1. CHICANO/LATINO STUDIES: OVERVIEW

The Chicano/Latino Studies Program at Michigan State University focuses on the histories and cultures of Chicanas/Chicanos and Latinas/Latinos. As an academic discipline, Chicano/Latino Studies appeared during the late 1960’s to address a profound gap in societal knowledge at all levels stemming from a lack of research and severely deficient models of knowledge in academia. It has aimed at expanding understanding and acknowledging the historical, societal and cultural contributions the diverse indo-afro-hispno people in the United states during the previous five centuries. Historically, Chicano/Latino Studies academic programs have been based on interdisciplinary models in the humanities and social sciences and considered close ties to the community to be an integral element.

At Michigan State University, the Chicano/Latino Studies Program coordinates the Chicano/Latino Studies Ph.D. (the CLS Ph.D.); an undergraduate specialization in Chicano/Latino Studies (the CLS specialization), oversees curricular development, mentors and advises students, and promotes close faculty, staff, and student relations. In addition, it sponsors academic and cultural activities that benefit the University as well as the larger community in the area.

This handbook offers essential information on the Ph.D. academic program offered in Chicano/Latino Studies at Michigan State University.
2. APPLICATION TO THE CHICANO/LATINO STUDIES Ph.D. PROGRAM

Application forms for graduate school should be completed on-line (for both domestic and international students). Visit the Graduate School website:

http://msu.edu/user/gradschl/apply.htm

This website contains all the information necessary to complete the application process to the CLS graduate program at Michigan State University. In addition to completion of the online application form, all remaining materials—transcripts, Graduate Record Examination test scores, letters or recommendation, a writing sample and an intellectual autobiography, should be submitted directly to the Graduate Program Director, Chicano/Latino Studies Program, 200 South Kedzie Hall, Michigan State University, 48824.

Request the registrar of each college or university you have attended to send two copies of each transcript directly to the Chicano/Latino Studies office. Graduate Record Examination scores on the General Test; at least three letters of recommendation; one or more term papers; a Master’s Thesis or comparable work demonstrating the candidate’s research and writing abilities; and an intellectual autobiography and statement of intent from 500-1200 words indicating the applicant’s goals in pursuing a doctoral degree must also be submitted.

For admissions the following fall semester, all application materials MUST BE RECEIVED NO LATER THAN DECEMBER 15.

Change in Program

Graduate students currently enrolled in a degree program at MSU but wishing to enter a different degree program should apply to the academic unit administering the proposed new program at least six weeks in advance of the deadline set by the unit for ordinary applications.
3. DOCTORAL PROGRAM

The Doctor of Philosophy degree in Chicano/Latino Studies is an interdisciplinary program of study devoted to advanced exploration and analysis of the social, cultural, and political experiences of Chicano/Latino people in the United States, and their relations with peoples in Mexico, the Caribbean, Central American and South America. The objective of the Program is to develop scholars committed to academic excellence and social responsibility in the Chicano/Latino world and the broader community.

3.1 Admissions Guidelines

To be considered for admission to the Chicano/Latino Studies Ph.D. Program with regular status, applicants must have a master’s degree in an appropriate field or its equivalent (at least 30 credits of approved course work beyond the bachelor’s degree). Applicants without a master’s degree or sufficient course work may be admitted provisionally and be required to complete a specified number of collateral courses, not to count toward the degree, before regular admission is granted.

Candidates must also meet the following requirements:

1. Completion of the online application form to the Graduate School.

2. Submission to the CLS Graduate Program Director the results of the GRE General Test, as well as original transcripts from all colleges and universities attended.

3. Submission to the CLS Graduate Program Director the personal statement, three letters or recommendation, and a writing sample.

3.2 Requirements for the Ph.D. Degree in Chicano/Latino Studies

Upon entering the Ph.D. Program, the student’s principal academic advisor will be the Graduate Program Director of Chicano/Latino Studies, until an appropriate advisor is chosen. With assistance and approval from the CLS Graduate Program Director, each doctoral student is required to create a guidance committee by the end of the first year; upon written request to the Director of the CLS, an additional semester is possible. The student should seek advice from other CLS graduate students, as well as CLS faculty with similar research interests, when establishing her/his guidance committee. The guidance committee, including its chairperson, must consist of at least four regular MSU faculty members, at least two of whom must be members of the CLS core faculty, and all must possess an earned Ph.D. degree.

