

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: College of Liberal Arts and Sciences

Unit(s) within college/school responsible for program: Department of Transborder Chicana/o and Latina/o Studies (TCLS)

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources:

Proposed Degree Name: PhD in Transborder Studies

Doctoral Degree Type: DOCTOR OF PHILOSOPHY

Proposed title of major: TRANSBORDER STUDIES

Is a program fee required? Yes No

Requested effective term: Select term and year: FALL 2011

(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: CARLOS VELEZ IBANEZ

Title: CHAIR

Phone: 965-4908

email: carlos.velez-ibanez@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. *(Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)*

College Dean name: Linda Lederman

(See attached dean approval)

College Dean signature _____ **Date:** _____

College Dean name:

(if more than one college involved)

College Dean signature _____ **Date:** _____

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This proposal template should be completed in full and submitted to the University Provost's Academic Council [<mailto:curriculum@asu.edu>]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Doctoral: Doctor of Philosophy

Proposed title of major: Transborder Studies

1. PURPOSE AND NATURE OF PROGRAM

- A. Brief program description** (This is a catalog type description of no more than 250 words. Include the distinctive features of the program that make it unique. Do not include program or admission requirements.)

The Department of Transborder Chicana/o and Latina/o Studies seeks to establish a unique doctoral program—Ph.D. in Transborder Studies—in order to develop superior students in the scholarship and/or application of Transborder and Transnational Studies. The department bases itself on the premise that it is necessary to pursue interdisciplinary research across regional and national boundaries of the United States, Mexico, and Latin America. Students will begin with formal course work and move toward the development of independent research. Depending on their academic focus, they will study the central concepts, issues, and processes of transborder economy, polity, ecology, literature, artistic media, and social organization. Given the massive increases in global and transnational environments, a doctoral program devoted to transborder scholarship and training is an imperative.

- B. Total credit hours required for the program: 84**

- C. Are any concentrations to be established under this degree program?** Yes No

- i. If "Yes", please check one:

- Students must select a concentration as part of this degree program
 Concentrations are optional

- ii. If "Yes", list the name of the concentrations and the minimum number of credit hours required for each concentration.

Concentration Name	Number of credit hours for courses specific to the concentration
Transborder Migration, Health and Applied Social Policy (TMHASP)	12
Transborder Media and Expressive Culture (TMEC)	12

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

- 2. PROGRAM NEED.** Explain why the university needs to offer this program (include data and discussion of the target audience and market).

1) There exists a demand by numerous constituencies, including graduating students from other programs in the United States, Mexico, and Latin America, who desire an academically integrated and applied approach to the study of myriad transborder issues facing a rapidly globalizing continent. These potential students from education, health sciences, other social sciences, media and literature demand a high quality program of preparation and training that is interdisciplinary and applied.

Students interested in policy issues and development of the border region, as well as students interested in the creation, construction, and development of mediums of cultural representation, have inquired as to the availability of such a program at the graduate level. Almost daily inquiries from students from around the United States and Mexico have indicated their interest in such a program. The proposed degree is attractive and needed for those in the academy, and in public and private sectors, including business, government, NGOs, and transnational agencies working across regional and national boundaries.

2) There are no Ph.D. programs in the United States that concentrate on the transborder and transnational economic, political, social, ecological, and cultural dynamics of Mexican origin and Latina/o populations. Those distantly related are the currently fifty undergraduate programs and departments of various sizes that focus on Chicana/o and/or Latina/o studies in the United States including our own at ASU. There are also numerous academic programs in Mexico that study the United States but with the exception of El Colegio de la Frontera Norte (COLEF), few are border-focused programs. Students who graduate in this general field have very few departments or programs from which to choose to continue their academic careers in this area. In California alone, graduates of the University of California system have only one Ph.D. granting department in Chicano/a Studies from which to choose. The proposed program would appeal to these students as well as a much broader population interested in transborder regions and populations. In addition, Mexican graduates may be attracted to our department since *Consejo Nacional de Ciencia y Tecnología* (CONACYT) funding is guaranteed for graduate students from Mexico.

