

GRADUATE PROGRAM  
HANDBOOK, 2019 - 2020  
*Department of Chicana and  
Chicano Studies*

Graduate Committee  
Department of Chicana and Chicano Studies  
University of California, Santa Barbara  
Santa Barbara, CA 93106

Dear Student,

Welcome to the Graduate Program in Chicana and Chicano Studies at UCSB! We have developed this Graduate Program Handbook to provide the requirements, policies and procedures for your tenure in the program. It should be used in conjunction with the Graduate Division's Graduate Handbook (<https://www.graddiv.ucsb.edu/handbook>); together they detail requirements, policies and procedures required both by the University and by the Department of Chicana and Chicano Studies. As with anything in your time here (and beyond), if any information is unclear or missing, please notify the Department Graduate Program Advisor (GPA).

It is important to meet, on a regular basis, with your individual faculty advisor. Other key persons to consult often or as necessary are the GPA, the department Faculty Graduate Advisor (FGA), the Department Chair and Graduate Division staff.

Congratulations on admission into an intellectually rigorous and engaged community of scholars seeking to advance the field and contribute to the advancement of social justice.

On behalf of  
The Department of Chicana/o Studies Faculty

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# Department Administration Contact Information

Department of Chicana and Chicano Studies  
(805) 893-8880  
<http://www.chicst.ucsb.edu/>

D. Inés Casillas, Faculty Graduate Advisor  
(805) 893-8880  
[casillas@ucsb.edu](mailto:casillas@ucsb.edu)

Ralph Armbruster-Sandoval, Department Chair  
(805) 893-3601  
[armbrust@ucsb.edu](mailto:armbrust@ucsb.edu)

Joann Erving, Business Officer  
(805) 893-8807  
[jerving@ucsb.edu](mailto:jerving@ucsb.edu)

Mayra Villanueva, Graduate Program Advisor  
(805) 893-5269  
[mayra\\_villanueva@ucsb.edu](mailto:mayra_villanueva@ucsb.edu)

Roy Gonzalez, Undergraduate Advisor  
(805) 893-5450  
[roy\\_gonzalez@ucsb.edu](mailto:roy_gonzalez@ucsb.edu)

Graduate Division  
<http://www.graddiv.ucsb.edu/>

# Chicana and Chicano Studies

## Department Faculty

The faculty in the department have a wide range of research interests and methodological expertise. Below we provide a short summary of each faculty's expertise, research interests, and teaching expertise.

GERARDO ALDANA (Ph.D., Harvard University), Professor. Maya hieroglyphic history, Mesoamerican art, Experimental archaeology, Science Studies, Culture Theory. Courses: 200A History and Narrativity, 220 Interdisciplinary Methods, 251A Aztec Religion and Philosophy, 252A Indigenous Texts, 252B Indigenous Science, 252C Indigenous Material Culture

RALPH ARMBRUSTER-SANDOVAL (Ph.D., UC Riverside), Professor. Globalization, Labor, Social Movements, Racism, and Latin American Studies. Courses: 200A History and Narrativity, 200C Social Processes, 268F Racism in American History, 270 Globalization and Transnational Social Movements, 281 The Chicano/Latino Metropolis: Race, Class, and Resistance, 281A A People's History of Los Angeles: Race, Class, and Resistance in the City

DOLORES INÉS CASILLAS (Ph.D., University of Michigan), Associate Professor. U.S. Spanish-language media, Radio/Sound Practices, Language studies, Immigration policy, Gender and Popular Culture. Courses: 200B Cultural Texts, 200C Social Processes, 210 Research Seminar, 220 Interdisciplinary Methods, 238 Barrio Popular Culture, 254 Listening to Race

MICAELA DÍAZ-SÁNCHEZ (Ph.D., Stanford University), Assistant Professor. Chicana/o and Latina/o Performance Studies, Visual Culture, Theater History, Cultural Studies, Ethnomusicology, Afro-Latina/o Diaspora Studies, Chicana/Latina Feminisms, Dramaturgy, Acting Methodology. Courses: 200B Cultural Texts, 210 Research Seminar, 220 Interdisciplinary Methods, 238 Barrio Popular Culture, 254 Listening to Race

MARIO T. GARCÍA (Ph.D., UC San Diego), Professor. Chicano History, Race and Ethnicity, Southwestern History. Courses: 200A History and Narrativity, 240 Chicana and Chicano Studies Colloquium, 256 Contemporary Readings in Chicana/o Latina/o Indigenous Studies, 259 The Chicano Movement: New Historical Perspectives, 260A Seminar in Chicana/o History, 260B Ethnicity and Community, 268E History of the Chicana/o Movement

SAN JUANITA GARCÍA (Ph.D., Texas A&M University), Assistant Professor. Immigration; Latinx Sociology; Intersectionality; Medical Sociology; Sociology of Mental Health; Aging; Social Determinants of Health

ELLIE HERNÁNDEZ (Ph.D., UC Berkeley), Associate Professor. Cultural studies, 20th century American literature, Chicana/o and Latina/o literature and cultural production, Gay/Lesbian studies and Queer Theory, comparative sexualities: U.S. Pan-Latina/o formations, Marxist theory in humanities global and transnational. Courses: 200B Cultural Texts, 284A Chicana Writers.

CELIA HERRERA RODRIGUEZ (M.F.A., University of Illinois, Urbana-Champaign) Lecturer with Security of Employment. Painter and installation and performance artist

AÍDA HURTADO (Ph.D., University of Michigan), Professor. Equity issues in education, Feminist theory, Chicana feminisms, Masculinity studies, Representations of ethnic and racial groups in the media, Social identity, including ethnic identity. Courses: 240 Chicana and Chicano Studies Colloquium

DAINA SANCHEZ (Ph.D., UC Irvine), Assistant Professor. Race, Migration, and Indigenous studies.

CHELA SANDOVAL (Ph.D., UC Santa Cruz), Associate Professor. Cultural Theory, Gender/Sexuality, Cyber Studies and History of Consciousness. Courses: 200B Cultural Texts, 210 Research Seminar, 220 Interdisciplinary Methods, 251 De-Colonizing Feminism, 253A Techno Imaginaries, 255A Oral Tradition, 264 Speaking Truth to Power, 267 Chicana Feminisms, 272 Post-

Border Thought, 273 Central American Displacements and Diasporas, 282 Sex, Gender, and Feminist Theories

### **Chicana and Chicano Studies Affiliated Faculty**

RUDY V. BUSTO, Ph.D., UC Berkeley, Religious Studies Department  
Research Interests: Asian American/Pacific Islander and Chicano/Latino Religious Traditions, Evangelical Christianity.

LEO CABRANES-GRANT, Ph.D., Harvard University, Theater & Dance Department and Spanish & Portuguese Department  
Research Interests: Spanish and Latin-American Drama and Theatre History and "Minority" Theatre.

VERONICA CASTILLO-MUÑOZ, Ph.D., UC Irvine, History Department  
Research Interests: Mexican History; the U.S.-Mexico Border; Transnational History; Chicano History; Gender, and Women's History

MIROSLAVA CHÁVEZ-GARCÍA, Ph.D., UC Los Angeles, Professor. Chicana/o, Latina/o History, Race and Juvenile Justice, Latinas in U.S., Latina/o Youth in Global Perspective, United States-Mexico Border, Spanish Borderlands, Qualitative Research Methods

REGINALD G. DANIEL, Ph.D., UCLA, Sociology Department  
Research Interests: Race and ethnic relations, Comparative and Historical Sociology, Comparative Race and Culture

RICHARD DURÁN, Ph.D., UC Berkeley, Gervitz Graduate School of Education  
Research Interests: Learning and Instruction, Assessment, Construction of Culture through Interaction, Bilingualism, Cognitive Science, Language Interaction and Social Organization

GEORGE LIPSITZ, Ph.D., University of Wisconsin, Black Studies Department and Sociology Department

Research Interests: Race, Culture and Social Identities, 20th-Century U.S. History, Urban History and Culture, Social Movements

CHERRÍE MORAGA, M.F.A., San Francisco State University, English Department

Research Interests: Theatre, Creative Writing, Performance Studies

MELISSA L. MORGAN CONSOLLI, Ph.D. Loyola University Chicago, Gervitz Graduate School of Education

Research Interests: Latino/a/x, Immigrant, and International populations Social Justice, Multiculturalism, and Prevention Work Resilience, Subjective Well-Being, and Thriving Teaching of Diversity Classes

CARLOS MORTON, Ph.D., University of Texas, Austin, Theater and Dance Department

Research Interests: Spanish and Latin-American Drama and Theatre History and “Minority” Theatre.

BEN OLGUIN, Ph.D., Stanford University, English Department

Research Interests: Organic Intellectuals, Ideologies of Globalization, Posthumanisms, Materialisms and Material Cultures, Popular and Vernacular Cultures, Embodied Poetics, Life Writing Genres, Gnosis and Poetics.

VICTOR RIOS, Ph.D., UC Berkeley, Sociology Department

Research Interests: Urban Ethnography, Latina/o Sociology, Race and Punishment, Black-Latino Relations, Masculinity, Youth.