Once established, the guidance committee assumes principal responsibility for advising the student and evaluating her/his academic progress. Specifically the guidance committee will assist the student in the following ways: advising on course work beyond the first year, including foreign languages and two internship requirements; consideration of graduate transfer credits; passing two comprehensive examinations; selecting a
dissertation topic; passing the oral defense of the dissertation proposal; and successfully defending the dissertation.

The student should meet with her/his guidance committee immediately after its formation. Either before or at this meeting the student will select a chairperson of the guidance committee. A copy of the guidance committee report will be given to the student and another copy of the report placed in the student’s CLS file. The guidance committee report officially establishes the students proposed program of study in CLS; note that this report must be filed with the College of Social Science before the student can take her/his comprehensive examinations.

In consultation with the Graduate Program Director of CLS and consistent with University and College policies, the student may change the composition of the guidance committee. An open-edit copy of the “Report of the Guidance Committee” as well as other relevant forms is available from the Graduate School at http://www.msu.edu/user/gradschl/forms.htm

3.2.2 Program Requirements:

For completion of the Chicano/Latino Studies Ph.D., the student must complete:

1. 30 credits of work, including:
   A. Chicano/Latino Studies course (minimum 15 credits required)
      SSC/AL 810 Introduction to Chicano/Latino Studies I (3 credits)
      SSC/AL 811 Introduction to Chicano/Latino Studies II (3 credits)
      SSC/AL 893 (e) Readings in Chicano/Latino Studies (1-4 credits)
         (Maximum 8 credits)
      SSC/AL 894 Field Work in Chicano/Latino Studies (1-4 credits)
         (Maximum 6 credits)
      SSC/AL 896 Seminar in Chicano/Latino Studies (3 credits)
         (Maximum 12 credits)
   B. Additional course work (up to 15 credits)

   Minimum 3 credits in research methods in area of specialization

   Up to 12 credits to be selected from approved course list by guidance committee.

2. Foreign language requirement.

   Advanced reading proficiency in course work (two years university-level course work) or demonstrated advanced reading proficiency relevant to student’s area of specialization in Spanish or an appropriate Amerindian language.

   For Spanish student may fulfill this requirement through one of three options
1. Pass the proficiency test available from the MSU Testing Center, 2. Document the completion of two years of university-level coursework, or 3. Pass a proficiency exam as supervised by the Graduate Director.

3. Comprehensive Examinations
Must pass two comprehensive written examinations as arranged by guidance committee in:

Chicano/Latino Studies

Area of Specialization

4. Dissertation Proposal
Student must submit dissertation proposal to guidance committee and pass oral examination in defense of proposal within the next semester in residence after completing the comprehensive exams.

5. Dissertation
Dissertation (24 credits in dissertation research required) must conform to Michigan State University requirements in graduate education. Student must pass final oral examination in defense of dissertation.

3.2.3 Comprehensive Examination Guidelines

When the prescribed course work is substantially complete as defined by the guidance committee, the doctoral student is eligible to take the comprehensive examinations. There are two kinds of comprehensive examinations, a general examination and a specialization examination; both are written exams. The general examination is based upon a reading list approved by the student’s guidance committee following guidelines established by the CLS Advisory Committee. The specialization examination is based upon a reading list approved by each member of the student’s guidance committee. The comprehensive examinations must be completed before an oral defense of the dissertation can be scheduled.