In the Southwestern U.S. and California, there are a number of Research I institutions with which we are most comparable. The University of Arizona has a research and curriculum offering located within the Center for Mexican American Studies Center, which offers an undergraduate program with a concentration in Social History and Cultural Studies and Social Justice and a Master's in Applied Public Policy and Latino Health. The University of New Mexico has a Chicano/Hispano/Mexicano program offering a minor in Chicano Studies. At the University of Texas, Austin, the Center for Mexican American Studies offers an undergraduate degree program with concentrations in public policy, pre-law, and cultural studies and a doctoral portfolio program. None of these institutions offers a doctoral degree. At Michigan State, a Ph.D. in Chicano Studies has just been initiated but its focus is mainly concentrated on the Midwest of the U.S. and only very peripherally on the border area. The University of Texas, El Paso offers a Latin American and Border Studies B.A. and M.A.; and University of Texas, Pan American University offers an undergraduate concentration in Mexican and Border Studies. The University of California eight campuses offer varying undergraduate degrees mostly in Chicano Studies with UC Santa Barbara offering a Ph.D. and UC San Diego and UC Berkeley offering PhDs in Ethnic Studies. For the most part, and except for four courses taught at the premier UC Santa Barbara campus on transnational topics, most campuses at all UC campuses, Arizona and UT Austin, do not focus on the border region as a place or space of study and learning nor do they emphasize course work of a transborder or transnational nature. At the University of California, Santa Cruz, the Department of Latin American and Latino Studies offers a graduate emphasis in Latin American and Latino Studies for Ph.D. students in other disciplines such as anthropology, environmental studies and others and, according to its catalogue, the emphasis will appear as a "parenthetical notation."

- 3. IMPACT ON OTHER PROGRAMS.** List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

The proposed PhD program will not impact other doctoral programs but fills a vacuum much needed since it specializes in the two concentrations described. The doctoral program in Spanish at ASU offers courses in "Mexican American Literature" taught in Spanish and as a specialization does not emphasize the transnational and transborder process as the proposed program nor does it offer any courses taught in the proposed program. The Migration, Health, and Applied Social Policy concentration of the PhD in Transborder Studies may have a possible minor impact in the School of Human Evolution and Social Change under the Social Science and Health Ph.D. program. However, this track consists of focused anthropologically defined fields, which emphasize the **Sociocultural Anthropology Track**, theories of social difference to understand health disparities and vulnerability,

with an emphasis on health in low-resource settings. Faculty area strengths include the Southwest and Arizona borderlands especially in archaeology; Mexico and Central America; tropical South America; and South East Asia but not specific to the health concentrations raised by this proposal. Our focus is regionally located, developed along the lines of political economy and ecology, and is transborder in process and comparison.

4. PROJECTED ENROLLMENT How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	10	10 No new admits	10 No new admits	20 10 more students admitted	15 No new admits, 5 will graduate

Our enrollment plan is unique. The business plan entails developing two major sources of funding: one for U.S. residents and the second for Mexican graduate students. Students are part of a general cycle in which 5 U.S. graduate students and 5 Mexican students are recruited and accepted every third year. Funding support for U.S. resident students would be solicited from private foundation sources and already available departmental resources. The 5 Mexican graduate students will be supported through the CONACYT program, which supports living stipends, fees, and benefits while enrolled at ASU. The recruitment of such students would focus on those persons already having a Master’s degree who seek the doctorate and who already are employed within a Mexican university.

5. STUDENT LEARNING OUTCOMES AND ASSESMENT

A. List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program.

All students will have a deep historical understanding of the development of transborder ecologies, economies, social organization, culture, language, and expressive culture and media. All students will have knowledge of the most pertinent theoretical and methodological approaches to the study of transborder and transnational contexts.

All students will be able to design and develop research in their chosen concentrations and emphasizing in the Transborder Expressive Cultural concentration, media, literary, archival, and reflexive techniques while the *Transborder Migration, Health and Applied Social Policy* focuses on quantitative and qualitative research methodology including survey, ethnographic, and intensive and extensive techniques.

All students will be able to carry out timely field research or media and literary analysis.

All students will be able to create pedagogical models, units of learning, and assessment protocols for the transmission of learned concepts, theories, and methods.

All students will be able to communicate their findings, creations, or productions to an academic and community public.

Depending on concentration, students must display the concepts, methods, and theories in each of their courses and in some instances their applied demonstration.

B. Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes.

Performance assessment will be reviewed at the end of the semester of each academic year by the faculty of all work conducted including successful classroom assignments/exams/tests. Our **colloquium course** is given at end of their third year. Students will present their research or production results and evaluated by the faculty and public at large in a series of presentations

and talks each of which will have evaluation instruments. Each student will also have provided a **portfolio** of all courses taken, papers written, and research proposed and carried out that will be assessed by a subcommittee of the faculty. Papers submitted and/or accepted for **publication as well as a review of** artifacts such as films, videos, utube, and performance renditions will be evaluated for quality. Successful completion of the course on **pedagogy** will test out the ability of the student to successfully transmit knowledge to a variety of public, professional, academic, and school settings.

