Asian contributions to Latin American and Chicano/Latino culture and identity and exploration of unique experience of mixed-race Asian-Latinos. S/U or letter grading.
CM214. Chicana Feminism	4	(Formerly numbered Chicana and Chicano Studies CM214.) (Same as Gender Studies CM232A.) Lecture, four hours. Enforced requisite: course 10A or Gender Studies 10. Examination of theories and practices of women who identify as Chicana feminist. Analysis of writings of Chicanas who do not identify as feminist but whose practices attend to gender inequities faced by Chicanas both within Chicana/Chicano community and dominant society. Attention to Anglo-European and Third World women. Concurrently scheduled with course CM110. S/U or letter grading.
C215. Transnational Women's Organizing in Americas	4	(Formerly numbered Chicana and Chicano Studies C215.) Lecture, four hours. Feminist theories of transnational organizing. Examination of gender and race as central to processes of globalization and essential to economic and political struggles encompassed in transnational power relations. Exploration of how questions of race and gender influence global economic policies and impact local actors and their communities. In time when people, capital, cultures, and technologies cross national borders with growing frequency, discussion of process of accelerated globalization has been linked to feminization of labor and migration, environmental degradation, questions of diaspora, sexuality, and cultural displacement, as well as growing global militarization. Problems and issues created by globalization and cultural, social, and political responses envisioned by transnational organizing. Concurrently scheduled with course CM147. Letter grading.
216. Production of Immigrant Illegality	4	(Formerly numbered Chicana and Chicano Studies 216.) Seminar, three hours. Limited to graduate students. Based mostly on U.S., exploration of dynamic field of illegality studies. Study of history of immigration policies and enforcement practices along with key empirical and theoretical contributions to understand how immigrant illegality is produced. S/U or letter grading.

217. U.S. Central American Racial Constructs and Cultural Diversity	4	(Formerly numbered Chicana and Chicano Studies 217.) Seminar, three hours. Limited to graduate students. Exploration of indigenism, indigeneity, afro-indigeneity, Blackness, mestizaje, mulattaje, ladinization and other racial-gendered constructs in Central America by critically engaging scholarship, census data, and oral histories to understand Central American communities in U.S. Analysis on their origins and how these racial-gendered stratifications were naturalized through cultural practices. Engages cultural practices as strategies of survival for populations working against historical erasure especially enacted by nation-state. For example, why is Blackness erased in national narrative of El Salvador, why problematize Costa Rica's claim of racial equality, why and how do Garifuna communities assert their indigeneity while also engaging multiple practices and discourses of Blackness? Examination also of how these communities face genocide, ethnocide, feminicide, and strategies of racial passing and resistance. S/U or letter grading.
M218. Latinx Photoethnography	4	(Same as Anthropology M239R.) Seminar, three hours. Hands-on introduction to using photography as ethnographic field method. Introduction to basics of photography with review of key and relevant literature from fields of sociocultural anthropology, visual anthropology, and photographic theory. Exploration of technical, ethical, and aesthetic aspects of picture making and their relationship to anthropological field methods, participant observation, and issues of representation--especially among Latinx communities. Student-lead discussions of assigned readings and in-class hands-on learning. Quarter-long photoethnography project focused on Latinx issues in greater Los Angeles. S/U or letter grading.
232. Aesthetics of Place in Chicana/Chicano Expressive Culture	4	(Formerly numbered Chicana and Chicano Studies 232.) Seminar, three hours. Examination of several place-based aesthetic traditions, including indigenous, Santería, diasporic, and Aztlán aesthetics, in Chicana/Chicano visual art, film, performance, and literature. Special focus on place as site of identity, history/memory, and creative production. S/U or letter grading.
233. Community Cultural Development in Public Art: From Neighborhood to Global	4	(Formerly numbered Chicana and Chicano Studies 233.) Seminar, three hours; laboratory, one hour. Designed for graduate students. Artist approaches to transformations of local and global communities through aesthetic practices in visual arts, spoken word, visual performance, music, and dance that include participatory audience inclusion and foster civic dialogue and community advocacy and activism. Issues of cultural democracy based in cultural retention and affirmation. Case studies of artist projects in community cultural development provide contemporary examples of evolving field of work and basis for critical analysis. S/U or letter grading.
234. New Social Media and Activist Art	4	(Formerly numbered Chicana and Chicano Studies 234.) Studio, four hours. Limited to graduate students. Hands-on learning and production experience as essential to full understanding of modern media. Promotion of pragmatic style of humanistic and social scientific scholarship that prepares students to think critically and productively about media form, content, and context while learning to effectively use social media. S/U or letter grading.

C235. Bilingual Writing Workshop	4	(Formerly numbered Chicana and Chicano Studies C235.) Seminar, four hours. Limited to graduate students. Writing sample required; access to course web page mandatory; need not be bilingual to enroll. Technical instruction, analysis, and theoretical discussion of bilingual creative expression through genre of short fiction. Bilingualism as both politics and aesthetics to be central theme. Discussion and analysis of Chicana/Chicano and Latina/Latino short story collections. Peer critique of weekly writing assignments. Emphasis on narrative techniques such as characterization, plot, conflict, setting, point of view, and dialogue, and magical realism as prevailing Chicanesque/Latinesque style. Some attention to process of manuscript preparation, public reading, and publication. Concurrently scheduled with course CM135. Letter grading.
236. Latinx Noir and City at Night	4	(Formerly numbered Chicana and Chicano Studies 236.) Seminar, three hours. Noir literary and cinematic genre is characterized by gritty realism, social disorder, violence, and nocturnal meanderings in darkest, meanest streets of urban metropolis. Examination of Latinx representations of Los Angeles in mainstream and Chicanx/Latinx literature and film. S/U or letter grading.
M237. Hemispheric and Transnational Approaches to Contemporary Art in Americas	4	(Formerly numbered Chicana and Chicano Studies M237.) (Same as Art History M243.) Seminar, three hours. Maps current state and future of research, teaching, and museum practice in contemporary art of Americas, with focus on hemispheric and transnational approaches. Study of influential theoretical texts from literary studies and critical examination of recent publications in arts, including museum exhibition catalog, as hemispheric and transnational approach to contemporary Latinx and Latin American arts is posited. Focus intersects with other related topics, including art post-1968; comparative indigeneities in Americas; art, globalism, and biennials; decolonial turn; transnational feminisms; and New American counter narratives. S/U or letter grading.
238. New Directions in Chicanx and Latinx Art	4	(Formerly numbered Chicana and Chicano Studies 238.) Seminar, three hours. Focus on current state and future of research, teaching, and museum practice in Chicanx and Latinx art history. Examination of various topics, including decolonial methodologies; national versus global perspectives on Latinx art; indigeneity and Chicanx art; politics and publics of prints and graphics; public murals and monuments; race and place in Los Angeles; queer and feminist approaches to Chicanx and Latinx art; and collecting and display of Chicanx art by museums, galleries, and private collectors. Particular emphasis on decolonial, feminist, critical race, and poststructuralist approaches. Students prepare weekly readings for discussion, and complete final presentation and research project. Parameters of project to be determined in consultation with professor. Examples include original research paper, teaching portfolio, comprehensive historiographic review, or creative project. S/U or letter grading.

239. Digital Methods for Research and Presentations	4	(Formerly numbered Chicana and Chicano Studies 239.) Laboratory, four hours. Students learn how to think about one's own research in visual way, and how to develop digital skills to produce images and videos for more professional and compelling research presentations and job talks that do not infringe upon copyrighted materials. Students learn how to locate high-resolution images, and how to use Photoshop to manipulate files and create original illustrations. Students learn how to use Prezi as oral presentation software and archiving method for gathering and organizing visual materials on their research. Each student receives personalized guidance based on specificity of their research, for example, mapping software, or video editing for oral history projects, or subtitling/translating for documentary videos. Students learn how to use available applications such as iMovie or QuickTime to produce short videos that can be incorporated into their presentations. For their final project, students are required to present mock conference talk using their original manipulated images and short videos. S/U or letter grading.
240. U.S. Central Americans Making Art and Memory	4	(Formerly numbered Chicana and Chicano Studies 240.) Seminar, three hours. Limited to graduate students. Memory is trope through which U.S. Central American writers, performance, visual, media, and public artists and activists communicate across social, national, and phenomenological borders. Through contemporary theories on memory and narrativizing, introduction to U.S. Central American writers, artists, cultural activists, and historical figures. Exploration of issues including civil war, postwar, race, class, sex, gender, globalization, immigration, and identity formations. Students have option to create art, media projects, and essays that interpret readings as these relate to their lives vis-à-vis U.S. Central American cultural production. S/U or letter grading.
M247. Chicano Literature	4	(Formerly numbered Chicana and Chicano Studies M247.) (Same as Spanish M247.) Lecture, three hours. Study of major movements and authors of Mexican American literature. S/U or letter grading.
C251. Chicana and Latin American Women's Narrative	4	(Formerly numbered Chicana and Chicano Studies C251.) Lecture, four hours. Preparation: reading knowledge of Spanish (level 4). Analyses, comparisons, and discussion of narrative literary production of U.S. Chicana writers and their Latin American counterparts in English and Spanish, with particular focus on how each group deals with gender, ethnic, and class issues. Concurrently scheduled with course C141. Letter grading.
252. Cultural Representations in Americas	4	(Formerly numbered Chicana and Chicano Studies 252.) Seminar, three hours. Analysis of Latina/Latino and Latin American fictional and nonfictional narratives and films, with emphasis on gender issues, diasporas, and global transformation. Use of aesthetic and formal analytical perspectives and several conceptual frameworks--cultural studies, postcolonial studies, neoliberalism, intersectionality, and feminist theories. Study of these cultural productions as expression of intersectionalities and differences among Latina/Latino and Latin American cultural workers, as well as among diverse populations and changing experiences their works refer to. S/U or letter grading.

253. Tenth Muses of Chicana Theory	4	(Formerly numbered Chicana and Chicano Studies 253.) Seminar, three hours. Chicana lesbian feminist theory in its multiple and historical manifestations, beginning in 17th century with early proto-feminist work of Sor Juana Inés de la Cruz, Mexican nun/scholar/poet known world over as first feminist of Americas. Exploration of Sor Juana's feminist legacy in 20th-century Chicana lesbian and Chicana feminist theorists and scholars, such as Gloria Anzaldúa, Cherrie Moraga, Emma Pérez, Chela Sandoval, Norma Alarcón, and Alicia Arrizón. Discussion of foundational theoretical concepts such as Anzaldúa's foundational concepts of mundo zurdo, nepantla, mestiza consciousness, and conocimiento; Pérez's sitio y lengua and decolonial imaginary; Sandoval's methodology of oppressed, differential consciousness, and hermeneutics of love; and Arrizón's postcolonial queer mestizaje. How to apply several of these theories in decolonization of one revered cultural icon, la Virgen de Guadalupe. S/U or letter grading.
254. Los Angeles: History, Space, and Culture	4	(Formerly numbered Chicana and Chicano Studies 254.) Seminar, three hours. Exploration of significance of Los Angeles as birthplace of Chicana/Chicano identity and historical development of Mexican American culture and community in Southern California. Historiography of Latino Los Angeles from Spanish conquest to present, with emphasis on labor, immigration, art culture, and politics. Survey of current literature on socioeconomic condition of Mexican Americans in Los Angeles and burgeoning culture and politics of Latino Los Angeles at outset of 21st century. S/U or letter grading.
255. Mass Media Research Methods	4	(Formerly numbered Chicana and Chicano Studies 255.) Seminar, three hours. Limited to graduate students. Survey of range of qualitative and quantitative communication methods and findings regarding Chicana/Chicano and Latina/Latino topics for all media types in both English and Spanish. Critical evaluation of research findings across this expansive field and design of complex research problems. S/U or letter grading.
C256. Understanding Whiteness in American History and Culture	4	(Formerly numbered Chicana and Chicano Studies C256.) Lecture, three hours; discussion, one hour (when scheduled). Designed for graduate students. History, construction, and representation of whiteness in American society. Readings and discussions trace evolution of white identity and explore its significance to historical construction of race class in American history. Concurrently scheduled with course CM182. Letter grading.
M257. Chicana/o and Intersectional Marxisms	4	(Formerly numbered Chicana and Chicano Studies M257.) (Same as Public Policy M232.) Seminar, three hours. Examination of relationship between Marxism, intersectionality, and early-Chicana/o Marxist influenced intellectual thought. Focus on key debates and texts on connections between race, gender, sexuality, and capitalism. Review of key articles and books examining Chicana/o identity, labor, family, sexuality, and activism through Marxist theoretical framework. S/U or letter grading.
258. Laughter, Political Humor, and Social Control	4	(Formerly numbered Chicana and Chicano Studies 258.) Seminar, three hours. Limited to graduate students. Investigation of power of political humor, one social practice that constructs discriminatory hierarchies in interpersonal settings and mass media. With goal of developing set of principled methods to investigate its manifestations, reading of outstanding humanistic contributions across history of its social function and power, development of classification of types and settings of political humor, and critical evaluation of recent social scientific models of its nature. S/U or letter grading.

259. Critical Discourse Analytic Methods	4	(Formerly numbered Chicana and Chicano Studies 259.) Seminar, three hours. Limited to departmental graduate students. Two critical discourse analytic (CDA) methods taught to document language of public figures. Student teams employ one method (conceptual metaphor CDA or discourse historical approach) to analyze actual public official's own discourse surrounding one controversial issue. Empirical study of discourses that are based on independently developed research enterprises can be valuable tool for variety of graduate student research. S/U or letter grading.
C274. Language Politics and Policies in U.S.: Comparative History	4	(Formerly numbered Chicana and Chicano Studies C274.) Lecture, four hours. Historical overview of national and institutional language policies, especially schooling, in U.S. as context to understanding social, legal, and political constraints on bilingualism. Definitions and development of language policy and planning, history of general and educational language policies in U.S., demographic profile of language diversity, and current language and educational policy issues in U.S. Comparisons with selected international cases. Concurrently scheduled with course C179. S/U or letter grading.
C276. Health in Chicano/Latino Population	4	(Formerly numbered Chicana and Chicano Studies C276.) Lecture, four hours; discussion, one hour. Designed for graduate students. Examination of Chicano/Latino health status through life expectancy, causes of death, reportable diseases, services utilization, provider supply, and risk behaviors within demographic/immigration changes. Binational review of health effects in U.S. and Mexico. Concurrently scheduled with course CM106. Letter grading.
C277. Latino Social Policy	4	(Formerly numbered Chicana and Chicano Studies C277.) Lecture, three hours; discussion, one hour (when scheduled). Examination of social welfare of Latinos (Chicanos, Puerto Ricans, and Cubans) in U.S. through assessment and critical analysis of social policy issues affecting them. Survey of social, economic, cultural, and political circumstances affecting ability of Latinos to access public benefits and human services. Concurrently scheduled with course CM177. Letter grading.
M278. Immigration Policy and Activism	4	(Same as Public Policy M230.) Seminar, three hours. Highlighting roles of race, gender, sexuality, and citizenship status, exploration of how immigrant rights activists organize for legalization and against detention, deportation, and border militarization. Letter grading.
279. Globalization and Transnationalism	4	(Formerly numbered Chicana and Chicano Studies 279.) Seminar, three hours. Interdisciplinary seminar that integrates political-economical, historical-sociological, and anthropological-cultural perspectives to help students develop critical political-economical analysis of interplay between globalization (of flows of people, material goods, information, and political-cultural influences) and localized transnational dynamics that together are giving meaning and constructing new social identities and strategies for struggle throughout world. S/U or letter grading.

280. Urban Social Inequality	4	(Formerly numbered Chicana and Chicano Studies 280.) Seminar, three hours. Examination of several key social and urban inequalities in U.S. Survey of three key contemporary issues of inequality primarily from sociology and urban planning/studies: income distribution (poverty), work and employment (labor), and neighborhoods (space/geography). Through wide range of methods, approaches, and theoretical frameworks examined, exposure to key research on inequality. S/U or letter grading.
281. Central American Migration and Integration	4	(Formerly numbered Chicana and Chicano Studies 281.) Seminar, three hours. Through empirical research cycle and informed with relevant theoretical frameworks, students develop research questions based on migration and integration experiences of Central American immigrants in greater Los Angeles area. Students conduct qualitative research, analyze original data, and write final papers that contextualize findings within existing social scientific literature. S/U or letter grading.
282. Chicana/Chicano Legal History	4	(Formerly numbered Chicana and Chicano Studies 282.) Seminar, three hours. Legal history of Chicanas/Chicanos in U.S. from mid-19th century to present, with emphasis on critical race theory. Examination of landmark legislation and key appellate decisions that have impacted Chicano/Latino community. Topics include critical race theory, Treaty of Guadalupe-Hidalgo, legal construction of Mexican American racial identity, historic educational segregation, contemporary educational issues, jury rights, Chicano movement, and undocumented immigration. S/U or letter grading.
M289. Studies in Chicana/Chicano Literature	4	(Formerly numbered Chicana and Chicano Studies M289.) (Same as English M261.) Seminar, three hours. Intensive research and study of major themes, authors, and issues in Chicana/Chicano literature and culture. Examination of political, aesthetic, economic, and cultural context that emerges in Chicana/Chicano discourse; limits of investigation set by individual instructor. May be repeated for credit. S/U or letter grading.
291. Variable Topics Research Seminars: Chicana/o and Central American Studies	4	(Formerly numbered Chicana and Chicano Studies 291.) Seminar, three hours. Limited to graduate students. Research seminar organized around readings and engaged discussion of critical topic of interest in field. Exploration of issue, its theoretical implication for field, and practical implications for communities. Topics vary according to participating faculty members. Final research project required. May be repeated for credit with consent of director of graduate studies. S/U or letter grading.
375. Teaching Apprentice Practicum	4	(Formerly numbered Chicana and Chicano Studies 375.) Seminar, to be arranged. Preparation: apprentice personnel employment as teaching assistant, associate, or fellow. Teaching apprenticeship under active guidance and supervision of regular faculty member responsible for curriculum and instruction at UCLA. May be repeated for credit. S/U grading.

495. Learner-Centered Teaching in Chicana/Chicano and Central American Studies	4	(Formerly numbered Chicana and Chicano Studies 495.) Seminar, four hours. Designed for graduate students and required of all new department teaching apprentices. Interactive forum for discussing learner-centered teaching in Chicana/Chicano studies. Exploration of diverse classroom strategies and pedagogical techniques specific to interdisciplinary field. Topics include preparing for discussion sections, promoting discussion among students, using class websites, office hours, grading, and campus resources. May be repeated once for credit. S/U grading.
595. Research and Preparation for MA Thesis	4-12	(Formerly numbered Chicana and Chicano Studies 595.) Tutorial, to be arranged. Limited to departmental graduate students who have completed all MA coursework requirements. Research for and preparation of MA thesis under direction of thesis committee chair. May not be applied toward MA degree requirements. May be repeated for maximum of 12 units. S/U grading.
596. Directed Individual Study or Research	4-12	(Formerly numbered Chicana and Chicano Studies 595.) Tutorial, to be arranged. Limited to departmental graduate students who have completed all MA coursework requirements. Research for and preparation of MA thesis under direction of thesis committee chair. May not be applied toward MA degree requirements. May be repeated for maximum of 12 units. S/U grading.
597. Preparation for PhD Qualifying Examinations	2-12	(Formerly numbered Chicana and Chicano Studies 597.) Tutorial, to be arranged. Limited to departmental graduate students. Reading and preparation for PhD qualifying examinations. Mandatory and supplemental reading lists prepared by student advisory committees. May be repeated for maximum of 12 units. S/U grading.
599. Research for PhD Dissertation	4-12	(Formerly numbered Chicana and Chicano Studies 599.) Tutorial, to be arranged. Limited to PhD students who have passed qualifying examinations. Research for and preparation of PhD dissertation under direction of dissertation committee chair. May not be applied toward PhD degree requirements. May be repeated for maximum of 8 units. S/U grading.

APPENDIX 6

Doctoral Placement Report

Doctoral Placement Report

Chicana & Chicano Studies - 2019-2020 to 2022-2023

Doctoral Placement Sorted by Degree Year and Student Name. The report shows the recipient's first employment/postdoc after receiving their degree.