LAURA ROMO, Ph.D., UC Los Angeles, Gervitz Graduate School of Education, Director of Chicano Studies Institute

Research Interests: Adolescent Development; Mother-Adolescent Communication; Youth and sexuality, Adolescent Pregnancy Prevention, Informal Science/Health Education, Concept Acquisition

DENISE A. SEGURA, Ph.D., UC Berkeley, Sociology Department

Research Interests: Gender, Feminist Studies, Chicana/o Studies, Race Relations, Work and Community Studies



ROBERTO STRONGMAN, Ph.D., UC San Diego, Black Studies Department  
Research Interests: Fields of Religion, History, and Sexuality, Comparative  
Caribbean Cultural Studies.

CRISTINA VENEGAS, Ph.D., University of Southern California, Film and Media  
Studies Department  
Research Interests: Latin American, U.S. Latino media and digital technologies.

HOWARD A. WINANT, Ph.D., UC Santa Cruz, Sociology Department  
Research Interests: Race and Racism, Comparative Historical Sociology, Political  
Sociology, Social Theory, Human Rights

# The UCSB Chicana and Chicano Studies M.A./Ph.D. Program

The UCSB Department of Chicana and Chicano Studies was formally established in Fall 1970 as the first Chicano Studies Department in the UC system. A historic conference held at Francisco Torres Student Housing in April 1969 resulted in El Plan de Santa Barbara, a document providing a blueprint for Chicana/o Studies scholarship in higher education. In 1970, the administration accepted the inspiration in part, creating the Department, the Center for Chicano Studies (now the Chicano Studies Institute), EOP and the Colección Tloque Nahuaque.

The Graduate Program grew out of demands made by two groups of student hunger strikers—in 1989 and again in 1994. Through their efforts and administrative responses, the Chicana/o/x, Latina/o/x student population has grown from less than 2% in 1970 to approximately 10% in 1989 and now over 26%, establishing UCSB as the first Hispanic Serving Institution (HSI) among the American Association of Universities (AAU). The UCSB Chicano Studies Department and Chicana/o, Latina/o student body owe thanks to great sacrifices from students, staff, faculty, and community members over the years.

In 2004, the first students were admitted into the Graduate Program and in 2012, the first three students received their doctoral degrees in Chicana/o Studies. Since then more than twenty students have graduated, with many obtaining tenure-track academic positions in 4-year universities.

## **The Ph.D. Program**

From an interdisciplinary approach, the Department of Chicana and Chicano Studies offers a combined M.A./Ph.D. program offering the study of Chicanidad in its broadest and most comprehensive sense; i.e. through the study of its politics, philosophy, history, literature, religion, art, psychology, sociology, education, oral traditions, anthropology, mass media, film, environment, health, and music, as well as other intellectual, scholarly, and artistic traditions. It responds to, and builds upon, the critical inquiry of traditional disciplines, as well as upon a host of innovative bodies of knowledge that have surfaced over the last few decades, most notably in cultural, gender, ethnic, sexuality, de-colonial, and global studies. Key to the Chicana and Chicano Studies approach is the understanding that language, gender, race, sexuality,

nationality, and class organize identities, complex social relations, and cultural objects. Also key is the assumption that the study of Chicanas/o/xs and Latinas/o/xs in all their complexity requires cross-disciplinary approaches to knowledge. Moreover, the department encourages a creative and rigorous interweaving of methods. These understandings provide unique alternatives to traditional forms of intellectual inquiry.

The Ph.D. training provided in this program concentrates on methodological and theoretical issues having to do with the integration of disciplinary areas and fosters historical, political, social, and cultural understandings of heterogeneous Chicana, Chicano and Chicax experiences. That is, the Department of Chicana and Chicano Studies graduate curriculum implements interdisciplinary study under the understanding that all social, cultural, economic, psychic and creative phenomena are produced by a complex interplay of three factors. These are 1) historical and narrative forces 2) social processes, and 3) cultural production. The interrelationship of these three factors produces the outcomes and experiences central to Chicana and Chicano Studies. The three “subfields” of the graduate program thus correspond to these three factors; their combination creates interdisciplinary approaches. In this sense, the three subfields are a grounding foundation of the interdisciplinary mission of the department’s graduate program.

1. History and Narrativity. This subfield focuses on a wide variety of critical approaches, perspectives, and methods on the writing and construction of Chicana and Chicano history and literature, from its origins to the present. It addresses how historians have themselves conceptualized Chicana and Chicano historiography, including the pivotal influence of the Chicana/o Movement for the writing of historical narratives. Exploring historicity, narrativity, and the literary imagination, the subfield investigates how writing and historical research in Chicana and Chicano communities have engaged new subjectivities, bodies, and voices, informed by a new generation of scholars in Chicana/o Studies, LGBT/Queer studies, literary studies, and urban studies that incorporate new approaches and sources alongside traditional tools.

2. Cultural Production. Cultural Studies revolutionized the humanities and social sciences by placing culture at the center of inquiry. Like Chicana and Chicano Studies, the field has working-class origins and questions socially constructed truths through queer, feminist, and other critical lenses. Cultural production refers to social products, practices, and aesthetics that emerge from economic and political exchanges. Specific forms can include theatre, music, art, and religion, among others. Cultural Production approaches recognize that, like written and spoken language, culture has a structure, syntax, and hierarchy that can be read as a text. Chicana and Chicano cultural

production challenges hegemonic systems of power and/or as a vehicle of decolonization, challenging U.S. and transnational social systems.

3. Social Processes. The social processes subfield applies social scientific approaches and various social and cultural theories to the study of empirical factors that impact Chicana and Chicano lives, including law, public policy, economic practices and informal norms and discourses. Disciplinary approaches from various social sciences are studied alongside interdisciplinary and transdisciplinary approaches and diverse theoretical frameworks including Marxism, poststructuralism, and other constructivisms, as well as queer and feminist theories.

The Department of Chicana and Chicano Studies Ph.D. program trains scholars as interdisciplinary researchers equipped to work from a broad range of perspectives, approaches, and methodologies. Department of Chicana and Chicano Studies graduate work foregrounds theoretical research and structures a curriculum that centralizes the multiplicity of Chicana/o identities. Graduate training in Chicana and Chicano Studies empowers students to challenge traditional research paradigms that assume objectivity and neutrality while ignoring layers of race, culture, gender, and class. The Ph.D. degree in Chicana and Chicano Studies furthers the struggle toward social justice by linking theory with practice, scholarship with teaching, and the academy with the community.

# Graduate Program Administration

## **UCSB Graduate Division**

The UCSB Chicana and Chicano Studies Graduate Program operates under the auspices of the Graduate Council and the Graduate Division. The Graduate Council is an Academic Senate committee with jurisdiction over graduate education. It is composed of seventeen faculty members, the Graduate Dean (ex officio), and a representative of the Graduate Student Association (GSA). Among other duties, the Graduate Council has responsibility for setting admissions criteria, reviewing requests for new graduate programs, modifications to existing programs, approving graduate courses, setting standards for graduate students who hold student academic titles, master's and doctoral committee service, and policy on distribution of fellowship funding.

Supervised by the Graduate Dean, the Graduate Division is the administrative unit working in collaboration with the Graduate Council. The Graduate Division is divided into three sections that serve graduate students:

- Outreach, Admissions and Retention answers inquiries from prospective students, assists departments in screening applicants, evaluates foreign transcripts, and maintains statistics.
- Financial Support administers fellowships, grants, and fee waivers, handles on-campus employment forms for graduate students, and counsels students on preparation of grant applications and sources of extramural funds.
- Academic Services maintains active student files, processes petitions, conducts degree checks, and interprets academic requirements and policies.

## **CHST Department Administration**

The Faculty Graduate Advisor (FGA) is an official deputy of the Graduate Dean in matters affecting graduate students or graduate programs in the department. The FGA's signature is the only departmental signature, other than that of the chair, recognized as official on Graduate Division petitions presented by graduate students. The department chair appoints the FGA as the chair of the Department Graduate Committee, with approval from the Dean of Social Sciences. The FGA serves in that capacity on an annual basis.

The Graduate Program Advisor (GPA) is the departmental administrative staff member responsible for the operation and management of the Department of Chicana and Chicano Studies graduate program, including recruitment and outreach efforts. The

GPA monitors the academic progress of all Chicana and Chicano Studies graduate students, informing the Graduate Committee of all system-wide and campus policy matters concerning their academic, professional and personal welfare in the program. The GPA serves as academic administrator in overseeing the assignments of course Teaching Assistants, graduate student employment, including management of annual Teaching Assistant allocations, graduate recruitment funds and departmentally controlled graduate fellowship funds. Responsibilities also include ensuring compliance with relevant collective bargaining unit contracts pertaining to graduate students.

The FGA serves as chair of the Graduate Committee composed of one or two additional faculty members appointed by the Department Chair. The committee meets regularly to review all matters concerned with the admission, financial support, teaching assignments, and academic progress of graduate students, as well as to consider any policy issues of concern to the department faculty, the student body, or the Graduate Division. The Graduate Committee is advisory to the Department Chair and to the Chicana and Chicano Studies faculty as a whole on curricular matters. The committee reviews student reading lists and petitions concerning language requirements, course credits, examinations, and other such matters.

