

Proposal for a New Academic Program

Institution: University of Oregon

College/School: College of Arts and Sciences

Department/Program Name: Department of Ethnic Studies (ES)

Degree and Program Title: M.A. in Ethnic Studies (ES)

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

We will get this number later.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Master of Arts degree in Ethnic Studies at the University of Oregon will be awarded to students enrolled in the Ethnic Studies Ph.D. program, which provides advanced interdisciplinary training in the comparative study of race, ethnicity, and Indigeneity. The program will offer a comprehensive course of study based upon our department's prominent strengths in the following core areas: (1) subjugated knowledge and marginalized subjectivities, with an emphasis on gender and sexuality; (2) the experiences of communities of color and Indigenous people as they negotiate and resist systems of oppression and social stratification; (3) the adequacy of existing scholarly conventions, methods, and theoretical paradigms for the study of minoritized and disenfranchised populations; (4) the impact of dominant national discourses, policies and practices as they relate to colonialism, white supremacy, heteropatriarchy, imperialism, and capitalism; (5) the role of creative cultural production, including the consumption of popular culture, in negotiating multiple forms of oppression; and (6) the challenges and possibilities posed by collective and insurgent forms of social justice activism.

The Master of Arts degree will be awarded to students enrolled in the ES Ph.D. program after they have successfully completed all ES "core courses" and "substantive seminars" (with a grade of "B" or higher), and when they have satisfied the following additional criteria: (1) passing the qualifying exams and being advanced to candidacy or (2) writing an article-length masters paper

(in lieu of continuing on with the Ph.D. qualifying exam or after not successfully passing the qualifying exams for the second time). The majority of “core courses” and “substantive seminars” being offered as part of the ES Ph.D. program are in the process of being proposed. We draw on an extensive, existing list of graduate courses taught by our “ES Participating Faculty,” which include faculty in Women’s, Gender, and Sexuality Studies; Planning, Public Policy, and Management; History; English; Music; Cinema Studies; Anthropology; Education; Political Science; Sociology; Theater Arts; and the School of Journalism and Communication.

c. Course of study - proposed curriculum, including course numbers, titles, and credit hours.

Program Requirements for the M.A.

The Master of Arts degree will be awarded to students enrolled in the ES Ph.D. program after they have successfully completed the following requirements:

- At least 63 credits of course work
 - 18 credits in ES Core Courses, 20 credits in Substantive Seminars, 25 credits in Primary Areas of Study Seminars
 - Students who have earned a Master’s degree from another program must consult the Director of Graduate Studies to assess the course work that will transfer towards earning the M.A.
- One of the following two criteria:
 - Completion of Qualifying Exams by the end of the third year
 - Writing an article-length masters paper (in lieu of continuing on with the Ph.D. qualifying exam or after not successfully passing the qualifying exams for the second time).

Core Seminars (18 Credits Total)

- ES 614: Colloquium. 1 credit. *(for 3 consecutive terms in the first year).*
- ES 615: Theoretical Foundations in Ethnic Studies. 5 credits.
- ES 616: Interdisciplinary Methodologies. 5 credits.
- ES 617: Histories of Ethnic Studies. 5 credits.

In addition to the Theoretical Foundations and Interdisciplinary Methodologies, students will receive training in theory and method across the core and substantive seminars.

Substantive Seminars (20 Credits Total)

Names in brackets indicate faculty members who regularly teach the courses.

- ES 620: Race, Space, and Power (5 credits) [Sharon Luk, Laura Pulido, Brian Klopotek, Michael Hames Garcia]
- ES 621: Cultural Production (5 credits) [Nohelani Teves, Ernesto Martinez, Alai Reyes Santos]
- ES 622: Resistance and Dissent (5 credits) [Charise Cheney, Michael Hames Garcia, Lynn Fujiwara, Laura Pulido, Sharon Luk, Brian Klopotek]
- ES 623: Race and Sexuality (5 credits) [Nohelani Teves, Ernesto Martinez, Michael Hames-Garcia, Lynn Fujiwara, Alai Reyes Santos, Charise Cheney]

Primary Areas of Study Seminars (25 Credits Total)

Current ES Graduate Courses:

- ES 507. Queer Ethnic Literature [Ernesto Martinez, Michael Hames-Garcia]
- ES 510. Queer Migrations [Ernesto Martinez, Alai Reyes-Santos]
- ES 540. Race, Literature, and Culture: [Topic]. 4 Credits. [Michael Hames-Garcia, Ernesto Martinez, Alai Reyes-Santos]
- ES 542. Caribbean Literature and Politics. 4 Credits. [Alai Reyes-Santos]
- ES 550. Race and Incarceration. 4 Credits. [Michael Hames-Garcia, Sharon Luk]
- ES 552. Race and Ethnicity and the Law: [Topic]. 4 Credits. [Charise Cheney, Lynn Fujiwara, Michael Hames-Garcia]
- ES 556. History of Native American Education. 4 Credits. [Brian Klopotek]
- ES 560. Race, Culture, Empire: [Topic]. 4 Credits. [Alai Reyes-Santos, Nohelani Teves, Laura Pulido, Lynn Fujiwara]
- ES 605. Reading and Conference: [Topic]. 1-9 Credits.
- ES 607. Seminar: [Topic]. 1-5 Credits.
- ES 607. Queer Ethnic Studies 5 Credits [Ernesto Martinez, Michael Hames-Garcia, Lynn Fujiwara, Nohelani Teves]
- ES 610. Experimental Course: [Topic]. 1-5 Credits.

Graduate Courses Taught by Participating Faculty:

[repeated course codes are repeatable “topics” courses] New courses through general topics must be approved through the Director of Graduate Studies.