Name	UID	Degree Term	Chair/Co- chairs	Postgraduate Plans	Job Title	Occupation	Employer Name	Employer Type	Industry	Location
2018-2019										
Caraves, Jack		S2019	Abrego, L.		Assistant Professor	Tenure-track faculty appointment	California State University, San Jose	Academic Institution or research institution	4-year college or university	San Jose, CA
Gonzalez, Omar		S2019	Gaspar de Alba, A.		Lecturer	College/University other faculty member or Instructor	CSUN, CSUDH	Academic Institution or research institution	4-year college or university	California
Rodriguez Vega, Silvia P.		S2019	Abrego, L. / Baca, J.		Assistant Professor	Tenure-track faculty appointment	UC Santa Barbara	Academic Institution or research institution	4-year college or university	Santa Barbara, CA
2019-2020										
HIDALGO, LEIGHANNA GRACE	803926391	S2020	ABREGO, L.	Have signed contract or made definite commitment for a "postdoc" or other work	Assistant Professor	Social Scientists and Related Occupations Sociologists Tenure-track faculty appointment	Binghamton University	Academic Institution or research institution	4-year college or university	Binghamton NY
SOLORZANO, RAFAEL RAMIREZ	104517598	X2019	ABREGO, L.	Have signed contract or made definite commitment for a "postdoc" or other work	Chicana/o Latina/o Studies Professor	College/University tenured faculty member Tenure-track faculty appointment	California State University of Los Angeles	Academic Institution or research institution	University-affiliated research institute	Los Angeles, CA
2020-2021										
JIMENEZ, MARIA DANIELA Z	804514332	F2020	BLACK, C. / PONS, M.	Returning to, or continuing in, predoctoral employment	Archivist	Librarian, Curator, or Archivist	Smithsonian	Government, elected or civil service	Library	DC
NICOLAS, BRENDA	503505194	X2020	BLACKWELL, M.	Have signed contract or made definite commitment for a "postdoc" or other work	Tenure-Track Assistant Professor	College/University other faculty member or Instructor Tenure-track faculty appointment	Loyola Marymount University (Chicano/o and Latina/o Studies)	Academic Institution or research institution	4-year college or university	Los Angeles, CA
RIVERA, KENDY DENISSE	3932305	X2020	ROMERO, R.	Have signed contract or made definite commitment for a "postdoc" or other work	Research consultant; Instructor	College/University other faculty member or Instructor Non-tenure track faculty appointment	The UCLA Labor Center	Academic Institution or research institution	Scientific Research (including Social research in humanities)	Los Angeles, CA
RODRIGUEZ, KAEALYN DANIELLE	204518583	X2020	BACA, J. / BLACK, C.	Have signed contract or made definite commitment for a "postdoc" or other work	Assistant Professor of Art History	Tenure-track faculty appointment	Santa Monica College	Academic Institution or research institution	Museums, Historical Sites, and Similar Institutions	Santa Monica, CA
2021-2022										
Becerra Gracia, Angelica I.		Summer 2021	Blackwell, M.			Two Year Postdoc and tenure track job	Washington State University	Academic Institution or research institution	4-year college or university	Washington
Duran Resendiz, Chantiri		Summer 2021	Blackwell, M.		Senior Research Associate		Bright Research Group	Academic Institution or research institution		
Mondragón, "Rudy"		Summer 2021	Johnson, G.		UC Chancellor's Postdoc		University of California	Academic Institution or research institution	4-year college or university	California
Santizo, Natalie		S2022	Carpio, G.		Postdoc	UCPPFP UC Merced and SDSU Job Chicana/o Studies		Academic Institution or research institution	4-year college or university	California
Zepeda, Nadia		Summer 2021	Blackwell, M.		Assistant Professor	Tenure-track faculty appointment	California State University	Academic Institution or research institution	4-year college or university	Fullerton, CA
2022-2023										
De Hinojosa, Alana C.		S2023	Gaspar de Alba / Carpio		Assistant Professor	Tenure-track faculty appointment	Texas State University	Academic Institution or research institution	4-year college or university	Texas
Carrillo, Vicente Jr		Summer 2022	Gaspar de Alba, A.		Postdoc		UIUC			
Flores, David Jesus		Summer 2022	Romero, R.		Assistant Professor		California State University, Sacramento	Academic Institution or research institution	4-year college or university	Sacramento, CA
Lara, Brenda Selena		S2023	Gaspar de Alba, A.		UC Presidential Postdoc		UC Santa Cruz's Critical Race Studies	Academic Institution or research institution	4-year college or university	Santa Cruz, CA
Leon, Lucia Praxedis		Summer 2022	Abrego, L.		Assistant Professor		Dominican University	Academic Institution or research institution	4-year college or university	
Silvestre, Adriana		Summer 2022	Blackwell, M.				Northwestern University	Academic Institution or research institution	4-year college or university	

APPENDIX 7

Request for Extension



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August 31, 2023

Dear Conrad (if I may),

Thank you for emailing to check in on the upcoming 8-year Departmental Review for the César E. Chávez Department of Chicana/o and Central American Studies. I appreciate the support during this important process. As you know, the previous chair, Professor Leisy Ábrego, requested an extension last year, due to the difficulties we faced during the pandemic, a high rate of staff turnover, and an unusually high number of personnel cases. That request was denied but the Department was granted an extension until September 1, 2023 for submitting the review document. We originally scheduled the on-site visit for February 2024 based on colleagues' availability; it was recently rescheduled for March 2024 to accommodate one of the outside reviewers.

On July 1, 2023, I took over as the new chair of the Department and I am following up on the request for an extension of the review. Specifically, I write to request an extension on the date by which we turn in the Department review document (self-statement), for reasons I explain below. We are able to go through with the rescheduled on-site review. I am about to notify my colleagues of this change in date but would like to address the issue of the review document before doing that. Please find below a detailed justification for a new submission date for the departmental self-review document. I have discussed this with the Department's Vice Chair, Professor Robert Chao Romero, former Chair Leisy Ábrego, former Vice Chair Professor Maylei Blackwell, and Interim Dean Abel Valenzuela, as well as other colleagues here at UCLA and other department chairs in Chicana/o Studies departments at other institutions. Allow me to explain my reasoning below.

1) The department chair negotiations were long and complex, complicated by my retention case and my promotion to Full VI, which was not approved until late July. In fact, I did not agree to be the chair until late June, after the final faculty meeting and just days before the former chair stepped down. Thus, I am at a distinct disadvantage as the new chair as we put together this review. As a result, our Department is also at a disadvantage. I therefore request this extension in order to compensate for the inadequate time I have been given to prepare.

I do wish to note that the former chair has delayed her well-deserved sabbatical until winter 2024 in order to support the review; in addition, former chairs of the Department have also stepped up to help. But as I looked over the long string of emails about the review, dating back to fall 2022 (and some of which I only received this week), I realized that normally, the chair has a full year to prepare. I have not been given enough time. This negatively impacts my chairship and the future of the Department.

2) Preparing for the departmental review is something the entire faculty, staff, and our students participate in. In all previous reviews, and the reviews in which I have participated as a reviewer (both internal to UCLA and as an outside reviewer), there was significant input from everyone in the Department in the preparation stage. That has not happened in our case. At the bare minimum, this requires a departmental retreat, which is what has happened in past reviews.



Because I agreed to take over as chair after the final faculty meeting had passed, there was no time to schedule a retreat. Furthermore, we should not be scheduling retreats in the summer months, when most of our colleagues are not being paid and are usually engaged in research.

Gathering together for a retreat is particularly important for this review. As part of my chair negotiation, we were granted an FTE to search for this year. We have not yet been able to meet to discuss the search. That search, which will be at the senior level, will have a profound effect on the future of our Department. Not being able to discuss this as a faculty will negatively impact the report, our review, and the reviewers' perceptions of our Department.

In addition, we have not been able to adequately gather input from our students, information that is crucial to the review process. The Department's Vice Chair, Professor Robert Chao Romero, with the help of one of our SAOs, Janeth Ruvalcaba, put together a survey of our students over the summer. We have only received five responses despite valiant efforts to engage our students. In the wake of the pandemic as well as the strike in the fall, it is especially important to gather feedback from our students. This is something best done during the academic year, not the summer months.

This time to meet and reflect is also important because of the intense growth the Department has experienced since the last review. Allow me to cite one example. After the last review, we changed the Department name to include Central American Studies, expanded our course offerings, and made two new assistant professor hires in this area. The significance of this transformation, and of the Central American population at large and among UCLA students, faculty, and staff, deserves collaborative reflection as we contemplate the next eight years.

Furthermore, the departmental report has typically been a collaborative document, not one solely authored by the chair. Colleagues' input is important, especially from the Director of Graduate Studies, the Chair of the Undergraduate Curriculum Committee, etc. I want to be clear that this isn't a question of workload. This type of collaboration is essential to our departmental culture and reflects our activist origins 30 years ago in the wake of the UCLA hunger strike. Collaboration is critical to the mission of Chicana/o and Central American Studies.

In fact, I could easily author this report on my own. I am author, editor, or co-editor of 9 books and sole author of over 80 articles. But it is my firm conviction that this report must reflect the input and vision of my colleagues, not just of me as Department chair. This reflects my commitment to collaboration and transparency.

3) This request for an extension on the report is crucial at this particular moment in the Department's history and at UCLA, when we are poised to become an HSI ("Hispanic"-Serving Institution). In fact, our Department played a significant role in the HSI process. Chair Ábrego was an instrumental voice in meetings with Chancellor Block and then-Executive Vice Chancellor and Provost Carter arguing for the dire need for this federal designation. All of us in the Department participated in admissions yield events and activities to increase the numbers of Latinx students at UCLA. Given this timing, it is in the best interest of the University for our Department to undergo a fair and accurate review, one that reflects proper process and best practices. In other words, a poor review in our case or one complicated by lack of time for adequate preparation has the potential to be harmful not just for the Department but for UCLA overall as it prepares for its federal HSI designation. We need the time now, as a faculty, to come together in a retreat as we prepare for the Eight-Year Review to determine how these events shaped where we are and where we hope to be in the future. I am mindful of how important these reviews are and of their impact on our Department and UCLA over the next eight years.



4) Finally, I wish to revisit our previous chair's request for an extension. She valiantly led our Department during its most difficult phase, as we were crippled by the pandemic, then shortly thereafter faced the challenge of the Fall 2022 Academic Workers' Strike. All of us at UCLA – faculty, staff, and students – are facing stress and burnout at this moment, as reflected in the broader campus climate. Allow me to offer the experience of our Department for your consideration. Most of our faculty, staff, and students are Latinx, a population that suffered disproportionately during COVID, as public health data attests.¹ We lost family members, friends, and members of our community, many of them essential workers. The strike in the fall also disproportionately affected our student body. Our graduate students were leaders of the action and our faculty were especially visible in their support. Unlike most other departments at UCLA, the majority of our students come from low-income families; we have large numbers of first-generation undergraduates, graduate students, and faculty, as well as a significant number of undocumented students. The strike for higher pay was of major significance – indeed, life-changing -- to them and to us.

In conclusion, I write to request an extension on our departmental report until we can meet as a faculty in a retreat, decide about our search, as well as articulate our vision of who we are, where we are, and where we're headed in the future. The earliest we can meet is in October. I therefore request an extension until the end of fall quarter. Having served on numerous review committees, both here at UCLA and at other institutions, I am confident that this will give our reviewers enough time to prepare for the site visit, now delayed until mid-March 2024.

I submit this request with the support of Interim Dean Abel Valenzuela, current Vice Chair, Professor Robert Chao Romero, as well as the Department's previous Chair and Vice Chair, Professors Leisy Ábrego and Maylei Blackwell.

I am happy to answer any questions, provide additional information, or discuss this further, at your convenience.

Respectfully Submitted,

Charlene Villaseñor Black
Robert Chao Romero
Leisy Ábrego
Maylei Blackwell

A handwritten signature in dark ink, appearing to read "Charlene Villaseñor Black", written in a cursive style.

¹ The data on this is conclusive; I cite a handful of numerous studies: Rosario Majano, Alberto Murillo, Misael Galdámez, Arturo Vargas Bustamante, "The Impact of COVID-19 on Latinos, 3 Years in: Trends in Health Outcomes and Vaccinations in the U.S., California, and Los Angeles County," May 24, 2023, <https://latino.ucla.edu/research/the-impact-of-covid-19-on-latinos/#:~:text=Meanwhile%2C%20outcomes%20in%20Los%20Angeles,workers%20living%20in%20crowded%20households>; Pew Research Center, "For U.S. Latinos, COVID-19 Has Taken a Personal and Financial Toll," July 15, 2021, <https://www.pewresearch.org/race-ethnicity/2021/07/15/for-u-s-latino-covid-19-has-taken-a-personal-and-financial-toll/>; and Karen S. Moore, "The Impact of COVID-19 on the Latinx Population: A Scoping Literature Review," *Public Health Nursing* 38, no. 5 (Sept. 2021): <https://pubmed.ncbi.nlm.nih.gov/33876506/>.



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APPENDIX 8

“Seeds of Change”

CULTIVATING THE SEEDS OF CHANGE

BECOMING A HISPANIC-SERVING INSTITUTION



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ACKNOWLEDGMENTS

We acknowledge the Tongva peoples as the traditional land caretakers of Tovaangar (Los Angeles basin and Southern Channel Islands). We are grateful to have the opportunity to work for the taraaxatom (indigenous peoples) in this place. As a land grant institution, we pay our respects to Honuukvetam (Ancestors), Ahiihirom (Elders), and 'eyoohiinkem (our relatives/relations) past, present and emerging.

We thank those whose shoulders we stand on, those early pioneers and visionaries who fought to diversify UCLA over the years. From the Los Angeles Assemblyman, Reginaldo F. del Valle, who was instrumental in the founding of a University of California southern campus ([Hayes-Bautista, Firebaugh, Chamberlin, & Gamboa, C., 2006](#)), to the few early Latino students, and now we look forward to the 25% goal we will reach in the near future in becoming a Hispanic-Serving Institution (HSI). We continue to honor those who paved the way for equity and inclusion, and also recognize that achieving this goal will take a more ambitious effort. Our equity work at UCLA is not yet complete. Writing this report is a milestone built on the years of dedication from students, staff, faculty, and community members who, since UCLA opened its doors in 1919 (and the participants in the Normal school before then) took steps to ensure that UCLA continued to focus on developing ways to make the university accessible to all as a vital part of Los Angeles and the University of California. This report reflects UCLA's unwavering support of students in achieving their dreams and goals.

Gracias to all who have assisted with this report, the students, staff and faculty who were part of the Task Force, and those who provided additional support throughout the two years we have worked on it. Members worked together to review data, craft rationale, and provide recommendations, in addition to all the myriad of duties and multiple roles they serve on behalf of communities within and outside of UCLA. In addition to members of the Task Force, we thank the institutional research staff across the University that provided data for the Task Force to review. These include: Albert Biscarra in Academic Planning and Budget, Kristen McKinney and Danielle Acheampong in SAIRO (UCUES Data), Scott Olsen and Kelsey Heider in the Graduate Division, Mark Levis Fitzgerald in the Center for Assessment in the Center Advance-



ment of Teaching (CAT), and Kelly Wahl in the Division of Undergraduate Education. Special thanks also go to faculty and staff, including Shanna Shaked, K. Supriya, and Rachel Kennison at the Center for Education Innovation & Learning in the Sciences (CEILS) for monitoring STEM data, providing resources, and creating graphics for student success. Roberto Vasquez and Russell Castro (from Community Programs Office) provided support to the focus groups. Additional individuals who did not serve on the Task Force but provided information or reviewed text include professors Leisy Abrego, Eric Avila, Veronica Terriquez, Ray Rocco, Roberto Chao Romero, Dean Adriana Galván, Associate Vice Provost Charles Alexander and newly hired HSI Director, Dr. Elizabeth Gonzalez. We also want to express our gratitude to Alma López for designing UCLA's HSI Logo.

We acknowledge and thank all the student activists, dedicated staff and faculty, and committed community members, whose tireless efforts over the years brought us to this point. They have enabled UCLA to be intentional about creating an institution that focuses on student success for all students of color, first-generation, and low-income students. It is only collectively that we can create an environment at UCLA that will allow us to become the leading Hispanic-Serving Research Institution (HSRI) where all students thrive.

The cover art is part of the mural, [Gente de Maiz](#) and is displayed at the Miguel Contreras Learning Complex in Los Angeles. It was created by [Judy Baca](#) in 2012, and she graciously granted permission for use as the cover of this report.

¡Adelante, Juntos Si Se Puede!

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Undergraduate Education



MEMBERS APPOINTED BY THE CHANCELLOR

(ALPHABETICAL LISTING)

Eric R. Avila, Professor, Cesar E. Chavez Department of Chicana/o and Central American Studies/History & Urban Planning

Diana E. Azurdia, Director, Recruitment and Inclusion, Graduate Programs in Bioscience

Jazmin Bentancourt, Undergraduate Student

Hugo Cristales, Assistant Director, Early Academic Outreach Program

Sonja Diaz, Director, Latino Policy & Politics Institute, Luskin School of Public Affairs

Ashley Dominguez, Associate Director, Federal Relations

Julio Fregoso, Graduate Student, School of Education and Information Studies

Alicia Gaspar de Alba, Professor, Cesar E. Chavez Department of Chicana/o and Central American Studies

Laura E. Gomez, Professor, School of Law

Carlos Haro, Postdoctoral Scholar in Residence, CSRC

David Hayes-Bautista, Distinguished Professor, Medicine-GIM & HSR; Director, Center for the Study of Latino Health and Culture (CESLAC)

Annie Huerta, Associate Director, Domestic Recruitment, Undergraduate Admission

Miguel Martinez, Assistant Director, State, Government & Community Relations

Norma Mendoza-Denton, Professor, Anthropology

Chon Noriega, Distinguished Professor, Film, Television, & Digital Media

Denise Pacheco, Associate Dean of Students, Dean of Students Office (formerly) Deputy Director to the Vice Chancellor for Student Affairs & Assistant Dean of Students

Marco Perez, Assistant Director, Local, Government & Community Relations

Rafael Perez-Torres, Professor, English

Rosa Pimentel, Senior Associate Director, Recruitment, Undergraduate Admission

Alejandra Ramirez, Scholarship Coordinator, Financial Aid and Scholarships

Ben J. Refuerzo, Professor, Architecture & Urban Design

Michael Rodriguez, Professor, Family Medicine

Carina Salazar, Director, Transfer Student Center

Vivian Salazar, Associate Director, AAP Counseling

Claudia Salcedo, Assistant Director, AAP; (formerly) Administrative Assistant, Center for Community College Partnerships

Antonio Sandoval, Director, Community Programs Office

Seira Santizo Greenwood, Administrative Analyst, Medicine-GIM & HSR/Chief of Staff for the Center for the Study of Latino Health and Culture (CESLAC)

Gary Segura, Dean, Luskin School of Public Affairs

Anthony Solana, Director, Employee and Labor Relations

Daniel Solorzano, Professor, Graduate School of Education and Information Studies

Alfredo Trejo, Graduate Student, Graduate School of Education and Information Studies

Leo C. Trujillo-Cox, Executive Director, Outreach, Law School

Miguel Unzueta, Senior Associate Dean, MBA Programs; Professor, Management and Organizations

Abel Valenzuela Jr., Professor, Cesar E. Chavez Department of Chicana/o and Central American Studies and Urban Planning; Director, Institute for Research on Labor and Employment

Teresa Valenzuela, Director, Social Media, Alumni Affairs

Charlene Villasenor Black, Professor, Art History and Cesar E. Chavez Department of Chicana/o and Central American Studies

Elizabeth Yzquierdo, Associate Dean, Student Affairs, School of Nursing; (formerly) Assistant Dean, Student Services, Fielding School of Public Health

Chris Zepeda-Millan, Associate Professor, Public Policy, Chicana/o & Central American Studies, and Political Science

EXECUTIVE SUMMARY

Becoming a Hispanic-Serving Institution

Chancellor Block has set a bold and attainable goal for UCLA to become a [Hispanic-Serving Institution \(HSI\) by 2025](#). It is bold because UCLA has yet to achieve equity in representation and reflect the cultural diversity of California. Latinx are 53% of high school graduates and nearly half of community college enrollments, making it the largest and fastest growing segment of the population. UCLA's location in Los Angeles, one of the world's most diverse and vibrant regions, further incentivizes the urgency for a plan that advances an equity agenda. As a land grant institution, UCLA must also offer accessible and high-quality education, ensuring the economic and cultural vitality of the state and its diverse communities.

The goal is attainable because UCLA joins other actively engaged University of California (UC) campus communities that are publicly embracing identities as research-intensive HSI institutions, or Hispanic-Serving Research Institutions (HSRI), committed to equity and inclusive excellence. The UC system has attained the *25% enrollment threshold*, bolstered by campuses that have long been HSIs and have benefited from federally-funded initiatives, and now supports a shared system-wide initiative (UC [HSI website](#);

[Regents' Meeting, 2022](#)). This extends UCLA's commitment to act on policies and practices responsive to the needs of Latinx, first-generation, low-income and other racially minoritized students.

"Hispanic-Serving" does not mean serving *only* Hispanic students because the student bodies of HSIs are extremely diverse, and practices that serve Latinx students improve the education of all students. This is because HSIs are not only defined by their enrollment, they are engines of social mobility. They are committed to student-centered and culturally-responsive initiatives to improve equity in student outcomes, research and engagement in the uplift of underserved communities, and build powerful partnerships to achieve their goals. In fact, some faculty and staff are already actively engaged in HSI student-affirming efforts on campus. UCLA has many strengths in its faculty and staff, including many who lead transformation efforts to make UCLA more responsive in serving the most talented and diverse students in the history of the campus. These equity-minded educators sow the seeds of change on campus and will help UCLA achieve HSI goals for student access and success at the undergraduate and graduate student levels. *iJuntos, si se puede UCLA!*

CHANGING MINDSETS AND MYTHS

Myth: *Becoming an HSI is simply a change in Hispanic enrollment.*

Fact: Although initial work must focus on reaching the 25% Latinx enrollment threshold, HSI efforts include student-centered initiatives to intentionally improve the educational experiences and outcomes for all students. Most HSIs are engines of social mobility and are strongly committed to student access and diversity, equitable student outcomes, and culturally responsive practices to better serve students and ensure their success. Seeking federal designation allows UCLA to apply for funds for new undergraduate and graduate initiatives that federal agencies have designated for minority-serving institutions.

Myth: *Treating all students the same is equity.*

Fact: This myth serves to maintain existing inequalities, ignores cultural differences, renders students' background and needs invisible, and assumes that students do not

require support as they face racial and financial adversity. Equity involves identifying and addressing the unique needs of Latinx, African American, Native American, low-income, first generation students and other marginalized groups to ensure their success.

Myth: *We need better students to improve degree outcomes.*

Fact: UCLA has the most talented students in the nation, and the highest degree completion rates for low-income and first-generation students of public universities. As part of the UC-system, UCLA is required to support enrolled students and close equity gaps in completion. Now is the time to reflect upon and improve campus practices to ensure more students have the financial and academic support to succeed.



Achieving HSI Federal Designation by Improving Enrollment Efforts

Gearing up for HSI designation requires new strategies to increase Latinx freshmen and transfer admission each year, implement timely yield efforts and financial aid reforms, and expand retention and degree completion strategies to meet students' needs. Despite enormous gains in application rates and increases in UC eligibility, UCLA enrollment has not kept pace with the growth of high school graduates among [Latinx Californians](#). In fact, in the last five years UCLA has stalled on the percent of Latinx, African American, and Native American students enrolled; and declines have occurred among first-generation and low-income students. Recent admissions and enrollment numbers show the need for vigilance and new initiatives. Despite a record number of Latinx freshmen application increases (reaching 32,439 for Fall 2021), enrollment remained stagnant between 20-21%. And although UCLA received a

record number of Latinx transfer applications, fewer Latinx transfer students were admitted and enrolled in Fall 2021 than the previous year. The same practices used each year have not produced more promising results with respect to increasing the number of Latinx and low-income students seeking to achieve their educational dreams here. UCLA needs an immediate plan and innovative efforts for achieving consistent gains in reaching the 2025 HSI goal.

Improving Equity in Degree Completion and Student Experiences

The HSI efforts align with the University of California Office of the President's (UCOP) expectations for UCLA to lead the UC system in raising the rates of degree completion. Because UCLA already has the highest degree completion rates, the campus is expected to focus efforts on closing equity gaps for targeted groups according to UC Regents' [2030 goals](#). Closing equity gaps will require moving beyond a one-size-fits-all policy to address retention and time-to-degree. For example, while there are initiatives for first-year students, additional initiatives will be needed to improve retention and success for Latinx and low-income students in particular majors. This will require the involvement of many campus units to reexamine their practices and devise new strategies to retain students in the major and improve time to degree. In this way, students who are successful in the major will also improve their chances of continuing to graduate school, using structured pathways that UCLA can create.