# Degree Requirements

The M.A./Ph.D. program is constituted by two phases of study. The first phase of the program immerses students in the broader field of Chicana and Chicano Studies by focusing on foundational texts and methodological training. The second phase concentrates on developing students' individual research interests and focus shifts to the dissertation to complete the degree.

## **The Master's Program**

The Chicana and Chicano Studies Graduate Program offers a combined M.A./Ph.D. degree program. The Chicana and Chicano Studies Graduate Program does not offer a terminal master's degree program. Students intending to pursue only a master's degree will not be accepted into the graduate program; the program requires application to the doctoral program. Students entering the doctoral program with a master's degree still must complete all the requirements for the Chicana and Chicano Studies Master of Arts degree.

Generally, students satisfy the requirements of a Master of Arts degree by the beginning of the third year. The first year of a student's program is almost entirely devoted to core courses that expose him/her/them to the discourse of advanced study in the social sciences and humanities. The second year allows time to complete foundational coursework prepare for the Master's Exam.

## **Master of Arts Requirements**

The Master's requirements are integral to preparation for the doctorate degree. Students should use this time to gain exposure to methods training and the breadth of Chicana/o Studies scholarship, choosing classes with guidance from their advisors during quarterly meetings. The following requirements must be fulfilled before moving on to candidacy for the Ph.D.

The Master of Arts Degree requirements are:

1. completion of a total of 36 units of coursework per the distribution specified below;
2. foreign language competency;
3. teaching experience requirement;
4. M.A. comprehensive examination;

Each of these requirements is detailed below.

### Coursework

The minimum required coursework for the M.A. degree is 36 units broken up into two categories. The first category—classes that are specified—constitutes 20 units (5 courses). These classes are offered on a two-year cycle, with three offered in one year and the other two the following year. The following are required classes:

- CHST 200A – History and Narrativity
- CHST 200B – Cultural Production
- CHST 200C – Social Processes
- CHST 210 – Research Methods
- CHST 220 – Interdisciplinary Methods

The other 16 units (4 courses) of the 36-unit requirement are electives, which are to be drawn from seminars offered in the Department and across campus. Students should seek guidance from their advisors on specific electives to take, but the Department expects two of these to be graduate seminars offered by Department faculty and the other two be either in the Department or in a relevant related Department.

Students must maintain a minimum cumulative GPA of 3.0 in all graduate work at UCSB, per Graduate Division policy. A minimum grade of B must be earned for any course applied to degree requirements.

By exception and with strong justification, students may take alternatives to graduate seminars to satisfy the elective coursework requirement. These cases are rare, require support from the student's advisor and require submission of a formal petition ("Graduate Request for UCSB Course Substitutions," Form E). Students should consult with their advisors and the Graduate Program Advisor before enrolling in an exceptional course with the intent of applying it to degree requirements. All petitions are reviewed by the chair of the Graduate Committee and approved by the Faculty Graduate Advisor or the department chair. Courses that count towards registration but cannot be petitioned towards the M.A. course requirements include lower division undergraduate courses numbered 1-99, Teaching Assistant and Teaching Associate Training (CH ST 501), and all other courses in the 500s range.

With the support of the student's advisor, one upper division undergraduate course (courses number 100-199) may be applied towards the elective seminar requirement as long as the class that is chosen will enhance the student's background in her/his/their field of specialization. Students must obtain approval from their individual faculty advisor and the course instructor prior to enrolling in the undergraduate course. Here



too, students should consult with the Graduate Program Advisor and/or the Faculty Graduate Advisor during the planning stages or during Advising Week at the very latest.

### Foundational Reading List

The foundational list of readings for each of the core seminars was compiled collaboratively by the faculty in the Department of Chicana and Chicano Studies at the creation of the Ph.D. Program. The list—available on the Department web site—is used by faculty to construct the readings for the three graduate courses CHST 200A History and Narrativity, CHST 200B Cultural Production and CHST 200C Social Processes. The faculty who teach 200A-C are required to construct course syllabi with 40% of the course readings selected from the foundational list. The foundational list is reviewed every four years for potential editing.

### Foreign Language Requirement

The objective of this requirement is to ensure that graduate students are proficient in a language other than English in order to conduct scholarly work. Although Spanish may suffice for most cases, students may petition a different language germane to their research provided an appropriate expert can be identified to test the student's reading knowledge. The language requirement must be fulfilled during the first two years of the program, and is a necessary requirement for completion of the Master's degree. Students must petition to satisfy the requirement during the normal instruction period of each academic quarter (excluding summer). The test will be administered once a quarter. The FGA, in consultation with the department chair, will appoint a departmental faculty member to administer and evaluate the exam. Students may satisfy the language requirement in one of the following ways:

1. By passing a two-hour typed test which will include translating a scholarly text of approximately 350-500 words from the original language to English. The text to be translated will be chosen by the faculty member who will administer and evaluate the exam. A passing grade constitutes recreating the text into a coherent equivalency of English, thus demonstrating a fairly high degree of precision without major flaws in terms of cognates, verb usage, syntax and semantics. Students can have access to a hard-copy dictionary in the relevant language, but no electronic media will be allowed. Students will not be allowed to bring in notes for the exam. Students who do not pass the exam will be allowed to retake it the following quarter.
2. By presenting a transcript to prove either a bachelor's or master's degree in the language in question.

3. By having studied in the language of a foreign country as a regular student or in a study abroad exchange for a year at the university level.
4. By taking a language course specifically designed for graduate students (e.g. CH ST 249, Spanish for Graduate Students) and passing it with a B grade or better.

### Teaching Experience

In the UC System, a critical source of graduate student funding comes from teaching employment. Combined with institutionally sponsored pedagogical workshops and programs, UC doctoral students complete their degree programs with extremely strong teaching backgrounds. In the Department of Chicana and Chicano Studies, graduate students first serve as Teaching Assistants for the lower division introductory series, CHST 1A, 1B and 1C before moving on to serve at the upper division level. Students must enroll in CHST 501 with the instructor of record while serving as a TA for these courses as part of their preparation.

The formal requirement for the M.A. is for graduate students to have been employed as a Teaching Assistant in the department for one quarter. If students are on fellowship for the first two full years (thus precluding them from such employment), they may petition for exemption from this requirement.

### M.A. Comprehensive Exam

The M.A. Exam covers the canon of Chicana and Chicano Studies (i.e., the intellectual content of the three core courses: CH ST 200A History and Narrativity, CH ST 200B Cultural Texts, and CH ST 200C Social Processes), including two questions per core course section (total of six questions) along with an additional overall synthesis section (two questions) for a total eight questions. Students are required to respond to one question from each section for a total of four responses. The M.A. comprehensive examination is administered over two days in which students respond to two questions per day, with four hours allotted to finish the exam. The M.A. comprehensive exam is administered at the end of the summer before the third year by a M.A. Exam Committee appointed by the department chair. Students are not permitted to bring notes to the exam.

The M.A. Exam Committee includes the three professors who taught the three core courses over a two-year cycle. The M.A. Exam Committee also includes a fourth faculty member who did not teach one of these three core courses. Most often, this professor will be the FGA. M.A. comprehensive exams are graded by the M.A. Exam Committee who wrote the exam. Students must earn a “pass” on all four sections of the exam in order to pass the full exam. The three evaluation outcomes for the M.A. Exam are

- 1) Ph.D. Pass

- 2) M.A. Pass
- 3) No Pass

A Ph.D. Pass makes the student eligible for entrance into the Ph.D. Program. Students earning an M.A. Pass or a No Pass on their first attempt may re-take it once after receiving feedback from the committee. Re-taking an exam requires that the student respond only to the sections of the exam that they did not pass. An M.A. Pass on the second attempt results in a Terminal M.A. Degree. Students earning a No Pass on the second attempt are recommended for dismissal from the program. Students will receive their exam evaluation within two weeks after finishing the exam.

## **The Doctoral Program**

The doctorate in Chicana and Chicano Studies demonstrates a contribution of original knowledge to the field. Although students are admitted into the M.A./Ph.D. program, as noted in the prior section, continuation to the doctoral program is not automatic upon completion of the master's degree. Continuation is highly competitive and is subject to the student's academic performance being deemed excellent by all standards that the department uses to assess degree progress such as: exams, grades, coursework, timely progress toward the degree, and teaching (as evidenced by student evaluations and supervisor's assessments). Students must demonstrate an ability to work independently and to make innovative and original contributions to the critical literature of the student's chosen sub-field in Chicana and Chicano Studies.

## **Doctoral Degree Requirements**

Requirements for the Ph.D. include:

- 1) Establishment of a doctoral committee;
- 2) 16 units of graduate coursework beyond the master's degree;
- 3) doctoral dissertation prospectus and oral defense of the prospectus;
- 4) completion of the dissertation and oral defense of the dissertation.

Graduate students are expected to advance to candidacy for the Ph.D. by the end of their fourth year. This should allow sufficient preparation to complete the program within the normative time of seven years.