- ANTH 540: Activist Anthropology [Ana Lara]
- EDST 6xx: Education and Immigration [Edward Olivos]
- ENG 660. Race, Nation, and the Politics of Belonging in the Ethnic American Bildungsroman. [Kirby Brown]
- ENG 660. Native American Writing from Allotment to the Renaissance, 1887-1968. [Kirby Brown]
- ENG 660. Ethnic Impersonation [Tara Fickle]
- ENG 660. Border Studies [David Vazquez]
- ENG 660. Urban Latina/o Literature: Los Angeles [David Vazquez]
- ENG 660. Latina/o Speculative Realism and Environmental Justice [David Vazquez]
- ENG 660. American Literature: Ecocritical Approaches to Race and Ethnicity. [Sara Wald]
- HIST 507. Global Migrations [Julie Weise]
- HIST 507. Crossing Borders: International and Transnational Histories [Julie Weise]
- HIST 569. Indian Removal [Jeff Ostler]
- HIST 608. Genocide in World History [Jeff Ostler]
- HIST 608. Native American History [Jeff Ostler]
- SOC 552. Sociology of Migration [Jessica Vasquez]
- SOC 644. Sociology of Race [Jessica Vasquez]
- TA 670. Intercultural Theater [Michael Najjar]
- TA 670. Middle Eastern Theater [Michael Najjar]
- TA 670. Arab American Theater [Michael Najjar]
- PS 607. Identities and Politics [Joe Lowndes]
- PS 607. US Political Culture [Joe Lowndes]

Program Exam Structure:

- All students are assigned temporary first year advisors. Permanent advisors need to be selected and approved by the Spring of the first year.

- Students must pass all of their Core and Substantive Seminars with a B or higher to continue in the program.
- Annual evaluations of all graduate students are conducted in the Spring quarter, including an annual review written by the graduate student with prior input from their advisor.
- By January of the Winter quarter of their second year, students will be notified if they will be allowed to continue through to the Qualifying Exams. If students are unable to continue through to the QE's, they may earn a terminal Master's Degree. If they are to leave the program with a M.A., the filing deadline is in the Spring quarter of their second year. If they do not pass the terminal M.A. on their first attempt, they can retry one time by the following Fall quarter university deadline.
- - In order to achieve a terminal Master's Degree the student must have an approved committee of two faculty members (the chair must be an ES Core faculty member), by the end of Winter quarter of their second year.
 - The terminal Master's paper should be based off of a term paper written for an ES course and should demonstrate solid research, coherent argumentation, and a cohesive command over the relevant literature.

The Qualifying Examinations

- The Qualifying Exam Committee will be composed of three ES core and graduate faculty. Additional members can be added with approval. The Qualifying Exam committee should be formed by Spring quarter of their second year.
- The Qualifying Exam is a year-long process, and by the end of their third year students will have completed the following:
 - Exam #1 [Fall Term]: Subfield, e.g., “environmental justice” (written exam, 25-30 pages)
 - Exam #2 [Fall Term]: Specialized Field, e.g., “decolonial environmental organizing strategies” (syllabus and 15 page analysis)
 - Exam #3 [Winter Term]: Prospectus Draft (10-15 pages)
- Students will work in consultation with the Chair and committee regarding their plan of completion. Options include completing one requirement per quarter, progressing

cumulatively throughout the year, or some other process in accordance with the student's method of timely progress. All parts of the exam must be completed by the end of spring term of the 3rd year.

- The Qualifying Exam will determine the degree to which a student has gained mastery over three areas of specialization chosen and defined in conjunction with their qualifying exam committee.
- The Qualifying Exam committee will recommend one of the following to the department:
 - Pass
 - Retake and resubmit (1 attempt per exam) for reconsideration by Spring quarter of their 3rd year
 - Fail (the student does not choose to retake the exam or fails after a second attempt)
- Upon passing the Qualifying Exam and Advancing to Candidacy, students will be awarded a Master's Degree.
- Students who fail to pass the exam after two attempts will not be advanced but will earn a terminal M.A. in Ethnic Studies.

The following table summarizes the normative course of doctoral study. The Masters degree requirements are highlighted in blue:

	Fall	Winter	Spring	Summer
Year 1	* Coursework	* Coursework	* Coursework * Primary advisor selected * Annual student review	
Year 2	* Coursework	* Coursework * Notification of terminal M.A. or continuation on Ph.D. track	* Coursework *QE Exam Prep * Annual student review * Final deadline to complete a	

			terminal M.A. paper *Qualifying Exam committee approved and establish schedule for QE completion	
Year 3	* QE Reading or Research *Complete Qualifying Exam #1 (Subfield) *Complete Qualifying Exam #2 (Specialized Field)	* QE Reading or Research * Complete Qualifying Exam #3 (Prospectus)	*Dissertation Prospectus Reading/Research * Annual student review * Oral defense of final dissertation prospectus	
Year 4	* Dissertate	* Dissertate *	* Dissertate * Annual student review Students submit one chapter of dissertation and for presentation at the ES colloquium	
Year 5	* Dissertate	* Dissertate	* Completion of dissertation and graduation	

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The program will be delivered through courses taught at the University of Oregon. The program will be housed in the Department of Ethnic Studies, in the College of Arts and Sciences, at the

University of Oregon. Core ES faculty will elect a program director from among the core ES faculty.

e. Adequacy and quality of faculty delivering the program.

The faculty in the Department of Ethnic Studies at the University of Oregon has a nationally recognized reputation for comparative ethnic, interdisciplinary, and intersectional research. They publish in prestigious peer-reviewed journals (e.g., *American Quarterly*, *PMLA*, *Signs*, *Annals of the Association of Geographers*, *Social Problems*, *American Literature*) and highly selective university presses (e.g., Minnesota UP, University of California Press, Duke UP, Stanford UP, NYU UP). They have also helped to establish and grow new fields of study (e.g., queer Indigenous studies, gay Latino studies, Asian American feminist theory, environmental racism, comparative ethnic studies), including the establishment of book series at university presses (e.g., “Future of Minority Studies Series” with Palgrave Press and “A People’s Guide” with UC Press). They have garnered national awards and fellowships, including coveted Guggenheim, Ford, Mellon, Woodrow Wilson, AAUS (American Association for University Women), Lambda Literary, and Fulbright fellowships.

