

# Ethnic Studies

OFFICE: Social Science Building, Rm. 201  
<http://www.ethnicstudies.ucsd.edu>

## Faculty

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Center for Iberian and Latin American Studies*  
Shalanda D. Dexter-Rodgers, Ph.D.,  
*Assistant Professor*  
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Director, Center for the Study of Race and  
Ethnicity*  
Natalia M. Molina, Ph.D., *Assistant Professor*  
Lisa Sun-Hee Park, Ph.D., *Assistant Professor*  
David Pellow, Ph.D., *Associate Professor and  
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Perspective*  
Jane Rhodes, Ph.D., *Associate Professor*  
Lisa E. Sanchez, Ph.D., *Assistant Professor*  
Denise Ferreira da Silva, Ph.D., *Assistant Professor*  
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Ana Celia Zentella, Ph.D., *Professor*

## Associated Faculty

John D. Blanco, *Assistant Professor, Literature*  
David Borgo, *Assistant Professor, Music*  
Robert Cancel, *Associate Professor, Literature*  
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Anthony Davis, *Professor, Music*  
Gerald Doppelt, *Professor, Philosophy*  
Steven Epstein, *Associate Professor, Sociology*  
Steve Erie, *Director, Urban Studies and Planning  
Program and Professor, Political Science*  
Ivan Evans, *Associate Professor, Sociology*  
Claudio Fenner-Lopez, *Lecturer with Security  
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Camille Forbes, *Assistant Professor, Literature*  
Takashi Fujitani, *Associate Professor, History*  
Floyd Gaffney, *Professor Emeritus, Theatre  
and Dance*

Rosemary George, *Associate Professor, Critical  
Gender Studies Program and Literature*  
Nora Gordon, *Assistant Professor, Economics*  
David Gutiérrez, *Associate Professor, History*  
Michael Hardimon, *Associate Professor,  
Philosophy*  
Louis Hock, *Professor, Visual Arts*  
James Holston, *Associate Professor, Anthropology*  
Jorge Huerta, *Professor, Theatre and Dance*  
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George Mariscal, *Associate Professor, Literature*  
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Masao Miyoshi, *Professor, Literature*  
Elizabeth Newsome, *Associate Professor,  
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Edward Reynolds, *Professor, History*  
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Rosaura Sanchez, *Professor, Literature*  
Gershon Shafir, *Professor, Sociology*  
Nayan Shah, *Associate Professor, History*  
Stephanie Smallwood, *Assistant Professor, History*  
Faustina Solís, *Professor Emeritus, Urban Studies/  
Family and Preventive Medicine*  
Olga Vasquez, *Associate Professor,  
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Daniel Widener, *Assistant Professor, History*  
Lisa Yoneyama, *Associate Professor, Literature*  
Elana Zilberg, *Assistant Professor, Economics*

Ethnic studies is the study of the social, cultural, and historical forces that have shaped the development of America's diverse ethnic peoples over the last 500 years and which continue to shape our future. Focusing on immigration, slavery, and confinement, those three social processes that combined to create in the United States a nation of nations, ethnic studies intensively examines the histories, languages, and cultures of America's racial and ethnic minority groups in and of themselves, in their relationships to each other, and, particularly, in structural contexts of power.

The curriculum of the Department of Ethnic Studies is designed to 1) study intensively the

particular histories of different ethnic and racial groups in the United States, especially intra-group stratification; 2) to draw larger theoretical lessons from comparisons among these groups; 3) to articulate general principles that shape racial and ethnic relations both currently and historically; and 4) to explore how ethnic identity is constructed and reconstructed over time both internally and externally.

A degree in ethnic studies offers training of special interest to those considering admission to graduate or professional schools and careers in education, law, medicine, public health, social work, journalism, business, city planning, politics, psychology, international relations, or creative writing. A major in ethnic studies is designed to impart fundamental skills in critical thinking, comparative analysis, social theory and research analysis, and written expression. These skills will give students the opportunity to satisfy the increasingly rigorous expectations of graduate admissions committees and prospective employers for a broad liberal arts perspective.

An ethnic studies major offers excellent preparation for teaching in the elementary schools. If you are interested in earning a California teaching credential from UCSD, contact the Teacher Education Program for information about the prerequisite and professional preparation requirements. It is recommended that you contact TEP as early as possible in your academic career.

## The Major

To receive a B.A. degree with a major in ethnic studies, students must meet the following requirements:

1. A three-quarter course lower-division sequence (Ethnic Studies 1A-B-C). Ideally this sequence should be taken during the sophomore year as an intensive introduction to the history and theoretical dimensions of ethnic diversity in the United States. Ethnic Studies 1A-B-C, Introduction to Ethnic Studies, will consist of the following three courses: Population Histories of the United States, Immigration and Assimilation in American Life, Race and Ethnic Relations in the United States.
2. A minimum of twelve four-unit upper-division courses in the Department of Ethnic Studies must be completed from the following five categories:

A. One four-unit upper-division course that intensively explores the theory and comparative methods of ethnic studies (Ethnic Studies 100: Theories and Methods of Ethnic Studies). All ethnic studies majors should complete this course before proceeding with the other requirements listed below.

B. Four upper-division ethnic studies history and social science courses from those listed below:

- ETHN 103: Environmental Racism
- ETHN 104: Race, Space, and Segregation
- ETHN 105: Ethnic Diversity and the City
- ETHN 107: Field Work in Racial and Ethnic Communities
- ETHN 108: Race, Culture, and Social Change
- ETHN 109: Race and Social Movements
- ETHN 112A: History of Native Americans in the United States I
- ETHN 112B: History of Native Americans in the United States II
- ETHN 116: The United States-Mexico Border in Comparative Perspective
- ETHN 117: Organic Social Movements
- ETHN 118: Contemporary Immigration Issues
- ETHN 120: Comparative Asian-American History, 1850–1965
- ETHN 121: Contemporary Asian-American History
- ETHN 123: Asian-American Politics
- ETHN 125: Asian-American History
- ETHN 129: Asian and Latina Immigrant Workers in the Global Economy
- ETHN 130: Social and Economic History of the Southwest I
- ETHN 131: Social and Economic History of the Southwest II
- ETHN 134: Immigration and Ethnicity in Modern American Society
- ETHN 149: African American History in the Twentieth Century
- ETHN 150: Politics of Cultural Pluralism and National Integration
- ETHN 151: Ethnic Politics in America
- ETHN 152: Law and Civil Rights

- ETHN 159: Topics in African American History
- ETHN 160: Black Politics and Protest in the Early 20th Century (1885–1941)
- ETHN 161: Black Politics and Protest Since 1941
- ETHN 163: Leisure in Urban America
- ETHN 165: Sex and Gender in African American Communities
- ETHN 167: African-American History in War and Peace: 1917 to the Present
- ETHN 170A: Origins of the Atlantic World, c. 1450–1650
- ETHN 170B: Slavery and the Atlantic World
- ETHN 183: Gender, Race, Ethnicity, and Class
- ETHN 188: African Americans, Religion, and the City
- ETHN 197: Field Work in Racial and Ethnic Communities\*
- ETHN 198: Directed Group Studies\*
- ETHN 199: Supervised Independent Study and Research\*

\*Only two will be counted in fulfillment of this requirement.