As well, **post graduation evaluation of placement, academic appointments, public and/or private sector employment** in areas specific to the student's area of concentration will be used as one major means of evaluation of the program.

- 6. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable).** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

This program is unique and no other exists and no accreditation or professional licensing agencies exist. Its reputation will be established by the excellence of its applicants and its successful placement of its graduates in public and private contexts.

7. FACULTY, STAFF AND RESOURCE REQUIREMENTS

A. Faculty

- i. Current Faculty.** List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty who will teach in the program.

Core Faculty in the Transborder Migration, Health and Applied Social Policy Concentration (TMHASP)

- Maria Luz Cruz Torres, Ph.D. Human and Political Ecology, Latin America, Caribbean, Mexico, and the U.S. Mexican Border, Research Methods, Associate Professor of Transborder Chicana/o & Latina/o Studies and Program on Women and Gender Studies. (2009: 100%)
- Eileen Diaz McConnell, Ph.D. Demography and Sociology, Migration and Immigration, Southwest U.S. and U.S. Housing and Income, Research Methods, Assistant Professor of Transborder Chicana/o & Latina/o Studies. (100%)
- Edward Escobar, Ph.D. Southwest and U.S. History, Police Community Relations, and Chicano History, urban history, criminal justice history, borderlands (100%)
- Hilda Garcia Perez, Ph.D. Epidemiology, Migration, U.S. Mexican Border, Mexico, Southwest U.S., Obesity, Women and Children's Health, Research Methods, Assistant Professor of Transborder Chicana/o & Latina/o Studies. (100%)
- Lisa Magaña, Ph.D. Political Science, Immigration, Urban Policy, Migration, Associate Professor of Transborder Chicana/o & Latina/o Studies. (100%)
- Miguel Montiel, Ph.D. Applied Social Science, Community Organization and Development, Learning Styles and Systems, Community Formation, Professor Emeritus of Transborder Chicana/o & Latina/o Studies. (25%)
- Seline Szkupinski Quiroga, Ph.D. Medical Anthropology, Immigration, Theory, Obesity, Children's health, Southwest U.S. Assistant Professor of Transborder Chicana/o & Latina/o Studies. (100%)
- Carlos Vélez-Ibáñez, Ph.D., Anthropology, Applied Social Science, Migration, Regional Systems, Coummunity Development and Household Formation, Funds of Knowledge, Mexico, Southwest North America, Motorola Presidential Professor of Community Revitalization, Professor of Transborder Chicana/o & Latina/o Studies and Human Evolution

and Social Change, Professor Emeritus, Department of Anthropology, University of California, Riverside. (100%)

New Hire, 2 FTES allocated for search 2009. Applied Economics and Community Development (100%) and Culture, Language, and Learning, 100%.

Core Faculty in the Transborder Media and Expressive Culture Concentration (TMEC)

Daniel Bernardi, Ph.D. American Studies, Race, Ethnicity, Associate Professor of Transborder Chicana/o & Latina/o Studies Film and Media Studies. (100%)
Edward Escobar, Ph.D. Southwest and U.S. History, Police Community Relations, and Chicano History, urban history, criminal justice history, borderlands Associate Professor of Transborder Chicana/o & Latina/o Studies. (100%)
Marivel Danielson, Ph.D. Spanish Literature, Chicano, Latin American Literature and Performance Literature, Queer Studies, Assistant Professor of Transborder Chicana/o & Latina/o Studies.(100%)
Paul Espinosa, Ph.D., Anthropology, Filmmaker; Border Studies, Transborder migration, Community Film Histories, Professor of Transborder Chicana/o & Latina/o Studies. (100%)
Marta E. Sanchez, Ph.D., Latin American Literature, Chicana/o Literature, Mexican and Caribbean literature, and Transborder literature, literary methodology, Profesor of Transborder Chicana/o & Latina/o Studies. (100%)
Amelia Malagamba, Ph.D.,MFA, Latin American History, Transborder Art, Mexican Art, Transborder Chicana/o & Latina/o Studies & Art History. (25%)
Desiree Garcia, Targeted Hire, to be appointed for Fall of 2011, Ph.D. American Studies, Cross cultural film studies, American culture, American and Chicano literature (100%).