In a recent 2014 external program review of Ethnic Studies at the UO, the nation’s leading scholars in the field encouraged the development of a Ph.D. program, noting that the department’s highly research-active faculty could achieve even greater scholarly impact by training a new generation of scholars:

In academic life, distinguished scholars are expected to produce new researchers as well as new research. A graduate program would enable the Department of Ethnic Studies to institutionalize its unique perspective in the field, to establish a reputation as the graduate institution most likely to produce experts on the intersections of race, gender, sexuality, indigeneity and normativity. Without this opportunity, the collegial cohort of productive young scholars in the department will likely depart eventually for other institutions where they can become fully involved in graduate teaching.

The Graduate Faculty will serve a critical role in ES’s Ph.D. program. To become a Graduate Faculty member in ES, UO faculty are rigorously assessed to ensure their scholarship and teaching is in alignment with the ES mission. Our Graduate Faculty members request and commit to their involvement in the ES Ph.D. program. In fact, the 2014 program reviewers

noted the significance ES holds for its participating faculty members, who rely on and thrive in the ES intellectual community absent in their home departments. Consequently, ES’s Graduate Faculty have suggested creating MOU’s in order to ensure regular and systematic opportunities for inter-departmental teaching. They have expertise spanning a range of ethnic studies domains, including: Native American Studies, Latinx/Chicanx Studies, Asian American Studies, African American Studies, Arab American Studies, Caribbean Studies, Feminist Theory, Queer Theory, Marxist Theory, Cultural Studies, Queer Ethnic Studies, Environmental Justice, Racial Politics, Race and Media, Literature and Race, and Sociology of Race and Gender. This wide range of expertise is anchored by a cohesive anti-racist commitment to intersectional, interdisciplinary, and comparative scholarship.

Ethnic Studies’ core faculty will deliver the course requirements for the degree. Graduate Faculty (see list below) may teach elective courses and serve on Ph.D. committees. At least one core faculty from ES will serve on each candidate’s Ph.D. committee, and a core ES faculty member will serve as the committee chair.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

Ethnic Studies consists of nine core ES faculty members (8.2 FTE) and 18 ES graduate faculty members, representing a robust faculty cohort relative to leading ES graduate programs at larger institutions that operate with equivalent or smaller faculty pools. For example, the Ethnic Studies Dept. at the University of California, Riverside, and the American Studies Department at the University of Minnesota both have nine core faculty, several with joint appointments. The Department of Ethnic Studies at the University of Colorado, Boulder has eleven core faculty.

ES Graduate Faculty

Core Faculty	Areas of Specialization
Charise Cheney Associate Professor	African-American Popular and Political Cultures, Black Nationalist Ideologies and Practices, Gender and Sexuality
Lynn Fujiwara Associate Professor	Women of Color Feminisms, Asian American Studies, Immigration, Welfare, and Citizenship,

	Popular Culture
Michael Hames-Garcia Professor	Chicana/o, U.S. Latina/o, and African American Literatures and Cultures; Prisons in the United States; Gender and Sexuality; Theories of Identity and the Self
Brian Klopotek Associate Professor	Native American Studies, Native American Education, Native American/Latino Comparative Studies
Sharon Luk Assistant Professor	Racism and Racial Capitalism, Ethnic Ontologies, Epistemology, Social Movements, Feminisms, and Ephemeral Archives.
Ernesto Javier Martinez Associate Professor	Comparative Ethnic Studies, Queer Studies, Women of Color Feminisms, US Latina/o Literature and Culture, Literary Theory
Laura Pulido Professor and Department Head	Critical Human Geography, Race, Environmental Justice, Comparative and Relational Ethnic Studies, Chicanx Studies, Popular Education and Cultural Memory
Alai Reyes-Santos Associate Professor	Caribbean Studies, African Diaspora Studies, Migration, Racial Politics, Gender and Sexuality, Neoliberalism, Postcolonial Studies, Cultural Studies
Stephanie Nohelani Teves Assistant Professor	Indigenous Politics; Native and Women of Color Feminisms; Native Pacific Cultural Studies; Queer Theory; Performance Studies

Graduate Faculty	Areas of Specialization
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Oluwakemi "Kemi" Balogun Assistant Professor of Women's Gender and Sexuality Studies and Sociology	Gender, Globalization, Nationalism, Race/Ethnicity, and Migration
Kirby Brown Assistant Professor of English	Native Writing, Indigenous Critical Theory, and Nation/Nationalism and Sovereignty/Self- Determination Studies
Tara Fickle Assistant Professor of English	Asian/Asian American Literature, Digital Humanities, Game Studies, Graphic Fiction and Comics
Michelle Jacob Professor of Education	Indigenous Studies, Indigenous Educational Frameworks, Health, Native feminisms, and Decolonization
Ana Lara Assistant Professor of Anthropology	Black Feminisms, Afro-Latinx and Afro- Diasporic Queer Identities and Aesthetics
Joe Lowndes Associate Professor of Political Science	American Political Development, Racial Politics, Conservatism, Political Culture, Discourse, Visual Rhetoric
Michael Malek Najjar Associate Professor of Theater Arts	Contemporary Arab American Theatre and Performance, Critical Race Theory, Arab- American Studies
Edward Olivos Associate Professor of Education	Bilingual Education, Critical Pedagogy, and Biliteracy Issues of K-12 Classrooms
Jeffrey Ostler Beekman Professor of Northwest and Pacific History	History of the American West, American Indian History

Priscilla Ovalle Associate Professor of Cinema Studies	Film and Media Studies, Representations of Race, Dance, and Sexuality in Film, Archival Research and Media Production
Shoniqua Roach Assistant Professor of Women's Gender and Sexuality Studies	Black Feminisms, Black Queer Studies/Queer of Color Theory, African American Studies/Black Expressive Arts and Cultural Studies, Performance Studies, Visual Culture, Critical Theory
Gerardo Sandoval Associate Professor of Planning Public Policy and Management	Immigration, Urban Planning, Undocumented Workers, Immigrant Neighborhoods, Transportation Planning
Lynn Stephen Distinguished Professor of Arts and Sciences (Anthropology)	Gender, Race and Ethnicity, Migration, Indigenous Peoples, Americas, Legal Pluralism, Social Memory, Testimony
Jessica Vasquez-Tokos Associate Professor of Sociology	Race/ethnicity, Mexican Americans/Latinos, Gender, Family, and Intermarriage
David Vazquez Associate Professor of English	Comparative Latina/o literature, Comparative Ethnic American Literature, Critical Race Theory, Environmental Justice
Sarah Wald Assistant Professor of English and Environmental Studies	Race and the Environment, Immigration and Citizenship, Food Studies, Environmental Justice, and Nature in Popular Culture. Comparative Asian American and Latinx Literature and Culture
Julie Weise Assistant Professor of History	Identity, Citizenship, Migration, Race, and Nations in Hemispheric and Global Context
Priscilla Yamin	Marriage and FamilyP, American Political

Associate Professor of Political Science	Development and Institutions, Race, Gender, and Sexuality Studies and Feminist Theory, Political Culture and Political Identity
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g. Other staff.