## **Doctoral Committees**

Within one quarter after successfully receiving their master's degree, students are to assemble a doctoral committee with one faculty member serving as chair. To establish a doctoral committee, the student submits Graduate Division Doctoral Form I for approval by the Dean. Students are advised to consult with the GPA on processing Doctoral Degree Form I.

The chair of the doctoral committee must be a ladder-rank faculty member of the department. Per Graduate Division policy, doctoral committees must include at least three faculty members, with the majority of members as ladder-rank faculty in the Chicana and Chicano Studies Department. Affiliated faculty members of the Chicana and Chicano Studies Department may upon approval serve as co-chairs of doctoral committees. The other co-chair must be a ladder-rank faculty member from the Chicana and Chicano Studies Department. Students should consult Graduate Division policy for any/all other constraints on doctoral committee composition.

### Doctoral Coursework

Students will select their coursework in consultation with their committee chair and/or with their full doctoral committee. Students must complete a minimum of 16 units (4 seminars) once admitted into the Ph.D. program before advancing to candidacy. Eight of those 16 units can be taken outside the department.

### Doctoral Dissertation Prospectus and Defense

Completion of the dissertation prospectus and oral defense are the main requirements for advancement to Ph.D. candidacy. These two requirements generally should be completed by the Spring Quarter of the fourth year. The student in conjunction with the doctoral committee will schedule the defense of the dissertation prospectus. For the first phase of the doctoral program, the committee is charged with tailoring the student's training to include: (1) determination of research subfield(s); (2) review and command of the literature in the subfield(s) of interest; (3) formulation of original research question(s); and (4) writing a dissertation prospectus.

In consultation with the doctoral committee, the student will write the dissertation prospectus, which should be between 20-30 pages in length (double spaced and following academic standards of writing and citation conventions). The prospectus should propose:

- 1) a set of original research questions;
- 2) a conceptual positioning of the research to be conducted within an established body of literature;
- 3) a methodological approach;
- 4) a prospective outline of dissertation chapters; and
- 5) a substantive bibliography informing the research.

The student and the doctoral committee, together, establish a timeline for the completion of the prospectus and a schedule that allows sufficient time for the committee to review the prospectus before the oral defense. The prospectus should be submitted to the doctoral committee for evaluation according to Departmental Form M. If the committee evaluates the prospectus with a "No Pass," the student is given one opportunity to revise and re-submit it. If the committee evaluates the prospectus with a formal "Pass," then the student may schedule an oral defense. Facilitated by the GPA, the student and doctoral committee will schedule a two-hour oral defense of this document and the proposed dissertation project. The student will be excused from the room for the committee's deliberation on the approval of the student's prospectus and oral defense. The student will be notified of the decision immediately upon consensus reached by the committee.

### Advancement to Candidacy

In order to formally advance to candidacy after successful completion of the dissertation prospectus and oral defense, students must secure the relevant paperwork from the Graduate Division and pay the \$50 advancement-to-candidacy fee at the Cashier's Office by the appropriate Graduate Division deadline. The student then submits Graduate Division Doctoral Form II to the Graduate Division front desk. When Doctoral Form II and the fee receipt are received by the Graduate Division, the passage of the qualifying exam(s) is recorded on the student's transcript along with the date of the oral exam. Once advanced, the student is moved into ABD status and becomes eligible for doctoral candidate borrowing privileges at the Davidson Library as long as they are in registered status or on approved leave of absence.

### Dissertation and Oral Defense of the Dissertation

The dissertation should be an original contribution on a topic of significance to Chicana and Chicano Studies. Dissertations in Chicana and Chicano Studies are a minimum of 200 pages, developed under close mentorship with the dissertation committee chair and ample consultation with all members of the dissertation committee. Students should provide rich written updates to their full committee at least once per year in time for the annual Graduate Program assessment, which is generally scheduled in Spring Quarter.

Once the dissertation is completed, it is to be submitted to the doctoral committee for formal evaluation. Each committee member will evaluate the document and submit a Form III to the dissertation committee chair. If the committee evaluates the dissertation with a "No Pass," the student is given the opportunity to revise and re-submit it as many times as the committee deems necessary. If the committee evaluates the dissertation with a formal "Pass," then the student may schedule an oral defense. Facilitated by the GPA, the student and doctoral committee will schedule a two-hour oral defense of the overall dissertation project. After the defense, the student will be excused from the room for the committee's deliberation on the approval of the student's dissertation and doctoral work. The student will be notified of the decision immediately upon consensus reached by the committee.

Copies of all dissertations written at UCSB may be viewed in The Special Collections Department of the library. The student must also provide one hard copy to the Department for the CHST Library. For information on filing and the precise format for the dissertation (paper, margins, pagination, footnotes, etc.) students should consult the booklet "Guide to Filing Theses and Dissertations at UCSB" available from the Graduate Division online at <http://www.graddiv.ucsb.edu/handbook/>.

### **Interdisciplinary Doctoral Emphases**

Graduate students in the Chicana and Chicano Studies doctoral program have the option to add an interdisciplinary doctoral emphasis. Students petition for admission into an emphasis once they are enrolled in the Chicana and Chicano Studies Ph.D. program. Students interested in adding a doctoral emphasis should first consult with their faculty advisor. More information on the interdisciplinary doctoral emphases is available at the respective department's website.

Students should refer to the Graduate Division's Graduate Handbook for a detailed description of how to add an interdisciplinary graduate emphasis.

## Typical Timeline

- YEAR 1 Individual Faculty Advisor appointment  
Course Work: either CHST 200A, CHST 200B and CHST 210; or CHST 200C and CHST 220; along with 1 to 3 Electives  
Annual Evaluation: Progress will be reported in advisor's letter to the student
- YEAR 2 Course Work: either CHST 200C and CHST 220; or CHST 200A, CHST 200B and CHST 210; along with 1 to 3 Electives  
Other Requirements:  
Foreign Language  
Teaching Experience  
M.A. Comprehensive Exam (Late Summer)
- YEAR 3 Course Work: 4 to 6 Electives  
Other Requirements:  
Establish Ph.D. Committee & Chair  
Milestone: Award M.A. Degree
- YEAR 4 Doctoral Dissertation Prospectus and Oral Defense of the Prospectus (Spring Quarter)  
Milestone: Advance to Ph.D. Candidacy (Spring Quarter)
- YEARS 5-7 Dissertation Research and Writing Conducted
- YEAR 7 Dissertation & Public Defense (Spring Quarter at the end of the 7th year)  
Milestone: Award Ph.D. Degree



# Advising

## Individual Faculty Advisors

### M.A. Advisors

Each student is assigned an individual faculty advisor upon their entry into the program. The student, in conjunction with the advisor, formulates an overall plan for the student's graduate training, selects the most appropriate courses given the student's research interests, and determines how the student will satisfy the language requirement. Advisors should meet at least once a quarter with their advisees, reviewing departmental milestones and academic progress.

The graduate program is designed to maximize the flexibility in assigning faculty advisors. While students will be matched up initially with faculty advisers who share mutual research interests, there may be a time when the student wishes to request a change of assignments. When such conditions arise, students should discuss a proposed change of advisors with the GPA and/or FGA. For the change to be made, students must submit a Form R "New Faculty Advisor Confirmation" to the GPA.

### Ph.D. Advisors

Upon acceptance into the doctoral program, students must establish a doctoral committee. The chair of this committee may or may not be the same faculty member as that serving as the student's M.A. Advisor. Parameters governing the choosing of a doctoral committee, including the chair, are provided in the above section on the Doctoral Program.

### Advising Week

Advising week falls is the first full week of each quarter (Fall/Winter/Spring). Students are encouraged to schedule an appointment with their advisor prior to the start of the quarter. During advising week, advisors and advisees are to update Advising Forms A ("Graduate Student Comprehensive Study Plan"), B ("Graduate Student Yearly Study Plan"), and C ("Graduate Student Employment Commitments"), and submit them to the Chicana and Chicano Studies GPA by the end of the second week of classes.

### Student Annual Self-Assessment Report

Generally in Spring Quarter, students will be asked to submit their annual student self-assessment report to the Chicana and Chicano Studies GPA. The self-assessment gives students the opportunity to communicate their academic progress and teaching

interests for the following academic year. The self-assessment should be reviewed by the student's individual faculty advisor and will be reviewed by department faculty during the annual Graduate Program assessment held during the Spring Quarter.

Students will receive an annual department assessment letter following the Graduate Program assessment meeting. The student's academic progress will be evaluated in this document according to one of three levels: 1) strong; 2) acceptable; or 3) unacceptable as determined by a vote of the full faculty based on the student's self-assessment along with a report by the student's advisor. The student should schedule a meeting with their advisor shortly after receiving this letter to review its content and plan accordingly.

# General Program Requirements

## **Registration**

The University of California Continuous Enrollment Policy requires that graduate students be continuously enrolled while progressing toward their degree. Graduate students are required to maintain graduate status each quarter by paying fees in full and officially registering for full-time status. The normal course load for a graduate student is 12.0 units per quarter, although 8.0 units is the minimum to remain eligible for many important services and benefits (i.e. eligibility to be appointed as a TA, eligibility to receive financial aid, and to qualify for University-supported student housing). Complete details for registration procedures can be found on the following website: <https://registrar.sa.ucsb.edu/registration-enrollment/registration-enrollment/enrollment-in-an-academic-quarter>.