3.2.3.1 General Comprehensive Examination

The general examination is designed to examine the student’s broad knowledge of the field of Chicano/Latino Studies, including origins and development; theoretical approaches to research and teaching focusing on the Chicano/Latino experience, and address interdisciplinary, gender, class, racial and comparative dimensions. It is strongly recommended that students complete the comprehensive exams by the end of their third year in residence. Within the first month of the semester in which the student intends to take the exam, she/he should notify, in writing, the Graduate Program Director of CLS of her/his intention to take the general comprehensive examination; once notified of the student’s intent, the Graduate Program Director of CLS will give the student a copy of the approved reading list. The student must be registered during the semester in which she/he intends to take the exam. The exam will be developed by collaboration of
student’s guidance committee and the CLS Advisory committee. The student will be given three days to take the exam. The exam is offered twice per academic year: the last Friday in October and the first Friday in March following spring break. The guidance committee will be responsible for evaluation of the exam. The student will be notified by the chairperson of the guidance committee of the results of the examination within one month of submitting the essays. All members of the committee must agree that the student has passed the exam for it to be considered a “pass”. Should the student fail the examination, the chairperson of the guidance committee, after consulting with faculty who evaluated the examination, will make a determination on whether the student should be permitted to retake the examination and when. No student can retake the examination more than once.

3.2.3.2 Specialization Comprehensive Examination

In consultation with her/his guidance committee, the student will develop a reading list based upon her/his specialization in the field of Chicano/Latino Studies. This examination is designed to determine the student’s knowledge of and preparation for conducting research in the specialization. The list should be directly linked to the student’s dissertation project and be provided to the student’s guidance committee at least one month prior to taking the examination. The calendar, format, and Pass/Fail grade for this examination are the same as that for the general comprehensive examination.

3.2.4 Submission of Dissertation

The dissertation must be organized, typed, duplicated and bound according to regulations prescribed in the Graduate School Guide to the Preparation of Master’s Theses and Doctoral Dissertations, available from the Office of the Graduate School. A review of Michigan State University’s guidelines for final submission of thesis/dissertations can be found at [http://www.msu.edu/user/gradschl/current/formatfinal.pdf](http://www.msu.edu/user/gradschl/current/formatfinal.pdf)

Michigan State University subscribes to the services offered by University Microfilms International. One microfilm copy will be deposited in the University Library and will be available for interlibrary loan. The abstract will be published in Dissertation Abstracts, which will announce the availability of the dissertation in film form. The microfilm and binding fee, required of all doctoral students submitting dissertations, will cover the cost of the library microfilm copy, binding, and the publication and distribution of the abstract.

The student must order one additional bound copy for the faculty advisor to remain the Chicano/Latino Studies Program. This bound copy may be ordered through University Microfilms International or other arrangements may be made.

3.2.5. Chicano/Latino Studies Dual Majors

Doctoral students at Michigan State University interested in Chicano/Latino Studies have the opportunity to develop a dual major doctoral program involving a focus on
Chicano/Latino Studies and a discipline in another department or program. Developed in conjunction with faculty advisor and members of the guidance committee, a dual major program will include required courses and standards for both departments with a single dissertation.

The request for a dual major must be made early in your doctoral program, and requires approval by the CLS guidance committee, chairs of appropriate Department or Program, Deans of the appropriate Colleges and the Dean of the Graduate School. For more information on Dual Majors see the website: www.msu.edu/~gradschl/all/inter.htm

3.2.6 Chicano/Latino Studies Policy Exemption Procedure

Any special request by a Chicano/Latino Studies graduate student for exemption to establish Chicano/Latino Studies policies must be approved in writing by the student’s guidance committee chairperson prior to consideration of the request by the Graduate Program Director of CLS, who makes the final determination.

4. CLS Ph.D. PROGRAM POLICIES

4.1 Academic Performance

The Director of Graduate Studies will conduct an annual review of the progress of each of it’s graduate students. The review is based on letters from the student’s guidance committee and other faculty, a statement from the student, grades from the academic year, and related academic performance measures (i.e., honors, publications, etc.).

4.2 Deferred Grades

Deferred Grades: Except in multi-term courses, graduate students are discouraged from incurring deferred grades in their courses. Deferred grades on transcripts can have adverse effects on an individual’s career in several ways:

A. **DF-Deferred grads:** The required work must be completed and a grade reported within 6 months with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit- No Credit (CR-NC) system. This rule does not apply to graduate thesis or dissertation work. Deferred grades not removed within a year of being incurred can result in a student to forfeiting the right to continue enrollment.

B. Deferred grades will weaken the competitive position of graduate students applying for graduate assistantships or their continuation..

C. Students with more than 8 credits of deferred grades can expect to lose any assistantships they may hold.
D. Deferred grades must be removed in order for students to take their comprehensive examination for the Ph.D. degree.