Donella Elizabeth Alston Office Manager

Amy Thomas Office Assistant

h. Adequacy of facilities, library, and other resources.

The University Knight Library is home to numerous collections relevant to Ethnic Studies scholars. Highlights from the Special Collections and University Archives include:

- *In African American Studies:* African American Cultural History in Eugene Oral History Project Collection; the collected papers of African American writers Benjamin Appel, 1928-1965, and Eva Rutland, 1949-1979; and the National Association for the Advancement of Colored People (NAACP), Portland Branch Records, 1950-1970.
- *In Native American Studies:* the Edward S. Curtis: The North American Indian collection; The Jacqueline Moreau Papers documenting the lives of Native Americans along the Columbia River; Southwest Oregon Research Project (SWORP) Collection (1850-1950) consisting of rare documents pertaining to the history of the Native peoples of greater Oregon; the Klamath Indian Tribal Council Records, 1933-1958; and archives of the U.S. Office of Indian Affairs, Malheur Agency (1876-1880) and Warm Springs Agency (Dec 1896-Jan 1898).
- *In Latinx Studies:* PIneros y Campesinos Unidos del Noroeste (Northwest Treeplanters and Farmworkers United, also known as PCUN) Records; the Oregon Latino Roots Project.
- *In Asian American Studies:* National Japanese American Student Relocation Council Records.
- *In Whiteness Studies:* Primary source materials documenting white supremacist activity, including the Wally Butterworth papers, 1930-1973; the Circuit Riders, Inc. Records, 1928-1975; Ku Klux Klan Tillamook, Oregon Chapter No. 8 Records, 1922-1929; the

Frank Purinton papers, 1970-1986; and the Keith Stimely collection on revisionist history and neo-Fascist movements, 1957-1986.

In addition to this sample of holdings, the Special Collections and University Archives Historical Collection has identified strengths in documenting the conservative and libertarian movement in the last half of the twentieth century, labor history, environmental history, utopian and intentional communities, and Oregon and Northwest political, economic, and cultural history. The Ethnic Studies Department has a dedicated librarian to assist with library related needs. ES also collaborates closely with such units as the Center for Study of Women in Society (CSWS), the Wayne Morse Center for Law and Politics, the Center for Latino and Latin American Studies (CLLAS). Each of these units provide resources and funding for faculty and graduate student research support and programming. We are also in the process of creating a Pacific Northwest Ethnic Studies Consortium.

i. Anticipated start date.

Ethnic Studies is prepared to launch its PhD program beginning Fall Term 2021.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Ethnic Studies is actively engaged in advancing the University of Oregon's mission of "fostering the next generation of transformational leaders and informed participants in the global community." The proposed Ph.D. program—with our focus on the interdisciplinary study of anti-racist social justice movements—is especially aligned with President Schill's repeated commitments to racial justice and inclusion. On August 14, 2017, in response to a white nationalist march on the University of Virginia campus, President Schill stated in a public letter: "I unequivocally condemn the hatred, ignorance, and violence expressed by these white supremacist and white nationalist groups...The tragedy in Charlottesville is a reminder of the critical importance of the work we are currently undertaking at the UO to build a truly inclusive community of academic excellence." Shortly following the Trump administration's move to rescind DACA (Deferred Action for Childhood Arrivals), Schill underscored support for "every student, regardless of immigration status. Every person on our campus is valued and welcomed *because of* and not despite their diversity...Our many differences enrich this institution's

learning environment, enhance the student experience, and are essential to our mission of teaching, research, and service.” President Schill’s visionary statements, contrasting with the reality of increased white supremacist activities on our own campus, reflect the imperative to advance diversity at the UO, augment research activity directed toward ameliorating the social crises that he identifies, and support and strengthen scholarship and public impact in the areas of indigeneity, race and ethnic inequality, and justice. The proposed Ph.D. is designed to meet these urgent needs through its recruitment of a diverse, intellectually sophisticated student cohort and its commitment to a rigorous program of study that explicitly engages the needs and concerns of marginalized Oregonians and citizens across the nation and around the globe.

Our fully enrolled program would mark a 2% increase in Ph.D. enrollments overall at the UO (compared with Fall 2015). As students of color have historically comprised the majority of those matriculating into ES doctoral programs, our program would specifically impact the diversity of the graduate student body. Data collected in AY 2014-15 by the UO Office of Institutional Research suggests that this impact may prove to be statistically significant by just the first few years of the program’s inception. Namely, reports on graduate student demographics document only 16% “domestic minorities,” placing UO 4% below the average among the Association of American Universities. The gains that our graduate program will achieve would thus bring the diversity of our graduate student body in much closer parity with comparator institutions and augment the learning environment in which all UO graduate students are cultivating the necessary tools to address problems of difference and power in their teaching, research, and service.