#### Colloquia

- ETHN 180: Topics in Mexican-American History
  - ETHN 181: Topics in the Comparative History of Modern Slavery
  - ETHN 182: Segregation, Freedom Movements, and the Crisis of the Twentieth Century
  - ETHN 184: Black Intellectuals in the Twentieth Century
  - ETHN 187: Black Nationalism
  - ETHN 189: Special Topics in Ethnic Studies
- C. At least three upper-division courses that focus on language, ethnicity, and institutional discourses:
- ETHN 140: Language and American Ethnicity
  - ETHN 141: Language, Culture, and Inequality
  - ETHN 142: Medicine, Race, and the Global Politics of Inequality
  - ETHN 144: Bilingual Communities in the U.S.A.
  - ETHN 145: Spanish Language in the United

States

- ETHN 164: African Americans and the Mass Media
- ETHN 166: The Black Press and Social Change
- ETHN 185: Discourse, Power, and Inequality
- ETHN 186: The Ethnic Press in the United States

Students may petition to count one course on language, ethnicity, and institutional discourses offered by other departments. In addition, one course in foreign language at the upper-division level may be counted in partial fulfillment of this requirement, with the consent of the department. Students must seek faculty advice on which courses would best satisfy the requirement and yield the most rigorous training.

D. At least three upper-division ethnic studies courses on the literature and cultural expressions of American racial and ethnic minorities:

- ETHN 101: Ethnic Images in Film
- ETHN 110: Cultural World Views of Native Americans
- ETHN 111: Native American Literature
- ETHN 122: Asian-American Culture and Identity
- ETHN 124: Asian-American Literature
- ETHN 128: Hip Hop: The Politics of Culture
- ETHN 132: Chicano Dramatic Literature
- ETHN 133: Hispanic-American Dramatic Literature
- ETHN 135A: Early Latino/a-Chicano/a Cultural Production: 1848 to 1960
- ETHN 135B: Contemporary Latino/a-Chicano/a Cultural Production: 1960 to Present
- ETHN 136: Topics in Chicano/a-Latino/a Cultures
- ETHN 138: Chicano/a-Latino/a Poetry
- ETHN 139: Chicano Literature in English
- ETHN 146A: Theatrical Ensemble
- ETHN 148: Latino/a and Chicano/a Literature
- ETHN 168: Comparative Ethnic Literature
- ETHN 172: Afro-American Prose

- ETHN 173: Afro-American Poetry
  - ETHN 174: Themes in Afro-American Literature
  - ETHN 175: Literature of the Harlem Renaissance
  - ETHN 176: Black Music/Black Texts: Communication and Cultural Expression
  - ETHN 178: Blues: An Oral Tradition
  - ETHN 179A: Jazz Roots and Early Development (1900–1943)
  - ETHN 179B: Jazz Since 1946: Freedom and Form
- E. One four-unit field methods course (Ethnic Studies 190: Research Methods: Studying Ethnic and Racial Communities).

3. Since the goal of the Department of Ethnic Studies is to intensively study both the particular histories of various ethnic and racial groups in the United States and to draw larger theoretical lessons from comparisons among and between groups, students may not fulfill requirements 2B and 2D by focusing all of the seven required courses on only one ethnic or racial group.
4. Ethnic studies majors, including students who are double majors, may petition up to four upper-division courses to fulfill major requirements as long as each of the following three conditions are met for each course: 1) the course is taken from another UCSD department, taken from a UCSD approved study abroad program, or taken at another UC campus; 2) the coursework is appropriate to the ethnic studies major; and 3) the student completes at least one course offered by the UCSD ethnic studies department in each of the five upper-division categories.
5. To satisfy the requirements for the major, lower- and upper-division courses must be completed with a P, C-, or better grade.
6. Except for independent study course electives (ETHN 197, 198, or 199) which are always taken with a Pass/No Pass grade option, students majoring in ethnic studies may take up to two courses, either lower- or upper-division, with a Pass/No Pass option.

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## The Honors Program

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Consistent with other research opportunities offered to undergraduates on the UCSD campus, the department offers the Honors Program to ethnic studies majors in their senior or junior year the opportunity to conduct original research using interdisciplinary methodologies in the comparative study of race and ethnicity. To enroll in the Honors Program, an undergraduate must have a minimum grade-point average of 3.5 in ethnic studies classes counted towards the major. Students with a GPA lower than 3.5 in the major may be admitted by exception if they show promise of success in research.

The Honors Program will be an extension of current departmental offerings using existing faculty resources. Ethnic studies and affiliated faculty will choose to advise students who successfully complete ETHN 191 and continue in the Honors Program based on related research interests. The student will enroll in ETHN 192 and ETHN 193 and work with the appropriate faculty adviser. Students will present their research projects at the annual Ethnic Studies Honors Symposium in June. Students who complete the sequence ETHN 191, ETHN 192, and ETHN 193 will receive one credit towards the “B” (Social Studies/Humanities) requirements for the ethnic studies major. Students who complete their research project with a grade of “B” or better and maintain a minimum 3.25 GPA in the ethnic studies major will receive “Distinction” in the major upon graduation from UCSD. Ethnic Studies 191, 192, and 193 must be taken for letter grade only.

### 191. Undergraduate Research in Ethnic Studies (4)

This course is designed to help students conduct their own research rather than merely read the research of others. The course will introduce students to research paradigms in ethnic studies, familiarize them with finding aids and other library resources, and involve them in the design of research plans.

### 192. Honors Research in Ethnic Studies (4)

This course is a continuation of Ethnic Studies 191-Undergraduate Research in Ethnic Studies. Students who have completed ETHN 191 and selected a faculty research adviser may enroll in this course. During the quarter the research for the honors project will be completed under the faculty adviser’s supervision. Faculty advisers will meet weekly with their honors students to oversee the progress made in carrying out the plan of research.

### 193. Honors Research in Ethnic Studies (4)

This course is a continuation of Ethnic Studies 192 Honors Research in Ethnic Studies. Students who have completed ETHN 192 and are continuing to work with a faculty research adviser may enroll in this course. During the quarter the written drafts and final honors

paper will be completed under the faculty adviser’s supervision. The student will meet weekly with the faculty adviser in order to prepare drafts and the final version of the honors paper.

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## Education Abroad Program

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Students are able to participate in the UC Education Abroad Program (EAP) or UCSD’s Opportunities Abroad Program (OAP) while still making progress toward completing their major. Students considering this option should discuss their plans with the undergraduate adviser prior to going abroad, and courses taken abroad must be approved by the department. Interested students should contact the Programs Abroad Office in the International Center.