EQUITY-MINDED UCLA EDUCATORS ARE:

Race conscious and affirming of marginalized social identities. HSI faculty and staff know their students well; they are conscious of racial, first-generation, and financial issues that affect student experiences and progress. They affirm students' sense of belonging at UCLA and use culturally responsive practices.

Institutionally focused. Recognizing students' assets, change agents shift the focus toward transforming the institution to help students reach educational and career goals. Many seek external grants to fund initiatives that they then actively work to institutionalize.

Systemically aware. Faculty and staff are aware that structural racism, unequally distributed resources, and policies and practices based on middle-class assumptions hinder student progress. They help students overcome barriers, provide resources, and offer opportunities to guide students' success.

Evidence based. Institutions use data to strategically identify areas in need of reform to target issues affecting students and support their success. Data indicators are used to examine equity gaps and hold units accountable for increasing student engagement and success.

Adapted from Malcom-Piqueux & Bensimon 2017; Gomez, Cobian, and Hurtado, 2021.



Strengthening Graduate School Access and Success

New initiatives are needed to ensure that more Latinx students find their way into graduate and professional programs, and we provide support for students from severely underrepresented groups in particular fields of study. Graduate division data currently show Latinx enrollment is very low in some graduate programs, whereas others have increased in recent years. All programs now require a focus on providing support for Latinx graduate and professional school success. Although Latinx graduate students play a critical role in mentoring, providing instruction, and contributing to the achievement of Latinx undergraduates, many units fail to make concerted efforts to recruit, fund, and support underrepresented graduate students. Faculty must take responsibility for mentorship and provide research opportunities that will advance graduate student careers. More Latinx faculty working in diverse academic fields are also needed, as their presence attracts more diverse graduate students. Once UCLA obtains HSI designation with undergraduate enrollment, it

will be poised to secure funding from specific federal agencies for initiatives to increase graduate student recruitment and career success with programs and initiatives.

Institutional Investment

Becoming an HSI requires revitalizing current efforts and implementing innovative strategies to not only reach federal thresholds for HSI designation, but also advance “servingness.” Servingness refers to practices and initiatives implemented to achieve educational excellence and equity for Latinx, first-generation, low-income students, and other racially minoritized students on campus (Garcia, Núñez, & Sansone, 2019). The Task Force offers recommendations but also calls for innovations and equity-minded practices from academic and administrative units chiefly responsible for many of the areas indicated in this report. Together, we can do this!

This report responds to the Chancellor’s charge to the HSI Task Force to provide concrete steps and a campus action plan to become an HSI (see action steps below). Recommendations address the three organizing areas of the report: Achieving HSI federal designation by Improving Enrollment Efforts, Improving Equity in Degree Completion and Student Experiences, and Strengthening Access and Graduate Career Success. Further details on each recommendation are in the full report, with concrete suggestions for improvements offered by faculty, staff and students on the Task Force.

KEY ACTION STEPS: BECOMING AN HSI AND BEYOND

1. Reinvigorate Efforts. New strategies in admissions and financial aid are needed to increase the admission and yield of Latinx students to reach the 25% federal enrollment threshold and 35% Pell-grant recipient criteria.

2. Message and Mobilize. Educate campus and stakeholder communities about the HSI goal. Study, report, and devise efforts to close equity gaps in degree completion. Mobilize collective efforts to attain UC 2030 equity goals for first-generation, low-income, and target racial groups.

3. Fund Innovation. Create incentives for faculty, staff, and administrators to lead innovative HSI initiatives, addressing key transition points, student learning and development,

retention, and entrance into graduate and professional programs. Some efforts will begin as HSI proposals to federal agencies, others require initial resource allocation.

4. Activate Application. When the 25% enrollment threshold is achieved, confirm federal eligibility, apply for HSI designation, and request the waiver of core expenses criteria (as other UCs have requested).

5. Institutionalize Efforts. Maintain HSI designation by annually submitting waivers, reviewing federal guidelines for opportunities, and continuing to implement initiatives and evaluate efforts.

These action steps support the implementation of recommendations in the full report.

KEY RECOMMENDATIONS

(Detailed on pages 42-45)

1. Engage campus units to implement new strategies to achieve HSI federal designation and provide support for the coordination of efforts.
2. Improve admissions and yield strategies for Latinx, low-income, and first-generation students; report admissions and enrollment results by race/ethnicity, low-income, and first-generation status; report and monitor progress toward 25% Latinx enrollment.
3. Improve financial aid and timeliness of scholarship support so that UCLA is a more affordable option for Latinx and low-income students and their families.
4. Prioritize efforts to retain students, monitor progress, and study the institutional barriers that prevent students from earning their degrees in a timely fashion.
5. Implement equity-minded initiatives to ensure the institution is supporting students toward retention in the major and degree completion.
6. Improve the curriculum and advising approaches to be culturally responsive to the needs and strengths of Latinx, low-income, and first generation students.
7. Establish a Latinx Student Resource Center that can provide culturally responsive support for students and information for campus educators. Build awareness, affirm Latinx students, and improve experiences campus-wide.
8. Improve Latinx access to graduate and professional programs, extend opportunities for engagement in research, and ensure mentorship support.

Many areas in these recommendations will require investment in a variety of academic and student affairs initiatives to ensure we are prepared to achieve campus 2025 goals and close equity gaps in student success by 2030. Chancellor Block's commitment in [Making Strides Towards Becoming a Hispanic-Serving Institution](#) is an important starting point to invest in serving students through improvements in the faculty ranks and staff support. Recommendations in this report have implications for revising current practices, monitoring progress, and investing in student success. ¡Juntos, si se puede UCLA!



INTRODUCTION AND CHARGE

"Today, we are announcing the goal of having UCLA designated as an HSI by 2025...The decision to pursue the federal HSI designation, which requires that 25% of our students identify as Latinx, is tied to our public responsibility in light of changing demographics in California and throughout the country. Latinx Californians make up a larger percentage of our state's population than do any other ethnic group. As a public institution, UCLA has a heightened obligation to ensure that we are doing all we can to make sure this is a campus that truly welcomes members of our Latinx communities, honors their intellectual and cultural contributions and supports their success." ([Chancellor Block, December 7th, 2020, Bruin Post](#)).

UCLA has set the bold and attainable goal of achieving federal recognition as a Hispanic-Serving Institution (HSI) by 2025. Achieving HSI status is a major milestone that illuminates the path forward in which we manifest educational excellence and equity-minded practice (Malcom-Piqueux & Bensimon, 2017). Becoming an HSI means ensuring an institutional culture of support so that all students succeed and achieve social mobility, thereby improving the economy of the state of California and the nation. In recent years, UCLA has made progress in enrolling diverse students that reflect their representation among California high school graduates. The one significant exception are Chicano/Latino (Latinx) students (see [Figure 1](#)). Despite increased Latinx eligibility and enrollment at the University of California (UC), they remain severely underrepresented in enrollments at UCLA (20-21%) relative to their percentage of CA high school graduates (nearly 53%) and the proportion of students who have taken A-G courses (45%) (see [CA Dept. of Education 2021](#)). Located in the largest epicenter of Latinx people in the United States, it is incumbent upon UCLA to interrogate policies and practices to innovate and rectify areas where we fall short in enrolling and serving talented Latinx, low-income (Pell grant recipients), and first-generation college students. Most importantly, UCLA must take bold definitive steps toward advancing equity and inclusion to become an environment that ensures that all students thrive.

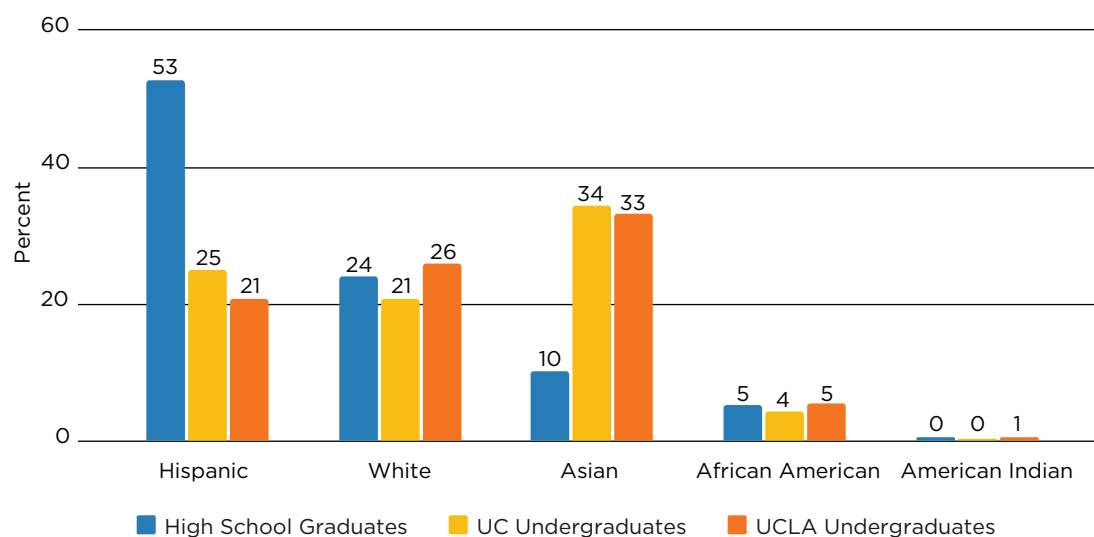
The UCLA HSI Task Force recommends an intentional plan to become a research-intensive HSI, energizing innovation in campus practice that will close equity gaps in access and college completion as well as facilitate advancement to graduate career success. To meet the critical thresholds established by the federal government for recognition as an HSI, UCLA must achieve and maintain a minimum of

25% Hispanic FTE enrollment and improve its enrollment of Pell Grant recipients so that it exceeds that of institutions of similar type and control (35% according to eligibility thresholds, see [U.S. Dept. Ed HSI Designation](#)). One enterprising UCLA math major estimated that, at current pace and effort, it would take until 2029 to achieve the 25% Hispanic enrollment threshold at UCLA ([Kanneboyina et al, Daily Bruin, 2021](#)). This would place UCLA behind all other University of California campuses that have achieved, or are intentionally seeking HSI status, and are actively implementing HSI initiatives supported by federal agencies. With plans to close equity gaps and organize for student success, UC campuses have greatly benefited from HSI federal designation. Federal agencies and private foundations have provided millions of dollars for academic program support, postdoctoral positions that convert into faculty lines (e.g. see gift of the [Mellon Foundation](#) to UC HSIs), and research funding. These efforts will move UC toward achieving national goals of diversifying the U.S. workforce and the academic labor market.

It is fitting that UCLA actively work towards federal HSI designation and, more specifically, define what it means to serve racially and economically diverse students in a research-intensive institution based on its areas of strength, targeted areas for improvement, and a vision for change that advances student success. The Chancellor appointed a [faculty](#) and [staff](#) Task Force in June 2019 charged with assessing and making concrete recommendations for UCLA to achieve HSI status and implement efforts that serve Latinx and diverse students, making a strong institutional commitment to advancing undergraduate and graduate student success.

A significant community at UCLA are undocumented

Figure 1: Racial Distribution Among California High School Graduates, UC Undergraduate Students, and UCLA Undergraduate Students, 2020



Source: California Department of Education

students; this report does not directly address this community because the federal guidelines specify that undocumented students are not to be counted in the Hispanic category when designating HSI status. Nevertheless undocumented students will be served by HSI campus initiatives as will all low-income, first-generation students.

This report responds to the charge to provide recommendations and a campus action plan to achieve federal designation by addressing three areas: *Achieving HSI federal designation* (Section A) by increasing enrollment and retention of Latinx students and Pell grant recipients; *Improving equity in completion goals* (Section B) and student experiences for Latinx, African American, and Native American students as well as low-income and first-generation students; and *Strengthening access and graduate career success* (Section C) for Latinx and other underrepresented students. This report aligns with the UC Regents' and the Office of the President's [2030 goals](#) (adopted in 2019) to make the California Dream real for students from low-income families, underrepresented racial groups, and first-generation college students. Further, [expanding enrollment](#) at UC is a top priority for the Board of Regents and with expansion comes increased opportunity for UC eligible students. This report provides information for immediate campus action and also serves

as the foundation for future initiatives and proposals that will advance educational equity and representation of historically minoritized groups in careers essential to the state and nation.

Work of the UCLA Task Force. The Task Force held its first meeting in September, 2019 to orient members to national, California, and UC HSI initiatives; discuss what it would mean for UCLA to become an HSI; and begin working groups to produce an evidence-based report with recommendations. Even as a global pandemic took hold and a shut-down was declared in March 2020, the Task Force continued monthly meetings via zoom. Although the pandemic slowed progress, the Task Force met 17 times in-person and on zoom over the course of two years, and the chairs continued to meet weekly through 2021. The Task Force also hosted a panel that brought representatives from UC Davis (HSI status under federal review), UC Santa Cruz (in the implementation phase with federal grants), and UC San Diego (in the planning phase) to learn about their initiatives. The Task Force chairs requested data for this report from Academic Planning & Budget, the Center for the Advancement of Teaching, the College Division of Undergraduate Education, the Graduate Division, Student Affairs Institutional Research Organization (SAIRO), the Center for Education and Innovation in



Learning Sciences (CEILS), and the office of the Vice Chancellor of Equity, Diversity and Inclusion.¹ We also utilized information from system-wide dashboards and the CA Dept. of Education. Next, Task Force members collaborated and met additional times as working groups in four areas: Academic Outcomes, Campus Program Inventory, Students' Validating and Racialized Experiences, and Stakeholder and Communications. Each group reviewed data obtained from campus offices, shared findings with the Task Force, and produced recommendations. In addition, graduate student assistants along with four faculty from the Students' Validating and Racialized Experiences working group collected data from *pláticas* (focus groups) held with undergraduate and graduate students in November-December of 2020 ([Student Validating and Racialized Experiences Report](#)). The working group structure loosely follows dimensions of an HSI framework for "servingness" previously laid out by UCLA doctoral alumni who are now national scholars on

the topic (Garcia, 2017; Garcia, Núñez, & Sansone, 2019; Garcia & Okhidoi, 2015; see also [HSI research by UCLA graduates](#)). At the same time, co-chairs met with key administrators to obtain more information about campus and systemwide efforts, and discuss issues relevant to student groups specific to achieving HSI status (including Enrollment Management, Financial Aid, Admissions, Student Affairs, Undergraduate Education, and Equity, Diversity, and Inclusion). Moving forward, Task Force members will hold conversations with the Academic Senate and members of the larger campus community to discuss the report. This UCLA report points to many areas where further, thoughtful examination of equity and student success should occur. It seeks to solidify commitments to efforts that will ultimately ensure that UCLA research, teaching, and service benefits students and underserved communities in the greater metropolitan region of Los Angeles as well as the state and nation.

¹ Other campuses used special public reports on students by race for the development of their HSI report (see UC Berkeley HSI report), but UCLA has no such reports. Many campuses also maintain functional dashboards of student progress that can show data by specific race, Pell grant, and first-generation status. These data are not accessible to educators who need them. UCLA lacks an annual report for student data, except that which must be reported publicly for the systemwide dashboard. Further, several internal dashboards render Latinx and other groups invisible by aggregating data in a URM category, also known as "color-muting" which is "the purposeful silencing of race words or active deletion of racial labels" (Garces, 2016, p. 32). Most egregious is the deletion of data on American Indians and Pacific Islanders. We understand the concern for confidentiality but blank cells render their data useless for educational improvement. Further, dashboards were not always maintained or links moved, making them inaccessible in evaluating equity and diversity on campus.

NOTE ON TERMINOLOGY

This report discusses the Latinx community in California and the nation beginning with the historical context and into the present. When having this discussion, there are questions about what label to use and who is included in categories like Latinx, Latina/o, Hispanic, or Chicana/o. Historically, the community of interest for UCLA was of Mexican origin and its members mostly referred to themselves as Mexican Americans. While Mexican was the most common identifier up to the 1960s, individuals would also use Spanish or Latin American as alternative ways to describe themselves. The social activism of the 1960s-70s brought about cultural change and political pride and Chicano emerged as the prevalent identifier. In response to Chicano activism, UCLA established a Chicano Studies Research Center and a Chicano Studies major in the early 1970s. Terms that included other groups of Latino origin were not used because Mexican Americans were the dominant group in California and the southwest. Beginning in the 1970s, Central Americans began settling in California and other Latino groups emerged in other parts of the US. This led to discussions among national Latino leaders of what we call ourselves; consequently, two terms emerged in the 1980s. Hispanic became the term endorsed by government officials, although it was also prevalent in many local communities and used by members of those communities. Because of its association with government efforts, the Hispanic label was viewed as externally imposed on the community. Latino emerged as the alternative and was viewed as more grass-roots and authentic to the community. Eventually political, activist, and academic leaders endorsed Latino as the preferred label.

In this report, we define Hispanic and Latino as racially mixed and Indigenous peoples with roots in Spanish-speaking places in the Americas; particularly places with long-standing migrations to, and history with, the US. In the Los Angeles context, Latino includes primarily Mexican origin and Central American persons. (Some non-academic writings make a distinction between Hispanic and Latino whereby Hispanic refers to Spanish-speaking persons, thus includes persons from Spain but not Brazil; and Latino refers to persons from Latin American countries, thus includes Brazil but not Spain. We do not make this distinction here.)

In the last decade, a critique of Latino has emerged because it relies on a binary and gendered distinctions drawn from Spanish and because it excludes other gender identities. Latinx has emerged as an alternative to address

this critique (Latine is also being used). As with the prior evolution of alternative labels, there are critiques of Latinx today; still it is increasingly endorsed by younger members of the community, those who are politically oriented, and those who embrace diverse sexualities.

This poses the question of what terms we should use in this report. We sought to avoid some of the problems evident in some academic writing that tries to include everyone by using clumsy combinations, like Chicano/a/x/Latino/a/x, or the use of a single term, like Latinx, applied consistently but inappropriately to historical examples. We strove to be mindful of the diversity in the Latinx community and the historical evolution of these communities. Throughout this report, we use labels and terminology that are appropriate to the group and time period that we are discussing. When describing the earliest periods of UCLA history, we use Mexican American. When discussing the significant changes that took place at UCLA in the 1960s and 1970s (and somewhat into the 1980s), we use Chicano. When referring to the diverse communities that emerged in the 1980s and 1990s, we use Latino. We use Hispanic when referring to government and other official efforts that specifically use this terminology. This includes the federal recognition of Hispanic-Serving Institutions and UCLA reports about Hispanic students. We strive to be specific when needed, such as, referring to the presence and needs of Central American students and faculty at UCLA. Lastly, we use Latinx as we move the discussion about today's youth and their future at UCLA.

Much of this report focuses on the Latinx students with comparisons to other groups, particularly African Americans and Native Americans. Observers might argue that this should be called "comparisons by race/ethnicity." This argument is problematic on three grounds. One, that Latino is an ethnicity is problematic since Latino is actually many ethnicities much in the same way that other groups, like Asian, are many ethnicities; similarly the African American and Native American categories also encompass diverse subgroups. Two, that Latinos are not a single race, while true, is problematic because Latinos are often treated as a distinct racial group. Three, that Latinos are racially diverse and mixed, while also true, is problematic because the other racial groups are themselves racially diverse and mixed. Therefore, in this report, we assume that Latinx functions as a racial designation and we "compare by race."

Why Move Toward HSI Status Now?

Now is the time to make real the promise of our mission as a diverse public research institution committed to equity and inclusion. The pandemic revealed stark inequalities in access to education and healthcare, with Black, Latinx and Indigenous communities severely impacted by COVID-19 (see [Kaiser Family Foundation.org](https://www.kaiserfamilyfoundation.org/)). The racial violence at the hands of police and vigilantes, an active shooter targeting Hispanics and killing 23 in El Paso in 2019, and the rise in racially-motivated hate crimes during the pandemic sparked national awareness and wide-spread academic conversations about eliminating systemic racism in institutions, and dismantling harmful policies or practices in many academic research and training areas (e.g. see the [NIH UNITE](#) effort). UCLA is among the institutions reflecting on these events and committed to addressing persistent inequities for African Americans (see [Rising to the Challenge Commitment](#)), and subsequently committed to [Make Strides Towards Becoming a Hispanic-Serving Institution](#) to begin investing in an infrastructure of Latinx faculty, student, and research support. However, UCLA historically has been a predominantly White institution (PWI), which requires revisioning practices and assumptions that have limited Latinx, African American, Native American, and some Asian student participation and success. An HSI initiative extends the University's commitment to take action to adopt policies and practices responsive to the needs of minoritized students, as well as first-generation and low-income students.

Impetus to adopt an asset-based and equity-minded approach. An HSI designation for UCLA represents a tremendous opportunity for the entire UCLA community to demonstrate how they value students and the contributions of culturally responsive faculty and staff working to ensure their success. "Hispanic-Serving" does not mean serving *only* Hispanic students because the student bodies of HSIs are extremely diverse and practices that serve the growing Hispanic population improve the education of all students. In fact, the nation depends on HSIs to prepare students and to diversify the workforce. Research indicates that HSI's enroll Black and Native American students in greater numbers than Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs), whose historic mission is to serve those student populations and advance their communities (Núñez, Hurtado & Calderón Galdeano, 2015). This is because HSI's are often large, public institutions that typically serve many first-generation and low-income students of all racial groups and are located in or near urban communities.

However, only a handful of HSIs began with a culturally-responsive mission to serve Latina/os and other underserved communities, requiring most predominantly-white institutions to renew institutional commitment via HSI designation (Hurtado & Ruiz Alvarado, 2015). This involves communicating a more welcoming environment and engagement in equity-minded practice. All UC campuses are engaged in publicly signaling how their identity as a national research-intensive institution embraces equity and inclusive excellence that is now actively redefined as key features of a Hispanic-Serving Research Institution (HSRI). Only about 16 of the 569 HSI's in the nation are considered highly intensive research institutions ([Excelencia in Education](#), 2020; 2021), an institutional identity that often supersedes a student-centered focus.² This provides an opportunity for UCLA, and the UC system, to be among the world's greatest research institutions that define what becoming an HSRI entails, addressing both diverse students' needs and research innovations focused on the uplift of diverse communities.