Our endeavors to build intellectual community and to innovate curriculum through our Ph.D. program, in sum, would contribute significantly to the work President Schill has acknowledged as an ongoing area of both need and priority at the UO, “to build a truly inclusive community of academic excellence.” Through their rigorous coursework, civically engaged scholarship, and close mentorship, Ph.D. students will address the challenges of representation, structural inequality, struggles for sovereignty and self-determination, and movements for social justice. They will graduate prepared to serve as leaders in racial, intersectional, and indigenous dialogues shaping our social climate. In this regard, our Ph.D. students will make the necessary difference and generate the substance of what it means to achieve UO’s mission, to foster leaders who are not only educated but *transformational* and who will rise as actors in the truly *global* community.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

As the only Ethnic Studies Ph.D. program in Oregon and the entire Pacific Northwest, the UO will play a leadership role in guiding school districts across Oregon as they develop ethnic studies curriculum and train toward pedagogical competency to implement law HB 2845. Signed into law by Governor Kate Brown on June 29, 2017, and sponsored by UO Ethnic Studies Alumni (2010) Representative Diego Hernandez (D- East Portland), HB 2845 requires ethnic studies curriculum in K-12 education throughout the state. While Washington State University has a Ph.D. program in American Studies that includes some focus on race, our proposed program will be the only one in the region that is specifically Ethnic Studies. Our graduate program, then, will play a key role in the infrastructural development of statewide Ethnic Studies curriculum and instruction, particularly as many of our undergraduates enter the state workforce as K-12 educators, policy makers, and non-profit leaders in youth development and advocacy. A graduate program will build on the precedent already established by Ethnic Studies alumni working in education by widening the network and scale of contribution: training a new generation of scholars who will themselves move on to prepare and mentor the state's K-12 teachers and instructional staff.

Institutionally, the Graduate School's core purpose is to promote graduate education by fostering excellence, innovation, and inclusive communities. ES at the UO is known for its diverse faculty and award-winning, innovative scholarship. This will attract a diverse body of graduate students wishing to acquire an interdisciplinary and intersectional education in critical ethnic studies. The activist scholarship of the faculty will promote innovative and impactful research in support of marginalized and Indigenous communities of Oregon and beyond. Graduate students particularly interested in Oregon-based research and economic and cultural support of Oregon communities will be attracted to ES at UO for its faculty track record in fostering ethical research relationships with local Indigenous tribes; active working relationships with statewide racial justice, labor, education, and community-based organizations; and growing research projects in the cultural geography of Oregon and the Pacific Northwest.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;**

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and**
- iii. address civic and cultural demands of citizenship.**

Given the documented history of white supremacy in the state and its effects on the educational curriculum and quality of predominantly white institutions, ES as a hub of graduate and faculty teaching, research, and scholarship will help address the state's educational goals. As the first state to require Ethnic Studies curriculum for K-12 education, our Ph.D. program will have broad impact for Oregon educators to acquire the historical, political, and pedagogical tools to implement ES curriculum. We are currently developing an online ES 101 platform to reach K-12 teachers in the state of Oregon. We intend to train our Ph.D. Graduate Employees to teach these ES 101 online courses and expand our public outreach to school districts. In addition, our faculty's expertise in Indian education and Indigenous pedagogies are essential for recognizing the nine federally recognized tribes in Oregon and a Native American population 50% higher proportionally than the national average. As studies show that students of color have greater educational success when the curriculum reflects their own histories, communities, and intellectual perspectives, our efforts will thus work to address the racial achievement gap in Oregon schools. We plan to collaborate with the College of Education at the University of Oregon, and meetings toward this end are already in the works.

The historical patterns of white supremacy have shaped today's racial trends in Oregon. Prominent characterizations as a liberal bastion of progressively minded Oregonians mask the deep history of racial exclusion that lives in today's racial politics. The formal exclusion of African Americans in the Oregon State Constitution is reflected in the honoring of KKK members on our University's buildings. Recently recognized as a problem in need of redress, President Schill is overseeing the unnamings of such buildings and has relied on the leadership of ES faculty to help steer this effort. Likewise, the recent stabbing and killing of two men on the Portland Max, when a white supremacist threatened Black and Muslim women, heightened awareness of racism in Oregon. Prior to that tragedy, the white nationalist occupation of the Malheur National Wildlife Refuge, home to the Burns Paiute people with protected ancestral rights, resulted in the destruction of sacred sites and burial grounds and instantiated the ongoing violation of Indigenous rights and struggles to preserve tribal sovereignty. Oregon's growing Latinx population and highly organized *Pineros y Campesinos Unidos del Noroeste* (PCUN), among many other state leaders, have called for the rescinding of the Trump administrations

ending of the Deferred Action for Childhood Arrivals (DACA) which would impact 11,000 Oregon DREAMers. These examples demonstrate the racial climate in Oregon. Though largely touted as a state without racial problems, we need to expand research and scholarship in the region to respond effectively to our persistent social, economic, and environmental challenges—none of which can be understood outside of the history of “white-only” settlement that has shaped Oregon policies and practices determining uses of land, labor, capital, and state capacity.

It is equally crucial to note that the above instances, illustrating the intensification of white supremacist violence impacting Oregon, mark a response to increased ethno-racial diversity in the state population. As a primary example, Oregon’s Latinx population is growing at a rate faster than the national rate: 12% of the state’s population is now Latinx, representing 72% growth since 2000, and nearly 23% of K-12 students in Oregon are Latinx. In this context, through the development of research, scholarship, statewide curriculum, and a teaching workforce, an ES graduate program will therefore help both to illuminate and establish foundations to reckon with the complex past of this state and region and to forge paths toward a sustainable future for all of the state’s people. Such activity, particularly as it is shaped by our strengths in intersectional and relational analysis will, in turn, build more robust grounds to address the civic and cultural demands of democracy and citizenship in the twenty-first century.

3. Accreditation

Not Applicable

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate enrolling a cohort of five students every-other-year year for the first five years. The first cohort will commence in Fall of 2021.

b. Expected degrees/certificates produced over the next five years.

Over the five year period we anticipate awarding 10 M.A.’s, and 5 Ph.D.’s.

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

We expect to serve resident, nonresident, and international students. Like most Ph.D. programs, we will serve traditional and nontraditional students primarily full-time. Given our unique emphasis on intersectional, comparative ethnic, and Indigenous studies, we expect applications from top ranking students of color from across the nation interested in producing innovative scholarship and attracted to our department's distinctive strengths that are not articulated or offered in many other places.

d. Evidence of market demand.