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## The Minor

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Students may minor in ethnic studies. Consistent with the provision for a minor curriculum for students entering after January 1, 1998, students wishing to minor in ethnic studies must satisfy the following requirements:

- 1) Students must take two four-unit courses in the history and theoretical dimensions of ethnic diversity in the United States from the lower division sequence (Ethnic Studies 1A-B-C); or students must take two four-unit upper-division courses in analytic and comparative study of ethnicity: Theories and Methods of Ethnic Studies (ETHN 100), and Research Methods: Studying Ethnic and Racial Communities (ETHN 190).
- 2) Students must take five four-unit upper-division ethnic studies elective courses; at least two, but no more than three of the five elective courses must be selected from either the ethnic studies history and social studies courses (listed above in section 2B) or the ethnic studies literature and cultural expressions courses (listed above in section 2D). While language and ethnicity courses offered by the department (listed above in section 2C) may also be used to satisfy this requirement, foreign language and area studies courses from other departments may not. No more than two independent study courses (ETHN 197, 198, or 199) may be used to satisfy this requirement.
- 3) To satisfy the requirements for the minor, lower- and upper-division courses must be completed with a P, C-, or better grade.
- 4) Except for independent study course electives (ETHN 197, 198, or 199) which are always taken

with a Pass/No Pass grade option, students minoring in ethnic studies may take one course, either lower- or upper-division, with a Pass/No Pass grade option.

Students interested in the African-American experience should consider the following courses:

- ETHN 149: African American History in the Twentieth Century
- ETHN 159: Topics in African American History
- ETHN 160: Black Politics and Protest in the Early 20th Century (1885–1941)
- ETHN 161: Black Politics and Protest Since 1941
- ETHN 164: African Americans and the Mass Media
- ETHN 165: Sex and Gender in African American Communities
- ETHN 166: The Black Press and Social Change
- ETHN 167: African-American History in War and Peace: 1917 to the Present
- ETHN 170A: Origins of the Atlantic World, c. 1450–1650
- ETHN 170B: Slavery and the Atlantic World
- ETHN 172: Afro-American Prose
- ETHN 173: Afro-American Poetry
- ETHN 174: Themes in Afro-American Literature
- ETHN 175: Literature of the Harlem Renaissance
- ETHN 176: Black Music/Black Texts: Communication and Cultural Expression
- ETHN 178: Blues: An Oral Tradition
- ETHN 179A: Jazz Roots and Early Development (1900–1943)
- ETHN 179B: Jazz Since 1946: Freedom and Form
- ETHN 181: Topics in the Comparative History of Modern Slavery
- ETHN 182: Segregation, Freedom Movements, and the Crisis of the Twentieth Century
- ETHN 184: Black Intellectuals in the Twentieth Century
- ETHN 187: Black Nationalism

ETHN 188: African Americans, Religion, and the City

Students interested in the Chicano experience should consider the following courses:

- ETHN 116: The United States-Mexico Border in Comparative Perspective
- ETHN 130: Social and Economic History of the Southwest I
- ETHN 131: Social and Economic History of the Southwest II
- ETHN 132: Chicano Dramatic Literature
- ETHN 133: Hispanic-American Dramatic Literature
- ETHN 135A: Early Latino/a-Chicano/a Cultural Production: 1848 to 1960
- ETHN 135B: Contemporary Latino/a-Chicano/a Cultural Production: 1960 to Present
- ETHN 136: Topics in Chicano/a-Latino/a Cultures
- ETHN 138: Chicano/a-Latino/a Poetry
- ETHN 139: Chicano Literature in English
- ETHN 145: Spanish Language in the United States
- ETHN 148: Latino/a and Chicano/a Literature
- ETHN 180: Topics in Mexican American History

Students interested in the Asian-American experience should consider the following courses:

- ETHN 120: Comparative Asian-American History
- ETHN 121: Contemporary Asian-American History
- ETHN 122: Asian-American Culture and Identity
- ETHN 123: Asian-American Politics
- ETHN 124: Asian-American Literature
- ETHN 125: Asian-American History

Students interested in the Native American experience should consider the following courses:

- ETHN 110: Cultural World Views of Native Americans
- ETHN 111: Native American Literature
- ETHN 112A: History of Native Americans in the United States I

ETHN 112B: History of Native Americans in the United States II

SocD 181i: The Sociology of Indian-White Relations

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## The Graduate Program

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The UCSD Department of Ethnic Studies emphasizes comparative, analytic, and relational study of ethnicity and race in the United States. Our fields of emphasis include intercultural communication and conflict, population histories of the Americas, ethnicity and identity, immigration and assimilation, ethnic politics and social movements, race and racism, urban ethnicity, gender and ethnicity, sexuality, intellectual and cultural histories of ethnic groups, cultural pluralism, national integration, language and ethnic life, and mass media representations of ethnic identity.

### Admission

New students are admitted in the fall quarter of each academic year. Prospective applicants should submit the official application for admission and awards (same form), one set of official transcripts from each institution attended after high school, official scores from the Graduate Record Examination, application fee, at least three letters of recommendation, and one or more samples of the applicant's own writing, such as term papers. Additionally, foreign applicants must submit official scores from the Test of English as a Foreign Language (TOEFL). Applicants are encouraged to visit the department to talk with faculty and graduate students. The application deadline is January 15.

### Program of Study

Students are required to enroll as full-time graduate students, to carry a minimum enrollment of twelve units of graduate-level courses each quarter, and to maintain a grade-point average of 3.2 or better. To obtain an M.A. degree students must take fifty-one units of course work and write a master's thesis.

### Core Curriculum Sequence Requirements

1. **Ethnic Studies 200A-B-C, Core Seminar**  
All graduate students will be required to take the introductory three-quarter core seminar (four units each, twelve units total) during their first year in the program. This course covers

ethnic studies theory, the history of ethnic studies, and controversies in ethnic studies.

**2. Ethnic Studies 210, Research Seminar**

During the first year of graduate study, all students will be required to take (1) one-quarter of the research seminar (4 units). This course introduces students to the practice of original discovery research in the field of racial and ethnic studies, including articulating a research problem, placing it within theoretical discussions, selecting appropriate methods, and analyzing data.

**3. Ethnic Studies 230, Department Colloquium**

During the first two years of graduate study, all students will be required to enroll in three one-quarter colloquia required by the department. In Ethnic Studies 230, department faculty and visiting lecturers will make presentations about research in progress in our field. This colloquium is a one-unit course and must be taken for a total of three quarters.

**4. Ethnic Studies 240, Multidisciplinary Research Methods in Ethnic Studies**

During the first two years of graduate study, students must enroll in two (2) four-unit disciplinary methods courses. The first course must be Ethnic Studies 240; Multidisciplinary Research Methods in Ethnic Studies. Depending upon the student's research interests, the second course will be selected (in consultation with the student's graduate adviser) from those graduate methods courses offered by UCSD Humanities and Social Science Departments.

**5. Ethnic Studies 290A-B, Master's Thesis Preparation**

Students are required to write a master's thesis as part of the requirements for the master of arts in ethnic studies. Students should enroll in thesis preparation courses in the fall and spring quarters of the second year of graduate studies.

**Foreign Language Requirement**

Competence in one or more foreign languages is encouraged but not required at the M.A. level. All doctoral candidates must satisfy the department's graduate committee that they have adequate linguistic competence in one foreign language relevant to their area of research by translating three pages of scholarly text written in the designated foreign language. The graduate committee may waive the language requirement and test the candidate on other

specialized skills in instances where knowledge of a foreign language is not relevant to the candidate's areas of research.

**Instruction in Quantification**

The department encourages graduate students to employ quantitative methods where appropriate. Instruction in quantitative methods can fulfill elective requirements; recommended courses include Sociology 205 and 206—Survey and Demographic Methods, Political Science 270—Quantitative Methods in Political Science. In cases where a reading knowledge of evidence assembled through quantitative methods would be useful, students who obtain the permission of the director of Graduate Studies may fulfill elective requirements by taking no more than two selected undergraduate courses including Sociology 103—Computer Applications to Data Management in Sociology, Sociology 107—Demographic Methods, Sociology 108—Quantitative Analysis of Survey Data, Sociology 109—Quantitative Analysis of Sociological Data, Political Science 170—Quantitative Political Science, among others.