With the most talented students in UCLA history, there is a need to shift campus culture in a direction that recognizes, affirms, and incorporates Latinx students and underserved communities as assets rather than regard their families and cultures as deficits (Johnson & Bozeman 2012; Valencia, 1997; Yosso, 2005). A strengths-based approach is also necessary to ensure the success of many students who have overcome tremendous adversity to arrive at UCLA classrooms and portals. We must consider how we honor and maximize the cultural wealth that Latinx students bring to campus and go beyond mere celebration to meaningful, well-funded and fully staffed institutional programs and resources that enable all students to succeed at the highest levels in all majors, schools, and academic programs. It requires an augmentation of existing support structures and a revision of policies, which ultimately benefit a wider group of students, including African American, Native American, first-generation and low-income students and all who aspire toward social mobility. As critical stakeholders in this process, the Task Force imagines a UCLA that is a community of scholars, innovators, and change agents who are equity-minded, actively engaged, and fully incorporated in the institutional mission of transformative teaching, research, and service. This requires that we also extend the asset-based approach from a focus on students to one of respect and appreciation of Latinx and culturally responsive faculty, staff, and alumni. This is accomplished by improving recruitment, hiring, retention, professional advancement and celebrating their incorporation in every facet of the Bruin community.

² Reports differ depending on when they were produced regarding the number of research-intensive institutions that are federally designated HSIs.

CA and HSI public systems. Almost one third of the nation's HSIs are in California, including 21 of 23 CSU campuses, 95 of 116 community colleges, and five of 10 UC campuses have some recognition from federal agencies or full designation from the U.S. Department of Education (Campaign for College Opportunity, 2021). Three UC campuses that are “emerging” as HSIs (with Latinx enrollment of 15-24%) include UCLA, UC San Diego and UC Berkeley that plan to meet the challenge of becoming Latinx responsive (Contreras, 2019). (UC Davis has reached the 25% threshold, submitted an application, and is awaiting federal designation). Both UC San Diego and UC Berkeley have released their campus reports with goals for achieving HSI status, and are actively engaged in improving recruitment, enrollment and retention of Latinx and low-income students (see [Berkeley report](#)). The UC system has achieved 25% Latinx enrollment and continues to grow with intentional campus action. The UC Office of the President (UCOP) has designated a [UC HSI Website](#) for initiatives, campus teams meet annually (funded by UC Provost Brown), members of the UC HSI Advisory Board and representatives from each campus meet monthly, and a [systemwide report](#) on UC HSI activity was released in 2021. At the first meeting held at Riverside in 2017, HSI campus teams met to share practices and learn together about becoming HSIs. Since then, each campus became part of a UC HSI learning community and is expected to bring an HSI team to the annual retreat. Lacking a formal committee charge prior to 2019, UCOP invited individual UCLA Latinx faculty and staff to participate in the Advisory group and attend systemwide meetings to keep UCLA engaged. The Chancellor appointed the UCLA Task Force in 2019, formally [announced the HSI goal in December 2020](#), and provided initial institutional commitment to infrastructure resources in September 2021.

Location and obligations of a public university. UCLA's location further incentivizes the urgency for a plan that advances an equitable agenda for Latinx students and other minority groups given it is in one of the world's most diverse and vibrant regions. The surrounding Los Angeles community cannot be overlooked when conceptualizing what it means to be an HSI. UCLA is not simply located in Los Angeles, it is a vital part of Los Angeles. UCLA operates in a city, region and state founded, named, and increasingly populated by Latinos. Los Angeles is home to the largest number of Latinx residents in the US. Latinos constitute a sizable plurality—approaching an outright majority—of 49% of Los Angeles County residents, and 49% of the City of Los Angeles. At 39% statewide in California, Hispanics are the largest and fastest growing

segment of the population, and are now over 50% of high school graduates. These percentages are not reflected in the student body nor the faculty of UCLA.

UCLA has long struggled with developing and maintaining a closer relationship to the broader Los Angeles political, civic, cultural and economic fabric, preferring instead to orient its gaze toward national and global audiences. Reconceiving UCLA as a Hispanic-Serving Research Institution (HSRI) presents the possibility of a new and mutually empowering relationship between the campus and the community, one where the pedagogical and research missions of the campus are far more closely tied to and invested in the life, culture, well-being, and prosperity of the region's growing population. This relationship can and must be mutual, as the campus benefits immensely from the cultural, economic, and civic energy in the County with the greatest number of Latinos in the US.

More than merely being an opportunity, a deeper and more effective embrace of the Latino population—as a student body and an audience for our research—is critical to this institution and other UC campuses. The Latino population's immense and growing political power, in the city, the county, and Sacramento, suggests that this decisive population merits appropriate levels of attention, investment and education. We ignore such Latinx communities at our own peril as a public institution.

Consistent with the land grant mission of the University. UCLA's historical land grant mission further ties the need to offer accessible and high quality education to a diverse student population represented in the state and region. The land grant mission fostered by the Association of Public Land Grant Universities (APLU) is to “expand access and improve student success to deliver the innovative workforce of tomorrow; advance and promote research and discovery to improve society, foster economic growth, and address global challenges; and build healthy, prosperous, equitable, and vibrant communities locally and globally” ([APLU, 2021](#)). Land grant universities have the responsibility to organize and serve as an engine for social mobility for low-income students, racially minoritized, and first-generation students. “As an urban research university with a public mission, UCLA is committed not only to maintaining high academic distinction, but also to addressing societal needs in the tradition of land-grant universities” (see [UCLA Mission and Values](#)). UCLA has actively sought to fulfill this mission, however, there is a dire need for particular attention to Latinx students and communities outpacing all other non-white racial groups in the population (Flores, 2017).

HISTORY OF CHICANX AND LATINX AT UCLA

While Chicano students have been part of UCLA since its inception, it was not until the activism of the 1960s that a significant presence of Mexican origin or Latino students at UCLA emerged. While UCLA has sought to serve diverse students and become more culturally responsive to its Chicano and Latino students, advances over the years have been as a result of student and faculty activism. Below are notable events of the history of Latinx community at UCLA (a more complete history can be found [here](#) and information about notable [Latina/o alumni here](#)).

Early years: UCLA was established first as a Normal school through the legislative efforts of Los Angeles Assemblyman Reginaldo F. del Valle, which later became the Southern Campus of the University of California in 1919. There were Mexican origin students at UCLA since the inception, although there is relatively little documented history on the first students.

1960s: Chicano students organized on the UCLA campus. A student organization was established in the 1960s and that eventually became MEChA. Students advocated for an increase in the number of Chicano students and for a more relevant ethnic studies curriculum. Enrollment of Chicano students increased from about 100 in the early 1960s to a couple of thousand by the end of the decade. In 1969, the Chicano Studies Research Center was established as a campus-wide unit that would support research on the Chicano community, and subsequently inclusive of all Latino communities.

1970s: The Chicano Studies Program, an academic program without departmental status, was established. The Academic Advancement Program, which provides academic services to underrepresented students, was established; it emerged out of student initiatives to support fellow students. Students established other organizations that are reflective of their interests and needs.

1980s: There are increasing numbers of Central American students on the UCLA campus alongside a growing awareness of the presence and needs of undocumented students.

1990s: After decades of limited resources, the future of the Chicano Studies Program was in question. In 1993, students engaged in numerous protests and direct action, including a two-week hunger strike, to advocate for a department of Chicana and Chicano Studies. The compromise was the establishment of the Center of Interdisciplinary Instruction in Chicana and Chicano Studies that could hire faculty (a key feature of departmental status). In 1994, six faculty were hired.

1990s: In 1995, the Regents of the University of California passed two resolutions, SP-1 and SP-2 which prohibited race, religion, sex, color, ethnicity, and national origin from being considered in the university admissions decision process and in hiring and contracting decisions. In 1996, California Proposition 209 was passed and incorporated into the California constitution; it prohibits preferential treatment on the basis of race, sex, color, ethnicity, or national origin.

2000s: The César E. Chávez Department of Chicana and Chicano Studies was established.

2010s: A graduate program (granting MAs and PhDs) in Chicana and Chicano Studies was established. The first cohort of doctoral students were admitted in fall 2012 and the first students graduated with a PhD in 2019. The faculty expanded the department's name to the César E. Chávez Department of Chicana/o and Central American Studies.

2020s: The César E. Chávez Department of Chicana/o and Central American Studies is home to well over 600 majors and minors, over 30 PhD students, and 16 faculty members. The first woman director of the Chicano Studies Research Center, Veronica Terriquez, was appointed.

2020: Chancellor Gene Block commits to UCLA achieving federal designation as an HSI with intentions to achieve it by 2025. This completes the commitment of all UC campuses, which educate undergraduates, to work on becoming HSIs in the UC system.

A. ACHIEVING HSI FEDERAL DESIGNATION

Institutions must be eligible to apply for, and must submit applications, to request HSI federal designation. The enrollment criteria to be eligible to apply is multifaceted. First, campuses must meet the 25% Hispanic enrollment threshold and maintain it for a year prior to application (based on IPEDs enrollment data). According to the [US Dept of Ed 2021 Matrix of Eligibility](#), UCLA is listed at 22.5% Hispanic enrollment as of 2018. UCLA figures as of 2021 show that Hispanic enrollment is actually lower at 20.4% (discussed in this report). Irrespective of the specific numbers, UCLA must intentionally increase the admission, enrollment, and retention of Latinx freshmen and transfer students to become HSI eligible. The Task Force urges UCLA to make reaching the Latinx enrollment threshold as its most immediate priority.

The Task Force urges UCLA to make reaching the Latinx enrollment threshold as its most immediate priority.

Second, the HSI guidelines specify an enrollment threshold for Pell grant recipients (Pell grants are need-based federal financial assistance grants awarded to low-income students). For UCLA and other comparable institutions, the threshold for Pell grant recipients is currently 35%. While the threshold for institutions like UCLA remains at 35% in 2022, the US Department of Education website shows new calculations that suggest this threshold may change. According to the [US Dept of Ed 2021 Matrix of Eligibility](#), UCLA is listed as having 32% Pell enrollment in 2018 (based on IPEDS). UCLA figures in 2021 (presented in figures) show Pell enrollment is lower at 30%. If the Pell grant threshold has not been met at the time of the HSI application to the US Department of Education, a waiver for the Pell recipient threshold can be requested. Still, the Task Force urges UCLA to intentionally increase the enrollment and retention of Pell grant recipients so as to reach the threshold. Having met this threshold will strengthen applications for HSI-funded grant programs moving forward.

Finally, the eligibility criteria to become an HSI for public four-year institutions limit the per-student expenditures to \$34,275 (based on 2022 Dept. of Education calculations). UCLA per-student expenditures, calculated to be \$121,179

The Task Force urges UCLA to intentionally increase the enrollment and retention of Pell grant recipients.

per student, exceed this limitation. Because the federal estimate is generally based on public four-year institutions across the country, a case for a waiver can be made based on high costs of significant graduate and research opportunities provided by a research-intensive institution like UCLA and the high costs of living in Los Angeles. The Task Force recommends UCLA consider submitting a waiver in this category, as other UC's have done or plan to do in their HSI applications.

With reinvigorated and collective effort among campus units to reach the 2025 HSI goal, we believe UCLA can meet these thresholds and, in turn, become better positioned to achieve UC systemwide equity goals for 2030 (see [Recommendation 1](#)).

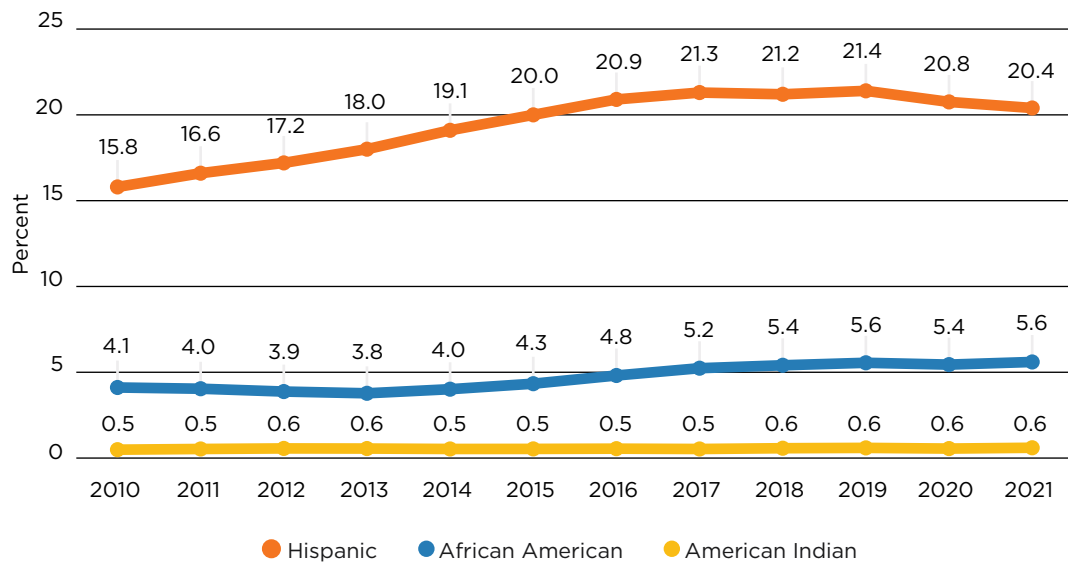
UCLA Enrollment

We reviewed progress in UCLA enrollment toward the thresholds established for HSI federal designation, using data obtained from the Academic, Budget, and Planning (APB) office, as well as system dashboards. [Figure A.1](#) shows steady increases in enrollment of Chicano/Latino, African American, and Native American enrollment over time up to 2016, but since 2016 enrollment has been relatively stagnant with the potential to lose gains made in previous years.³ The percent Latinx as of Fall 2021 is 20.4%. This suggests renewed and innovative campus efforts are needed each year to improve Latinx student admissions, enrollment, and success in order to meet the minimum 25% threshold and maintain it.

To monitor low-income student progress nationally, the U.S. Dept. of Education relies on Pell grant recipients' enrollment and completions. The limitation of this metric is that it excludes students who do not apply, cannot complete federal financial aid forms, and/or are ineligible because of citizenship or immigration status (e.g. undocumented students). We have included information on enrollment of both Pell grant recipients and first-generation college students to better capture the population of economically disadvantaged students. It is important to note that UCLA achieved the threshold set for Pell recipients for many years and as recently as 2019, however, [Figure A.2](#) shows enrollment of Pell grant recipients has

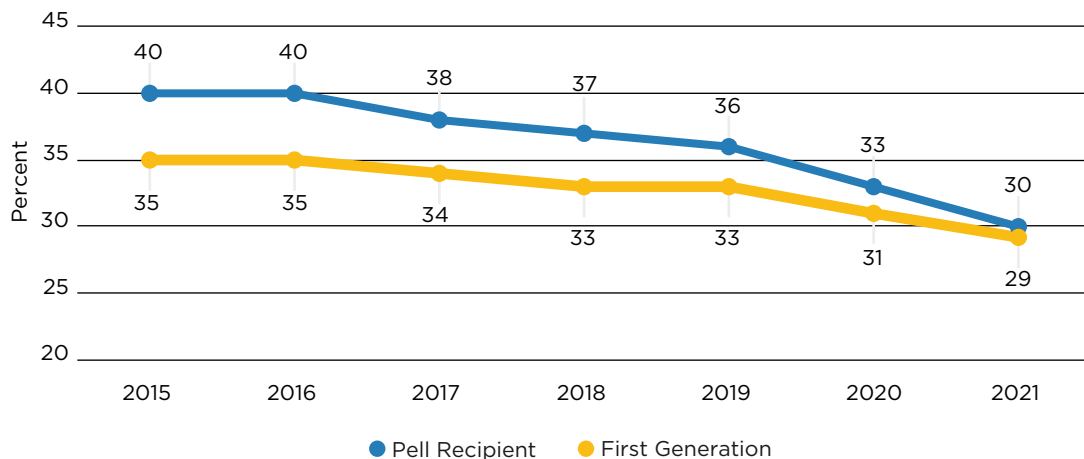
³ New enrollment figures are taken the third week into Fall quarter.

Figure A.1 Percent Hispanic, African American, and American Indian Among UCLA Enrolled Undergraduate Students, 2010-2021



Source: Academic Planning and Budget

Figure A.2 Percent Pell Recipient and First Generation Among UCLA Enrolled Undergraduate Students, 2015-2021



Source: Academic Planning and Budget

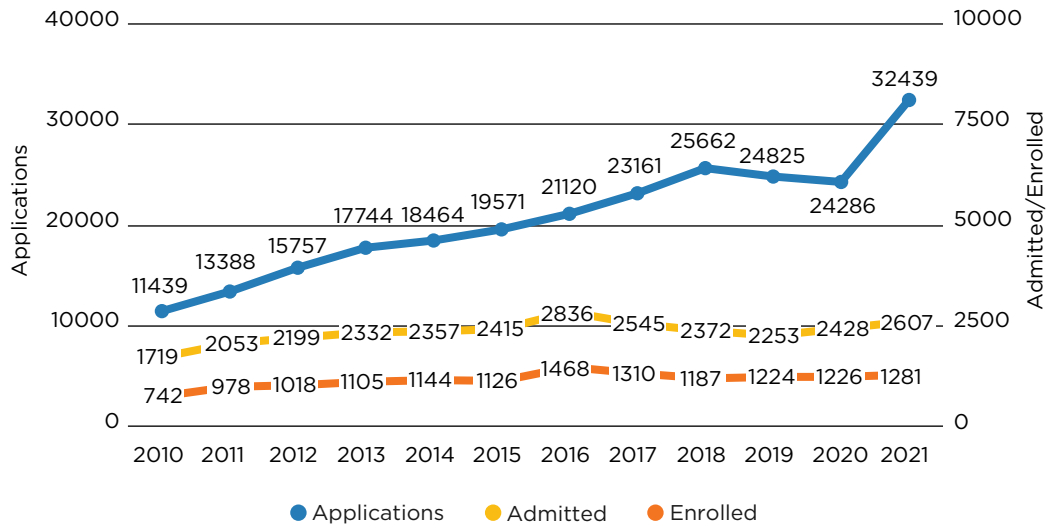
The campus strategy should be to dramatically increase admission, systematic efforts to increase yield (commitments to enroll), and initiatives to improve retention rates.

declined to 30% as of Fall 2021. This reflects a shift in priorities in enrolling and retaining low-income students. There has been a similar decline in first-generation college student enrollments from 35% in 2015 to 29% in 2021 (see [UC Fall Enrollment at a Glance](#) for UC dashboards on these target populations). Campus administrators confirmed an intentional effort to recruit and admit middle-income students and increase the number of students who could pay, especially out-of-state residents. This was halted in March 2019 when the state indicated that it now intends to limit out-of-state students at UCLA and systemwide (see [UCOP 2019 Memo](#)). Additional funds for recruiting low-income students were promised in the July 2021 state budget, considered a historic investment in the University of California, to cover the costs of fewer nonresidents and to provide more financial aid (July, 21, 2021 [Regents Memo](#)). With the potential for more investment, this declining trend in low-income student enrollment can be reversed to achieve HSI designation, particularly since a high proportion of Pell grant recipients are Latinx, African American and Native American students (see [Financial Support](#)).

[Figure A.3](#) shows enrolled Pell grant recipients and first-generation college students by race. It is important to note that fairly high percentages of Latinx and African Americans are Pell grant recipients (65% and 58%, respectively). Most significantly, 71% of UCLA Latinx students are the first-generation to go to college. This compares with 43% of African Americans and 31% of American Indians enrolled on campus. Hispanic adults are least likely to have baccalaureate degrees but have the highest labor force participation rates among all racialized groups in the U.S. (Asante-Muhammed & Hernandez, 2019; Carnevale & Fasules, 2017), and therefore are also more likely to work from youth and throughout their adult lives. The large percentage of first-generation students indicates that the majority of Latinx students rely on institutional agents (i.e. faculty, staff, peer leaders) to help them navigate college. Even Latinx families who have recently entered the middle class do not have wealth that is comparable with that of, and cannot support their children at the same level as do, middle-class families from other racial backgrounds. Improving Latinx, low-income, and first-generation student enrollment are dependent on three institutional policy and practice arenas: admissions and recruitment to enroll (yield), financial support that affects both student access and success, and student retention and achievement. These arenas are addressed in the next sections.

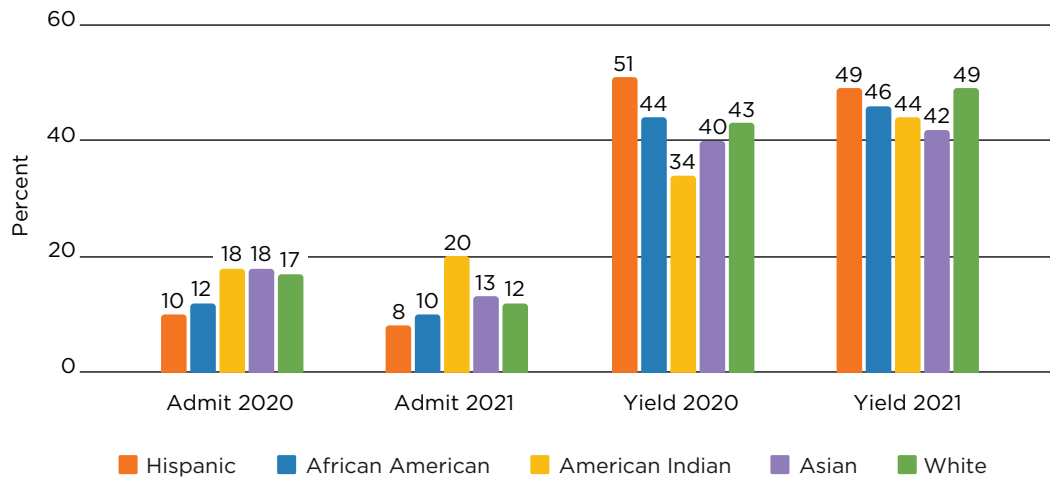
Freshman admissions and yield. Increased representation of diverse students at UC in the last 10 years is not simply due to a demographic shift in college-age populations but also the result of intentional UC action. Major system-wide policy changes and subsequent practices on campuses have resulted in processes that review applicants holistically (instead of using formulas that heavily weigh test scores), an increase in admission of students eligible in the local context (ELC), and the removal of previously required tests (three achievement tests, and more recently the SAT/ACT). These reforms of eligibility policy and admissions review practices on campuses resulted in high rates of application from CA high school graduates, as well as gradual increases in admissions that were further facilitated by expansion of UC enrollment in 2016. UCLA has improved its admissions and recruitment practices in accordance with these system wide changes, but more intentional campus strategies are needed now to secure gains. [Figure A.4](#) shows UCLA raw numbers of freshmen Chicano/Latino applicants, admits and students who intend to register (SIR) or yield. Applications have more than doubled in the last decade, but then leveled off between 2018 and 2020 and then increased sharply in 2021 with the dropping of SAT/ACT requirements (over 32,000 applicants). The top year for the admission of Chicano/Latinos was 2016 (2,836) but this declined in 2019 (2,252). The number admitted in 2021 did not increase appreciably (2,607) relative to the sharp increase in the number of applications. This suggests a closer review of admissions and review practices. African Americans increased applications in 2021 (9055) as well as many more admitted in 2021 (901) (see [Figure A.5](#)). For Native Americans, the highest number admitted and enrolled was in 2018 (111) and increased again in 2021 to 104 students (see [Figure A.6](#)). These data suggest that gains have not been consistent or sustained except with major policy changes systemwide. More attention is needed to improve the number of Latinx admits to UCLA, as other UC campuses are moving more aggressively to admit and enroll students in our region and applicant pool. Any admission declines are eventually reflected in enrollments. Without increases in Latinx admits, for example, UCLA must otherwise significantly increase yield and retain every student in order to achieve HSI status. The campus strategy should be to dramatically increase admission, systematic efforts to increase yield (commitments to enroll), and initiatives to improve retention rates.