Given the documented history of white supremacy in the state and its effects on the educational curriculum and quality of predominantly white institutions, ES as a hub of graduate and faculty teaching, research, and scholarship will help address the state's educational goals. As the first state to require Ethnic Studies curriculum for K-12 education, our Ph.D. program will have broad impact for Oregon educators to acquire the historical, political, and pedagogical tools to implement ES curriculum. We are currently developing an online ES 101 platform to reach K-12 teachers in the state of Oregon. We intent to train our Ph.D. Graduate Employees to teach these ES 101 online courses and expand our public outreach to school districts. In addition, our faculty's expertise in Indian education and Indigenous pedagogies are essential for recognizing the nine federally recognized tribes in Oregon and a Native American population 50% higher proportionally than the national average. As studies show that students of color have greater educational success when the curriculum reflects their own histories, communities, and intellectual perspectives, our efforts will thus work to address the racial achievement gap in Oregon schools.

The historical patterns of white supremacy have shaped today's racial trends in Oregon. Prominent characterizations as a liberal bastion of progressively minded Oregonians mask the deep history of racial exclusion that lives in today's racial politics. The formal exclusion of African Americans in the Oregon State Constitution is reflected in the honoring of KKK members on our University's buildings. Recently recognized as a problem in need of redress, President Schill is overseeing the unnamng of such buildings and has relied on the leadership of ES faculty to help steer this effort. Likewise, the recent stabbing and killing of two men on the Portland Max, when a white supremacist threatened Black and Muslim women, heightened awareness of racism in Oregon. Prior to that tragedy, the white nationalist occupation of the Malheur National Wildlife Refuge, home to the Burns Paiute people with protected ancestral

rights, resulted in the destruction of sacred sites and burial grounds and instantiated the ongoing violation of Indigenous rights and struggles to preserve tribal sovereignty. Oregon's growing Latinx population and highly organized *Pineros y Campesinos Unidos del Noroeste* (PCUN), among many other state leaders, have called for the rescinding of the Trump administration's ending of the Deferred Action for Childhood Arrivals (DACA) which would impact 11,000 Oregon DREAMers. These examples demonstrate the racial climate in Oregon. Though largely touted as a state without racial problems, we need to expand research and scholarship in the region to respond effectively to our persistent social, economic, and environmental challenges—none of which can be understood outside of the history of “white-only” settlement that has shaped Oregon policies and practices determining uses of land, labor, capital, and state capacity.

It is equally crucial to note that the above instances, illustrating the intensification of white supremacist violence impacting Oregon, mark a response to increased ethno-racial diversity in the state population. As a primary example, Oregon's Latinx population is growing at a rate faster than the national rate: 12% of the state's population is now Latinx, representing 72% growth since 2000, and nearly 23% of K-12 students in Oregon are Latinx. In this context, through the development of research, scholarship, statewide curriculum, and a teaching workforce, an ES graduate program will therefore help both to illuminate and establish foundations to reckon with the complex past of this state and region and to forge paths toward a sustainable future for all of the state's people. Such activity, particularly as it is shaped by our strengths in intersectional and relational analysis will, in turn, build more robust grounds to address the civic and cultural demands of democracy and citizenship in the twenty-first century.

Institutions for Ethnic Studies Majors

University of California-Berkeley 18.3%	The University of Texas at Austin 6.1%	Minnesota State University-Mankato 5.8%	San Diego Mesa College 2.9%	Los Angeles Mission College 2.5%	Mills College 4.3%	Columbia University in the City of New York 4.3%		
			Fullerton College 1.8%	Palomar College 1.8%			Rio Hondo College 1.4%	
			San Diego City College 1.4%	East Los Angeles... 1.4%			City College of San Francisco 1.1%	
University of Colorado Boulder 9%	University of Colorado Denver 3.6%	Kansas State University 2.5%	Contra Costa College 0.7%	Santa Rosa Junior College 0.7%	Brown University 4.3%	University of San Diego 1.4%		
			Fresno City College 0.7%	San Jose City... 0.4%			0.4%	
University of Oregon 8.3%	Arizona State University-West 1.8%	Minnesota State University-Mourhead 0.7%	Oregon State University 0.7%	Laney College 0.7%	St Olaf College 1.4%	St Catherine University 1.1%		
	Metropolitan State University 1.1%	Virginia... 0.4%		Santa Barbara City College 0.7%			New York University 1.4%	0.7%
				Ventura College 0.4%				



Dataset: NCES IPEDS
Source: Department of Education

DATAUSA:

The Ph.D. program in Ethnic Studies at the University of Oregon would be the first and only Ethnic Studies Ph.D. program in the Pacific Northwest region. This means that the UO is poised not only to become an indispensable resource for the state of Oregon but for the region as well. We will fill a major gap in the region's ability to train a new generation of researchers capable of taking on some of our nation's most important challenges with regard to equity, inclusion, and social transformation. The importance of producing scholars capable of substantively engaging in contemporary regional politics is crucial. Take, as just one recent example, Arizona's ten-plus-year effort to ban Mexican American Studies from the Tucson public school curriculum. A federal judge recently ruled that the law used to ban Mexican-American studies was motivated by anti-Mexican-American racial animus. Three ethnic studies faculty members served as expert witnesses in this case. Nolan Cabrera (and his University of Arizona research team) studied the efficacy of the MAS program, empirically demonstrating that students who took these courses were more likely to pass their state standardized tests after initially failing and were more likely to graduate from high school than their peers. Angela Valenzuela at the University of Texas,

Austin, showed the court that the MAS program curriculum was supported by decades of sound research and pedagogical practice, not at all the “hodgepodge” that the state tried to portray. Stephen Pitti, a Mexican American historian from Yale University, showed the court how Arizona policy makers used racialized code words, steeped in the history of anti-Mexican American racism in Arizona, to galvanize support from white citizens.