**The Master's Degree**

Students entering the ethnic studies doctoral program must first complete a master's degree before continuing toward the doctorate. University regulations prohibit entering students who already have a master's degree in ethnic studies from receiving a second master's degree. Nonetheless, students who are admitted to the ethnic studies doctoral program with a master's degree must complete all the requirements for the ethnic studies master of arts degree. The M.A. will also be a terminal degree for those students denied admission to candidacy.

To obtain the M.A. degree, students must complete the department's course requirements satisfactorily. At the end of the second year in the graduate program, students must submit a written thesis to their Master's Thesis Committee (MTC). The committee will assess the quality of the work and determine whether it demonstrates the likelihood of success in conducting doctoral research.

The final decision regarding the M.A. degree is based on grades, the master's thesis, and yearly faculty evaluations. The Graduate Program Committee awards three possible grades: Pass, M.A. Only, and No Pass. All passing students (with the exception of those who already have a master's degree in ethnic studies from another institution)

receive the master of arts degree and proceed in their course of studies for the doctorate. Students who receive M.A. Only evaluations gain the master's degree but may not continue in the department's Ph.D. program. Students who receive a No Pass evaluation must withdraw from the program without a graduate degree. The master's degree is earned as one of the requirements for the Ph.D. and is based on the quality of the student's work during the first two years in the graduate program. At the end of the second year, students are evaluated by the Graduate Program Committee for the master's degree. At that time, the committee (GPC) ascertains the student's suitability for doctoral work and recommends either advancement to Ph.D. work or termination.

**Requirements for the Qualifying Examinations**

When students complete all the core curriculum requirements and have taken five four-unit elective courses in appropriate areas or disciplines, they are eligible to take the qualifying examination for the Ph.D. degree. Students will be encouraged to take the exam by the end of their third year in the program, but this examination must be completed by the end of the student's fourth year in the program. The qualifying exam is both written and oral; it consists of two parts. Part one tests the student's basic competence and knowledge of ethnic studies scholarship as spelled out in the Department of Ethnic Studies required graduate reading list. The reading list will be distributed to every student entering the graduate program. Over the next three years, students are required to read all of these books and articles, and to have their mastery of these readings tested during the qualifying examination. Part two of the examination requires the submission of a dissertation prospectus. The dissertation prospectus is a written document that 1) specifies the dissertation research topic; 2) places the dissertation research in the context of the relevant literature in the field; 3) identifies the significance of the project as original discovery scholarship; 4) explains and justifies the research methods to be employed; 5) establishes the feasibility of the research and identifies the primary sources or data bases to be used; 6) indicates the anticipated steps leading to completion of the project; and 7) provides a timetable for the research and writing phases of the project.

The Doctoral Committee consists of five persons proposed by the student and accepted by

the department chair and the office of Graduate Studies and Research according to graduate council regulations. A sixth member of the committee may be added with the approval of the department chair. Students are expected to select the chair of their examination committee by the winter quarter of the third year of study. The chair of the Ph.D. Examination Committee serves as the student's adviser for the remainder of the student's graduate program. Three of the Examination Committee members must be Department of Ethnic Studies faculty; the other two must be from other departments.

Fourteen days before the scheduled qualifying examination, the student must submit the written dissertation prospectus to the examination committee. On this same day, the student will receive from the chair of the examination committee a three-question written exam testing knowledge of the required graduate reading list. Seven days before the scheduled qualifying examination, the student must submit written answers to the questions that have been posed, distributing copies of these essays to all examination committee members. A two-hour oral examination will occur on the appointed date. At the two-hour oral exam, the student will answer questions posed by the committee about the student's dissertation prospectus, mastery of the required graduate reading list, answers to the written part of the exam, and comprehensive knowledge of ethnic studies scholarship. Based on written papers and on oral performance, three possible grades will be selected by the examination committee: No Pass, Pass, and High Pass. Students who receive a No Pass must retake the qualifying examination within one year and obtain a Pass grade to remain in the doctoral program.

### **The Doctoral Dissertation**

Once students pass the qualifying exam, they may begin dissertation research. Students are expected to consult with their committee members on a regular basis during the research process.

All doctoral students will be evaluated annually by the doctoral committee and given a written report signed by the thesis adviser according to campus policy.

When the dissertation has been substantially completed and once committee members have had the opportunity to review drafts of the written work, the committee meets (with or without the student present at the discretion of the committee chair) to consider the progress made and

to identify concerns, changes to be made, or further research to be done. Once the committee members are substantially satisfied with the written work, the student, in consultation with the committee, schedules the oral defense of the dissertation. By university regulation, the defense is open to the public.

The final version of the dissertation must be approved by each member of the doctoral committee. Having successfully defended the dissertation in oral examination, the student is eligible to receive the Ph.D. degree. The final version of the dissertation is then filed with the university librarian via the office of Graduate Studies and Research. Acceptance of the dissertation by the university librarian is the final step in completing all requirements for the Ph.D.

### **Departmental Ph.D. Time Limits Policy**

Pre-candidacy status, that is, the registered time before a student passes the qualifying examination and thereby advances to Ph.D. candidacy, may not exceed four years. Normative time for a Ph.D. in ethnic studies is six years. Normative time is defined as that period of time in which students under normal circumstances are expected to complete their doctoral program. To provide an incentive for students to complete the Ph.D. within normative time, students will only be eligible for departmental financial support for six years (eighteen quarters). By university policies, the doctoral dissertation must be submitted and defended within eight years. To meet this normative time limit, and to meet departmental requirements, students must complete the Qualifying Examination by the end of the fourth year.

In the spring quarter each year, the Graduate Program Committee will assess the progress of each pre-candidacy student on the basis of evaluations submitted by three faculty members chosen by the student. The committee will establish that the student is in good standing, recommend additional course work, or recommend dismissal. The committee may wish to meet with some students in person to discuss the student's evaluation and progress toward the degree.

## **COURSES**

### **LOWER-DIVISION**

#### **1A. Introduction to Ethnic Studies: Population Histories of the United States (4)**

This course examines the comparative historical demography of what is today the United States, focusing on the arrival, growth, distribution, and redistribution of immigrants from Asia, Europe, Africa, and Latin America.

#### **1B. Introduction to Ethnic Studies: Immigration and Assimilation in American Life (4)**

A history of immigration to the United States from colonial times to the present, with emphasis on the roles of ethnic and racial groups in economics, power relations between dominant and subordinate groups, and contemporary ethnic and racial consciousness.

#### **1C. Introduction to Ethnic Studies: Race and Ethnic Relations in the United States (4)**

This course examines the theoretical literature on race and ethnicity, focusing on issues of domination and subordination, and the historical emergence of racism and ethnic conflict. Attention is given to class and gender differences within racial and ethnic groups.