4.3 Student Conduct and Conflict Resolution

In case of grievances, students are encouraged to contact the CLS Graduate Program Director to seek a resolution. If necessary, the CLS Advisory Committee can then be invoked. Formal guidelines for graduate rights and responsibilities are available in Spartan Life: Student Handbook and Resources Guide, available online at www.vps.msu.edu/SpLife

4.4 Integrity and Security in Research and Creative Activities

The Chicano/Latino Studies Program is committed to maintaining the best practices in professional ethics and strives to develop scholars competent in research and analysis and committed to the highest professional conduct. Scholars engaged in Chicano/Latino Studies strive to document findings, represent evidence fairly and acknowledge the contributions of other scholars and researchers, and all types of assistance. It seeks to engage the widest range on interpretations and opinions through research, conversation and exchange of viewpoints. Michigan State University Guidelines for Integrity in Research and Creative Activities regarding proper research conduct is available at the graduate school website: www.grad.msu.edu/all/ris04activities.pdf. Guidelines regarding Graduate Student Advising and Research Mentoring are also available online: www.grad.msu.edu/all/rise04relations.pdf.

Research involving human subjects (including interviews and oral histories) must comply with the Michigan States University Social Science/Behavioral/Education Institutional Review Board (SIRB) guidelines, online at: http://www.humanresearch.msu.edu/sirb.html

In case of suspected violations of professional ethical standards, the Chicano/Latino Studies Advisory Committee, including the Graduate Program Director and graduate student membership, is the final Program level arbiter. It may recommend failing grades, suspension, and/or expulsion from the Chicano/Latino Studies graduate program. Chicano/Latino Studies faculty members mentor student in professional ethics in the introductory courses, CSS/AL 810 and 811. The main advisor is the primary mentor and model for professionally ethical behavior for each student. For further guidance on maintaining professional ethical standards students may consult the publications of the Chicano Coordinating Council on Higher Education (CCCHE).

For information on further appeals beyond the program level students should consult the “Graduate Rights and Responsibilities,” which is available within “Spartan Life: Student Handbook and Resources Guide.” The Guide may be found on-line, at http://www.vps.msu.edu/SpLife/

4.5 English Language Proficiency for International Student
Please consult Academic Programs [http://www.reg.msu.edu/UCC/AcademicPrograms.asp](http://www.reg.msu.edu/UCC/AcademicPrograms.asp) for university requirements for English Language Proficiency for International Students seeking employment as teaching assistants.

5. WORK AND FUNDING REALTED POLICIES

Through the awarding of Assistantships, Fellowships and external funding the Chicano/Latino Studies Program seeks to attract promising graduate students, to participate in instruction, and to advance their professional education. Graduate assistantships available at Michigan State University may be regular or multi-year commitments. MSU offers several fellowships that do not necessarily require the type of work performed by those awarded assistantships. In addition the Chicano/Latino Studies Program encourages all students to seek outside funding.

5.1 Regular and Multi-Year Assistantship Appointments

Regular (annual) and multi-year appointments of graduate assistants are made by the Graduate Program Director on behalf of CLS Faculty, on advice from CLS Advisory Committee. The principal appointments for each academic year are announced in late March on the basis of an annual competition, unless an earlier date is otherwise specified by the GEU/MSU contract or the Graduate School. Students applying to the Department for the first time and students who hold an assistantship compete on a basis of equal opportunity. All information supporting an application for consideration must be submitted no later than January 15 each year for continuing students.

Assistantships appointments made by CLS may take the form of Teaching Assistantships (TA), non-Teaching Assistants (TE) or Research Assistantships (RA). Additional information about the difference between these types of assistantships can be found in section 5.5.

In addition to the annual and multi-year awards, supplementary appointments may be made at any time during the school year when demonstrated need for them exists and funds are available.

5.2 University Fellowship Appointments

Multi-year fellowship appointments are available through University-wide fellowship programs including University Distinguished Fellowships and University Enrichment Fellowships. These fellowships are long-term packages with their own requirements.