The Ethnic Studies Department at the UO began researching the possibility of developing a Ph.D. program in 2011. We first hired a graduate student to conduct research on all regional and AAU comparator Ph.D. programs. We then invited expert consultants—department heads and directors of graduate programs from across the nation—to engage our plan and provide feedback. These invited experts shared their enthusiasm for the uniqueness and vibrancy of our Ph.D. proposal, suggesting that they would have no reservations sending their top students our way. Once the news spread of our intention to develop an ES graduate program at the UO, we received nearly a dozen inquiries each year from students wishing to come to the University of Oregon and work with our faculty. Currently enrolled UO graduate students frequently bemoan the fact that ES does not yet have a Ph.D. program. National academic associations like the American Studies Association (ASA), the National Association for Chicana and Chicano Studies (NACCS), the Critical Ethnic Studies Association (CESA), the Latina/o Studies Association (LSA), and the Association for Joteria Arts, Activism, and Scholarship (AJAAS) have all expressed enthusiasm in seeing the UO fill this need in the Pacific Northwest.

e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There is no Ph.D. program in Ethnic Studies within the Oregon public university system. The proposed program, once established, would be unique within Oregon and the Pacific Northwest.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Given the escalated racial climate of excessive force by law enforcement, the Black Lives Matter Movement, Indigenous struggles over land and environmental rights, the attack on immigrants and Muslims, and the Alt Right Movement, there has been a surge in Ethnic Studies scholarship,

teaching, research, and professional expertise. While academic positions are the expected career path for Ph.D. graduates in Ethnic Studies, non-academic careers in non-profit administration, research institutions, government, media, and consultation are other possibilities for employment. The broader field of Ethnic Studies has taken a critical analytical turn with emphasis on intersectional frameworks and interdisciplinary scholarship. Our program will produce innovative and cutting-edge scholars and educators who will rank highly in national searches seeking scholars centered in Queer Race Studies, Critical Indigenous Studies, and intersectional approaches to Women's, Gender, and Sexuality Studies. Given our department and faculty's strengths in literary and cultural studies, our doctoral graduates specializing in these fields may also rank highly for academic positions in English, Literature, and/or Media Studies. Likewise, our faculty's strengths in geography, public policy, social policy, educational studies, ethnography, and historiography will prepare our doctoral students specializing in these areas to excel in academic and professional positions in Public Policy, Non-Profit and Urban Studies, Cultural Anthropology, and History.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Students who complete the Masters degree requirements of the Ph.D. in Ethnic Studies will:

1. Assess and intervene in multiple bodies of scholarly literature, with attention to the critical interventions of Ethnic Studies research vis-a-vis knowledge produced through dominant academic paradigms and disciplines.
2. Demonstrate mastery of their field's chosen subject material. Specifically they will be able to articulate, explain, and apply a comprehensive understanding of theoretical frameworks in Ethnic Studies to their field of expertise.
3. Acquire the skills to assess undergraduate education, develop a pedagogical skill-set, and teach their own courses.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Learning outcome 1 will be assessed through the following requirements and activities:

- Students will complete 36 credits of core and substantive courses in their first two years. These courses will require students to synthesize, critique, and comprehend major

scholarly fields and to situate the establishment and interventions of ES in broader historical context.

- Students must pass all of their core and substantive course written exams with a B or higher. Papers and exams will be evaluated for comprehension, skillful execution, and fluency with the diversity of texts in ES.
- Students must successfully lead a seminar discussion. Evaluations will be based on their ability to comprehend the material, present relevant and pertinent questions to the material, and direct the discussion to further unpack the course material.

Learning outcome 2 will be assessed through the following requirements and activities:

- Students will complete a Master's paper that further develops a paper written for one of their core or substantive seminars and significantly expands their premise and argument by utilizing a broader use of texts and/or sources relevant to their paper. They must demonstrate coherence and fluency within a specialized theoretical and empirical area of scholarship.
- Students will complete Qualifying Exams that will demonstrate a mastery over a chosen field in Ethnic Studies. Within the QE structure the student will write a 25-30 page paper that synthesizes the intellectual and political trajectory of a major field in Ethnic Studies. The student must engage the historical development, intellectual tensions or debates, and broader contributions to Ethnic Studies as a discipline.

Learning outcome 3 will be assessed through the following requirements and activities:

- Students will complete ES 616 Interdisciplinary Research Methods. This course will provide foundational training in original research, moving through the process of developing research questions, a theoretical framework, and exploring an empirical issue through multiple methodological approaches.
- Students will complete 36 credits of dissertation course work and produce a substantial piece of original research in their field in the form of a dissertation. These credits will be overseen by their committee, which will consist of ES core and Participating ES faculty.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Ethnic Studies faculty are tenured or tenure-track with high expectations for research and scholarly publication. Two faculty are full professors, five are associate, and two are assistant. In line with our department's Roles and Responsibilities policy, TTF are expected to devote 40% of their FTE toward research. Faculty are expected to maintain an active program of research, scholarship, and/or creative activity appropriate to their professional qualifications, expertise, and evolving professional interests; and to disseminate the fruits of this effort to appropriate scholarly and lay audiences through publication and other forms of presentation. Individual faculty research programs are monitored, evaluated, and rewarded through established contract review, promotion and tenure, post-tenure review, and merit review processes and, through peer review, held to the national and international standards of the relevant scholarly disciplines.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

A Ph.D. program in Ethnic Studies would be the first of its kind in Oregon. Portland State University has proposed a Master's program in Gender, Race, and Nations; should this program be approved, it could serve as a potential recruiting pool for in-state students who wish to pursue a Ph.D. in Ethnic Studies.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

Given the strong emphasis on women of color feminisms, collaboration with Oregon State's Ph.D. program in Women's Gender and Sexuality Studies would be welcomed. Existing initiatives to institute collaborations between Ethnic Studies at UO and at OSU and bring together ES undergraduates across both institutions lay strong foundations to recruit promising OSU undergraduates to the UO graduate program. Within our institution, joint efforts between Department Heads have already ensued toward mutual program development, and a collaborative seminar or mentorship program would serve student populations across participating departments. Likewise, extensive collaboration among ES faculty and other departments and units already exists. ES faculty are highly involved with graduate programs in English, Political Science, Anthropology, History, Geography, Comparative Literature, Romance Languages, the Center for the Study of Women in Society, The Wayne Morse Center for Law

and Politics, and the Center for Latino and Latin American Studies. Collaboration over graduate seminars, workshops, mentorship will continue to foster a vibrant and diverse graduate student community.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable

d. Potential impacts on other programs.