#### **87. Freshman Seminar (1)**

The Freshman Seminar Program is designed to provide new students with the opportunity to explore an intellectual topic with a faculty member in a small seminar setting. Freshman seminars are offered in all campus departments and undergraduate colleges, and topics vary from quarter to quarter. Enrollment is limited to 15 to 20 students, with preference given to entering freshmen.

#### **90. Undergraduate Seminar (1)**

A seminar intended for exposing undergraduate students, especially freshmen and sophomores, to exciting research programs conducted by department faculty. Enrollment is limited.

### **UPPER-DIVISION**

*Prerequisite: upper-division standing or consent of instructor.*

#### **100. Theories and Methods in Ethnic Studies (4)**

An introduction to research in ethnic studies with special emphasis on theories, concepts, and methods. Students will explore how racial and ethnic categories are shaped by gender, class, and regional experiences and will study ethnicity and race in comparative perspective.

#### **101. Ethnic Images in Film (4)**

An upper-division lecture course studying representations of ethnicity in the American cinema. Topics include ethnic images as narrative devices, the social implications of ethnic images, and the role of film in shaping and reflecting societal power relations.

#### **103. Environmental Racism (4)**

This course will examine the concept of environmental racism, the empirical evidence of its widespread existence, and the efforts by government, residents, workers, and activists to combat it. We will examine those forces that create environmental injustices in order to understand its causes as well as its consequences. Students are expected to learn and apply several concepts and social scientific theories to the course material.

#### **104. Race, Space, and Segregation (4)**

Through in-depth studies of housing segregation, urban renewal and displacement, neighborhood race

effects, and the location of hazards and amenities, this course examines how space becomes racialized and how race becomes spatialized in the contemporary U.S.

**105. Ethnic Diversity and the City (4)**

This course will examine the city as a crucible of ethnic identity exploring both the racial and ethnic dimensions of urban life in the U.S. from the Civil War to the present. (Cross-listed with USP 104.)

**107. Field Work in Racial and Ethnic Communities (4)**

This is a research course examining social, economic, and political issues in ethnic and racial communities through a variety of research methods which may include interviews, and archival, library, and historical research. (Cross-listed with USP 130.)

**108. Race, Culture, and Social Change (4)**

Aggrieved groups often generate cultural expressions by turning negative ascription into positive affirmation and by transforming segregation into congregation. This course examines the role of cultural expressions in struggles for social change by these communities inside and outside the U.S. (Cross-listed with MUS 151.)

**109. Race and Social Movements (4)**

This course explores collective mobilizations for resources, recognition, and power by members of aggrieved racialized groups, past and present. Emphasis will be placed on the conditions that generate collective movements, the strategies and ideologies that these movements have developed, and on the prospect for collective mobilization for change within aggrieved communities in the present and future.

**110. Cultural World Views of Native Americans (4)**

Using interdisciplinary methods, this course examines the cultural world views of various Native American societies in the United States through an exploration of written literary texts and other expressive cultural forms such as dance, art, song, religious and medicinal rituals.

**111. Native American Literature (4)**

This course analyzes Native American written and oral traditions. Students will read chronicles and commentaries on published texts, historic speeches, trickster narratives, oratorical and prophetic tribal epics, and will delve into the methodological problems posed by tribal literature in translation.

**112A. History of Native Americans in the United States I (4)**

This course examines the history of Native Americans in the United States, with emphasis on the lifeways, mores, warfare, cultural adaptation and relations with the European colonial powers and the emerging United States until 1870. (Cross-listed with HIUS 108A.)

**112B. History of Native Americans in the United States II (4)**

This course examines the history of Native Americans in the United States, with emphasis on the lifeways, mores, warfare, cultural adaptation and relations with the United States from 1870 to the present. (Cross-listed with HIUS 108B.)

**116. The United States-Mexico Border in Comparative Perspective (4)**

This course critically explores the U.S.-Mexico frontier and the social-cultural issues on both sides of the international demarcation. Social-historical and political-economic patterns illuminate border life, ethnic identity, social diversity, and cultural expression. Border ethnography is complemented by film and music.

**117. Organic Social Movements (4)**

Examination of local responses to global change and social disruption through the examination of organic movements in indigenous societies. In-depth analysis of the Kuna Indians of San Blas, Panama; Maya-Zapatistas of Chiapas, Mexico; and Micronesians of the western Pacific.

**118. Contemporary Immigration Issues (4)**

This course examines the diversity of today's immigrants—their social origins and contexts of exit and their adaptation experiences and contexts of incorporation.

**121. Contemporary Asian-American History (4)**

The course will study changes in Asian-American communities as a result of renewed immigration since 1965; the influx of refugees from Vietnam, Kampuchea, and Laos; the impact of contemporary social movements on Asian-Americans' current economic, social, and political status.

**122. Asian-American Culture and Identity (4)**

A survey of Asian-American cultural expressions in literature, art, and music to understand the social experiences that helped forge Asian-American identity. Topics: culture conflict, media portrayals, assimilation pressures, the model minority myth, and interethnic and class relations.

**123. Asian-American Politics (4)**

This course will examine the development of Asian-American politics by studying the historical and contemporary factors, such as political and economic exclusion, that have contributed to the importance and complexity of ethnicity as a mobilizing force in politics.

**124. Asian-American Literature (4)**

Selected topics in the literature by men and women of Asian descent who live and write in the United States. May be repeated for credit when topics vary. (Cross-listed with LTEN 181.)

**125. Asian-American History (4)**

Explore how Asian Americans were involved in the political, economic and cultural formation of United States society. Topics include migration; labor systems; gender, sexuality and social organization; racial ideologies and anti-Asian movements; and nationalism and debates over citizenship. (Cross-listed with HIUS 124.)

**127. Sexuality and Nation (4)**

This course explores the nexus of sex, race, ethnicity, gender, and nation and considers their influence on identity, sexuality, migration, movement and borders, and other social, cultural, and political issues which these constructs affect. (Cross-listed with CGS 112.)

**128. Hip Hop: The Politics of Culture (4)**

Examination of hip hop's technology, lyrics, and dance and its influences in graffiti, film, music video, fiction, advertising, gender, corporate investment, government, and censorship with a critical focus on race, gender, and popular culture and the politics of creative expression. (Cross-listed with MUS 152.)

**129. Asian and Latina Immigrant Workers in the Global Economy (4)**

This course will explore the social, political, and economic implications of global economic restructuring, immigration policies, and welfare reform on Asian and Latina immigrant women in the United States. We will critically examine these larger social forces from the perspectives of Latina and Asian immigrant women

workers, incorporating theories of race, class, and gender to provide a careful reading of the experiences of immigrant women on the global assembly line. (Cross-listed with USP 135.)

**130. Social and Economic History of the Southwest I (4)**

This course examines the history of the Spanish and Mexican Borderlands (what became the U.S. Southwest) from roughly 1400 to the end of the U.S.-Mexican war in 1848, focusing specifically on the area's social, cultural, and political development. (Cross-listed with HIUS 158.)

**131. Social and Economic History of the Southwest II (4)**

This course examines the history of the American Southwest from the U.S.-Mexican War in 1848 to the present, focusing on immigration, racial and ethnic conflict, and the growth of Chicano national identity. (Cross-listed with HIUS 159.)