Figure A.4 Number of Hispanic Applications, Admitted, and Enrolled Among UCLA Freshmen Entrants, 2010-2021



Source: Academic Planning and Budget

Figure A.7 Admit Rate and Yield Rate by Race, UCLA Freshmen Entrants 2020 and 2021



Source: Academic Planning and Budget

The admit rate for Latinx students of 10% in 2020 and 8% in 2021 is the lowest of any racial group (see [Figure A.7](#)). At 12% in 2020 and 10% in 2021, the admit rate for African Americans is slightly higher. For other racial groups, the admit rate is around 18% in 2020; in 2021, it is 20% for American Indian and around 12% for other groups. In contrast, Latinx freshmen have had higher yield rates compared with other racial groups (51% in 2020 and 49% in 2021—a slight drop from the previous year). African Americans have a yield rate of approximately 45%, whereas Native Americans have a low rate of 34% in 2020 and 44% in 2021. This lower yield reflects the greater choices of competitive colleges that talented UCLA admits have, many of which offer timely information and better financial support (see section on Financial Support for Access and Success). Revitalized efforts are necessary to improve freshman admissions and more advanced planning for professional counseling directed toward admitted students rather than relying on volunteers who cannot answer questions about financial aid. We are aware that the current staffing is too limited to be responsive in a timely manner, so we suggest hiring additional trained staff members, who are knowledgeable about Latinx admissions and financial aid concerns, in order to offer timely information to improve Latinx yield efforts. We suggest strengthening the Student Ambassador Program to assist with recruitment; both freshmen entrant and transfer students that are current students should be hired, trained, and paired with admitted freshmen and transfer students.

Transfer admissions and yield. Transfer admissions is one area where UCLA has made consistent year-to-year gains for over a decade, until recently. [Figure A.8](#) shows steady increases in the raw numbers of Chicano/Latino applicants, admits and enrolled transfer students with 2020 being the best year so far; unfortunately, the admit numbers and yield declined in 2021 (1,291 admitted and 820 registered). The number of applications from African American transfers increased while the admit and registered numbers remained level ([Figure A.9](#)). Native American transfer numbers decreased from 2020 to 2021 ([Figure A.10](#)), thus signaling a potential reversal of success in access.

It is important to note that the admit rate and yield rate for transfer applicants are higher than for freshmen ([Figure A.11](#)). UCLA is a strong draw due to its effective partnership model with community colleges and the use of student-empowering recruitment strategies in the [Center for Community College Partnerships](#). These strategies held a two-fold mission: (1) innovative summer residential academic 'boot-camps' for first-generation underrepresented students to help prepare them to be competitive appli-

cants to UC, and (2) comprehensive partnerships with local community colleges including engagement with administrators and faculty at both institutions on serving community college students and increasing transfer. We celebrate progress in transfer enrollment but recent data show declines in admission and yield, even as applications were at historic highs. UCLA must continue an upward trend with support for these programs and to learn from these strategies. However, the goal of attaining HSI status cannot be achieved by focusing only on improving transfer admissions and enrollment.

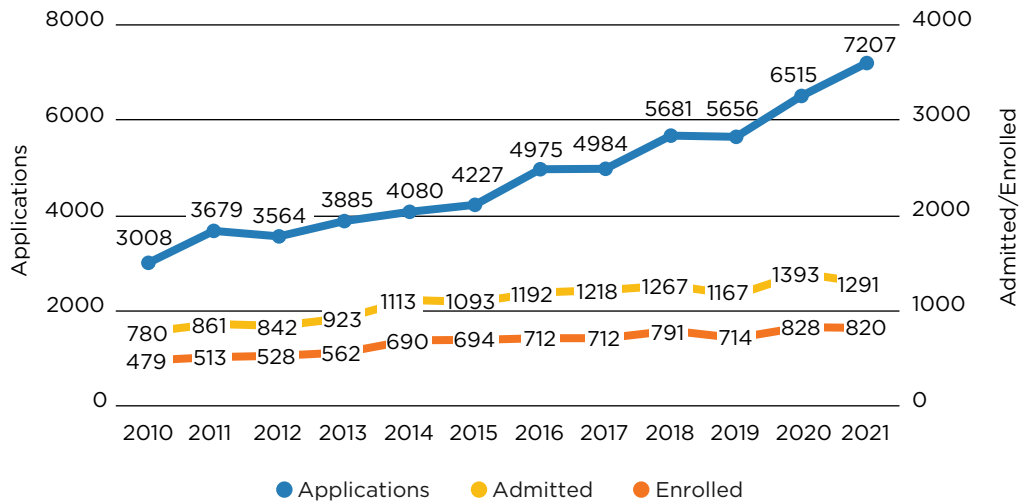
Recent changes systemwide. It is important to note that Fall 2021 admissions and enrollment of Freshmen were affected by a *major change with the UC Regents' decision to drop the SAT/ACT in applicant review criteria*. This resulted in a record number of applications across the system and increases in 2021 admission numbers of Chicano/Latino students, African Americans, and American Indians at many of the most selective UC campuses. Although increased admits of these groups occurred at UCLA, the campus admitted the lowest percentage of freshmen Chicano/Latino students (26%) among all UC campuses, including UC Berkeley (29%) and UC San Diego (30%) that are gearing up for HSI designation (see [UC data Fall 2021 Admissions](#)). UCLA also admitted fewer low-income and first-generation college students than Berkeley or San Diego in 2021. Test scores are not required of transfer students but while UCLA typically performs much better than several other UC campuses in admission of transfer student applicants (28%), UC Berkeley significantly improved their rates of Latinx transfer admission to 31% in 2021, indicating focused efforts to continue to improve their numbers to reach HSI status (see [Transfer 2021 Admissions](#)). Unfortunately, UCLA experienced its first decline in admissions relative to applications and yield of admitted transfer applicants in Fall 2021 (as other APB data shows). (See [Recommendation 2](#)).

Financial Support for Access and Success

The HSI Task Force assisted with recruitment efforts of highly talented Latinx students in spring 2021. Members of the HSI Task Force called the majority of admits and spoke with them and their parents to encourage them to choose UCLA. In addition, Latinx faculty and staff participated in a Zoom welcome to inform Latinx admitted students about the benefits of attending UCLA. Many of the students had to be referred to a financial aid counselor assigned to help the students with questions about their packages.

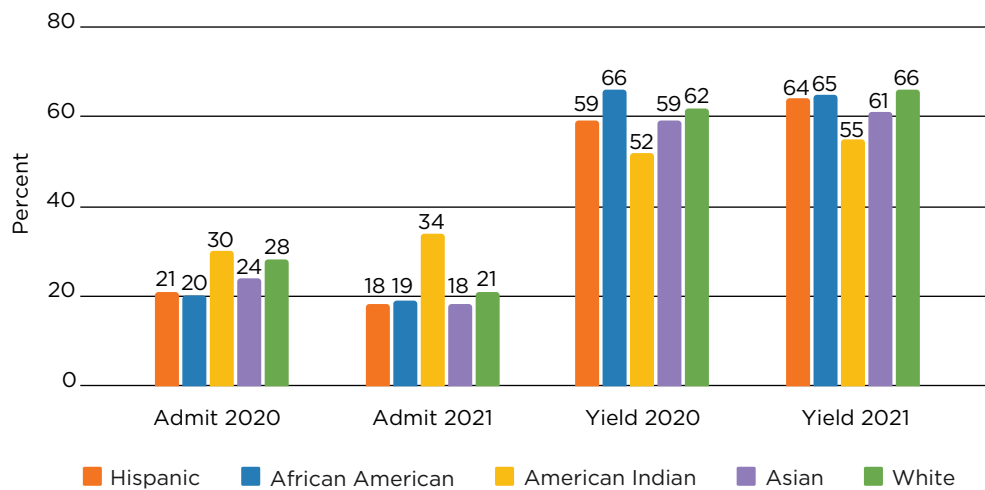
This effort provided important information about admissions. First, it was clear that students do not receive

Figure A.8 Number of Hispanic Applications, Admitted, and Enrolled Among UCLA Transfer Entrants, 2010-2021



Source: Academic Planning and Budget

Figure A.11 Admit Rate and Yield Rate by Race, UCLA Transfer Entrants 2020 and 2021



Source: Academic Planning and Budget

The campus needs to proactively generate scholarships for Latinx, low-income students, and underrepresented students that are heavily recruited on other campuses.

complete information that would facilitate choosing UCLA based on affordability. Scholarships from academic departments, alumni organizations, and other sources are offered too late to compete with other campuses aggressively recruiting UCLA admits. These units and organizations need early access to admitted student files that would allow them to select students in a timely manner for additional scholarship support in fields where students are extremely underrepresented such as the sciences. Second, additional trained staff is needed to improve responsiveness to student inquiries during these critical times to improve the yield of admitted Latinx and low-income students. For example, rather than making financial aid counselor assignments alphabetically, students should be matched based on student needs; and more Spanish-speaking staff should be employed to speak directly with parents (See [Recommendation 3](#)).

Third, many Latinx admits receive more generous financial packages from other campuses, which UCLA is slow to meet or even address. UCLA Latinx and low-income admits are highly sought after by other campuses and are recruited as part of intentional efforts to increase college completion rates. One Latina admit in 2021 said, “UCLA is my dream school, but Cal State San Bernardino offered me a full ride. What can I do?” Sadly, UCLA might have been the best choice for this student academically, but it did not appear as strong in financial commitment. Other universities, both private and public, are able to provide financial aid information with the initial letter of admission and provide competitive packages that combine scholarship, federal, state, and institutional funding. Even other UC campuses provide more information about financial aid at the point of admissions by specifying college work-study and ways to help students meet self-help minimums (i.e. the minimum amount students and their families are expected to contribute to college).

One [recommendation](#) is to reduce or eliminate the amount that students from low-income families who struggle with basic financial needs are expected to cover in order to attend UCLA. This amount, referred to as the self-help aid minimum expectation, has varied from \$9,300 to \$10,000 per year during the past decade, representing a significant burden on low-income students and their families. Currently, Pell grants cover only 21% of tuition, room, and board at UCLA ([see Pell grant recipients](#)). The Basic Needs committee provides additional resources (e.g. food cards) that are

helpful to low-income and first-generation, and more funding could be provided through this mechanism. According to Executive Director, Marvin Smith, “UCLA self-help aid figures provide Pell recipients with loan and work expectations that more affluent peers may not find as difficult to manage.” In other words, the process is not designed to address the affordability concerns of high-achieving low-income students, many of whom receive competitive offers. When asked about more appropriate funding packages, Director Smith indicated that an ideal aid package for Pell recipients would reduce self-help aid expectations to about \$5,000. This would require a significant increase in federal, state, and institutional aid dollars. The office estimated that reducing self-help aid expectations by \$1,000 with institutional aid (for example) would cost about \$10 million per year for 10,000 Pell recipients at UCLA, or \$2.5 million per cohort (i.e., 2500 Pell freshman). A much lower estimate is likely, however, based on increased funding that will benefit enrollments.

Hopefully, more governmental and institutional support might be forthcoming. Congress has proposed legislation that will double the maximum Pell grant in five years, index it to inflation, and open access to students previously excluded from [awards](#), including expanding eligibility to undocumented students (DACA students). The CA Governor’s office has also proposed a [new plan](#) to increase funds for low-income and undocumented immigrant (AB540 and California Dream) students as vital to the state economy. Further, UC President Drake has proposed a debt-free path to UC for qualifying students that is likely to be implemented in the coming years. Each of these efforts could lower self-help to make UCLA affordable to low-income students and their families. The campus needs to proactively generate scholarships for Latinx, low-income students, and underrepresented students that are heavily recruited on other campuses. Scholarship aid should be available in the same manner in which it is provided to African American students, providing support from a foundation in collaboration with community, alumni, and leadership organizations (see [Recommendation 3](#)).

Unfortunately, the once successful first-generation student program in Student Affairs has been reduced due to staff departures, and has become less visible in its mission to serve Latinx and underrepresented (Black, Indigenous, Pacific Islander, and Southeast Asian) students. More than half of all UCLA Pell grant recipients are more likely to

work and use loans than students who do not receive Pell grants, though most students have grown averse to loans over time ([Financial Aid Office data](#)). Programs on campus must explicitly address these students' specific needs, provide opportunities where students can earn and learn (including college work-study), and offer more on-campus jobs that are associated with higher completion rates for Latinx and all other racial groups, as shown in national data (Ramos, 2021).

B. IMPROVING EQUITY IN COMPLETION GOALS AND STUDENT EXPERIENCES

UCLA has a significant opportunity to develop a laser focus on achieving equity in student completion and improving student experiences. This report and its recommendations are designed to align with UCOP goals for achieving equity in completion and student retention goals (monitored on [systemwide dashboards](#)). The first priority should be on increasing the retention of all students so that as many students as possible earn degrees. Secondly, the Task Force urges some flexibility regarding time to degree. We know that some UCLA students need additional time to finish—more than four years among freshmen entrants and more than two years for transfer students. Careful study should identify major institutional barriers and develop strategies to address barriers. Addressing these issues could be the key to increasing completion rates and closing the gaps between racial groups.

Graduation Rates and Time to Degree for Freshmen and Transfer Students

Graduate Rates for Freshmen Entrants. The UC system has set a goal to add 1.2 million baccalaureate degrees and [close graduation equity gaps by 2030](#). Specifically this means increasing student retention, achieving a six-year graduation rate of 92% and improving four-year graduation rates at UCLA for all students entering as freshmen to 86%. Because UCLA already has the highest completion rates, as compared to other UC campuses, the UCOP expects UCLA to meet a higher bar than that set for the overall system (which is 76% for four-year, and 90% for six-year rates). Moreover, UCOP expects UCLA to specifically improve equity in completion rates for underrepresented groups, Pell recipients, and first-generation college students. In order to do so, it is important to track the progress of disaggregated groups to provide more responsive approaches that will assist in degree completion. Innovations should address Latinx students since they constitute the largest number of students in the broad URM category. That is, the completion rates for URM students cannot improve without specific attention to tracking and assist-

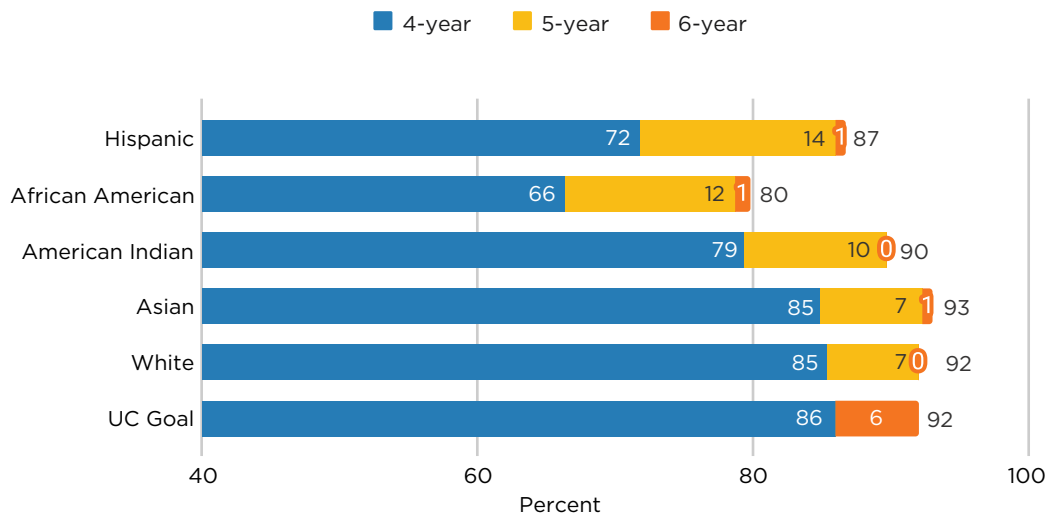
ing Latinx students toward completion.

We examined the four-, five-, and six-year graduation rates for Latinx, African American, Native American, Asian American, and White students who entered UCLA as freshmen between 2012-2016. First, trends show that completion rates have increased for each cohort year. Most UCLA students are likely to take five years to complete their degree ([Figure B.1](#)). Among Latinx students, 72% graduate in four years and 86% graduate in five years; and the six-year graduation rate for Latinos is about the same as the five-year rate (87%). Latinx students have not reached the goal of 92% graduating by six years but it can be accomplished. This completion goal is attainable with additional targeted effort directed toward students that need support to cross the finish line (Malcom-Piqueux & Bensimon, 2015; Núñez, 2017). African American students would also stand to benefit from intentional efforts to improve retention and completion, as their four-year graduation rate is 66% and six-year graduation rate is 80%. The new initiatives that should come from HSI status will support efforts to achieve more equitable rates in completion for each group.

Second, while the increased Latinx graduation rates are encouraging, equity gaps persist with the largest gap evident at the four-year completion rate. It is important to note that while an equity gap also exists for five-year graduation rates, it is about half as large as the gap between groups for four-year degree completion. We [recommend](#) that additional research be conducted to determine the barriers that students face in attempting to finish in four years, disaggregated by field of study. Additionally we should investigate whether students need an entire fifth year for completion or just part of an additional year. While the UCOP has not set a 2030 goal for five-year completion, we suggest the five-year completion goal for UCLA be set at 92%. In striving to meet this goal, we are likely to make considerable progress in closing the equity gaps in both four- and six-year completion rates.

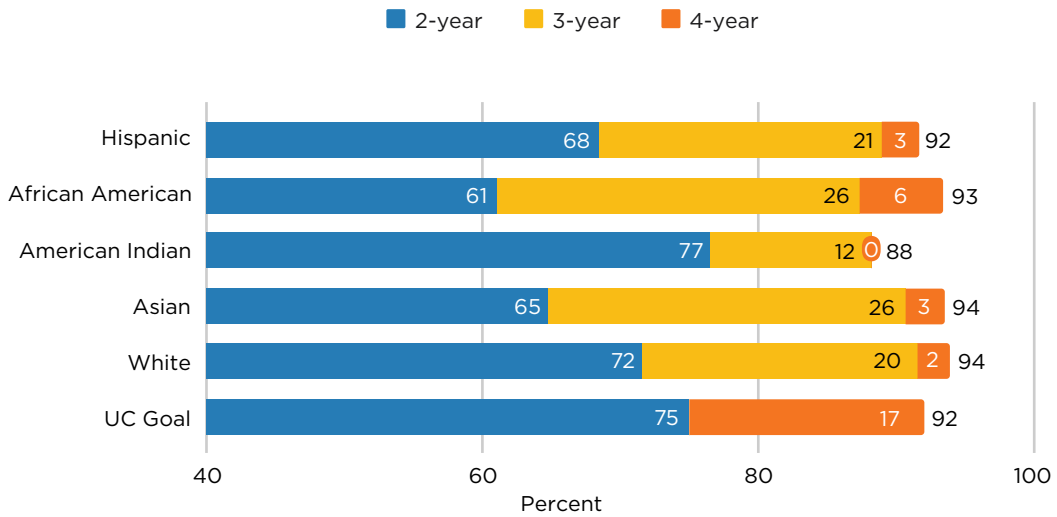
Graduation Rates for Transfers. We also reviewed the two- and three-year graduation rates for Latinx, Black, Native American, Asian American, and White students who entered UCLA as transfers in 2016. There are similar patterns with some notable differences. The UC 2030 goal [of closing the equity gaps](#) is to bring the two-year graduation rates for students entering as transfers to 75%. For Latinx transfer students at UCLA, this will mean increasing two-year graduation rates by an additional 7% percentage points (see [Figure B.2](#)).

Figure B.1 Graduation Rates by Race, UCLA Freshman Entrants 2014 Cohort



Source: Academic Planning and Budget

Figure B.2 Graduation Rates by Race, UCLA Transfer Entrants 2016 Cohort



Source: Academic Planning and Budget

It is encouraging that the four-year graduation rate for Latinx transfer students at UCLA is already at the UC 2030 goal (92%). It is also significant that the equity gaps that exist for three- and four-year transfer graduation rates are much smaller than they are for freshmen. However, what is most striking in the two- and three-year graduation rates is that the patterns for transfers are similar to that of students who enter as freshmen. The graduation rates for all transfers ([Figure B.2](#)), regardless of race, increase dramatically at three years. For Latinx and White transfer students entering in 2016, completion increases about 20 additional percentage points in three years in comparison to those who graduated in two years (from 68% to 89% for Latinx). For Black and Asian American students entering in 2016, the increase is even greater at about 26 additional percentage points from the groups graduating in three years. This also holds true over the time period examined which indicates that transfer students, while making considerable progress in meeting the 2030 UCOP goals, will need time beyond the second year. When comparing the increases in graduation rates for transfers and freshmen at the three- and five-year marks respectively, it appears that students would benefit from more institutional opportunities to complete their degrees (e.g. summer offerings, funded enrollment terms to reduce the need to work, improvement in course availability, and reduction of excessive degree requirements in majors).

Time to Degree among First-Generation and Pell Recipient Students

Lower-income students are most likely to need additional time to graduate considering the financial challenges they face. For instance, low-income students tend to take additional jobs during college; also Pell grant recipients are more likely to work and to take out loans compared to non-Pell recipients. [Figure B.3](#) shows graduation rates for Pell Grant recipients and first-generation students who entered as freshmen. The graduation rates of less advantaged (Pell recipients and first-generation) is consistently lower than more affluent peers (see IRAP Information Center [dashboard](#)). For instance, Pell Grant recipients have a six-year graduation rate of 88% while more affluent students have a graduation rate of 93%. Also the disadvantage at the four-year point is greater—Pell Grant recipients have a graduation rate of 75% while more affluent students have a graduation rate of 84%. This shows that less affluent students are taking longer to earn their degree than more advantaged students.