Graduate Faculty from Other Programs

Graduate Faculty in the Transborder Migration, Health and Applied Social Policy Concentration

Rodolfo Espino. Ph.D., Political Science, Department of Political Science
Daniel D. Arreola Ph.D. Geography, School of Geographic Sciences
Douglas S. Massey, Sociology, Department of Sociology, (Princeton)
James B. Greenberg Ph.D. Anthropology, Bureau of Applied Research in Anthropology, (University of Arizona)
Francisco Lara Valencia, Ph.D. Urban Planning, School of Geographic Sciences
Cecilia Menjivar Ph.D. Sociology, School of Social and Family Dynamics
Monica Weiler Versanyi Ph.D. Geography, School of Social and Justice Studies,
Barbara J. Robles, Ph.D. Economics, School of Social Work
Jackie Martinez, Ph.D., Women and Gender Studies
Jaime Aguila, Ph.D., History of Mexican Migration to the U.S.
Magda Hinojosa, Ph.D., Political Science
Arturo Rosales, Ph.D., History

Graduate Faculty in the Transborder Media and Expressive Culture Concentration

Daniel Cutrara, MFA, Film and Media Studies
Tamara Underiner, Ph.D., Director, Graduate Studies, School of Theatre & Film
Aurelio Espinosa, Ph.D., Department of Religious Studies
Miguel Aguilera, Ph.D., Department of Religious Studies
Elizabeth Horan, Ph.D., Department of English
Claudia Sadowski-Smith, Ph.D., Department of English
Alberto Rios, Ph.D., Department of English

- ii. **New Faculty.** Describe the new faculty hiring needed during the next three years for sustaining the program and list the anticipated schedule for addition of these faculty.

See above

- iii. **Administration of the program.**

Staff Support: The Department will provide a one course release to a tenured member of the faculty to serve as graduate student advisor given that we will recruit a limited number of graduate students over three year periods. Each faculty member will be assigned 1 graduate student to mentor during the first year of residency after which the student's major advisor will serve as the student's mentor and administrative liaison with the graduate advisor.

Students choose a concentration from one of the following options:

1) *Transborder Migration, Health and Applied Social Policy (TMHASP)*; This concentration is divided conceptually in three broad analytical areas: (1) migration with an emphasis on demography, (2) health with an emphasis on epidemiology and (3) public policy analysis. The purpose of this concentration is to provide intensive and extensive knowledge of the theoretical and methodological issues of migration dynamics, the impact on well being of migrating populations, the shift in health practices within the transborder context, and the generational changes in health practices of families and communities. It emphasizes the application and interpretation of quantitative and qualitative methods and techniques commonly used in researching these areas. A critical component of this area of study is the application of these techniques to issues that are specific to the reality of transborder and/or transnational contexts. Therefore, students are required to apply and present an analysis and practice in their field of interest, which demonstrates their grasp of theory and method.

2) *Transborder Media and Expressive Culture (TMEC)* is a concentrated study and analysis of the transborder interdisciplinary theories and methods employed to research and analyze media and creative cultural production as well as be able to deploy that study in pragmatic projects and developments. The concentration will elucidate strengths, limitations and applicability of particular theories and methods to different types of creative expression and media production. as well as to their historical and political contexts. Objects of analysis include literature, film, live performance, theater, web-based media, popular culture production, and visual arts. The concentration will provide ample opportunities for experimentation, development, and implementation of these theories and methods in transborder community and institutional settings.

Through these major concentrations, the Ph.D. program scholars may choose to focus on transdisciplinary research, and/or application, and are equipped to work either in academia or in other research and development capacities in the public or private sectors.

Admissions

- Our admission process aims to select an intellectually diverse and engaged cohort of students. Applicants may come from any undergraduate major or with a Master's degree from another discipline, but their scholarly interests should coincide with the program's mission. In addition to transcripts, GRE scores, and reference letters, applicants' statement of purpose should include explanations of past experiences and current scholarly interests but concentrate on potential areas of research that draw upon the specific resources of the department and its faculty.
- Reading knowledge and conversational ability in Spanish is advisable at the time of admission. The language requirement must be satisfied by the end of the third year of study and additional language training may be required to gain the academic level of proficiency required.
- Preference will be given to those applicants who are familiar with a non-English language other than Spanish pertinent to their field of study such as an indigenous language.
- The program will enroll a limited number of students per year depending on availability of funds.

Requirements

The requirements for the Ph.D. are as follows:

- Enroll as fulltime graduate students and maintain of GPA of 3.25 to stay in the program and 3.4 to advance to candidacy.
- Students must complete 84 credit hours beyond a Bachelor's Degree, including 12 hours of dissertation credits. Students entering the program with a Master's degree may apply up to 30 credit hours of approved course work to this requirement.
- Complete the 27 core course credit hour requirements in the sequence specified in the course of study
- Complete 12 credit hours within one of the major concentrations.
- Complete 33 credit hours in approved electives outside the student's major area of concentration.
- Preference will be given to applicants who demonstrate reading knowledge and conversational ability in Spanish at the time of admission depending on previous classes taken in the language, proficiency as demonstrated by normative examinations, and writing samples provided.