**132. Chicano Dramatic Literature (4)**

Focusing on the contemporary evolution of Chicano dramatic literature, the course will analyze playwrights and theatre groups that express the Chicano experience in the United States, examining relevant actors, plays, and documentaries for their contributions to the developing Chicano theatre movement. (Cross-listed with THHS 110.)

**133. Hispanic-American Dramatic Literature (4)**

This course examines the plays of leading Cuban-American, Puerto Rican, and Chicano playwrights in an effort to understand the experiences of these Hispanic-American groups in the United States. (Cross-listed with THHS 111.)

**134. Immigration and Ethnicity in Modern American Society (4)**

Comparative study of immigration and ethnic-group formation in the United States from 1880 to the present. Topics include immigrant adaptation, competing theories about the experiences of different ethnic groups, and the persistence of ethnic attachments in modern American society. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students may be required to submit a more substantial piece of work. (Cross-listed with HIUS 180 and conjoined with HIUS 280.) *Prerequisites: upper-division standing and department stamp.*

**135A. Early Latino/a-Chicano/a Cultural Production: 1848 to 1960 (4)**

Cross-disciplinary study of nineteenth and early twentieth century Latino/a-Chicano/a literature, folklore, music, testimonio, or other cultural practices. Specific periods covered will fall between the immediate aftermath of the Treaty of Guadalupe Hidalgo to the Cuban revolution. Repeatable for credit when topics vary. (Cross-listed with LTSP 150A.) *Prerequisites: LTSP 50B or consent of instructor.*

**135B. Contemporary Latino/a-Chicano/a Cultural Production: 1960 to Present (4)**

Cross-disciplinary study of late twentieth century Latino/a-Chicano/a literature, the visual and performing arts, film, or other cultural practices. Specific periods covered will fall between the Kennedy years to the era of neoliberalism and the creation of "Hispanic" or Latino/a identities. Repeatable for credit when topics vary. (Cross-listed with LTSP 150B.) *Prerequisites: LTSP 50B or consent of instructor.*

**136. Topics in Chicano/a-Latino/a Cultures (4)**

Cross-disciplinary study of late twentieth century Latino/a-Chicano/a literature, the visual and performing arts, film, or other cultural practices. Representative areas of study are social movements, revolution, immigration, globalization, gender and sexuality, cultures of the U.S.-Mexican border, and Chicano/a-Mexicano/a literary relations. Repeatable for a credit when topics vary. (Cross-listed with LTSP 151.) *Prerequisites: LTSP 50B or consent of instructor.*

**138. Chicano/a and Latino/a Poetry (4)**

A study of themes and issues in the poetic production of Latino communities in the United States. Every effort will be made to select text in Spanish but some will be bilingual. Repeatable for credits when topics vary. (Cross-listed with LTSP 153.) *Prerequisites: LTSP 50B or consent of instructor.*

**139. Chicano Literature in English (4)**

Introduction to the literature in English by the Chicano population, the men and women of Mexican descent who live and write in the United States. The primary focus is the contemporary period. (Cross-listed with LTEN 180.)

**140. Language and American Ethnicity (4)**

This course examines the intersection of language and ethnicity in the United States, focusing on the social and political impact of bilingualism, ethnically based English dialects, and standard and nonstandard English.

**141. Language, Culture, and Inequality (4)**

A critical review of conceptions of language and how they have been deployed in constructing images of culture, race, ethnicity, gender, sexuality, and class. Topics include cultural and linguistic relativism, structuralism, symbolic and cognitive approaches, ethnomethodology, sociolinguistics, ethnography of speaking, performance, and ethnopoetics.

**142. Medicine, Race, and the Global Politics of Inequality (4)**

Globalization fosters both the transmission of AIDS, cholera, tuberculosis, and other infectious diseases and gross inequalities in the resources available to prevent and cure them. This course focuses on how race, ethnicity, gender, sexuality, class, and nation both shape and are shaped by the social construction of health and disease worldwide.

**144. Bilingual Communities in the U.S.A. (4)**

This course compares the many ways of "doing being bilingual" that exist among communities of speakers of varied national origins, generations, networks, localities, races, classes, and genders. Of particular interest are the varied types of bilingual individuals and linguistic repertoires that exist in communities of Native American, Chicano/Latino, and Asian origin, and the implications of shifting and hybrid linguistic identities for the drawing of community boundaries and the shaping of national language policy. Specific topics include factors that promote language loss or maintenance in families, the linguistic and cultural repercussions of code switching and word borrowing, bilingual education, linguistic profiling, and language ideologies.

**145. Spanish Language in the United States (4)**

A sociolinguistic study of the popular dialects in the United States and their relation to other Latin American dialects. The course will cover phonological and syntactic differences between the dialects as well as the influence of English on the Southwest dialects. (Cross-listed with LTSP 162.)

**146A. Theatrical Ensemble (4-4)**

An intensive theatre practicum designed to generate theatre created by an ensemble, with particular emphasis upon the analysis of text. Students will explore and analyze scripts and authors. Ensemble segments include: black theatre, Chicano theatre, feminist theatre, commedia dell'arte theatre. (Cross-listed with THAC 120.)

**148. Latino/a and Chicano/a Literature (4)**

This course will study the representation of a variety of social issues (immigration, racism, class differences, violence, inter/intra-ethnic relations, etc.) in works written in Spanish by Latino/a and Chicano/a writers. May be repeated for credit as topics, texts, and historical periods vary. (Cross-listed with LTSP 154.) *Prerequisites: LTSP 50B or consent of instructor.*

**149. African American History in the Twentieth Century (4)**

This course examines the transformation of African America across the expanse of the long twentieth century: imperialism, migration, urbanization, desegregation, and deindustrialization. Special emphasis will be placed on issues of culture, international relations, and urban politics. (Cross-listed with HIUS 139.)

**150. Politics of Cultural Pluralism and National Integration (4)**

This course comparatively analyzes the problems posed by subnational loyalties founded on ethnic, linguistic, racial, religious, and caste identities in Asia, Africa, Europe, and the Western Hemisphere. Particular attention will be given to the processes of national integration in multicultural politics.

**151. Ethnic Politics in America (4)**

This course will survey the political effects of immigration, ethnic mobilization, and community building in America, and the contemporary role of ethnicity in politics and intergroup relations.

**152. Law and Civil Rights (4)**

In this course students explore the relationship between race, class, and law as it applies to civil rights both in an historical and a contemporary context. Topics include racism and the law, history of the 14th Amendment, equal protection, school desegregation, and affirmative action.

**159. Topics in African American History (4)**

A colloquium dealing with special topics in the history of people of African descent in the United States. Themes will vary from quarter to quarter. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students will be required to submit a more substantial piece of work. (Cross-listed with HIUS 183 and conjoined with HIUS 283.)

**160. Black Politics and Protest 1885-1941 (4)**

An examination of the evolution of black thought and activism from Booker T. Washington's Atlanta Exposition Address to A. Philip Randolph's March on Washington Movement. Particular attention paid to black institutions and their relationship to the federal government.

**161. Black Politics and Protest Since 1941 (4)**

Discussion of black social, political, and intellectual experiences since the publication of Richard Wright's *Native Son*. Close examination of blacks' involvement in and relationships to Second World War, Cold War, Civil Rights Movement, Black Power Movement, Reagan Revolution, and Underclass Debate.