5.3 Application and Re-application

Application and re-application for assistantships require an updated student file including the following:
Academic records, which include all relevant transcripts, course evaluations, departmental faculty, and test scores (e.g., TOEFL and/or GRE)
Evidence of academic progress, which includes Guidance Committee reports submitted in a timely fashion, demonstration of competence in foreign languages, awards, and honors. Progress will be evaluated with reference to the guidelines set out in the remainder of this handbook, particularly section 3.2.

Current letters of recommendation, from individuals capable of assessing the applicant’s recent performance. When the Guidance Committee has been formed, one letter shall come from its Chairperson. The applicant is responsible for securing the submission of these letters, preferably on forms provided.

Re-application requires submission of 1) reports on performance as an assistant, in whatever capacity the assistant has served, and 2) a statement from the assistant describing work performed during the previous year.

5.4 Evaluation of Application Materials for Appointments

The CLS Advisory Committee evaluation standards will assess all salient features of the applicant’s record at the moment the application deadline for submission is closed. The Committee will assess the record as a whole. It will regard any cumulative grade point averages falling below 3.5 for graduate work and/or the attainment of any grade below 3.0 as evidence that of a failure of the applicant to maintain a superior academic performance. It will expect that prompt removal of deferred grades, and consider the presence of more than one current deferred grade in regular courses as evidence of less than satisfactory academic progress. It will not regard an untimely fulfillment of foreign language requirements or their equivalents in a favorable light. Its assessment will also assign negative weight to below-average assessments on graduate assistant assignments. It will consider failure of the comprehensive examinations as evidence of inadequate academic achievement based on the terms set by the student’s guidance Committee.

5.5 Duties of Assistants

Assistant include Teaching Assistants (TA), non-Teaching Assistants (TE) and Research Assistants (RA).

Teaching Assistantship duties normally take one of three forms: discussion leaders in introductory survey courses, reader-grader in an undergraduate course with a large enrollment, or principal instructor for a course. In any case the assistant is expected to faithfully carry out the duties assigned by the course instructor. Assistants assigned half-time normally average 20 hours of work each week. Instructors should make their expectations clear at the beginning of each semester regarding expectations such as keeping office hours and counseling activities, and the timely handling of papers and examinations. Teaching assistants must attend lectures sections of the courses to which they have been assigned, even in cases when they were previously assigned to the same professor for the same course. Reasonable efforts will be made to match assignments with academic interests of the assistants but students can expect to be assigned to courses lying outside their preferred fields of study when enrollment and other considerations
make this necessary. The failure of assistants to carry out assigned duties in regards to the Department as prejudicial to the effective discharged of its instructional and administrative functions. It may therefore result in immediate termination of an assistantship appointment.

Non-Teaching Assistants (TE) are assigned to perform specific programmatic duties under direction of the Graduate Program Director or other CLS staff. Non-Teaching Assistants contribute to the growth and maintenance of CLS programs. Those assigned to half-time appointments normally average 20 hours of work each week.

Research Assistants are assigned to perform specific assignments under faculty direction in CLS and other units in the University. Those assigned to half-time appointments normally average 20 hours of work each week. Faculty should make their expectations clear at the beginning of each semester regarding the nature of the assignments.

5.6 Terms of Appointments of Assistants

The terms which govern the appointment of graduate assistants are set by the College of Social Sciences and contain several important provisions. First, appointment to a graduate assistantship for all or part of a given academic year carries not presumption with regard to preferred treatment when re-appointment is requested. Second, appointment of graduate assistants is made at Level I, II and III as determined by the University contract with GEU. The MSU-GEU contract is available on-line at http://grad.msu.edu/geu/agree.pdf

Stipends at all levels are set annually to take account of the changing pay structure within the University.

The University and College have certain procedures and regulations relating to graduate assistantships to which the CLS Program must adhere. First, assistantships are available only to graduate students who are actively pursuing graduate degree program and who are making satisfactory progress toward their degrees, meeting the University and College academic standards. Second, assistants must be registered each semester in which they hold assistantships. The minimum enrollment is 6 credits for non-ABD doctoral students; 1 credit for ABD doctoral students (including credits in CLS 999); maximum enrollment is 12 credits (excluding credits in CLS 999). With the exception of summer semester, when a 3-credit minimum registration is allowed for all types of assistants, no deviation from the minimum requirements listed above is permitted.