[Figure B.4](#) shows completion rates for Pell Grant recipients and first-generation college students among transfer students. At the four-year graduation point, transfer

students do well regardless of whether they are Pell-Grant recipients or first-generation students. Among transfer students, Pell Grant recipients have a four-year graduation rate of 92% and non-Pell Grant recipients have a rate of 93%, which is the same for first-generation students and non-first-generation students. However, the largest differences are for transfer Pell recipients who have a two-year completion rate of 64% compared with non-recipients 73%. First-generation transfers have similar levels to non-first-generation students in completing UCLA in two years (69% and 70%, respectively). Both groups, however, have yet to meet UCOP's expected rate of 75% completion in two years. This suggests further investigation into the needs of transfer students if we expect them to meet the 75% goal by 2030.

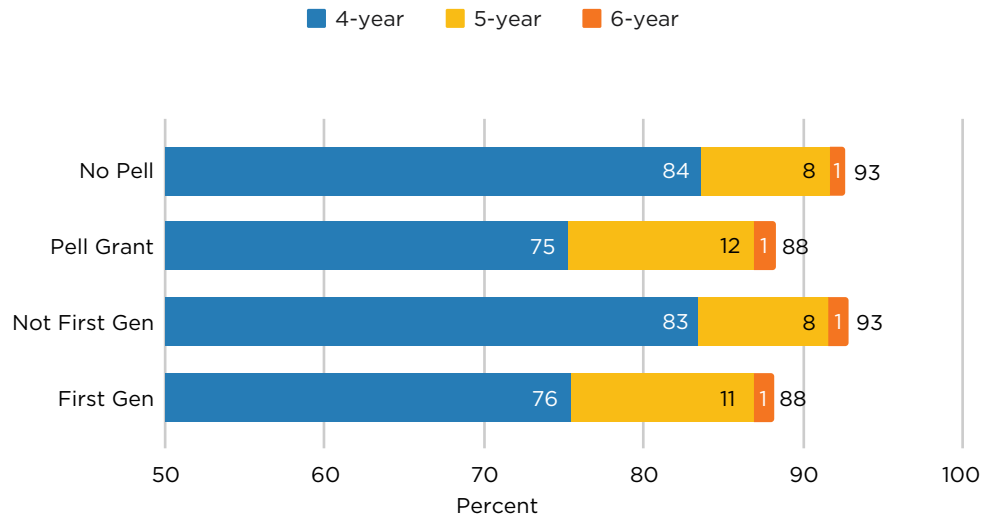
STEM Enrollment, Divisional Major Retention, and Completion Rates

Freshmen Entrants. There are equity gaps by race in persistence and graduation for students who entered as STEM majors. The percentages of students who began as STEM majors remain relatively stable over time for each racial group, with changes of about 2%-3% from year to year for all racial groups. For Latinx students, specifically, slight declines were evident in the numbers of students who enroll as STEM majors from 24.5% in 2015 to 23% in 2019. Although Latinx students enroll in STEM at slightly higher rates than their White peers, all groups enroll in STEM at lower rates than Asian American classmates (see [Figure B.5](#)).

Transfer Entrants. Among transfer students, there are similar equity gaps in STEM enrollment with some notable differences. For transfers enrolling in STEM, approximately 13% were Latinx compared to about 24% White, and 33% Asian American. Between 2015 and 2019, the percentage of Latinx transfer students in STEM declined from 16% in 2015, to 13% in 2017, to 12% in 2019 (see [Figure B.6](#)). This decline in percent, as well as the lower percentages compared to freshmen entrants, suggests the need for additional initiatives that target the admission and enrollment of STEM transfer students at UCLA (such as alliances with other HSIs in STEM fields, and the HHMI-funded Pathways to Success project). Otherwise, without more effort, Latinx and other underrepresented groups will continue to make up a small percentage of transfer students in STEM fields at UCLA.

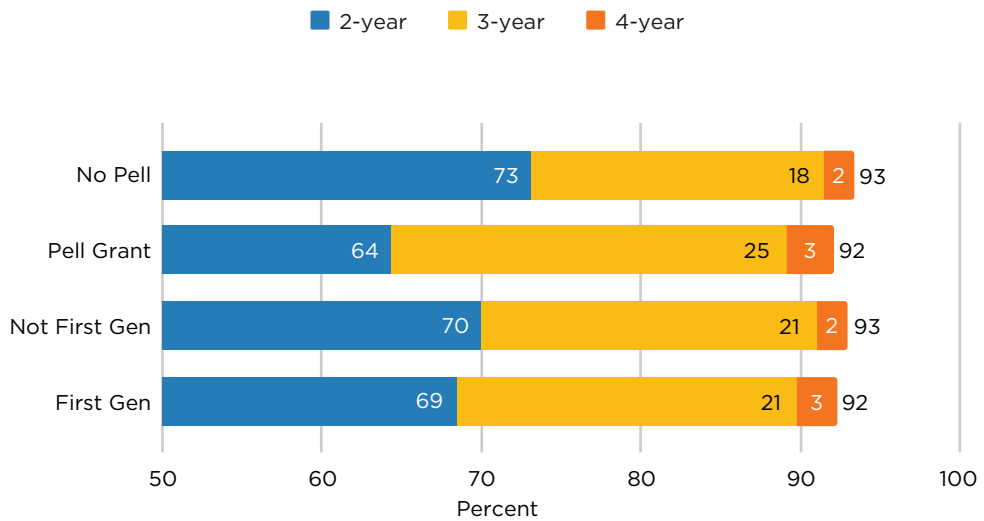
Completion and Major Migration. Some students who begin in STEM stay in the same divisional unit and graduate, while others may complete their degree in another division or not complete a degree at all. (More detailed

Figure B.3 Graduation Rate by Pell Grant Recipient and First Generation, UCLA Freshmen Entrants 2014 Cohort



Source: Academic Planning and Budget

Figure B.4 Graduation Rates by Pell Grant Recipient and First Generation, UCLA Transfer Entrants 2016 Cohort



Source: UC Information Center, Undergraduate graduation rates

major migration pathways are available on the Major Migration dashboard). [Figure B.7](#) shows these completion patterns by general divisional units (combined for five freshmen cohorts from 2010 to 2014). Retention and completion are highest in engineering compared to other divisions. At UCLA, as well as nationally, engineering has high retention and completion because it is highly selective and provides student-centered support programs (e.g. CEED at UCLA). However, the number of Latinx students is small (231 in five cohorts) as is the number of the underrepresented students (267). Given severe underrepresentation of Latinx students, increasing admissions and enrollment numbers in engineering will be an important part of the HSI initiative. Increasing the numbers of Latinx students in engineering will help UCLA reach the 25% threshold and achieve greater equity in science.

Second, STEM aspirants starting in Life Sciences and Physical Sciences have lower rates of students remaining in STEM. Many of these students shift to Humanities, Arts, and Social Science (HASS) majors and complete their degrees. Overall, however, there are fewer students who begin in STEM and do not obtain their degree. Latinx students, as well as underrepresented minority students generally, have lowest rates of remaining in STEM and highest rates of transferring to other divisions. Since 82% of URM STEM students are actually Latinx, improving retention rates for Latinx students is critical to improving the URM and overall retention rates in STEM. Overall, these data indicate that UCLA enrolls very determined and talented students, and that improving retention in the major is key to improving the campus' overall production of STEM graduates. Further, in order to adequately attract and retain students with culturally responsive retention approaches, it is important to disaggregate data and develop identity-based programming in all divisions, as well as support student engagement in career/professional organizations where role models are active members (e.g. CCM, SHPE, SACNAS).

Students who start at UCLA in HASS majors are more likely to remain in their major and obtain their degree in that major as compared to STEM. On the other hand, students who start in HASS majors are less likely to obtain their degrees: About one-quarter of Latinx students, as well as underrepresented minority students generally do not obtain their degree. HASS students would also benefit from culturally responsive retention efforts in order to increase retention and graduation rates.

Transfer Completion and Major Migration. [Figure B.8](#) shows completion, migration from the major, and those

who did not complete for students who transfer to UCLA; we should note that the transfer data is for more recent cohorts (2014-2016) and constitute smaller sample sizes. Compared to freshmen students, there is significantly less migration for transfer students than among freshmen entrants, which means that transfer students either complete in the same major or leave UCLA. Almost no students in HASS move to other divisions mostly because other divisions have policies that make it difficult to move into that major once transfer students start at UCLA. In contrast, URM and Latinx transfers in STEM majors are more likely to move to other majors; URM and Latinx transfers in STEM majors have higher rates of completion at UCLA than those in other divisions. Overall, the numbers are small enough to allow for creative strategies in advising and high touch initiatives that will improve transfer student retention and completion.

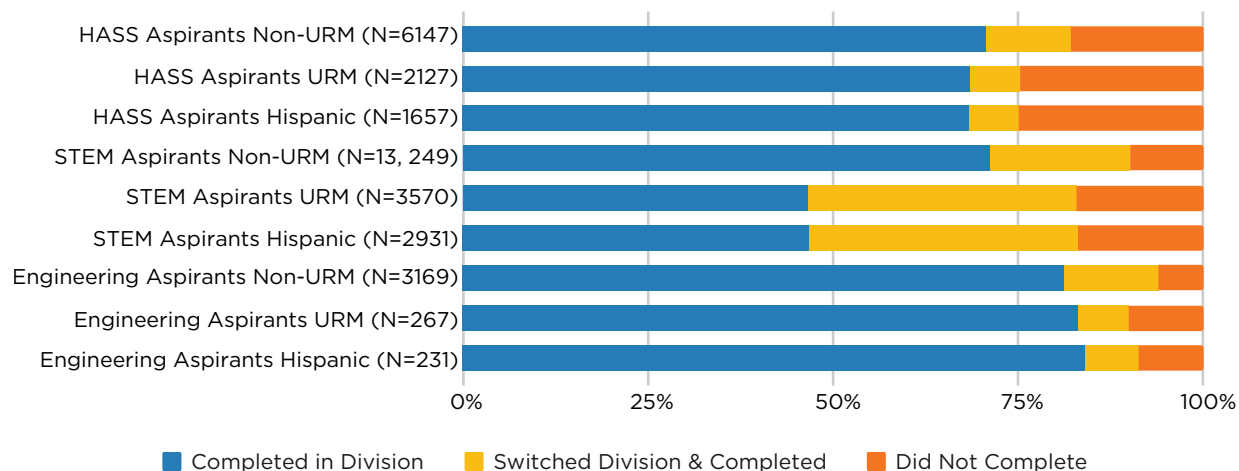
Other Academic Outcomes. We also explored students' GPAs by division. With average GPAs hovering around 3.2-3.3, many Latinx students may need to consider applying to STEM post-baccalaureate and masters programs in order to increase their competitiveness for further graduate study. The disadvantage of this strategy is that it adds to their educational trajectories and possibly increases their student debt. Some alternatives are to offer 3+1 programs or 4+1 programs (combined enrollment in undergraduate and graduate degree programs) and funding for enrollment in summer courses. Academic program initiatives should increase the odds of completing a degree as well as increase students' chances of enrolling in graduate and professional schools.

Student Experiences: Improving Servingness via Curriculum and Pedagogy

The César E. Chávez Department of Chicana/o and Central American Studies (CCAS) is a key entity on the UCLA campus that serves Latinx students. The [Chávez leadership provided information](#) for this report, drawn from conversations and interviews with faculty, staff, and students. The issues addressed were ways in which the current curriculum meets, or fails to meet, the needs of students, the resources and factors help students feel that they belong at UCLA, and what is missing from parts of the campus community.

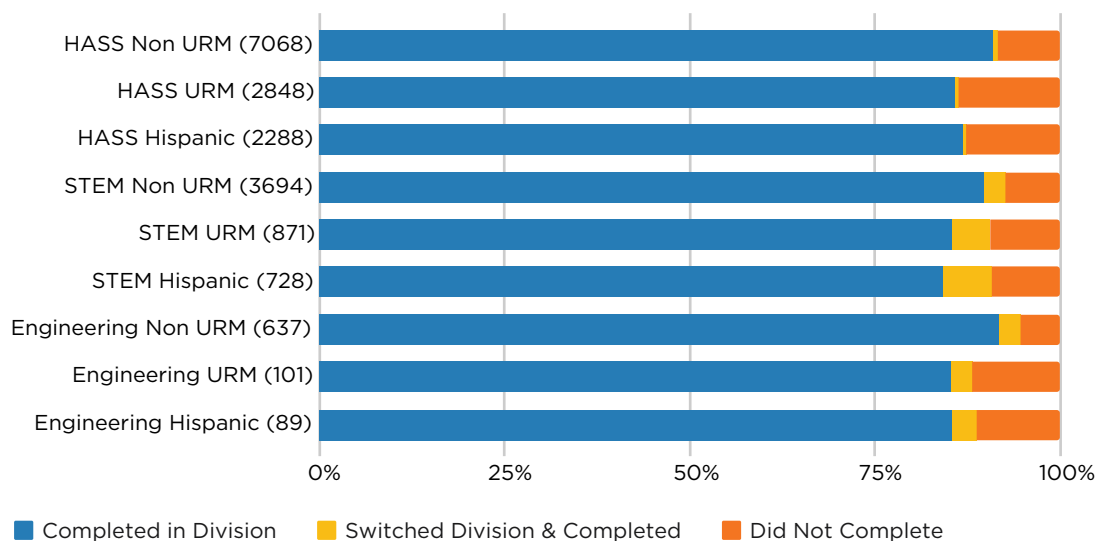
In general, students are drawn to the Chávez Department because of the diversity of courses offered, as well as, the reputation of "caring" among staff and faculty. Students report that they feel "at home" in the department because the student advisor and faculty members care about them personally and understand their experiences as first-generation students from non-traditional backgrounds. Staff and

Figure B.7 Completion within Division or Migrated between Divisions for Hispanics, UCLA Freshmen Entrants, 2010–2014 Cohorts



Source: UCLA Enrollment Dashboard, Migration Data

Figure B.8 Completion within Division or Migrated between Divisions for Hispanics, UCLA Transfer Entrants, 2014–2016 Cohorts



Source: UCLA Enrollment Dashboard, Migration Data

faculty prioritize the needs of non-traditional students such as parents, returning students, and formerly incarcerated students. Over the course of several decades, the Chávez Department has worked to create a strong sense of belonging among Chicano/Latino students at UCLA. Sense of belonging is a key factor in student success, and leads to greater learning outcomes, student retention, and graduation rates.

Culturally relevant curriculum is central to promoting a sense of belonging among Latinx students. Students feel valued and connected to the university when they see themselves, their communities, experiences and perspectives, reflected in the curriculum. The faculty in the Chávez Department has developed more than 100 courses that provide a diverse curriculum related to current issues. The curriculum is organized around four tracks: border and transnational studies; expressive arts; history, literature and language of the Americas; and labor, law and policy studies. The promotion of social responsibility and community engagement are key hallmarks of these courses. The courses focus on broad topics including: Central Americans, immigrant rights, higher education, Chicana art, social change, affirmative action, Latino politics, and language policies. Introductory courses (such as Chicana/o 10A: Introduction to Chicana/o History, Identity and Culture, and Chicana/o Studies 10B: Social Structures and Contemporary Conditions) draw large numbers of Latinx students which exposes them to the diverse offerings of the department and encourages many to become majors or minors. Over the past five years, annual course enrollments in Chicana/o Studies have exceeded 4,000 students. These wide-ranging courses connect with the diverse backgrounds and experiences of students, and thereby foster a sense of belonging among students.

The presence of Latinx faculty in the Chávez Department is key to fostering a sense of belonging. The faculty are intentional in their quest to utilize best practices related to belonging and inclusive excellence. When students see themselves reflected in the faculty, they are more likely to participate actively in courses, visit office hours, build connections with professors, and seek out professional mentoring. Students appreciate that the Chávez Department faculty members share similar backgrounds and experiences. Faculty frequently hear “You’re the first professor that looks like me” and “If you made it, then I can make it, too.” These types of comments underscore the great importance of faculty role models for Latina/o students. Students need to see themselves reflected in the faculty and shown support and concern.

Advising in the Chávez Department is an important mechanism by which students are served. The student advisor implements a wide variety of unique practices in order to recruit and support students. These include: hosting minority yield events; visiting classes to announce upcoming courses; scheduling courses so that they do not overlap; giving enrollment priority to commuter students who cannot afford to live on campus; scheduling early and late courses for commuters; and requesting extra books so that the department can lend textbooks to students who are not able to afford books, particularly undocumented students.

The department conducted their own study of student experiences. Students enrolled in a Chicana/o Studies course in Winter 2020 were asked about their experiences in other parts of campus. Students’ voiced considerable frustration toward other departments. They reported that they frequently did not see themselves reflected in the faculty and were made to feel that their experiences do not matter. Students reported that faculty “don’t care about students” and “just care about their research.” Similarly, students reported concerns with student advising in other parts of campus. Students found student advisors to be dismissive of their needs, spend little time addressing their questions and concerns, and do not attempt to understand their experiences as first-generation students or as students of color. These experiences led several to become intellectually isolated and to eventually leave the institution.

Latinx students in social sciences majors in north campus complained that their curricular options were largely Eurocentric. Some also mentioned negative experiences with professors who were culturally insensitive. One student recalled being told by a professor in a political science class: “If your parents were not born here, your citizenship should be revoked.” Other students expressed the awkwardness of some non-Latino professors teaching courses on the Latina/o (or Latin American) experience without understanding the implications of their “outsider” positionality. Others noted the prominence of a black-white binary assumption in their classes, and some spoke about the erasure of non-Mexican Latinidad in some Chicana/o Studies courses.

Latinx students in STEM majors described related, but unique, concerns. One of the biggest concerns was over the absence of Latinx professors. A fourth-year student in the Life Sciences reported that they had not had a single Latino professor in their entire time at UCLA. This made it difficult for students to imagine themselves doing research and going into scientific professions. They found professors to be critical of Latinx students who entered UCLA

with a lack of scientific knowledge, and that their professors blamed them for what their high schools never taught them. According to one student, “STEM professors don’t understand our experiences and culture, and what our life is like. They think we are just giving excuses. Even the nicest professors don’t understand that.” In general, students felt that faculty lacked empathy and failed to work with them to help them gain the requisite background knowledge. (See [Recommendation 5](#)).

Sense of Belonging among Latinx Undergraduate Students

If we are an HSI, we need Latina/o faculty, staff, and programs across campus (north and south) to *serve* (italics added) Latina/o students. We need to fully support transfer students in retention [and] graduation... (Undergraduate student, 2020)

The Task Force conducted two focus groups with undergraduate students, each attended by approximately eight Latinx students to engage in *pláticas*. Most students have positive attitudes and feelings toward UCLA, including feelings about belonging and the racial climate.⁴ We also reviewed survey data from the University College and University Experience Surveys (UCUES) administered to all students in UC. Three-quarters of Latinx undergraduate students feel that they belong at UCLA. African American students have a similar sense of belonging to Latinx students (72%). However, this is significantly lower than the sense of belonging experienced by White students (86%).

In the UCUES survey, students were also asked how much they agreed with the following statement: “Overall, I feel comfortable with the climate for diversity and inclusiveness at this university.” Three-quarters of Latinx undergraduate students feel comfortable with the climate for diversity and inclusiveness (see [Figure B.9](#)). In contrast, fewer African American students felt comfortable (54%), whereas many more White students felt comfortable with the climate at UCLA (89%) than either group.

Themes on the sense of belonging. The undergraduate Latinx students in the focus groups mentioned particular UCLA spaces that made them feel like they belonged: (1) the [Academic Advancement Program](#) (AAP); (2) the [Community Programs Office](#) (CPO); and (3) the [César E. Chávez Department of Chicana/o and Central American Studies](#).

The Academic Advancement Program, or AAP, has really helped me out. I feel like alumni connections have really helped me see Latinos in their respective careers that made it out of UCLA, and they’re thriving. (4th year undergraduate student in Political Science and Labor Studies)

I have been involved in the Community Programs Office. To me, that’s probably been the best place for me with my personal growth. Not only as a student leader, but as a person. ...The reason why I felt at home was because the staff ... were people that I can relate to...[CPO] has really been a step ladder for me to grow immensely, I don’t know where I would be at UCLA if it had not been for them. (4th year undergraduate student in Political Science)

... one of my first experiences would be taking my first Chicano Studies class. [It] was just so moving, and that’s in part why I decided to take the minor in Chicano Studies. Then, last quarter, I ... petitioned to have it as a double major...it made a really big impact on me...The faculty are amazing...Coming at it from a STEM background, in all my classes there was hardly anyone that looked like me or that’s from a minority background. So I just felt like I was home and I belonged. (4th year undergraduate student in the sciences and Chicana/o and Central American Studies)

It is important to note that some of these efforts are more connected to north campus efforts. For instance, Chicana and Chicano and Central American Studies is a major in the social sciences division which is part of north campus. AAP is physically located in north campus (Campbell Hall) but serves students in the College of Letters and Sciences. CPO serves (undergraduate, graduate, and professional students in all parts of campus (and is physically located in the Student Activities Center, which is in the center of campus). South campus, which houses mathematics, science, and engineering, has few programs that help Latinx students feel connected and supported.

Themes on Exclusion. Many of the undergraduate Latina/o students in the focus groups shared that UCLA was not a welcoming place. They had to work hard to find communities where they felt welcome. The *UCLA Tours*, which was their first experience on campus, did not make them or their families feel welcome.

4 The University of California collects information on sense of belonging and other indicators of feelings and attitudes toward the campus that they attend, using UCUES survey data.

Not seeing Latinx professors in their classes made students feel as if they didn't belong.

Just one professor that I had was from an underrepresented minority. [They] were predominately white, male professors. Never seeing anyone [like me] can be really intimidating. Feeling that you're not a part of their environment. You can't be what you don't see. If you don't see people in leadership positions you can relate to, that you can identify with, and look up to, it's really hard to persevere in your studies. (4th year undergraduate student in the sciences and Chicana/o and Central American Studies)

If you're not a Chicana or Central American Studies major and minor, you're never going to see a Latinx professor in your entire coursework at UCLA. (4th year undergraduate student in Political Science and Geography)

The perception and feelings among Latinx students about not being represented are well-founded. Latinx students have the highest ratio to faculty with 47 students for every Latinx faculty member (see [Figure B.10](#)). In contrast, other racial groups have much smaller ratios. Additionally, students mentioned being the only Latinx in most of their classes. Students advocated for more Latinx faculty and for faculty that are sensitive to the needs of Latinx students. Students said that even the presence of graduate students as teaching assistants would be helpful.