**163. Leisure in Urban America (4)**

Historical examination of how leisure has shaped the American urban landscape. Course will explore connections between spectator sports and the rise of "urban mentalities"; sports franchises, urban redevelopment schemes, and racial and ethnic communities; and sports mythology and civil pride.

**164. African Americans and the Mass Media (4)**

Examination of the media representations of African Americans from slavery to the present focusing on emergence and transmission of enduring stereotypes, their relationship to changing social, political, and economic frameworks, and African Americans' responses to and interpretations of these mediated images. (Cross-listed with MUS 153.)

**165. Sex and Gender in African American Communities (4)**

This course will investigate the changing constructions of sex, gender, and sexuality in African American communities defined by historical period, region, and class. Topics will include the sexual division of labor, myths of black sexuality, the rise of black feminism, black masculinity, and queer politics.

**166. The Black Press and Social Change (4)**

An investigation of the black press—including newspapers, periodicals, and electronic media—as agents for social change in African American history. The course will consider the changing cultural and political functions of the black press, economic forces, and the work of influential journalists, artists, and intellectuals.

**167. African-American History in War and Peace: 1917 to the Present (4)**

The social, political, economic, and ideological pressures generated during the international conflicts of the twentieth century have had an enormous impact on American life. This course examines how the pressures of "total war" and "cold war" shaped the African-American experience in both war and peacetime. (Cross-listed with HIUS 138)

**168. Comparative Ethnic Literature (4)**

A lecture-discussion course that juxtaposes the experience of two or more U.S. ethnic groups and examines their relationship with the dominant culture. Students will analyze a variety of texts representing the history of ethnicity in this country. Topics will vary. (Cross-listed with LTEN 178.)

**170A. Origins of the Atlantic World, c. 1450-1650 (4)**

An examination of interactions among the peoples of western Europe, Africa, and the Americas that transformed the Atlantic basin into an interconnected "Atlantic World." Topics will include maritime technology and the European Age of Discovery, colonization in the Americas, the beginnings of the transatlantic slave trade, and early development of plantation slavery in the New World. (Cross-listed with HIUS 135A.)

**170B. Slavery and the Atlantic World (4)**

The development of the Atlantic slave trade and the spread of racial slavery in the Americas before 1800. Explores the diversity of slave labor in the Americas and the different slave cultures African Americans produced under the constraints of slavery. (Cross-listed with HIUS 135B.)

**172. Afro-American Prose (4)**

Students will analyze and discuss the novel, the personal narrative, and other prose genres, with particular emphasis on the developing characters of Afro-American narrative and the cultural and social circumstances that influence their development. (Cross-listed with LTEN 183.)



**173. Afro-American Poetry (4)**

A close reading and analysis of selected works of Afro-American poetry as they reflect styles and themes that recur in the literature. (Cross-listed with LTEN 184.)

**174. Themes in Afro-American Literature (4)**

This course focuses on the influence of slavery upon African American writers. Our concern is not upon what slavery was but upon what it is within the works and what these texts reveal about themselves, their authors, and their audiences. (Cross-listed with LTEN 185.)

**175. Literature of the Harlem Renaissance (4)**

The Harlem Renaissance (1917–39) focuses on the emergence of the “New Negro” and the impact of this concept on black literature, art, and music. Writers studied include Claude McKay, Zora N. Hurston, and Langston Hughes. Special emphasis on new themes and forms. (Cross-listed with LTEN 186.)

**176. Black Music/Black Texts: Communication and Cultural Expression (4)**

Explores role of music as a traditional form of communication among Africans, Afro-Americans, and West Indians. Special attention given to poetry of black music, including blues and other forms of vocal music expressive of contestatory political attitudes. (Cross-listed with LTEN 187 and MUS 154.)

**178. Blues: An Oral Tradition (4)**

This course will examine the development of the Blues from its roots in work-songs and the minstrel show to its flowering in the Mississippi Delta to the development of Urban blues and the close relationship of the Blues with Jazz, Rhythm and Blues, and Rock and Roll. (Cross-listed with MUS 126.)

**179A. Jazz Roots and Early Development (1900–1943) (4)**

This course will trace the early development of Jazz and the diverse traditions which helped create this uniquely American art form. We will witness the emergence of Louis Armstrong in New Orleans and examine the composer's role in Jazz with Jelly Roll Morton and Duke Ellington. (Cross-listed with MUS 127A.)

**179B. Jazz Since 1946: Freedom and Form (4)**

This course will examine the evolution of Jazz from 1943 to the present. The course will survey the contrasting and competing styles in Jazz from BEBOP to COOL to the avant garde and fusion. (Cross-listed with MUS 127B.)

**Colloquia****180. Topics in Mexican-American History (4)**

This colloquium studies the racial representation of Mexican-Americans in the United States from the nineteenth century to the present, examining critically the theories and methods of the humanities and social sciences. (Cross-listed with HIUS 167.)

**181. Topics in the Comparative History of Modern Slavery (4)**

Slavery was both a thread of continuity in the history of the Americas and distinctive institution in the specific social settings. The purpose of this course is to examine and discuss readings that explore topics in the Caribbean and the U.S. Because topics will vary, the seminar may be taken more than once for credit, with permission of the instructor. Requirements vary for undergraduates, M.A., and Ph.D. students. Graduate students are required to submit a more substantial piece of work. (Cross-listed with HIUS 164 and conjoined with HIUS 264.)

**182. Segregation, Freedom Movements, and the Crisis of the Twentieth Century (4)**

A reading and discussion seminar that views the origins of segregation and the social movements that challenged it between 1890 and 1970 in a comparative framework. (Cross-listed with HIUS 165.)

**183. Gender, Race, Ethnicity, and Class (4)**

Gender is often neglected in studies of ethnic/racial politics. This seminar explores the relationship of race, ethnicity, class, and gender by examining the participation of working class women of color in community politics and how they challenge mainstream political theory.

**184. Black Intellectuals in the Twentieth Century (4)**

An analysis of black cultural and intellectual production since 1895. Course will explore how race and race-consciousness have influenced the dialogue between ideas and social experience; and how other factors—i.e., age, gender, and class—affected scholars' insights.

**185. Discourse, Power, and Inequality (4)**

While discourse analysis has transformed numerous disciplines, a gap separates perspectives that envision discourse as practices that construct inequality from approaches which treat discourse as everyday language. This course engages both perspectives critically in analyzing law, medicine, and popular culture.

**186. The Ethnic Press in the United States (4)**

Readings and research on news media institutions established in ethnic communities since the nineteenth century. The course will trace the emergence, development, and longevity of ethnic presses, their role in cultivating and maintaining ethnic identity, and their attempts to respond to and resist images in mainstream media.

**187. Black Nationalism (4)**

This course will investigate the ideologies and practices of black nationalist movements in the United States and/or across the black Diaspora, focusing on their political philosophy, political culture, and gender and class structure.

**188. African Americans, Religion, and the City (4)**

This course details the history of African American migration to urban areas after World War I and World War II and explores the role of religion in their lives as well as the impact that their religious experiences had upon the cities in which they lived. (Cross-listed with USP 132.)

**189. Special Topics in Ethnic Studies (4)**

A reading and discussion course that explores special topics in ethnic studies. Themes will vary from quarter to quarter; therefore, course may be repeated for credit.