Students serving as Teaching Assistants are eligible to register for CHST 501 for 4 units. Typically, students who are TAs register for two graduate courses, plus CHST 501, giving them a total of 12 units. As a TA or as a Teaching Associate, students are eligible for a Graduate Student Partial Fee Remission (GSFR) and a Graduate Student Health Insurance credit (GSHIP). These benefits may not be processed until students are registered in a minimum of 8 units. Late fees can be avoided by registering full time as soon as possible.

## **Independent Studies, Colloquia, Special Courses**

Independent studies, colloquia and other special courses are designed to give students greater flexibility in planning their program of study. Students enrolling in independent study courses must obtain approval from the course instructor and submit an independent studies course contract (Form K) to the Chicana and Chicano Studies Graduate Affairs Office. The contract for an independent studies course may be obtained from the Department of Chicana and Chicano Studies webpage at <http://www.chicst.ucsb.edu>.

## **Schedule Adjustment**

After registration, students may adjust their class schedules according to existing deadlines. Classes may be added or dropped and grade options changed generally through the online system GOLD. Once relevant deadlines have passed, students must file a petition to add/drop courses, or to change grading options. The Schedule of Classes publishes the exact dates of these deadlines each quarter. Petitions require the review and signature by the course instructor and the chair of the Graduate

Committee, and in some cases the signature of the Graduate Division Dean is also required.

### **Incomplete Courses**

Students must file a petition with the Office of the Registrar prior to the last day of the quarter to receive an Incomplete grade. The Office of the Registrar has the forms necessary to request incomplete for a course. The university Graduate Council considers twelve or more units of incomplete coursework to be excessive. Students who carry 12 or more units of unfinished coursework require approval from the FGA and the Graduate Division to be appointed to an Academic Student Employee position.

Students are encouraged to consult deliberately with the instructor of the class in which they received an incomplete grade and their own advisor to discuss when the required work will be finished. Students should refer to the Graduate Division's Graduate Handbook for specific policy on Unfinished Coursework.

### **In Absentia Registration**

The request for *in absentia* registration form is available at the Graduate Division's webpage at <http://www.graddiv.ucsb.edu/academic/forms-petitions/in-absentia>. *In absentia* registration may be approved for one to three quarters for students pursuing graduate student research outside of California. In absentia registration entitles students to an 85% reduction of the combined registration, educational, and campus fees. Other fees, such as nonresident tuition and the graduate student health insurance remain unchanged. To apply for the *in absentia* fee reduction, students should provide the Graduate Division with a "Request for *In Absentia* Registration" form signed by the student's individual faculty advisor and the Chair of the Graduate Committee.

### **Leaves of Absence (LOA)**

Continuous registration is expected of all graduate students. Under special circumstances, leaves of absence may be requested from the Dean of the Graduate Division. Petitions for leaves of absence may be obtained from the Graduate Division webpage at <http://www.graddiv.ucsb.edu/academic/forms-petitions/leave-of-absence>. LOA petitions must be approved by the Chair of the Graduate Committee and the Graduate Dean. A processing fee is charged for leaves of absence petitions.

Students should refer to the Graduate Division's Graduate Handbook for detailed description of University policy on LOA.

## **Lapsed Status**

Students who leave the University without an approved leave of absence relinquish all privileges of being a student. Reinstatement from lapsed status is not automatic. Students who have a break in registration must complete a petition for reinstatement in order to return to registered status. The form to “Petition for Reinstatement to Graduate Status” is available at the Graduate Division’s website.

Please refer to the Graduate Division’s Graduate Handbook for detailed description of University policy on Lapsed Status.

## **Transfer Credit**

Students may be given credit toward their degrees in Chicana and Chicano Studies at UCSB for previous graduate work performed in other departments at UCSB or in other institutions. According to university policies on transfer of units, the following restrictions apply:

- Upper division and graduate courses may be transferred to UCSB only if the student was in a graduate program when the courses were completed, and units were not applied toward a degree already awarded.
- Although units of credit taken elsewhere may be transferred, it is not possible to recognize and count quarters of academic residency earned at another university toward the UCSB academic residency requirement.
- No transfer credit is allowed for courses taken while an undergraduate.
- Students must complete one graduate quarter at UCSB before they may petition to transfer credit.
- With approval from the department and the Graduate Division, students may transfer up to 8-quarter units for courses completed with a grade of B or better from an accredited college outside the UC system; up to 12-quarter units may be transferred from another UC campus.
- Transferred units are treated as Pass/Not Pass upper-division units and are not computed into the UCSB grade-point average, with the exception of courses completed through UCSB Extension’s Open Enrollment.

Requesting to transfer units is a two-step process. First, students complete and submit the “Graduate Request for Transfer Credit” (Form D) to the staff graduate advisor. The petition will be reviewed by the FGA. Next, if approved the student proceeds with submitting the Graduate Student Petition (available <http://www.graddiv.ucsb.edu/>) to the Graduate Division for final approval. A processing fee will accompany the Graduate

Division petition. This processing fee must be paid at the Billing and Accounts Receivable Office prior to submitting the petition to the Graduate Division for review.

Students should refer to the Graduate Division's Graduate Handbook for specific policy on the Transfer of Credit, Transferring Units from Concurrent Enrollment or EAP, and Extension Credit.

**Normative Time for the Chicana and Chicano Studies M.A./Ph.D. Program**

The time to degree standard for doctoral degree completion is seven years, and the normative for advancement to candidacy is four years. These normative time standards are the same for students who enter the program with a master's degree.

# Financial Support

The Department of Chicana and Chicano Studies is committed to providing students with multi-year packages to facilitate their completion of the M.A./Ph.D. Program. These packages may comprise four main types of support for graduate students:

- 1) merit-based awards;
- 2) need-based awards;
- 3) block grant allocations; and
- 4) graduate academic employment (e.g., Teaching Assistantships, Teaching Associateships and Graduate Student Research Assistantships, which may include certain benefits of employment).

Each Spring every student enrolled for the following academic year will receive an **annual financial support letter**. This letter will itemize all four types of campus funding (noted above) that the Department has on record for the student. Students should review this letter as soon as they receive it and consult with the GPA if there are any discrepancies.

In order to be considered for financial support, all U.S. citizens and permanent resident graduate students at UCSB are required to file the Free Application for Federal Student Aid (FAFSA, [www.fafsa.ed.gov](http://www.fafsa.ed.gov)). The FAFSA is used to compile a "need analysis" which is used in the determination of all financial support packages. For up to date, extra-departmental financial support information, consult the Graduate Division's Web site: <http://www.graddiv.ucsb.edu/financial/>. This website provides campus competitions and deadlines, as well as national fellowship competition announcements, links to funding sources and databases, and access to the IRIS database, including search capability.

## **Nonresident Tuition**

Students who do not qualify for resident classification under California law or university policy are required to pay nonresident tuition. Incoming out-of-state students are expected to take immediate steps to establish residency in California to avoid paying out-of-state tuition after the first year of study. New residency laws stipulate not only continuous residence in California for a period of one year, but also financial independence from parents. Students wishing to establish residency are urged to see the Campus Residency Deputy in the Registrar's Office as soon as possible.

## **The Annual Financial Support Letter**

The Financial Support Letter is intended to ensure clarity of the student's financial resources relative to the multi-year financial package they received upon matriculation. It should be read relative to previous support letters (for those students in their 2<sup>nd</sup> year or beyond) and relative to their initial commitment of support. The initial commitment will be made up of the sources detailed below. Students accepting employment opportunities outside of the Department should notify the GPA (if employment was not processed through the normal channels) to ensure the accuracy of the letter. If a Form C was submitted in the process of accepting extra-Departmental employment, then that employment should already be itemized in the support letter.

The support providing by each of the following types of financial support will be itemized in the letter.

#### Central Fellowship Awards

Central fellowship awards are available to both incoming and continuing students. Applicants for admission are automatically reviewed as possible candidates for central recruitment fellowships. Central recruitment fellowships offer from one to six years of support. Multi-year packages generally offer a combination of types of support, such that some years the student is given a fellowship stipend to focus purely on their studies, and other years the student works as a TA or RA within the department. Details of support packages vary depending on the particular fellowship awarded; students should carefully read their fellowship award letter for details pertinent to their specific situation. Central fellowship recruitment notices are typically sent out in March.

A variety of fellowships are also available to continuing students through a campus-wide competition. Every Winter Quarter the department receives notice from Graduate Division providing the number of nominations it may make for continuing fellowships. The GPA will inform each student of their eligibility for these continuing fellowships and request a response reflecting the student's interest in departmental nomination. The full faculty will review the files of all eligible students and the most competitive to the Graduate Division for the campus-wide competition.