B . Resource requirements to launch and sustain the program. Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc.

We will require no new resources since all support will be generated from available resources within the department, future earnings from on line offerings of a selected number of graduate courses for a graduate certificate in Transborder Studies, private funds developed over the next three years, and CONACYT funding. It may be the case in the not too distant future that new graduate advising staff may be needed as the program develops.

8. CURRICULAR STRUCTURE OF THE PROPOSED PROGRAM

A. Admission Requirements The requirements listed below are Graduate College requirements. Please modify and/or expand if the proposed degree has additional admissions requirements.

- i. **Degree.** Minimum of a bachelor's degree (or equivalent) or a graduate degree from a regionally accredited College or University or of recognized standing in a related field such as Anthropology, Economics, Sociology, Literature, and Psychology

Modify or expand, if applicable:

Applicants may come from any undergraduate major or with a Master's degree from another discipline, but their scholarly interests should coincide with the program's mission and concentrations. Students must meet all Graduate College criteria for admission and must apply online for admission.

- ii. **GPA.** Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program Modify or expand, if applicable:

English Proficiency Requirement for International Applicants. If applicable list any English proficiency requirements that are higher than and/or in addition to the Graduate College requirement. (See Graduate College policy and procedures

In addition to transcripts, GRE scores, and reference letters, applicants' statement of purpose should include explanations of past experiences and current scholarly interests but concentrate on potential areas of research that draw upon the specific resources of the department and its faculty. The program will enroll a limited number of students per year.

The applicant needs to demonstrate reading knowledge and conversational ability in Spanish. Although reading knowledge and conversational ability in a language other than Spanish is not required at the time of admission, it will be considered an asset if students already have familiarity with a non-English language pertinent to their field of study such as an indigenous language.

iii. **Required Admission Examinations.**

GRE GMAT Millers Analogies.

iv. **Application Review Terms.** Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

Fall Deadline (month/year): January 2011

Spring Deadline (month/year):

Summer Deadline (month/year):

B. Degree Requirements. Below provide the curricular requirements for the proposed degree program.

i. **Total credit hours (cr hrs) required for the degree program: 84**

ii. **Core courses.** List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc). Omnibus number courses cannot be used as core courses. Permanent numbers must be requested by submitting course proposal to ACRES for approval.

Total cr hrs for required core courses: 27

Course prefix & number		Credit hours	New course?
TCL 501	Deep History of the Untied States/Mexico Borderlands I	3	Yes
TCL 502	Deep History of the Untied States/Mexico Borderlands II	3	Yes
TCL 503	Epistemologies and Transborder Thought	3	Yes
TCL 504	Tools for Transborder Research	3	Yes
TCL 505	Theories and Methods of Migration	3	Yes
TCL 506	Theory and Methods of Transborder Media and Expressive Culture	3	Yes
TCL 607	Colloquium in Transborder Studies		
TCL 608	Pedagogy in Transborder Studies. Course designed to prepare media, instructional materials, and courses for reproduction of instruction in multiple settings: academic, institutional, NGO, private and public contexts.	3	Yes
TCL 609	Prospectus Design in Transborder Studies	3	Yes

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

iii. **Elective Courses**

Total cr hrs for program electives and research credits as needed: 33

Provide a sample list of elective courses:

Course prefix & number	Course title	Credit hours	New course?

	(See Appendix A for elective course options)		Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

iv. **400-Level Courses.** No more than 6 credit hours of 400-level coursework can be included on graduate student program of study.

1. Are 400-level ASU courses allowed on student program of study for this degree? Yes No

2. If yes, how many credit hours? 6

v. **Culminating experience** for the proposed program (please check all that apply and provide requested information):

	Required?	Brief description of the applied project or the capstone course, as applicable.	Course prefix and number	Credit hours
Thesis (master's only)	<input type="checkbox"/>			N/A
Applied Project (master's only)	<input type="checkbox"/>			N/A
Capstone course (master's only)	<input type="checkbox"/>			N/A
Dissertation (doctoral only)	<input checked="" type="checkbox"/>	TCL 799 Dissertation		<u>12</u>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

vi. **If applicable, provide the following information about any concentration(s) associated with this degree program.** Please attach a sample program of study with timeline for each concentration listed below.