The Ph.D. program in ES will have a significant impact for other graduate programs at the UO. To date, ES faculty receive numerous inquiries from students in other departments to take our undergraduate courses (even at the 300) to receive training in race, Indigeneity, and intersectionality. Graduate courses in ES would greatly enhance the curricular offerings for other graduate units that have a deficit in race studies. Likewise, the presence of an intellectual graduate community focusing on race, Indigeneity, and intersectionality will further support graduate students struggling in their own departments.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

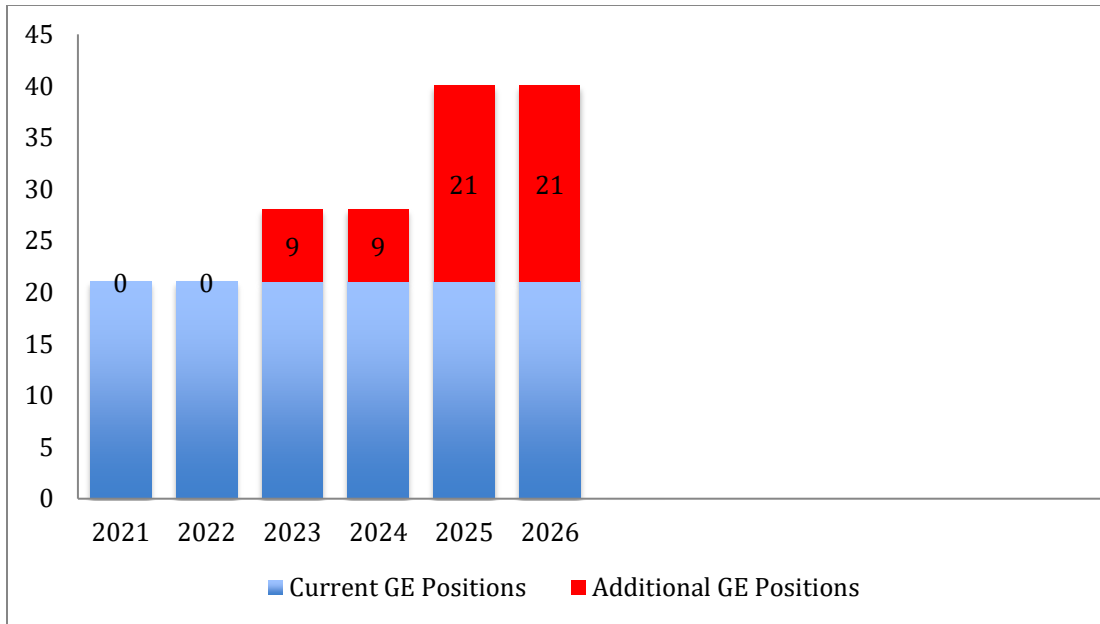
8. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

Additional resources needed on a recurring basis to implement this program include: additional GE positions (see chart below), a full-time office assistant in ES (our current office assistant is .75 percent), a course release for our Graduate Director, adequate office space for our graduate students (discussions about moving into the academic core are underway given the creation of the new CAS Career building).

To fulfill our current curricular needs, the ES department hires Graduate Employees from other units. While we go through a rigorous selection process, we often find too few graduate students from across campus who have adequate expertise to serve as GEs in ethnic studies. This often requires the supervising faculty member to provide extensive additional training in addition to fulfilling standard expectations of graduate student mentorship and support. The College of Arts and Sciences has promised increase in funding over the first five years, with an ongoing recurring GE budget thereafter. Currently, the ES Department has an average allocation for 21 GE terms. In order for the ES Department to support a new Ph.D. program (with a recurring cohort of 5 graduate students every-other-year), we will not need any additional GE terms for the first two years. With the admission of the second cohort we will need 9 additional GE terms by year three, and an additional 21 GE terms with the admission of our third cohort in year five. This will allow us to fund fourteen graduate students with a five year funding model: through various teaching capacities for their first three years of graduate work (as graders, research assistants, discussion leaders, etc.), and through developing their their own courses as instructor-of-record once they advance to candidacy in their last two years. An important note: we will not need all 21 additional GE terms immediately. In fact, we will not need 9 additional GE terms until AY 2023 [see graph below]. These estimates do not account for students who receive external or internal funding or GE positions in other departments such as WGSS. The Diversity Building Scholarship is also a recurring financial resource, for which our graduate students will be highly competitive.

We believe that the every-other-year admissions schedule will allow us to give focused attention to our graduate students without overtaxing our faculty. To build a graduate student community we will create a peer mentorship program by pairing more senior graduate students with incoming graduate students. Our colloquium series will be an opportunity for students across cohorts to engage through research and teaching workshops, and we will be mindful about curricular offerings so more advanced students may have the option to audit or enroll in a course not offered during their first two years. We are in the process of proposing a Graduate Certificate program which will increase our enrollments in our graduate seminars, as well as introduce ES graduate students to graduate students across campus receiving a graduate certificate in ES.

Graduate Employee Positions



The University of Oregon stands to benefit from funding these additional GE terms. It enables the UO to address the original first demand of the Black Student Task Force, which called for ES 101 to be a mandatory requirement for all UO students. This student demand demonstrates the impactful teaching ES 101 provides to students by exposing them to analyses of race, racism, white supremacy, and inequality, some for the first time in their educational career. The additional GE terms will allow Ph.D. students in ES to be mentored as discussion session leaders and then to be able to take on courses themselves. This will potentially triple our ES 101 enrollments, enabling students to become more familiar with histories of anti-racist resistance and social transformation. As the graduate program matures, we intend to increase online educational outreach in order to access working students and K-12 teachers grappling with the new demands of Ethnic Studies in primary and secondary education. This online platform benefits the department and college by increasing curricular revenue and making ES courses more accessible.