In meeting the credit requirements, graduate assistants should be enrolled in courses that are recognized as being a graduate level unless the student’s Guidance Committee has granted written permission for course work constituting an exception to this rule. Visitor credits do not count as part of a graduate assistant’s credit load.
Graduate assistants are eligible for certain benefits from the University, including tuition waiver for up to 9 credits in the Fall and Spring Semesters, 3 credits in the Summer semester, health insurance, and matriculation fees.
Appendix 1: Chicano/Latino Studies Ph.D. Core Courses

SSC/AL 810 Introduction to CLS I (3 credits)
Concentration on history and social science historiography and methodology through classic and recent literature, and the theoretical and theoretically informed case studies. Focus on historical, political, economic, social and cultural conditions of Indo-Afro-Hispano origin peoples in the United States. Conduct research and write critical essays.

SSC/AL 811 Introduction to CLS II (3 credits)
Continuation of SSC/AL 810. Concentration on literary and cultural studies methodology through classic and recent literature and theoretical and theoretically informed texts. Focus on Chicano/Latino Studies literary and cultural approaches. Conduct research and write critical essays.

SSC/AL 893 (e) Readings in Chicano/Latino Studies (1-4 credits)
Directed research and reading on selected topics in collaboration with CLS faculty member, in preparation for fieldwork.

SSC/AL 894 Field Work in Chicano/Latino Studies (1-4 credits)
Social action research on select topic in area of interest, including archives, agencies, oral and survey work, in collaboration with CLS faculty member.

SSC/AL 896 Seminar in Chicano/Latino Studies (3 credits)
Select topics in Chicano/Latino Studies. Addresses theory, issues, methodological innovations. Conduct research and writing.

SSC/AL 999 Doctoral Dissertation Research (1-12 credits)
Completion of 24 credits required.
Appendix 2—Synopsis of CLS Doctoral Program Plan

First Year
1. Completion of first-year courses chosen in consultation with Graduate Program Director or Advisor. (Includes SSC/AL 810 and SSC/AL 811)
2. Selection of major professor
3. Selection of guidance committee
4. Initial Guidance Committee meeting. Must be held within 12 months after entering Ph.D. program, in which complete course program will be decided.
5. Completion and submission of form: “Report of the Guidance Committee—Doctoral and Other Programs.” The final typed form must be signed by the student and all members of Guidance Committee, and complete in conjunction with initial guidance committee meeting.
6. International students working as teaching assistants must pass the SPEAK test (with a score of at least 50) certifying qualification in English proficiency.
7. All students must be certified in the first of their foreign languages.
8. Complete research seminars as determined by guidance committee.

Second Year
1. Continuation of course work
2. Enrollment in courses prescribed in Guidance Committee.
3. Evaluation of student’s performance as teaching assistant.
4. Completion of defense of research papers as desired by guidance committee.

Third Year
1. Enrollment in courses prescribed by Guidance Committee.
2. Satisfactory completion of comprehensive examination.
3. Approval of doctoral dissertation proposal.
4. Evaluation of student’s performance as a teaching assistant.
5. Complete language requirements.

Each subsequent year—dissertation research and/or writing.

Final semester
1. Final oral examination in defense of dissertation.
2. Submission of unbound dissertation to the University, and bound copies to the Chicano/Latino Studies Program and the major professor.
Appendix 3: MSU Research of Special Interest

Julian Samora Research Institute

Graduate students interested in Chicano/Latino Studies have opportunities to participate in activities associated with the Julian Samora Research Institute (JSRI), which is committed to the generation, transmission, and application of knowledge to serve the needs of Latino communities in the Midwest. More specifically, it involves the generation of a program of research and evaluation to illuminate the social, economic, educational and political condition of Latino communities; transmission of the research findings to academic institutions, government officials, community leaders and private sector executives, through publications, convening policy seminars, workshops, and private consultations; provision of technical expertise and support to Latino communities for the purpose of developing policy responses to local problems; and development of Hispanic human capital, including leadership development, empowerment, and education.