For much more detailed information about all central fellowships—including those to which a student may apply directly, without departmental nomination—students should consult the Graduate Division website:

<http://www.graddiv.ucsb.edu/financial/central-campus-fellowships>

#### Department Block Grant Fellowships



The Department receives an annual lump sum allocation for distribution as graduate student financial support. Students will receive distributions from the Block Grant according to the multi-year package they accepted upon matriculation into the program. Depending on the year and the package, a student may receive one or more “quarters off,” one or more quarters of “fee fellowship,” a summer stipend or nothing at all from the Block Grant. All students should have complete information regarding their Block Grant package upon matriculation into the program, and it should not change thereafter. The only changes might come from the unanticipated offer of a continuing fellowship, or the offer of an external fellowship during the student’s academic career.

### Graduate Student Employment

#### *Non-teaching Employment*

Faculty members who have grants may employ students as research or clerical assistants. Students who are interested should consult with faculty members individually.

#### *Teaching Opportunities*

Various forms of teaching employment are available on campus, both as a source of funding and to provide training in the profession.

#### *Tutorship Opportunities*

The Campus Learning Assistance Services (CLAS) offers positions for graduate students to serve as writing tutors as well as tutors for other academic skills. The position of tutor requires a commitment of 4 to 10 hours per week to assist composition instructors in writing workshops and in providing one-to-one tutorial assistance for students needing supplementary instruction. Unless stated otherwise, tutorships are awarded with the expectation that the appointment will continue for the entire academic year, but appointees may be dismissed with appropriate notice at any time for poor tutorial performance or unsatisfactory academic progress. Students wishing to apply for a tutor position should submit an application to CLAS.

#### *Teaching Assistantships*

A Teaching Assistantship (TA) is the most common form of financial support for graduate students. TA appointments involve supporting instruction in Chicana and Chicano Studies courses and/or in other departments. The position of TA is crucial to the Department of Chicana and Chicano Studies because it provides graduate training, is essential to the undergraduate curriculum, and aids faculty in their teaching responsibilities.

To ensure preparation and as a critical part of their training, graduate students in Chicana and Chicano Studies are eligible to serve as Teaching Assistants in upper division courses only after they have served in CHST 1A, 1B and 1C along with CHST 501 for each. To be eligible for any Teaching Assistantship, students must meet basic criteria set forth in the University's Academic Personnel Manual (APM410) and in the Red Binder under the rubric of IV- 6. The criteria include that the graduate student must:

- be enrolled in at least 8 units and in full-time residence;
- be in good academic standing, including maintenance of a minimum 3.0 GPA;
- be making appropriate progress to his or her degree;
- have evidence of academic excellence and promise as a teacher.

Please refer to the Graduate Division's Graduate Handbook for detailed description of University policy on graduate student employment.

#### *Teaching Assistant Workload*

A TAship at the University of California is usually a half-time position. The University's contract with the union (ASE/UAW) defines this as meaning a workload of up to 220 hours per quarter. The contract further specifies, "Workload is not measured strictly by actual hours worked. Rather, it is measured by how many hours the university could reasonably expect it to take a TA to satisfactorily complete the work assigned." Actual tasks may vary among courses, depending on whether they are upper- or lower-division and on the pedagogical decisions of the individual supervising faculty, but in no case may the number of hours and the distribution of those hours exceed the limits laid out in the contract, which can be found online at <https://ucnet.universityofcalifornia.edu/index.html>.

#### *Terms of Employment and Length of Service for Graduate Students*

The University of California only permits graduate students to be employed 50% time. Ordinarily TAs will not be exempted from the limit, although in some cases it may be acceptable for a TA to take on an extension of their duties or a second paid position, extending their total employment beyond 50%. Any single or combination of appointments during an academic quarter exceeding 50% time must be approved by the Faculty Graduate Adviser and the department chair. Students may petition to be employed beyond 50% time by submitting the department's Form F "Graduate Student Petition for Employment over 50% time" to the Chicana and Chicano Studies GPA. For employment beyond 75% time, prior approval from the Graduate Division Dean is required.

TAships may be made available for one, two, or three quarters per academic year. The total length of time a student may hold any one or a combination of the following titles may not exceed four years (12 quarters): Teaching Assistant, Associate, Reader, Tutor, and Remedial Tutor. UC system-wide regulation does not permit graduate students to be appointed beyond 18 quarters. An “Exception to Employment Policy” request must be submitted to the Graduate Division for the appointment of students who have already worked in academic appointments 15 quarters or more.

Students should refer to the Graduate Division’s Graduate Handbook for detailed description of University policy terms of employment and length of service for graduate students.

### **Student Loans**

The actual amount that can be borrowed will be determined by a student’s financial need, based on his or her FAFSA need-analysis. Eligibility for need-based financial support is affected by awards students receive from the Graduate Division, academic departments, or outside agencies. A reduction in the student’s original need-based aid eligibility will occur if the student receives additional awards during the year. Students who do not file the FAFSA by the March 2 deadline will not receive priority consideration for need-based aid.

Please refer to the UCSB Financial Aid Website for detailed descriptions of additional types of student loans.

### **Work-Study**

Any on-campus employer or eligible nonprofit off-campus employer may employ students with Work-Study funding. Work-Study salaries are paid partly by the federal government and partly by the hiring department. Graduate students may apply their Work-Study allocation to their TAship or other academic appointment, if applicable. Students may access and print their work-study referrals by logging into the Work-Study Job Board at the UCSB Financial Aid Website at: <https://www.finaid.ucsb.edu/Default.aspx>. Students with Work-Study allocations should notify their employer of their award by submitting their referrals to their hiring department at the time of hire.

## Academic Resources

Alongside the UCSB Chicana and Chicano Studies Department, there are many academic resources and sites on campus that will facilitate the research process for graduate students. Some of those resources are listed here.

### **Colección Tloque Nahuaque**

Researchers, faculty, and Ph.D. students engaged in Chicana and Chicano Studies at UCSB benefit from access to the Colección Tloque Nahuaque in the Davidson Library. It is an outstanding resource for comprehensive Chicana/o/Latina/o information and specialized reference services. Visiting scholars from both the U.S. and abroad consider it to be one of the finest collections of Chicana and Chicano materials anywhere in the world. Established in 1971, the Colección specializes in the interdisciplinary field of Chicana/o/Latina/o Studies. As one of only several leading collections of its kind, the Colección serves as the university's major source of information on the cultural heritage and history of Chicanas/os and other Latinas/os in the United States. Its holdings of approximately 20,000 volumes and close to 500 journals and newspapers distinguish it as a national bibliographic resource on Chicanas/os/Latinas/os.

### **California Ethnic and Multicultural Archive**

Ph.D. students in Chicana and Chicano Studies have access to the California Ethnic and Multicultural Archive (CEMA) in the Davidson Library. CEMA is a permanent program offering collections of primary research materials that document the cultural and political experiences of African American, Asian American, Chicana/o/Latina/o, and Native American ethnic groups in California. The broad-based collection of materials represents the cultural, ethnic, and racial diversity that characterizes the state's population. Since 1988, CEMA has been building a highly successful program by which a number of organizations and individuals have committed to by depositing their personal papers and other holdings in the Davidson Library.

### **Chicano Studies Institute**

The Chicano Studies Institute (CSI) is a UCSB research unit open to faculty and students. The CSI's mission is to develop a research infrastructure that can further enhance the field of Chicana and Chicano Studies at both the national and international levels. Attainment of this goal is fostered by activities that bring together faculty as well as students with diverse training in order to strengthen the development of an interdisciplinary research program. This interdisciplinary agenda builds upon a distinctive feature of the field—its intellectual evolution as a mosaic that engages

methodologies and theoretical concerns that traverse diverse social science and humanities disciplines. The products of this mosaic often challenge conventional epistemologies while creating knowledge grounded in the lived experience of Chicana/o/Latina/o communities. Hence, the Institute's emphases on faculty work groups, collaborative projects, lectures, symposia, graduate and undergraduate student research projects and publications that reflect this cluster of concerns.

### **Campus Collaborate Student Support Center**

The Collaborate Student Support Center provides walk-up and online support for student use. The Collaborate Student Support Center services include:

- Scheduled and open access computer labs throughout the campus
- Printing services—including 300 pages free printing per quarter to Letters and Sciences students in Collaborate PrintSpot labs
- U-Mail Help Desk (Phelps 1521)
- UCSBnet ID support
- UCSB Wireless Web support
- Gauchospace

For lab hours, visit <http://www.collaborate.ucsb.edu>. General information can be obtained at (805) 893-5542 or [help@collaborate.ucsb.edu](mailto:help@collaborate.ucsb.edu)

### **Media Equipment**

If you need audio-visual equipment for your class you should order it at least 2 full working days (48 weekday hours) in advance from Media Equipment at 893-3549. For more information, please visit: <http://www.id.ucsb.edu>. For information on what types of equipment are available (slide projectors, VCRs, etc.) please contact Media Equipment.

# Job Placement

Students' interdisciplinary training is a tremendous advantage in the job market that is increasingly defined by academic departments searching for scholars who can effectively transverse disciplinary boundaries. Job listings in recent years are seeking job candidates with interdisciplinary training in ethnic studies. The Ph.D. program in Chicana and Chicano Studies at UCSB is one of the most vibrant and intellectually exciting Ph.D. programs in the country.