**Seminars and Independent Studies****190. Research Methods: Studying Racial and Ethnic Communities (4)**

The course offers students the basic research methods with which to study ethnic and racial communities. The various topics to be explored include human and physical geography, transportation, employment, economic structure, cultural values, housing, health, education, and intergroup relations.

**191. Undergraduate Research in Ethnic Studies (4)**

This course is designed to help students conduct their own research rather than merely read the research of others. The course will introduce students to research paradigms in ethnic studies, familiarize them with finding aids and other library resources, and involve them in the design of research plans. *Prerequisite: instructor approval.*

**192. Honors Research in Ethnic Studies (4)**

This course is a continuation of Ethnic Studies 191 Undergraduate Research in Ethnic Studies. Students who have completed ETHN 191 and selected a faculty research adviser may enroll in this course. During the quarter the research for the honors project will be completed under the faculty adviser's supervision. Faculty advisers will meet weekly with their honors students to oversee the progress made in carrying out the plan of research. *Prerequisite: completion of 191.*

**193. Honors Research in Ethnic Studies (4)**

This course is a continuation of Ethnic Studies 192 Honors Research in Ethnic Studies. Students who have completed ETHN 192 and are continuing to work with a faculty research adviser may enroll in this course. During the quarter the written drafts and final honors paper will be completed under the faculty adviser's supervision. The student will meet weekly with the faculty adviser in order to prepare drafts and the final version of the honors paper. *Prerequisite: instructor approval.*

**197. Fieldwork in Racial and Ethnic Communities (4)**

This course comprises supervised community fieldwork on topics of importance to racial and ethnic communities in the greater San Diego area. Regular individual meetings with faculty sponsor and written reports are required. (May be repeated for credit.)

**198. Directed Group Studies (4)**

Directed group study on a topic or in a field not included in the regular department curriculum by special arrangement with a faculty member. (May be repeated for credit.)

**199. Supervised Independent Study and Research (4)**

Individual research on a topic that leads to the writing of a major paper. (May be repeated for credit.)

**GRADUATE****200A. History of Ethnic Studies (4)**

This course charts the origins of ethnic studies research, the emergence of dominant paradigms, and the history of race and ethnic issues across and within disciplines.

**200B. Theories of Ethnic Studies (4)**

A critical exploration of the ways in which theories of ethnic studies have constituted as well as analyzed knowledge and ethnic identity.

**200C. Controversies in Ethnic Studies (4)**

This course is structured around contemporary events and debates over theories, methods, and objects of inquiry in ethnic studies.

**210. Research Seminar in Ethnic Studies (4)**

This course introduces students to the practice of original discovery research in the field of racial and ethnic studies, including articulating a research problem, placing it within theoretical discussions, selecting appropriate methods, and analyzing data.

**230. Departmental Colloquium (1)**

This course is a forum for the presentation of recent research by guests, faculty, and students. This course may be repeated three times for credit.

**240. Multidisciplinary Research Methods in Ethnic Studies (4)**

A critical introduction to the broad range of methods used in ethnic studies research and how they have

shaped social constructions of race, ethnicity, gender, class, and sexuality.

**241A. Community Ethnography I: Method and Theory (4)**

This course reviews the major tenets of ethnography using case studies of ethnographic work and critical theory pertaining to epistemological concerns in the social sciences. Critical here are the major ethical parameters of conducting ethnography in ethnic communities, the role of researchers, and the practical implications of such research.

**241B. Community Ethnography II: Practicum (4)**

This course focuses on the practical application of ethnographic concepts and methods in actual field research in a local San Diego community. The purpose here is to provide experience in conducting ethnography through participant observation, interviews, and contributing to communities. This will include a brief overview of ethnographic method, but will focus on hands-on research, analysis, and ethnographic writing.

**253. Mass Media and Ethnic Identity (4)**

This course examines the ways that ethnic identity influences the practices of mass media, and the ways in which mass media shape and reflect ethnic identity.

**254. Race and Racism (4)**

This course examines inequality based on race with a focus on the institutions, symbols, and social practices which structure and maintain racism. Particular attention is given to laws and social policy which reinforce racial inequality.

**256. Gender, Sexuality, and Race (4)**

This course studies the body cross-culturally as a site for the construction of gender, sex, ethnic, and racial identities.

**257A-B. Social Theory (4-4)**

An intensive survey of social and cultural theory, focusing on how constructions of science, language, politics, and social inequality shaped early modernity, Romantic Nationalism, Marxism, cultural relativity, psychoanalysis, and *fin de siècle* social thought. The second quarter surveys poststructuralist, postmodern, feminist, Subaltern Studies, globalization, and other critiques. ETHN 257A is not a prerequisite for ETHN 257B.

**259. Comparative Conquests, Colonization, and Resistance in the Americas (4)**

This course will offer a comparative survey of the impact of European interactions with Native nations and populations in the New World, from Peru to Canada. Readings will emphasize modes of initial interaction, patterns of European colonization, and Native adaptation and resistance, and broader changes in Native culture and cosmology as a result of conquest and colonization.

**260. Transnationalism and Borderlands: The Local and Global (4)**

This course critically reviews the analytical frameworks of transnationalism and borderlands. The goals are to assess traditional and current social science practice on immigration, identity, and community studies, and to understand how diverse peoples engage and participate in global processes.

**261. Race and Law (4)**

This seminar advances a critique of law's innocence—of its claims for universality. The reading of legal and scientific texts will indicate how by incorporation existing constructions of the meanings of race, the law produces racialized modern subjects.

**262. Race, Inequality, and Health (4)**

New critical and multidisciplinary perspectives provide tools for examining entrenched and newly emerging diseases and inequalities. This course examines medicine and public health in relationship to race, gender, sexuality, class, and nation and explores how these connections affect the distribution of health and health services locally, nationally, and internationally.

**263. Language and Socialization across Cultures (4)**

This course will focus on the ways in which children in different ethnic and racial groups are socialized to language and *through* language. We will explore racial and class and gender ideologies that underpin the ways parents expect children to learn to speak; examine effective and appropriate methods for studying cultural patterns and understanding ideologies; and consider impacts of bilingualism, stigmatized dialects, immigration, religious training, and home-school conflicts in ways of speaking and using language(s). *Prerequisite: graduate standing or consent of instructor.*

**289. Topics in Ethnic Studies Research (4)**

This course is a research seminar on themes of contemporary and historic importance in ethnic studies. Themes will be determined by instructor. Course may be repeated three times for credit.

**290A-B. Master's Thesis Preparation (4-4)**

All graduate students are required to write a master's thesis as part of the requirements for the master of arts in ethnic studies. Students should enroll in the thesis preparation courses in the fall and spring quarters of the second year of graduate studies.

**298. Directed Reading (1-12)**

This is an independent research or individual guided tutorial in an area not covered by present course offerings. This course may be repeated for an indefinite number of times due to the independent nature of the content of the course.

**299. Thesis Research (1-12)**

Open to graduate students conducting doctoral thesis research. This course may be repeated for an indefinite number of times due to the independent nature of thesis research and writing.

**500. Apprentice Teaching in Ethnic Studies (4)**

A course in which teaching assistants are aided in learning proper teaching methods by means of supervision of their work by the faculty: handling of discussions, preparation and grading of examinations and other written exercises, and student relations.