César E. Chávez Collection at Michigan State University is an interdisciplinary browsing collection of titles in varied formats, research levels and locations focusing primarily on Chicano and Boricua Studies. Chávez Collection materials at other location in the library require the special storage, access & viewing facilities not available in the open shelves collection. The majority of the collection is located on the first floor, west wing lobby of the Main Library. See: www.msu.edu/coll/main/chavez
# Appendix 4: Chicano/Latino Studies Core Faculty

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<tr>
<th><img src="image_url" alt="Image" /></th>
<th><strong>Damián Baca, Ph.D.</strong> Syracuse University, Assistant Professor, Department of Writing, Rhetoric, and American Cultures</th>
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</thead>
<tbody>
<tr>
<td><strong>Areas of Specialization:</strong></td>
<td>Rhetoric Theory and History, Composition and Literacy Studies, Chicano/Latino Studies, American Indian Studies, Comparative Technologies of Writing, Globalization and Subaltern Studies, Ancestral Language Pedagogy</td>
</tr>
<tr>
<td><strong>Research Interest:</strong></td>
<td>The disciplinary formation of the study of written language as it emerges during a crucial period of “western” territorial annexation; The complicity between ethnic identity and economy, from the development of the Trans-Atlantic commercial circuit in the sixteenth century to the present stages of global capitalism.</td>
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<tr>
<th><img src="image_url" alt="Image" /></th>
<th><strong>Sheila Contreras, Ph.D.</strong> The University of Texas at Austin, Associate Professor, Department of Rhetoric, and American Cultures</th>
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<tbody>
<tr>
<td><strong>Areas of Specialization:</strong></td>
<td>Latina Feminist Theory, Health care, clinical practice, Delivery of health care services, Health care policy &amp; clinical ethics</td>
</tr>
<tr>
<td><strong>Research Interest:</strong></td>
<td>Chicana/o Literature, Multi-ethnic literatures, literatures and theories of travel and tourism, American Studies, Women’s Studies.</td>
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<tr>
<td><strong>Steve Gold, Ph.D.,</strong> University of California-Berkeley, Professor and Associate Chair and Graduate Program Director, Department of Sociology</td>
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<tr>
<td><strong>Areas of Specialization:</strong> Classic Sociological Theory, Contemporary Sociological Theory, Migration and Social Change, Qualitative Field Methods</td>
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<tr>
<td><strong>Research Interest:</strong> International Migration, Visual Sociology, Social Capital, International Migration, Ethnic Economies, Visual Sociology</td>
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<tr>
<th><strong>Eduardo Guizar-Alvarez, Ph.D.,</strong> The University of Iowa, Assistant Professor, Department of Spanish and Portuguese</th>
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<tr>
<td><strong>Areas of Specialization:</strong> Literature and culture of Mexico, Mexican and Latin American literary and cultural studies</td>
</tr>
<tr>
<td><strong>Research Interest:</strong> U.S.-Mexico Border, Mexican Popular Culture, Subaltern Studies, Women Studies, Prison Literature, Mexican Cultural Studies, and Chicano/Latino Literature.</td>
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<tr>
<th><strong>Scott Michaelsen, Ph.D.,</strong> State University of New York at Buffalo, Associate Professor, Department of English</th>
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<tbody>
<tr>
<td><strong>Areas of Specialization:</strong> Border Studies, The history of the idea of “culture”, Race in the nineteenth century, Multicultural theory and science fiction.</td>
</tr>
<tr>
<td><strong>Research Interest:</strong> American nineteenth century, Law and literature, Sentimentalism, American popular cultures (particularly musical cultures), Science fiction and continental literary theory.</td>
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<tr>
<th><strong>Kathy Jurado, Ph.D.,</strong> University of Michigan, Assistant Professor of English.</th>
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<tr>
<td><strong>Areas of Specialization:</strong> Chicana/o Literature, Immigration Narratives, Race and Popular Culture.</td>
</tr>
<tr>
<td><strong>Research Interest:</strong> Chicana/o Literature, Immigration and Race, Women and Gender.</td>
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<tr>
<td>Name</td>
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<tr>
<td>Theresa Melendez, Ph.D.</td>
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<td>Dylan Miner, Ph.D.</td>
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