The M.A./Ph.D. program produces students qualified to teach in a wide range of programs. These include: (1) Chicana/o and Latina/o Studies programs; (2) traditional humanities and social science departments such as political science, history, Spanish, anthropology, sociology, and English; and (3) interdisciplinary programs such as American studies, ethnic studies, women's studies, and cultural studies.

Chicana/o/Latina/o Studies programs have been institutionalized in many U.S. and European campuses, and they continue to be instituted in major universities, state universities, liberal arts colleges, and in community colleges. The demand for faculty positions is increasing in interdisciplinary departments, as well as in traditional disciplines calling for candidates with training in Chicana/o and Latina/o Studies. Chicana/o Studies doctoral students have received tenure-track positions at a variety of academic institutions, including research universities, liberal arts colleges, and community colleges.

The placement of the department's former Chicana dissertation fellows is further evidence of the demand for Chicana/o and Latina/o Studies scholars already existed prior to the establishment of the M.A./Ph.D. Program. From 1987 to 2005 the Chicana and Chicano Studies Department awarded two dissertation fellowships per year. Eighty-three percent of the dissertation fellows completed their dissertations and are currently employed in top universities throughout the country. (One unique dissertation fellow, Ana Castillo, has become a nationally and internationally acclaimed writer).

Graduates from the department are also placed outside academia. The Department of Chicana/o Studies has long operated on the premise that graduate education plays an important role in public and educational policy and does not serve only to produce professors. Students are equipped to be employed in government, research institutes, and in non-profit organizations. Moreover, career opportunities for our graduates exist in administration, counseling, law, health, media, museum staffing, and management.

Enrolled graduate students at UCSB are eligible for a wide variety of personal and career-related services at the Counseling and Career Services Center (Bldg. 599). Personal appointments may be scheduled with counselors at the Center to discuss topics such as composing a vita, interviewing for jobs, job search strategies, and alternative careers for Ph.D.'s. There is now a Career Counselor dedicated to Graduate Students, located in the Graduate Student Resource Center. Graduate students may also establish an "educational reference file" or placement file at the Center or stop by to review the job vacancy listings, employer directories and career literature available in the Resource Room.

Additional information about the Counseling services is available at <http://www.counseling.ucsb.edu/>. More information about the Career Services may be found at <http://career.ucsb.edu/>.

# Housing

Various housing options exist in the Santa Barbara area. The university provides housing and housing resources to students seeking affordable housing located close to the university.

## **Housing and Residential Services**

The Office of Housing and Residential services provides opportunities for students to live on-campus in the residence halls and off-campus in single student apartments and family apartments. Students may apply for housing online at the following website: <http://www.housing.ucsb.edu/index.asp>.

## **Community Housing Office**

The Community Housing Office is a one-stop resource for rental housing information and dispute resolution where experienced staff can answer questions and provide guidance regarding rental rights and responsibilities.

The following resources are available at the Community Housing Office: off-campus rental listings, landlord/tenant dispute resolution, roommate dispute resolution, advice and information about rental rights and responsibilities for tenants and property providers, publications, and move-in and move-out videotaping. For up to date information please visit the Community Housing website: <http://www.housing.ucsb.edu/hchoices/cho-general-info.htm>.

The university welcomes students with families by providing a supportive and caring environment for them. The university's family friendly policies include family housing and childcare.

## **Family Housing**

Students with families are encouraged to apply to live in one or two bedroom apartments located approximately one mile off campus. Family Housing welcomes non-traditional and extended families. Please note that families with children have priority and may wait up to 6 months to obtain family housing. Families without children may wait up to two years to obtain family housing. For updated information and to apply for housing please visit the Housing and Residential Services website: <http://www.housing.ucsb.edu/hchoices/fsh-general-info.htm>



## **Child Care**

The university provides students, faculty, and staff with a wide variety of options for reliable and high quality child care programs and services. These programs range from full-time infant care to after-school and vacation programs for school-aged children.

Students with children may be eligible for child care grants and scholarships.

Furthermore, the university has established a Parent Support Group where parents meet with other parents to relax, get acquainted, express their needs and concerns, and take part in discussions that consider the challenges of being a parent and student. For up to date information please visit the Child Care website:

<http://childrenscenter.sa.ucsb.edu/Index.aspx>

# Student Organizations and Sources of Assistance

## **Chicana and Chicano Studies Graduate Student Representative**

At the graduate student body's discretion, one graduate student representative may be elected annually (via electronic mail balloting process administered by department GPA) to serve a one-year term. The Graduate Student Representative is invited to attend CHST faculty business meetings and report non-confidential information to the graduate student body. While the Graduate Student Representative does not have a vote within faculty business meetings, they serve an important role within of a set of communication channels between graduate students, the faculty and the administration. In general, certainly, graduate students should feel comfortable raising issues/concerns/questions directly with their advisors or with staff. Quarterly (or more frequent) meetings of graduate students with the Graduate Committee should provide a second venue for communication. Third, students may consult with the Graduate Student Representative and other graduate students to formally request faculty consideration of issues by submitting them to the call for faculty business meeting agenda items. Beyond communication with the faculty and administration, the Graduate Student Representative may serve other organizational roles as determined by the CHST graduate student body.

## **Graduate Student Resource Center (GSRC)**

The GSRC is a referral and information center for graduate students. Throughout the year, the GSRC sponsors career and professional development activities to help foster community among faculty, staff, and graduate students across campus. The GSRC is located in the Student Resource Building 1215, <http://graddiv.ucsb.edu/profdev>.

Please refer to the Graduate Division's Graduate Website for more information and a link to the GSRC workshop calendar.

## **Graduate Student Peer Advisors**

Graduate Student Peer Advisors are experienced graduate students who are available to provide a comprehensive series of services to the current and prospective graduate community. Writing, funding, and academic Graduate Peer Advisors are housed in the Graduate Student Resource Center in the Student Resource Building 1215. Contact Graduate Peer Advisor via email [writingpeer@graddiv.ucsb.edu](mailto:writingpeer@graddiv.ucsb.edu)

fundingpeer@graddiv.ucsb.edu  
academicpeer@graddiv.ucsb.edu

### **Graduate Student Association (GSA)**

All graduate students are automatically members of the Graduate Student Association, the elected representative government for UCSB graduate students. The GSA works to: (1) ensure that graduate student concerns are addressed in campus and off-campus policy decisions, (2) provide graduate students with information concerning decisions that are relevant to student life, and (3) provide social activities for UCSB graduate students.

To learn more about the GSA and how you can become involved visit:  
<http://ucsbgsa.org/>.

### **Student Health Services**

Student Health provides high quality, accessible primary health care and health education to the UCSB campus community. For instructions on setting up appointments or for more information on Student Health Services see:  
<http://studenthealth.sa.ucsb.edu/>

### **UCSB Women's Center**

The Women's Center uses a feminist approach to provide support, advocacy, resources and education to the UCSB community. The Women's Center is comprised of the Resource Center for Sexual and Gender Diversity and the Re-Entry/Non-Traditional Student Resource Center. The Women's Center is part of the Graduate Student Support Network (GSSN), and offers specialized programs to meet the distinct needs of graduate students. To learn more about the Women's Center visit:  
<http://wgse.sa.ucsb.edu/about>.

### **Kiosk**

One of the most comprehensive student resources is called "The Kiosk," which is designed to assist students with understanding all that the university has to offer. UCSB's official on-line student handbook is available at:  
<https://www.kiosk.ucsb.edu/Index.aspx>

## Grievances and Appeals

For those cases in which, despite all efforts to the contrary, students experience problems in their academic work or in academic appointments, it is expected that resolutions will first be sought within the department. Students should first consult their own faculty advisor, the FGA, the GPA and/or the department chair. If resolutions cannot be developed within the department, students should seek counsel from the Graduate Division or the Ombuds Office. Tips for resolving grievances informally are outlined at the Graduate Division's webpage: <http://www.graddiv.ucsb.edu/rights-responsibilities>.

# Appendixes

## Forms

### Form A: Comprehensive Study Plan

This form will be issued to new students upon entry to the program and reissued to continuing students prior to the start of each academic quarter. It is to be updated each quarter during advising week and returned to the GPA.

### Form B: Yearly Study Plan

This form will be issued to new students upon entry to the program and reissued to continuing students prior to the start of each academic quarter. It is to be updated each quarter during advising week and returned to the GPA.

### Form C: Annual Employment Commitments

This form will be issued to new students upon entry to the program and reissued to continuing students prior to the start of each academic quarter. It is to be updated each quarter during advising week and returned to the GPA.

### Form D: Graduate Request for Transfer Credit

Requesting to transfer units is a two-step process. This form is to be used in order to request the transfer of credit from another institution to UCSB. Students are to complete the Graduate Student Petition (available at <http://www.graddiv.ucsb.edu/>) once Form D has been approved by the Department. Form D is available at the department website at <http://www.chicst.ucsb.edu/>. Completed Form D's are to be submitted to the GPA, and Graduate Student Petitions are to be submitted directly to the Graduate Division.

### Form E: Graduate Request for UCSB Course Substitutions

This form is to be used in order to request the substitution of a UCSB course offered outside the Department for a Department Graduate Elective. Form E is available at the department website at <http://www.chicst.ucsb.edu/>.