I. Concentration name: Transborder Migration, Health and Applied Social Policy (TMHASP) Concentration

Total cr hrs for the courses required for the proposed concentration: 12

List all required concentration courses:

Course prefix & number	Course Title	Credit hours	New Course?
TCL 505	Concentration Core Course: Theories and Methods of Migration, Health and Applied Social Policy in a Transborder Context	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
TCL 691	Selected Topics in Transborder Research Methods and Policy Development will be inclusive of but not limited to a range of offerings including; Policy Relevant Research Design; Methods for Transborder Migration, Health and Applied Social Policy; Transborder Applied Social Sciences in Community Development; and Advanced Project Design, Implementation, and Assessment; and Community Practicum	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
TCL 691	Seminar. Selected Topics in Transborder Policy, Health, Migration, and Ecology will include but not limited to a range of offerings: Issues in the Transborder	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

	Community; Transnational Politics and Policies; Latino/o Diaspora; Transnationalism and Identities; Demographic Change Along the U.S.-Mexico Border; Global Health and International Borders; The Demography of Mexico in Transnational Context; Seminar in Racial and Ethnic Demography and Stratification in America.		
TCL 598	Topics may include the following: The Political Ecology of Mexico; Women and Development of Mexico in Transnational Processes; The Epidemiology of Mexico in Transnational Context; Transborder Field Research	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

II. Concentration name: Transborder Media and Expressive Culture

Total cr hrs for the courses required for the proposed concentration: **12**

List all required concentration courses:

Course prefix & number	Course title	Credit hours	New Course?
TCL 506	Concentration Core Course: Theory and Methods of Transborder Media and Expressive Culture	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
TCL 691	Seminar. Selected Topics Transborder Film and Media will include but not limited to a range of offerings: Constructing the Border on Film; Race and American Media; Creating Digital Transborder Media; Chicana/o Film; Mexican Film Renaissance; The Pocho of Film and the Film of the Pocho.	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
TCL 691	Seminar. Selected Topics in Transborder Literature and Performance will include but not limited to a range of offerings: Border Global Narratives; Bilingual Chicano/Latino Poetics; Literature of the Latina/o Diaspora Chicana/Latina Feminist Studies; Difference and Desire; Transnationalism, Translation and Spanish.	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
TCL 598	Special Topics. Topics may include the following: Border Art/Art at the Border; The Mexican Novel; The Mexican Essay; Mexican Drama and Theater; Transborder and Transnational Literature of Southwest North America; Putting History on Film.	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

vii. **For Doctoral Degrees, indicate the Master’s Degree Credit Allowance:** If approved by the student’s supervisory committee, does the program allow up to 30 credit hours from a previously awarded master’s degree to count towards the degree requirements for this doctoral program? Yes or No

viii. **For Doctoral Degrees, written and oral comprehensive exams are required per Graduate College policy. Please include any required timelines for successful passing of the comprehensive exams. It is expected that the student successfully passes comprehensive examinations by no later than the end of their third year.**

ix. **For Doctoral Degrees, submission of a written dissertation prospectus and its oral defense are required. Please include any required timelines for successful defense of**

the prospectus. It is expected that the submission of a written dissertation prospectus and its oral defense by no later than the end of their fourth year.

x. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 3

xi. **Foreign Language Exam.**

Foreign Language Examination(s) required? Yes No

If yes, list all foreign languages required: Spanish **Language proficiency in oral expression and reading must be at the doctoral level. The academic unit (TCLS faculty) will be responsible for testing for proficiency to meet the language requirement for this proposed program.**

xii. **Course Prefix(es)** Provide the following information for the proposed graduate program.

a. Will a new course prefix(es) be required for this degree program?

Yes No **X**

b. If yes, complete the [Request for establishment of a new prefix](#) for each prefix and submit with this proposal.

xiii. **New Courses Required for Proposed Degree Program.** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

TCL 501	Deep History of the United States/Mexico Borderlands I	3
TCL 502	Deep History of the United States/Mexico Borderlands II	3
TCL 503	Epistemologies and Transborder Thought	3
TCL 504	Tools for Transborder Research	3
TCL 505	Theories and Methods of Migration, Health and Applied Social Policy in a Transborder Context	3
TCL 506	Theory and Methods of Transborder Media and Expressive Culture	3
TCL 607	Colloquium in Transborder Context	3
TCL 608	Pedagogy in Transborder Context	3
TCL 609	Prospectus Design in Transborder Context	3

Please include course descriptions (one paragraph for each course) for all new courses.

CORE COURSES

TCL 501 Deep History of the United States/Mexico Borderlands I. (3)

Using a comparative and relational approach, the seminar will explore various layers of development starting with economic structures and culture and their impact on various aspects of transborder society including politics, social organization, demography, and cultural practice. Deep History I will focus on the period from pre-contact times to the Mexican American War.