**“You can't be what you don't see.”
—undergraduate Latinx student**

Students majoring in STEM felt especially isolated. A student recalls her classes in STEM “didn't make me feel welcome and I felt a culture shock.” In most cases, they were the only person of color in their STEM classes. Lack of representation matters for students, faculty, and the curriculum. Again, Latinx students' perceptions about the lack of representation in faculty in the sciences is supported by the numbers. For every Latinx faculty in the sciences, there are 130 Latinx students (see [Figure B.10](#)). For the other racial groups, the ratios are significantly smaller.⁵

Latinx students have the highest ratio to faculty with 47 students for every Latinx faculty member.

In some cases, students reported that they left STEM majors for other majors—usually in the social sciences, humanities, and ethnic studies. One participant talked about it as the “STEM pushout” and the sense that maybe UCLA is not for them.

I [am now] a sociology student, wrapping up my degree. But I actually came into UCLA as a biochemistry major. And I didn't feel that there was support for me or Students of Color in STEM...At one point, the possibility of me dropping out was very high. So I was just hoping to find that place where I could find a support network or support system that would help me get through UCLA. (5th year undergraduate student in Sociology)

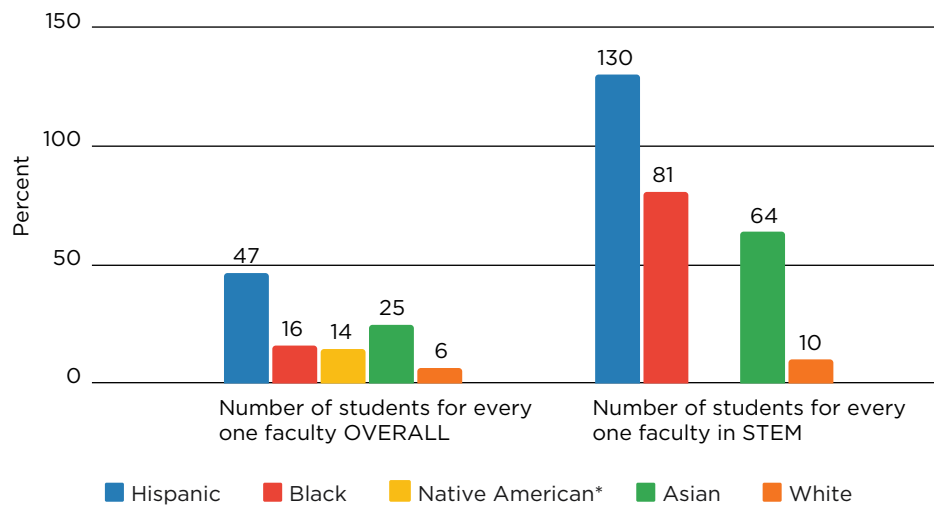
This provides an insight into what students are thinking when they start in STEM but move to other divisions. It is not surprising considering that there are so few Latinx faculty and so few resources for them.

Students spoke about being policed on campus. An art major working late in the art studios recalls being questioned by campus police about why she was there, while she observed white students not being questioned. Some mentioned the racial and gender microaggressions that they experienced in their classes.

Community college transfer students spoke of the difficulty of getting to UCLA as an upper-division student. They struggled to manage their time and identify their next steps. One key program for transfer students is the Center for Community College Partnerships (CCCCP), which is a unit in AAP and part of the College of Letters and Sciences. Since CCCC works in partnership with community colleges to increase the number of students who transfer to UCLA, their relationships to students start long before they apply. The Transfer Student Center was recently invigorated to provide services to transfer students in a central hub.

⁵ Native Americans are excluded from the STEM ratios because there are ZERO Native American faculty in the sciences. Since these numbers are ratios and the number of faculty is the denominator, a ratio cannot be calculated when the denominator is zero.

Figure B.10 Ratio of Undergraduate Students to Faculty by Race, 2019



Source: APB; Senate Faculty Workforce. Note: No Native American faculty in STEM.



Housing experiences in the dorms was also a challenge (pre-COVID pandemic). Students spoke of the white privilege that some students expressed, and how the Housing Services were unwilling and unable to intervene and resolve situations with roommates. One student shared that they moved back home (pre-pandemic) rather than continue living in the dorms. Latinx students face many challenges in classrooms, the dorms, campus events, and numerous places on campus.

Improving the Lives of Latinx Undergraduate Students.

Students point to the need for more Latinx faculty in all fields (not just in Chicana/o and Central American Studies and in Spanish). Students need to see Latinx faculty in all teaching capacities across campus.

Generations of Students of Color have had to fight for the resources and the space to allow future generations of students like us to have a home here. (5th year undergraduate student in Sociology)

You're thinking of a Resource Center, but definitely a space on campus with resources that are curated specific to Latinx students. (4th year undergraduate student in Political Science and Geography):

UCLA needs a Chicano, Latino, Latinx, Resource Center, Research Programs. We need a center...a space on campus, a physical space. A physical space that provides specific resources and assistance to our communities, not just the students but the communities as well...An actual Resource Center...A space to fund and support student activists. (2nd year undergraduate transfer student in Chicana/o and Central American Studies)

Students spoke of the need for a dedicated and physical space to support students. This effort would need to serve various student communities, including undergraduate STEM majors, undergraduates in the social sciences and humanities, and graduate students. It would provide academic support as well as opportunities for research, policy, and practice at the local, regional, and nation levels. The new space can work in collaboration with and extend the services provided by the Academic Advancement Program, the Center for Community College Partnerships, Transfer Student Center, and the Community Programs Office. (See [Recommendation 5](#)).

C. STRENGTHENING ACCESS AND GRADUATE CAREER SUCCESS

As an emerging Hispanic-Serving Research Institution (HSRI), UCLA must emphasize an approach that also facilitates the pathways from undergraduate to graduate education, improving access and success for Latinx graduate students. In order to further diversify many fields of study and corresponding workplaces, reaching the goal of 25% Latinx enrollment at the undergraduate level is equally important to prioritizing equity goals for graduate student enrollment. Graduate students play an important role in the classroom, labs, and advancing research in many areas that serve Latinx communities. Many UCLA first-generation college students would benefit from preparation to navigate these pathways, and low-income students must learn the varied ways to earn and learn that characterize graduate education. In review of UCUES data, Latinx students were likely to take research courses but fewer reported working with faculty in research compared with peers. While there are small programs in AAP (e.g. McNair scholars), more Latinx should be encouraged to participate in undergraduate research to leverage admission to graduate school. It is also important to note that there are several state and federal agencies that provide funding for HSIs to support collaborations between undergraduate teaching and research-intensive institutions, research training grants, and graduate pathways initiatives.

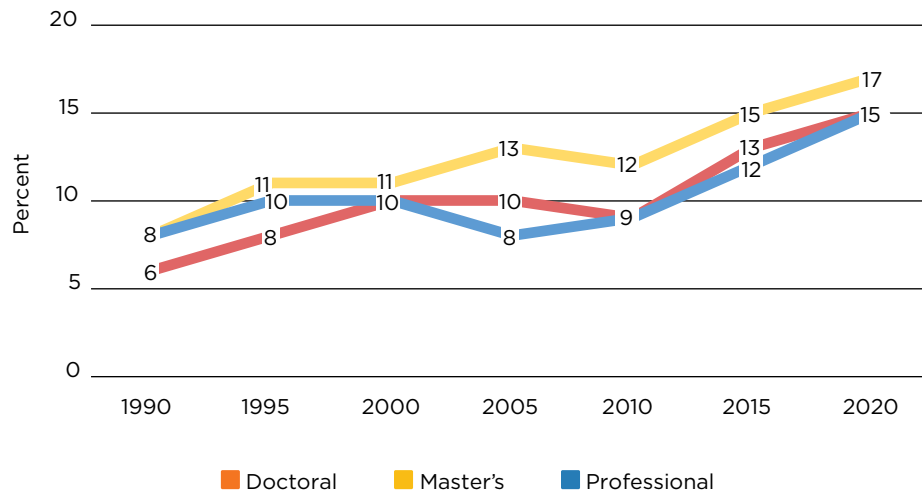
Graduate Applications, Admissions and Enrollment

The Academic Outcomes subcommittee of the HSI Task Force began with an examination of UCLA admissions and yield of Latinx graduate applicants.

Applications. The number of applications for graduate school by Latinx students has increased steadily, from 3,700 applications in 2015 to almost 4,600 in 2019 ([Figure C.1](#)). Similarly the number of Latinx students admitted increased during this period from 800 in 2015 to almost 1,000 in 2019. The number of Latinx who newly enrolled increased from approximately 430 in 2015 to 540 in 2019. Applications, admissions, and enrollment is increasing approximately 25% between 2015 and 2019.

Admission and Yield. While the absolute number of Latinos who apply, are admitted, and enroll increased between 2015 and 2019, the rates do not increase ([Figure C.2](#)). The admission rate (number admitted divided by number who applied) is 22% in 2015 and in 2019 (with a slight increase in 2017). The yield rate (or enrollment rate) also remains the same in this period—54% in 2015 and 55% in 2019.

Figure C.4 Hispanic Enrollment by Graduate Degree Objective, UCLA Graduate Programs 1990-2020



Note: Based on total enrolled students across all years of study.

Racial comparisons. We also compare the admission rate and yield rate by race in 2019 (Figure C.3). The admission rate for Latinx applicants is 22%. This is slightly lower than that of White students and Native American students, both of which are 24%. Black students have the lowest admission rate at 16%. Asian students have a slightly lower rate at 20%. In contrast, Latinos have the highest yield of any racial group with 55% of admitted Latinx enrolling in a graduate program. This is followed by a yield of 49% for admitted African Americans and 47% for admitted Asians. The lowest yield is among Native Americans at 42% and White students at 39%. Latinx students comprise 16% of UCLA domestic graduate enrollment in 2020. There is room for significant growth in Latinx graduate enrollment so that it reaches the national representation of 18% or the California labor force of 39%. Clearly, there are equity gaps in access to graduate education for Latinx students.

Enrollment by objective over time. The enrollment rates of Latinx graduate students in graduate programs has increased from 1990 and 2020 (Figure C.4). In 1990, 6% of graduate students in doctoral programs were Latinx and

by 2020, the percentage was 16%. For master's programs, Latinx enrollment increased from 8% in 1990 to 17% in 2020. The enrollment in professional programs increased from 8% in 1990 to 15% in 2020.

Yet too few Latinx students continue from their undergraduate majors to enroll as graduate students at UCLA. UCLA Latinx students aspire to graduate school: 42% in the University of California Undergraduate Experience Survey (UCUES) stated they aspire to enroll in a graduate program or professional school. However, only 11% stated on the UCLA Senior Survey that they plan to immediately enroll in a master's program after their bachelor's degree. These numbers suggest that Latinx students may not be receiving adequate guidance and resources to navigate pursuing graduate work upon completion. Bridge programs could help students move from aspirations regarding graduate work to actually being able to do so with more intentional pathway programs on campus.

The numbers seeking enrollment in a doctoral program are lower. According to the Senior Survey, 38% of Latinx

students state they plan to enroll in doctoral programs some time in the future, whereas only 3% of Latinx students plan to enroll in doctoral programs immediately following graduation. In 2020–21, Latinx comprised [17%](#) of enrollment in doctoral programs at UCLA.

Time to degree. Time to degree is an important indicator of progress for graduate students ([Figure C.5](#)). Graduate students take 3.3 years in general to advance to candidacy and Latinx graduate students take approximately 4 years to advance. Graduate students generally take 6 years to earn their graduate degree while Latinx students take approximately one quarter longer. Much of this delay may be due to funding sources and mentor support.

Latinx Graduate Students by Area of Study

Graduate programs in the College of Letters and Sciences.

The College of Letters and Sciences, with four major divisions, reaches the largest number of students at UCLA. Each division has several hundred doctoral students since most departments have doctoral programs ([Figure C.6](#)). Latinx enrollment is the lowest in the physical sciences—5% in 2015 and 7% in 2019. The percentages in the life sciences are higher and increased—10% in 2015 and 17% in 2019. The percentages in the social sciences and humanities are similar. For instance, Latinx enrollment is 15% in the social sciences in 2019 and 13% in the humanities in 2019. In contrast, master's programs in the College are small with less than 100 students. In the physical sciences, where there are master's programs in every department, Latinx enrollment is 7% in 2015 and 2019. In the life sciences, there are two master's degrees (Ecology and Evolutionary Biology, and Integrative Biology and Physiology). Latinx enrollment has increased from 5% to 20% between 2015 and 2019. The social sciences has several master's programs in social science, ethnic studies, and economics. Latinx students in the master's programs have declined from 10% to 6%. Latinx enrollment in the International Institute is especially high at 38% in 2019; the International Institute houses the Latin American Studies program which draws many Latinx students. (See [recommendations](#) about increasing graduate study).

Graduate/professional degrees in arts. UCLA has a number of graduate programs in schools that focus on the arts ([Figure C.7](#)). For example, the Arts and Architecture School has a small doctoral program (less than 100 students) with few Latinx students—around 4% and a larger master's program with 10% Latinx enrollment in 2019. The School of Theater, Film, and Television also has a larger

master's program and smaller doctoral program. These two programs have similar percentages of Latinx students with 12% in 2015 and 14% in 2019. The School of Music has small programs at both the doctoral and master's level. Between 2015 and 2019, Latinx enrollment at the doctoral level increased from 5% to 12% while Latinx enrollment in the master's program decreased from 15% to 9%.

Too few Latinx students continue from their undergraduate majors to enroll as graduate students at UCLA.

Graduate/professional degrees in health fields. UCLA has a number of schools that offer graduate and professional programs in health fields ([Figure C.8](#)). Dentistry has a professional degree with relatively few Latinx students—5% in 2015 and 11% in 2019. There is a professional degree in Medicine and the Latinx enrollment is about 17% in 2021. The Health Sciences, which are academic programs in the School of Medicine, has a larger doctoral program with about 10% Latinx enrollment and smaller master's program which increased in Latinx enrollment from 2% to 10%. Latinx enrollment in the Public Health doctoral and master's programs has not changed much between 2015 and 2019 with about 12% in the doctoral programs and 18% in the master's programs. The doctoral program in the School of Nursing is smaller with fewer Latinx students—13% in 2019. Nursing has a sizable master's program with a quarter (25%) of their students being Latinx in 2019, an increase from 18% in 2015.

Graduate/professional degrees in other fields. There are graduate and professional programs in other professional schools ([Figure C.9](#)). Engineering has a sizable doctoral and master's programs with low Latinx enrollment—4% in the doctoral programs and 7% in the master's program in 2019. The School of Management also has very low enrollment with respect to Latinx students—3% in the doctoral programs and 5% in the master's program. The Law School has approximately 10–11% Latinx enrollment in their professional law degree program. Public Affairs has a small doctoral program with 12% Latinx enrollment in 2019. The larger master's program in Public Affairs has an Latinx enrollment of 22%. The School of Education and Information Studies has the highest percentage of Latinx students with 40% in the master's programs in 2019, an increase from 33% in 2015. The doctoral programs in SE&IS have about one-quarter (25%) Latinx enrollment.

Latinx Graduate Student Voices

Met Needs. We conducted two peer-led graduate student focus groups with students across divisions. Graduate students who reported that their needs were met had mentors and advisors who worked closely with them. The most successful mentoring/advising was provided by faculty of color—especially Latinx advisors and mentors. Participants reported that other graduate students in their programs provided strong support. Peer mentoring was critical to their daily sense of well-being in their departments and schools. In almost every case, these peer interactions and relationships were self-initiated. Departments and schools did not play a significant role in establishing or monitoring student support, according to participants. Additionally, some graduate students reported that more advanced graduate students often provided support and advice.

“I do feel like I belong but only because of my cohort mates. Not necessarily because of faculty.”—2nd year PhD candidate in Urban Planning and Public Health

In surviving day-to-day, it's my colleagues that understand that we're in this together and we're going through this together, and we're able to talk about family. That's really what's gotten me through the day to day craziness...If it wasn't for them, it'd be over. (1st year Masters candidate in Student Affairs)

In my cohort, there's a very small group of Latinx students. So, if there are other brown Latin students in other graduate programs, it'd be nice to have more spaces like this [focus group] where we can actually meet. (Masters candidate in Business Administration)

I do feel like I belong but only because of my cohort mates. Not necessarily because of faculty...But at UCLA as a whole, I don't feel connected to it at all. It's been really hard. (2nd year Ph.D. candidate in Urban Planning and Public Health)

My friend and I started a First Gen Latinx student group...but there were very little resources given to us. (Ph.D. candidate in Spanish and Portuguese)

Unmet Needs. Graduate students in our focus groups stressed the lack of Latinx mentors and of professors in their programs. Additionally, students voiced a need for Latina professors.

I've only met one faculty who is a person of color. And I haven't had a course with her. Everyone else is white male. It's just been hard...there's some sort of disconnect. I wish there were more people of color... [being hired] in my department. (2nd year Ph.D. candidate in Urban Planning and Public Health)

Students understood that the few Latinx faculty are overworked and unrecognized for their work.⁶ Faculty of color, as well as students of color, are expected to take on work around equity issues (Equity, Diversity, and Inclusion or EDI) with little support and recognition. Even when there are faculty of color, sometimes there are key gender issues in who provides the support.

We have a lot of Latinx faculty [Chicana/o and Central American Studies], and yet they're so overworked. And particularly the women in our department. You can just see the discrepancies between how much more mentorship and work they do in comparison to the male faculty members. (7th year Ph.D. candidate in Chicana/o and Central American Studies)

Many students mentioned being one of a few or the only Latinx student in their program. These experiences made them feel like a stranger in their department or school and produced feelings of exclusion and isolation. Students, in turn, were plagued with doubts about whether or not to continue with their graduate work. For many of these graduate students, retention was the important issue.

Graduate students shared that the university or their own departments and programs did not initiate or provide supportive services, even when asked. In fact, participants shared that the focus group/*platica* itself was an especially affirming experience for them. For many, it was the first time they were asked for their opinion on their experiences at UCLA. It provided an unique experience, an experience that affirmed that they were not alone, that someone was listening, and that someone was taking their concerns seriously.

⁶ This unrecognized and uncompensated work has been referred to as the “culture tax,” the “minority tax,” the “Faculty of Color tax.” We can add “Student of Color tax” to this discussion.

I just want to say that I really enjoyed this space [focus group}. Just off the bat, it felt very comforting for me and...it gives me more motivation. It reminds me that I'm not alone...even seeing you all in other Ph.D. disciplines, it just gives me this sense of motivation. I'm not alone...let's keep pushing. I just wanted to really share my appreciation for that. (1st year masters candidate in Urban and Regional Planning):

Another concern was the lack of departmental and school support for research related to race and racism (and other systems of inequality such as gender inequality). Students raised these concerns because it directly impacts them and their careers. Opportunities for pursuing this kind of research would improve their UCLA experiences and help them continue at UCLA.

Financial support was also mentioned as a critical unmet need. Students focused on the need for support programs specifically geared at Latinx graduate students. Physical space and financial support could provide opportunities to engage in research, colloquia and speaker series, and conferences specific to Latinx issues in their respective fields. Students suggested creating a physical space serving Latinx graduate students in both north and south campus. Students also mentioned that UCLA does not appreciate the size, importance, and history of the Latinx community in Los Angeles, California, or the United States.

Sense of Belonging. When focus groups were held in November 2020, students were still shaken by the murder of George Floyd in May 2020 and the subsequent protests in summer 2020. The students in the focus group shared stories of how their departments or programs were urged to address race and racism in their programs, which made students feel that their issues were being somewhat heard. Yet, they did not observe much action on race and racism afterwards. Latinx students frequently mentioned that they felt that they do not belong and that they do not deserve to be at UCLA, what is commonly known as the “imposter syndrome.” The few instances where they felt connected was due to their peers, who are largely students of color. The graduate students in the focus group said that UCLA lacked a strong image, which they contrasted with UC Berkeley’s image as being invested in social justice. They asked the question: “What comes to mind when one thinks of UCLA?”

How to Improve the Lives of Latinx Graduate Students

The key to graduate student success is the support of faculty mentors, but many HSIs still lack faculty diversity (Contreras, 2017). UCLA graduate students highlighted the need for more Latinx faculty to provide mentoring and serve as role models. Students want to see larger numbers of Latinx graduate students to help build community with other students across disciplines. Graduate students also pointed to having a designated space for Latinx students to provide academic and other kinds of support.

D. INVENTORY OF CAMPUS AND STUDENT PROGRAMS

HSIs are successful when campuses have extensive campus units, programs, and organizations that serve Latinx and low-income students. Unfortunately there was little documentation about the number, purpose, and success of UCLA programs serving Latinx and low-income students. One resource was the inventory included in the 2015 report, *Enhancing Student Success and Building Inclusive Classrooms at UCLA*, written by Sylvia Hurtado and Victoria Sork. A working subcommittee of the HSI Task Force undertook a review of campus units and programs. A few key programs are discussed below and a comprehensive inventory of programs and services can be found in the [Appendix 10](#).

As of March 2021, 111 programs and organizations were identified. Of these, 18 were academic/student services and 35 were access/outreach and community service programs. Seven campus programs offer academic and student services that specifically serve Latinx and low-income students at UCLA. Seventeen programs providing academic and student support are initiated and/or sponsored by student organizations. Many of these were not developed to serve Latinx students in culturally responsive ways, but they have served Latinx students as part of their mission. This section documents programs that specifically serve Latinx students.

[Early Academic Outreach Program](#) (EAOP) was established in 1976 by the University of California (UC). EAOP is the largest UC academic preparation program and works with students to help them become competitively eligible applicants for college admission. Current student demographics are 63% Latino, 84% first-generation, 70% low income (Eligible for Free/Reduced Lunch). Currently, UCLA’s EAOP works with over 19,000 students in middle schools and high schools each year. This includes working

with 48 high schools and partners with eight middle schools in nine school districts. Since 1991, approximately 60% of EAOP seniors meet UC Eligibility each year, 82% attend a postsecondary institution upon high school graduation and 62% attend a 4-year institution, with 25% attending a UC school.