### Form F: Graduate Petition for Employment Over 50% Time

This form is to be used in order to request Departmental approval for employment totaling over 50% during a single academic quarter. Approval must be obtained prior to the start of employment. Form F is available at the department website at <http://www.chicst.ucsb.edu/>.

Form K: Contract for Independent Study

This form is to be completed by the student and instructor of the Independent Study course. The following graduate level courses are considered Independent Study courses: CH ST 592 Directed Reading, CH ST 596 Directed Reading and Research, CH ST 597 Individual Study for Master's or Ph.D. Examinations for Advancement to Candidacy, CH ST 598 Master's Research and Writing, and CH ST 599 Dissertation Research and Writing. Form K is available at the department website at <http://www.chicst.ucsb.edu/>.

Form L: Individual Professor's Evaluation and Grading of Qualifying Examinations

To be completed by qualifying paper committee to evaluate written qualifying exams and oral exams OR doctoral committee to evaluate the research prospectus and oral defense. One Form is to be submitted per committee member. Form L is available at the Chicana and Chicano Studies Graduate Affairs Office.

Form M: Committee's Evaluation and Grading of Qualifying Examinations

To be completed by qualifying paper committee chair to evaluate written qualifying exams and oral exams OR doctoral committee chair to evaluate the research prospectus and oral defense. Form M is available at the Chicana and Chicano Studies Graduate Affairs Office.

Form N: Annual Graduate Student Self-Assessment Report

Space for students to communicate their request for funding support, teaching interests, and academic progress. To be completed by students annually and submitted to the GPA at the end of April. Current CV and UCSB Financial Aid Award Letter or Student Aid Report are to be attached to Form N.

Form O: Undergraduate Petition for Enrollment in CH ST Graduate Seminar

Requesting approval to enroll in a Chicana and Chicano Studies graduate seminar is a two-step process. First, Form O is to be completed by undergraduate students who would like to petition to enroll in a Chicana and Chicano Studies graduate seminar. Form O is available from the GPA. Second, students are to complete the "Petition for an Undergraduate to Enroll in A Graduate Course" (available at the Office of the Registrar) once Form O has been approved by the Department. This petition is to be submitted directly to the Office of the Registrar.

Form P: Ph.D. Degree Check Off Sheet

Completed by the staff graduate advisor to monitor degree progress. Students may schedule an appointment with the GPA to discuss their degree progress.

Form Q: Teaching Assistant Evaluation Form

This form is used to evaluate the performance of Teaching Assistants. Faculty who have been allocated TA support in any given quarter will be asked to complete this form at the end of the quarter.

Form R: New Faculty Advisor Confirmation

This form is used to change individual faculty advisors. It requires a signature from the student, the former advisor and the new advisor. Form R is available at the Chicana and Chicano Studies Graduate Affairs Office.

**Additional Forms**

Ph.D. Form I- Nomination for Doctoral Committee for the Degree of Doctor of Philosophy

This form is used to nominate the doctoral committee and also includes an embedded “Conflict of Interest” disclosure form. Students should contact the Chicana and Chicano Studies Graduate Program Office in order to have this form processed.

Ph.D. Form I-A- Changes in Thesis or Dissertation Committee

This form is used to modify a student’s existing dissertation committee and can be obtained from the GPA.

Ph.D. Form II- Report on Qualifying Examinations (advance to doctoral candidacy)

In order to advance to doctoral candidacy, this form must be signed by the student’s committee once s/he has passed the research prospectus and oral defense. There is a \$50.00 fee that must be paid prior to filling this form with the Graduate Division (student pays fee & takes form to Graduate Division). The Ph.D. Form II should be obtained from the Chicana and Chicano Studies Graduate Program Office prior to the student’s oral defense.

Ph.D. Form III- Report on Final Examination (dissertation defense)

This form should be obtained from the Chicana and Chicano Studies Graduate Program Office prior to, or on the day of, a student’s oral dissertation public defense. The student’s committee along with the required signature pages of the dissertation must sign the Ph.D. Form III. The GPA needs a copy of the signed Ph.D. Form III, dissertation title page, signature page (signed), and abstract for your student file.

**Forms Available on the Graduate Division Website at**

**<http://www.graddiv.ucsb.edu/>**

Petition for Reinstatement to Graduate Students

For students with a break in registration who wish to return

Graduate Student Petition

For graduate students who wish to request to drop or add a degree or emphasis, waive Graduate Council requirements, transfer credit, take Extension courses, extend degree completion deadline

Request for In Absentia Registration

For graduate students whose research or study requires them to remain outside California for the duration of a quarter.

Supplemental LOA form for Central Fellows

Required for any central fellow requesting a change in the schedule of their fellowship due to a Leave of Absence

**IEPGS**

Application for the Intercampus Exchange Program for Graduate Students



# FAQs

## **M.A. Dossier**

What is the dossier? What are the guidelines?

As of AY2017-18, the dossier has been dropped from M.A. requirements.

## **M.A. Comprehensive Exam**

Who is on the M.A. Exam Committee?

The M.A. Exam Committee is appointed by the Department Chair. The M.A. Exam Committee will include the three professors who taught the three core courses over a two-year cycle, CHST 200A, CH ST 200B and CHST 200C, along with a fourth member. The FGA generally serves as the fourth member of the M.A. Exam Committee.

How many relevant sources outside of the foundational reading list can be used?

Students may use as many additional sources are relevant to answer the question as long as the foundational readings are also included in the answer.

Are students responsible for incorporating the list in its entirety?

No, students are responsible for the readings that were assigned in the core courses they took (CH ST 200A-C). This includes the foundational readings and any other readings that were used in the courses. Again, students may utilize but are not responsible for the entire list; just the readings that were assigned in the three core courses.

Are students responsible for content covered only in CH ST 200A, CH ST 200B, and CH ST 200C or other graduate courses as well?

The M.A. Comprehensive Exam is limited to the readings covered in the core courses CH ST 200A-C.

What are the times for the M.A. Comprehensive Exam and will we be typing or writing it out by hand on blue books?

The M.A. Comprehensive Exam time is contingent upon room availability. Students will be issued a desktop/laptop computer for the M.A. Comprehensive Exam.

Where will students take the M.A. Comprehensive Exam? How much time will students have?

The M.A. Comprehensive Exam location is contingent upon room space availability. Possible exam room locations include but are not limited to the department library (South Hall 1713), the Dolores Huerta Conference room (South Hall 1623), and the CSI conference room (South Hall 4503). The M.A. Comprehensive Examination will be administered over two days in which students will respond to two questions per day, and will have two hours to respond to each question.

How will the M.A. Comprehensive Exam questions be chosen?

The M.A. Comprehensive Exam questions will be written by the M.A. Exam Committee.

Will students be given study questions ahead of time?

The M.A. Comprehensive Exam Committee is not required to write study questions but individual faculty members on the Committee may decide to write study questions for the core course they taught. In the recent past, faculty have provided study questions for the course under their authority.

Will students all have the same questions or will they be designed specifically for students individually?

The M.A. Comprehensive Exam will include two questions per core course section (total of six questions) and an additional overall synthesis section (two questions) for a total of eight questions. Students will be required to respond to one question from each section for a total of four questions. A single M.A. Comprehensive Exam will be issued during the testing period. No one will receive an individually designed M.A. Comprehensive Exam; all will receive the same exam with the same questions.

What length can you reasonably expect the exam responses to be?

Each response should be 7-10 pages long (double-spaced, 1" margins, Times New Roman font). The whole M.A. Comprehensive Exam, all four questions, therefore, should be 28-40 pages long.

Who will be on the grading committee?

M.A. Comprehensive Exams will be graded by the M.A. Exam Committee who wrote the exam.

How long until students know the outcome of the M.A. Comprehensive Exam and if students don't pass what are their options?

The faculty graduate advisor will notify students of their M.A. Comprehensive Exam outcome prior to the end of the spring quarter. Based on the performance in the M.A. Comprehensive Exam and in the program overall, the department will: (1) grant the M.A. degree and allow the student to continue to the Ph.D. phase of the graduate program; (2) award a Master's Pass; or (3) assign a No Pass. Students who earn a Master's Pass or a No Pass will be given the opportunity to re-take the M.A. Comprehensive Exam.

Will I receive a copy of the M.A. Comprehensive Exam questions and my M.A. Comprehensive Exam responses?

Upon request, students may review their M.A. Comprehensive Exam responses in the Chicana and Chicano Studies Graduate Affairs Office. Copies of the M.A. Comprehensive Exam and the exam responses will not be available. Students will receive a notification regarding whether or not they passed the M.A. Exam from the FGA two weeks after the exam date, along with written feedback from the M.A. Exam Committee.

### **M.A. Degree**

When should a student file for the degree with the Graduate Division?

Students will not be required to file for an M.A. degree through the Graduate Division, rather the department will notify the Graduate Division when a student has satisfied M.A. degree requirements.

When will the degree be posted on a student's record? When is the MA conferred?

The degree will be filed for a spring quarter degree. Official posting of the degree to a student's transcripts is contingent upon the processing time of the Graduate Division and the Office of the Registrar. This process can usually take up to a couple of months.