TCL 502 Deep History of the United States/Mexico Borderlands II. (3)

Using a comparative and relational approach, the class will explore various layers of development starting with economic structures and culture and their impact on various aspects of transborder society including politics, social organization, demography, and cultural practice. Deep History II will focus on the period from the Mexican American War to the recent past. It will center on comparative economic growth and development of Mexico and the United States, the impact of unequal development on the border region and its people, and the development of a transnational society in the U.S./Mexico borderlands.

TCL 503 Epistemologies and Transborder Thought (3)

This graduate seminar examines different approaches to the production and critique of knowledge relevant to transborder social, political, economic, cultural and institutional structures and processes. The complexity of these structures and processes require transdisciplinary methods of inquiry that go beyond a single set of disciplinary assumptions. Accordingly, this course will explore the transdisciplinary articulation of theory and method, and consider the strengths and limitations of various approaches and critiques.

TCL 504 Tools for Transborder Research (3)

The focus of this graduate course is the selection of methods appropriate for transborder research. We will consider the pitfalls of conducting monodisciplinary research in a stratified, differentiated and multicausal world; the most robust methods used in various approaches; the main methodological obstacles to transdisciplinary research; and the challenges of using mixed methodology

TCL 505 Theories and Methods of Migration, Health and Applied Social Policy in a Transborder Context (3)

The course is divided conceptually in three broad analytical areas: (1) migration with an emphasis on demography, (2) health with an emphasis on epidemiology and (3) public policy analysis. The purpose of this course is to provide basic training in the application and interpretation of quantitative and qualitative methods and techniques commonly used in researching these areas. A critical component of this course is the application of these techniques to issues that are specific to the reality of transborder and/or transnational contexts. Therefore, students are required to apply and present an analysis in their field of interest which demonstrates their grasp of theory and method.

TCL 506 Theory and Methods of Transborder Media and Expressive Culture (3)

This course provides students with an overview of the interdisciplinary theories and methods employed to research and analyze media and creative cultural production. Objects of analysis include literature, film, live performance, theater, web-based media, popular culture production, and visual arts. Required readings will elucidate strengths, limitations and applicability of particular theories and methods to different types of creative expression and media production, as well as to their historical and political contexts. Students will engage with, critique, and contribute to the theories and methods presented in the course.

TCL 607 Colloquium in Transborder Context(3)

This course will provide students the opportunity to present their skills, learning, research, and topical interests before an open forum of faculty and students at the beginning of their third year and prior to their dissertation research.

TCL 608 Pedagogy in Transborder Context(3)

The focus of this course is to provide students with the most recent advancements in presenting the underlying theory, methods, and techniques in transborder analysis and application. Designed to enter multiple audiences in public, professional, academic, and school settings, the course will take advantage of the latest developments in multimedia, print, and electronic technology, film, and print in order to provide systematic and detailed learning opportunities. It will hopefully provide students with the basis of developing capacities to create and develop learning modules, and programs on issues of transborder political ecology, economic transformations, cultural development and emergence, literary constructions and projections, and issues of identity, class, and gender.

TCL 609 Prospectus Design in Transborder Context (3)

The focus of the graduate course is an intensive theoretical and methodological discourse between seminar participants and the instructor in order to plumb out the most salient ideas, techniques, and approaches in relation to a proposed dissertation project. Each seminar participant will be required to identify as closely as possible their specific research direction, interest, and preliminary frameworks to be used as the basis of their dissertation format. Each participant is expected to complete a well-balanced theoretical, historical, literary, media, or applied project proposal that can be used as the basis to apply for dissertation support and to be used as the basis for their final research design.

ELECTIVE COURSES**TCL 691 Seminar. Selected Topics in Transborder Research Methods and Policy Development, Sample of Seminar Course Only: Fall 2011, 4 units.**

Seminar in Racial and Ethnic Demography and Stratification in America

This course is a graduate-level seminar about issues related to the changing demographics of the United States and social demographic topics, with a focus on race, ethnicity and stratification in America. Students writing theses or dissertations focused on racialized minority groups or who plan to incorporate demographic topics in their research will find this course particularly useful.

TCL 691 Seminar. Selected Topics in Transborder Literature and Performance. Sample of Seminar Course Only: Sample of Seminar Course Only: Spring 2012, 3 units.