[The Academic Advancement Program](#) (AAP) has various programs that serve undergraduate students. While AAP is not specifically designated for Latinx students, almost 60 percent of the students served by AAP are Latinx. First, AAP offers academic counseling by counselors who advise students at all stages of progress to degree. Second, peer counseling is offered by paraprofessional undergraduate academic counselors who are trained on university resources and policy and provide student-focused support. Peer counselors provide first-hand knowledge of professors and courses, helping students get involved in social and extracurricular opportunities. Third, peer learning provides learning support and peer mentoring and serves to strengthen students' abilities to think critically, read analytically, write well, reason quantitatively, study effectively, and master course materials. Fourth, graduate mentoring offers students the opportunity to obtain valuable research-oriented academic preparation in the social sciences, arts, and humanities. Fifth, Vice-Provost's Initiative for Pre-College Scholars (VIPS) Program is a partnership between UCLA and the Los Angeles and Pasadena school districts that prepares historically underrepresented students in ten high schools to become competitively eligible for admission to UCLA and other flagship universities, and to encourage pursuit of graduate and professional education using a social justice framework and holistic approach. Sixth, the Center for Community College Partnerships (CCCCP) develops and nurtures academic partnerships between UCLA and California community colleges (see below). Seventh, the Freshman Summer Program and Transfer Summer Program are seven-week rigorous academic residential programs; these include the Science Intensive Program and the Writing Intensive Program. Students who take the summer programs gain first-hand experience with the academic demands and campus life of UCLA. Eighth, AAP provides over 200 scholarships to students of approximately \$5,000 each.

[Center for Community College Partnerships](#) (CCCCP) develops and nurtures academic partnerships between UCLA and California community colleges. Through a multi-faceted approach directed at the student, faculty and administrative levels, CCCC works to increase the

academic preparation and competitiveness for community college transfer students. Currently UCLA has comprehensive partnerships with ten community colleges, provides summer academic residential programs, peer advising, assistance with all phases of the application process and empowers students to take ownership of their education. CCCPS Scholars have higher admit rates to UC and UCLA than the general transfer student.

[Chicanx/Latinx Living Learning Community](#) is the only program designated to serve largely Latinx students and sponsored by the university residential life. In 2021-2022, it served about 180 students in the on-campus residential program, utilizing two floors of Sproul Hall. While this program serves an important mission, it could be strengthened by increasing the number of students served and solidifying the relationship between the residential and academic components. A strengthened Chicanx/Latinx Living Learning Community would work well with a Latinx Resource Center.

[Community Programs Office](#) (CPO) is UCLA's cross-cultural center. It seeks to build and nurture an inclusive and diverse community of scholars and leaders. CPO engages, educates, and empowers students to develop and execute community service projects, community building events, college preparedness, academic support, leadership development, mentorship opportunities, and basic needs efforts. CPO is one of the largest student employers on campus. Its programs shape students to become motivated, responsible, and critically conscious individuals. It fosters a safe and positive environment where students can use their education as a vehicle for social change through direct action in the community. A unique aspect of the CPO is that its entire professional staff are UCLA graduates of various intersectional identities.

Many programs at UCLA have been initiated and are currently led by students. While these programs are not exclusively for Latinx students, the majority of students who participate in them are Latinx. Over the years, the number of these programs have increased. Student-initiated organizations work in the community, middle schools, high schools, and community colleges; and they sponsor yield events, retention efforts, and community-building events on campus. These programs are focused on preparing students to become competitively eligible for a UC and to guide them through their academic journey. Their programming is focused on helping students by offering workshops and providing opportunities for students to

build academic, leadership, and organizational skills.

MEChA Calmécac is a student-led retention program that offers comprehensive academic support services to students in order to address academic, personal, financial, and social needs. **MEChA Xinachtli** is a college preparation program focused on promoting education and raising consciousness to increase the number of disadvantaged students attending higher education while promoting holistic development through self determination and critical thinking. **Raza Graduation** is another important student-initiated and student-led program which organizes the largest identity-based student graduation at UCLA every year.

[UCLA César E. Chávez Department of Chicana/o and Central American Studies](#) (CCAS) began originally as a small interdepartmental program in 1973 following the activism by Chicano students in the 1960s. Despite miniscule funding and few faculty, Chicano Studies courses were in demand and a steady number of students majored in Chicano Studies. In 1993, the IDP became a Center for Interdisciplinary Instruction (CII) and faculty in Chicana and Chicano Studies were hired in 1994. In 2005, Chicana and Chicano Studies became a department. In 2010, the department's proposal for a combined MA/PhD program was approved and the first cohort of doctoral students was welcomed in Fall 2012. Today, the department offers courses on Central America and Central American communities and has changed its name to the César E. Chávez Department of Chicana/o and Central American Studies.

In 2021, the CCAS is the departmental home to well over 600 majors and minors, over 30 PhD students, and 16 faculty members (five of whom are jointly appointed and hold 50% of their appointment in the department). The department attracts students who are not only brilliant, creative thinkers, but also deeply committed change agents seeking education to improve conditions for their families and communities. Department staff genuinely care about making students feel at home. Department faculty are nationally-renowned leaders in the study of Chicana, Latinx, and Indigenous migrants from Central and Latin America – uncovering inequalities, informing policy, and shining a light on these communities' resistance, art, and history to inspire transformative change. This broad focus

of study provides an inclusive venue for interdisciplinary community-engaged research, helping the department fortify UCLA's public mission. Moreover, the Department has a deep and long-standing record of community engagement with Latinx communities across the state and nation. Faculty and PhD students are creating new methodologies and epistemologies through groundbreaking scholarship, and the department is well-respected for this research among various community organizations across Los Angeles and the country.

[Chicano Studies Research Center](#) (CSRC) emerged in the midst of social protest against profound disparities in educational access for Mexican-origin people in the US. In 1969, the UCLA administration agreed to establish ethnic studies units in Chicano, Asian American, African American, and American Indian Studies. Since the early 1970s, the UCLA administration has provided faculty lines to the CSRC that could be used to incentivize departments to hire Chicano faculty. While the appointments were department-based, there was a written agreement that faculty members would contribute to the Center's research capacity and campus-wide mission. These faculty served in a variety of capacities in the CSRC.

The CSRC provides a unique intellectual and scholarly interdisciplinary institutional space that brings together intellectual and political leaders through conferences, paper series, and scholarly presentations. The CSRC has secured grants that provided the Center administration to fund and support research on Chicanos by UCLA faculty and prioritized the development of scholarship on Chicana feminism; sponsored and published several seminal Chicana feminist publications. Since 1970, CSRC has published *Aztlán*, the first journal committed to Chicano scholarship and led by Chicanos. Moreover, CSRC houses a research library, which includes the largest collection of archival and digital materials on Chicanos and Latinos. Lastly, the Center is a co-founder of a 25-member consortium of Latino research centers across the U.S., including Stanford University, University of Texas at Austin, and the Center for Puerto Rican Studies at Hunter College. The CSRC provides an intellectual space where students find resources, connect with faculty, and pursue research projects.

E. RECOMMENDATIONS

An Action Plan to Achieve HSI Status and Beyond

Reaching the 2025 goal requires the cooperation and innovation of many campus units. This will improve the campus' ability to successfully serve Latinx, low-income, and first-generation college students so as to make UCLA the most diverse research-intensive university in the nation.

Recommendation 1:

Engage campus units to implement new strategies to achieve HSI federal designation and provide support for the coordination of efforts.

1.1 Appoint and support the HSI Director who coordinates and collaborates with campus units on a strategy for achieving HSI status and to assist in building institutional capacity to implement plans, including proposals for federal grants for new programs and improving practices. Appoint and compensate a working Advisory Committee and identify campus liaisons and committees to develop innovative initiatives and begin implementation of recommendations. The group will establish milestones and monitor progress. Designate campus representatives to the UC HSI Advisory Committee prioritizing UC HSI annual retreats, learning from other campus initiatives and representing UCLA in the system-wide effort. Identify and compensate members from key campus units to participate in system-wide meetings and activities to represent UCLA HSI initiatives.

1.2 Assign government relations to monitor HSI criteria for eligibility and regulations to ensure the campus makes a timely application and to stay updated on the Secretary of Education's priorities regarding funding opportunities. Once designation is achieved, assure annual waivers and requests are submitted to maintain HSI designation. (Inattention here will risk losing HSI status and opportunities for grants that support campus efforts).

1.3 Develop coordinated campus messaging to share information about the initiative for audiences on- and off-campus. Establish a UCLA HSI website to be linked with the systemwide HSI website and resources. Have campus communications develop a more welcoming message to Latinx students and their families that conveys UCLA's commitment to Los Angeles' diverse communities.

1.4 Cultivate a culture of learning and innovation around HSI status through the convening power of UCLA. Host HSI Visioning Forums beginning in Fall 2022 for campus units

to present innovations, share ongoing initiatives that reflect servingness, and highlight campus goals. Create a quarterly opportunity to host HSI experts and leaders from outside UCLA to speak about their leadership and best practices, and compensate speakers to provide office hours during their visit for HSI Advisory Committee members.

1.5 Work in conjunction with the Office of the Vice Chancellor for Research and Creative Activities and UCLA Development to identify additional funding sources. Write proposals, using institutional seed grants to jump-start initiatives that can also result in federal agency support, for undergraduate and graduate student access and completion goals; and improving equity in undergraduate research opportunities to facilitate access to graduate school.

Recommendation 2:

Improve admissions, and yield strategies for Latinx, low-income, and first-generation students; report admissions and enrollment results by race/ethnicity, low-income, and first-generation status; report and monitor progress toward 25% Latinx enrollment.

2.1 Increase admit rates and improve the yield of Latinx, low-income, and first-generation students. Hire additional Latinx staff and establish a team of recruiters that focus specifically on recruiting Latinx students. Deploy recruiters to improve enrollment results at UCLA in the local and statewide context, with an emphasis on Latino-majority high schools. Employ recruitment strategies that use culturally responsive strategies and prioritize Latinx/African American schools. Plan multiple forms of contact to better prepare students and create processes to support Latinx families in navigating admissions and matriculation.

2.2 Update training of readers to ensure that school context and forms of leadership are fully considered in the admissions review process; prioritize applicant involvement in service to Latinx and underserved communities.

2.3 Strengthen partnerships with Latinx and low-income [high schools](#) where UCLA faculty in the School of Education and Information Studies have significantly invested in improving the curriculum and preparation for college. Identify and encourage other campus units to form these relationships with high schools and coordinate with admissions (see [Appendix VII](#) for list of schools with significant UCLA faculty investment in school improvement). Improve admissions through [Eligibility in Local Context](#) (ELC) and increase debt-free financial aid offers to applicants from partnership schools.

2.4 Increase innovative efforts by the admissions office to develop and lead yield activities (and reduce dependence on volunteers for these efforts). Employ culturally responsive approaches for well-planned, systematic, and coordinated yield activities by the admissions office.

2.5 Report admissions and yield results by race/ethnicity, low-income, and first-generation status widely and in a timely manner. Establish yearly equity targets and report progress on the UCLA HSI website (e.g. trend graph). Evaluate Latinx admissions and yield strategies on an annual basis until 30% is achieved.

Recommendation 3:

Improve financial aid and timeliness of scholarship support so that UCLA is a more affordable option for Latinx and low-income students and their families.

3.1 Identify and track sources of need-based and merit-based scholarship funds across campus including admissions, financial aid, departments, other academic units, and scholarship organizations. Ensure that all funding sources are incorporated in initial financial aid offers and aid awards are made early enough to influence admitted students' decisions regarding enrollment. Provide access to files so that units and organizations can select scholarship recipients earlier in the process.

3.2 Increase and make financial packages more competitive for Latinx students, as well as African American and Native American students, who are the focus of UCOP equity goals. Provide highly competitive financial aid packages to the neediest students by increasing institutional dollars to attract and retain Pell recipients, and to reverse recent declines in number and representation of Pell recipients and AB540 students.

3.3 Combine scholarship aid with programmatic initiatives that increase retention and graduation. Provide wrap-around, cohort-based student support services with culturally sensitive programming for Latinx and other racially underrepresented students. Develop "Pell Promise" programs, similar to those at [UC Berkeley](#) and [UC Santa Barbara](#), that have been proven successful in recruiting and retaining Pell recipients.

3.4 Increase philanthropic efforts to expand the institutional gift aid; establish scholarships targeted at increasing yield among underrepresented groups; and work closely with individual donors and foundations. Increase University of California return-to-aid dollars (funding from tuition and student fees that is returned to student support).

Recommendation 4:

Prioritize efforts to retain students, monitor progress, and study the institutional barriers that prevent students from earning their degrees and in a timely fashion. Implement equity-minded initiatives to ensure the institution is supporting students toward retention in the major and degree completion.

4.1 Utilize equity indicators to direct support toward students targeted for 2030 UC equity goals. Use analytical tools to better identify and support students that need assistance in crossing the finish line. Institutional research should work with knowledgeable faculty and staff on campus to create special reports that address the unique needs of Latinx, African American, Native American students as well as low-income and first-generation college students.

4.2 Improve equity-minded assessment of the current academic support and student affairs programs to determine their effectiveness in supporting Latinx student success (utilize both formative and summative assessments). Consider ways to tailor services to increase the retention and graduation of Latinx students. Strengthen the program for first-generation college students to build knowledge communities with academic goals, linking student and academic affairs.

4.3 Prioritize retention and degree completion over time-to-degree goals. Address reasons that students may not be able to graduate in four years if freshmen or in two years if transfer. Allow students to participate in research programs, double major, add a minor, or participate in study abroad programs as part of an intentional degree plan and career goal.

4.4. Improve summer offerings for key courses and encourage summer enrollment with financial support to eliminate the need to work, helping Latinx and low-income students to achieve completion and reach equity goals.

4.5 Increase opportunities for Latinx and first-generation students to engage in research. Increase number of faculty mentors in undergraduate research. Ensure that faculty mentors are trained in culturally responsive practices.

4.6 Develop and deepen intentional partnerships amongst units that serve students to build a team to advise and guide students when they may be on the cusp of an academic crisis including falling short of expected cumulative progress guidelines. Similar to the Economic Crisis Response Team (ECRT), this group of staff would include

representation from the Dean of Students Office, Academic Advising, Case Management Services, CAPS, the Center for Accessible Education, Financial Aid/ECRT, the student resource centers, and faculty to discuss ways to support students through academic difficulties.

4.7 Strengthen identification and assessment of the campus climate and address issues that are negatively affecting students' belonging and engagement.

Recommendation 5:

Improve the curriculum and advising approaches to be culturally responsive to the needs and strengths of Latinx, low-income, and first generation students.

5.1 Evaluate curriculum in departments to identify fields where courses on Latinx communities could be added to the curriculum. Work with departments to identify topics that could be added to the course listings and identify/hire faculty to teach culturally relevant courses, ensuring that courses provide authentic perspectives on Latinx issues.

5.2 Ensure that academic requirements for majors are not excessive. Monitor gateway courses for improving retention in the major, and provide support to students to increase student success in these courses. Target Latinx students for STEM retention to increase representation in Life Sciences and Physical Sciences, and improve pipeline into Engineering. (Some of this work is accomplished through the Program for Excellence and Education in the Sciences (PEERS) and the Center for Excellence in Engineering and Diversity (CEED).

5.3 Provide intensive training to all academic advisors, case managers, and CAP clinicians in social justice approaches to student advising (e.g. [UC Davis](#)). This approach will ensure that the skillsets of critical front-line staff align with the evolving needs of Latinx students, and students of color, first-generation, low-income, and nontraditional students.

5.3 Implement strategic partnerships among academic advising units to remove barriers to completion, employing a team approach to serving students. Identify and advise students near the finish line and proactively support them so that they complete their degree. Use academic advising models that effectively address the needs, interests, and long-term career aspirations of Latinx students. Hire additional academic counselors, mental health counselors,

and case managers that are knowledgeable of the Latinx community. Provide culturally sensitive counseling to address mental health challenges.

5.4 Expand partnership between academic advising units and the UCLA Career Center to assist Latinx students to connect with available resources including career advising and support for securing internships. Develop a partnership with the Graduate Division to ensure preparation for graduate school.

Recommendation 6:

Establish a Latinx Student Resource Center that can provide culturally responsive support for students and information for campus educators. Build awareness, affirm Latinx students, and improve experiences campus-wide.

6.1 Establish a resource center as a hub for Latinx students to build community, create a sense of belonging, and connect various resources and student organizations across campus. Hire a Resource Center Coordinator and staff.

6.2 Plan and host the Convocation at the beginning of every academic year to welcome all Chicanx/Latinx students to campus. Coordinate Convocation Program with Latinx staff and faculty from across campus.

6.2 Create a Latinx landing page designed to provide an web-based entry point to all services, programs, events, and organizations that work with the Latinx community; include a directory of UCLA Latinx staff and faculty, as well as direct students to multiple sites for writing, academic, and career support.

6.3 Provide a sense of familial support among cohorts that specifically counters isolation in fields with few or no Latinx faculty and graduate students. Ensure retention in these majors through faculty mentoring, academic support, and peer advising.

6.4 Develop Latinx mentorship and leadership programs that bring staff, faculty, undergraduate and graduate students, and alumni together to discuss strategies for successfully navigating higher education while maintaining a sense of well being and a connection to family and career-related role models.

Recommendation 7:

Improve Latinx access to graduate and professional programs, extend opportunities for engagement in research, and ensure mentorship support.

7.1 Invest in developing educational pathways for graduate and professional schools. Support participation of low-income and first-generation students in programs that prepare them for graduate study, such as undergraduate research programs. Provide workshops and training on the graduate school admissions process, aid opportunities, and decision-making. Develop 3+ and 4+ 1 undergraduate and masters degree programs.

7.2 Establish training programs for faculty and graduate students to develop cultural competence. Prepare participants for the mentor-mentee relationship.

7.3 Develop recruitment strategies and initiatives for Latinx graduate students and their families. Increase participation in bridge programs like “[Competitive Edge](#)” so that they are better prepared for graduate level expectations.

7.4 Increase retention of Latinx graduate students by providing research opportunities, fellowship support, workshops for grant-writing and job-searching. Provide activities that build community among graduate students in different departments, divisions, and schools.

7.5 Support and expand culturally-responsive mental health and wellness services focused on graduate students of color. Prioritize hiring of language-capable and culturally-competent counselors.

7.6 Effectively utilize the Graduate Division Program [dashboard](#) to monitor progress in Latinx admissions, retention, and graduation. Compile reports on graduate student outcomes and graduate education initiatives from exit surveys and program/school data disaggregated by race/ethnicity. Provide findings to departments and Deans with graduate programs.

APPENDICES

Appendix I.

[Del Valle Reginaldo Francisco: UCLA's Forgotten Forefather \(2006\)](#)

Appendix II.

[Research on HSIs](#)

Appendix III.

[Figures for UCLA HSI Report](#)

Appendix IV.

[Chancellor's Charge Letter to Faculty on HSI Task Force](#)

Appendix V.

[Chancellor's Charge Letter to Staff on HSI Task Force](#)

Appendix VI.

[UCLA History](#)

Appendix VII.

[Los Angeles High Schools With Significant UCLA Investment in Curriculum, Teacher Training, and Student Learning](#)

Appendix VIII.

[Chicana/o Studies HSI Letter](#)

Appendix IX.

[Student Validating and Racialized Experiences report](#)

Appendix X Inventory of UCLA Programs for Latinx, Low-income, and URM support

A. [Combined Inventory](#)

B. [Inventory Programs Report](#)

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CULTIVATING THE SEEDS OF CHANGE

BECOMING A HISPANIC-SERVING INSTITUTION



APPENDIX 9

Course Matrix for 2023-2024

CHICANA/O AND CENTRAL AMERICAN STUDIES DEPARTMENT
AY 2023-2024 Course Requests Matrix

As of:

4/18/2023

10A, 10B = 2 course credits

CORE FACULTY	FALL 2023		WINTER 2024		SPRING 2024		TOTAL #COURSES	#COURSE RELEASE (CR)	TOTAL COURSES STILL NEEDED
	Course #1	Course #2	Course #1	Course #2	Course #1	Course #2			
*Abrego, Leisy	20		SABBATICAL		SABBATICAL		1	3	0
*Almo, Karina	153C	191	153D		grad course		4		0
*Avila, Eric (50%)	teaching cluster		153A	CR			0	2	0
*Barreto, Matthew (50%)		191	M155B				2		0
Black, Charlene Villaseñor (50%)			238				2		0
*Blackwell, Maylei	M144		291-2 oral history methods		M110		3	1	0
*Boj Lopez, Floridama	200		153A	191-2Latinx Indig	CR		3	1	0
Calderon, Hector			145B	M247	146	191	4		0
Carpio, Genevieve	291-4		201		138A	207	3	1	0
Chavez-Moreno, Laura	CR		10B		CR		3	1	0
De Leon, Jason (50%)					101	M218	2		0
Gaspard De Alba, Alicia	CM135	291-3	M133		101		4		0
Hinojosa-Ojeda, Raul	191	Grad Course?			M125	C274	4		0
Johnson, Gaye Theresa									
Romero, Robert Chao	10A		291-1		178		4		0
Terriquez, Veronica (50%)	CR		M429	tr			1	1	0
Valenzuela, Abel	CR				SABBATICAL		0	2	2
Zepeda-Millán, Chris (50%)	CR		CR				0	2	0
EMERITI FACULTY									
Macias, Reynaldo F.									
Santa Ana, Otto									
CONTINUING LECTURERS									
Ellis, Helen	187C		169		C141		3		
Lacayo, Celia			M122B				1		
Lopez, Alma	M175		M136		M185		3		
Ramirez-Oropeza, Martha	113						1		
Ridley-Thomas, Avis	M174AX		M174BX				2		
TEMPORARY FACULTY									
Andalon, Richard	120		165		M128		3		
Aviles-Rodriguez, Guillermo	232		M159A		181		3		
Esplina, Virginia	291-1	M154	M127		M159B		4		
Frias, Cristina			104		104A		2		
Guerra, Lauren	M126	291-2	M148		151B		4		
Harris, Audrey	109				111		2		
Martinez, Celina	100XP	188-2	117		100XP		4		
Pescador, Octavio	166						1		
Steinberg, Mindy	172	188-3	152		172		4		
TEACHING FELLOWS									
Teaching Fellow					K. Miranda				
Teaching Fellow					K. Kandamby				
Teaching Fellow									
CM106-David Hayes-Bautista			CM106						

Track #1: Border & Transnational Studies
Track #2: Expressive Arts
Track #3: History, Literature & Language of the Americas
Track #4: Labor, Law & Policy Studies
188 ~ CS teaching fellows
[& inform the other department] |
CIMS has been submitted
*Courses belong to other depts (no book orders for CCAS)
Visiting Faculty is underlined
@ new course added
Course Release : CR
CORE COURSES
~ CIMS submitted

184

100XP, 168A, 209, M125