Interconnections in Puerto Rican, African American & Chicano Narrative

This seminar is comparative. It focuses on the historical, cultural, and literary connections of three U.S. cultural groups--Chicanos (or Xicano, people in the US of Mexican origin), African Americans, and mainland Puerto Ricans. We will engage these groups in conversation by way of select literary narratives, from the three cultures and all published between the 1960s and 1970s. Three key narratives will be *Down These Mean Streets* by the Puerto Rican Piri Thomas (1967), *Manchild in the Promised Land* by the African American Claude Brown (1965), and *The Autobiography of a Brown Buffalo* by the Chicano Oscar Zeta Acosta (1973). These narratives are "windows" for glimpsing the intersections of three subdominant cultures, historically considered "minority," and Euramerican cultures commonly perceived as "dominant," such as Jewish, Irish, Italian.

TCL 598: Special Topics. Sample of Topics Course Only

Special Topics On Theory And Method In Mexican Ethnography

This course is designed to advance the knowledge of students in the rich plethora of ethnographic texts that have emerged from rural and urban Mexico that raise fundamental issues of theory and method in Mexican ethnography with a focus on Mexican border communities and "bordered" and especially transnational worlds. We will discuss the basic methods involved in the production of anthropological ethnographies. We will examine the major streams of thought that frame the substance and approaches of rural and urban ethnographies of Mexico and the border with an emphasis on the manner in which the position of the anthropologist guides the ethnography's form and function. Included will be a discussion of how Mexican ethnographers shaped the course of Mexican anthropology and the strong influences of non-Mexican researchers and the newly established schools of transborder ethnographies of both American and Mexican ethnographers.

TCL 598: Special Topics. Sample Topics Only in each Concentration: Transborder Literature and Performance: Sample of Topics Course Only:

An Advanced Study the Emergence of Latina/o History on Film

This course will take up the central topic of the process of the emergence of Latina/o history on film, developing a critical perspective about history, historiography and history on film, particularly as it relates to the U.S-Mexican border region. Through an examination of both documentary and narrative films, students will learn about the use of various film techniques including oral history and archival materials, the role of memory in local history, and the challenge of presenting documentary history when limited historical materials exist.

Appendix A

Sample Elective Course Options – PhD in Transborder Studies

I. Transborder Migration, Health and Applied Social Policy Concentration

Upper-Division Course Options available to Graduate Students *

- TCL 410 Race, Medicine, and the Body (3)
- TCL 422 US-Mexico Border Health (3)
- TCL 424 Theory and Practice of Community Development and Health (3)
- TCL 443/ASB 463 The Political Ecology of the Border (3)
- TCL 444/ASB 464 The Ethnography of Mexican Border Rural Settings (3)

Sample Elective Course Options

- SSH 511 Ethics, Social Justice, and Health Social Science
- JUS 555 Immigration and Justice
- JUS 790 Space, Critical Geopolitics, and Geographical Thought
- SWG 591 Latinos, Financial Services and Community Asset Building
- SOC 591E Sociology of immigration
- HSM 566A EPIDEMIOLOGY
- SOS 512A SUST RES ALLOCATION
- WST 598 Special Topics: Gender & Global Health Disparities

II. Transborder Media and Expressive Culture Concentration

Upper-Division Courses available to Graduate Students *

- TCL 444 Chicana and Latina Writers (3)
- TCL 445 Transborder Latin American Short Story
- TCL 446 Comparative Bilingual Latina/o Poetics
- TCL 464/FMS 464 Latina/o Literature
- TCL 465/FMS 465 Chicana/o and Latina/o History on Film
- TCL 466/FMS 466 Constructing the Border on Film (3)
- TCL 488 Border/Global Narrative (3)
- TCL 470/FMS 470 Race, Sex, and Identity Online (3)
- TCL 471/FMS 471 Stereotypes in Film: Case Study in Latinos (3)

Sample Elective Course Options

- ENG 434 Studies in the Literature and Culture of the Americas
- ENG 459 Studies in African American/Caribbean Literatures
- ENG 542 Studies in North American Ethnic Literatures
- ENG 503 Comparative Literature, Theory, and Practice
- ENG 538 Studies in Modern and Contemporary American Literature
- ENG 550 Translation

ENG 603 Advanced Studies in Comparative Literature: Latino Autobiography
ENG 636 Advanced Studies in American Literature
REL 594 The Conquest of Mexico
REL 376 The Virgin Mary in History, Film & Culture.
GCU 425 Geography of the Mexican-American Borderlands
GCU 583 Field Seminar --The Geographic Personality of Sonora
ARS 598 Guadalupe/Mestizaje
THE 791 Theatre & Performance of the Americas: Performance and Nativism
THE 791 Theatre & Performance of the Americas: Performance & Trans-Indigeneity
THE 791 Theatre & Performance of the Americas: Migration & Re-territorialization
THE 598 Latin American Drama in Translation

* **Please note:** No more than six credit hours of coursework can be used on a Graduate Plan of Study.