

# Washington State University Program in American Studies

Faculty and Graduate Student Handbook  
2014-15

Critical Culture, Gender and Race Studies Chair: David Leonard  
American Studies Graduate Director: Lisa Guerrero  
Academic Coordinator: Rose Smetana

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## PREFACE

This *Handbook* provides basic information about the rules, regulations, and requirements of the Master's and Doctoral degree programs in American Studies at Washington State University. It also provides an overview of the protocols and procedures students must follow to proceed in a timely manner throughout their academic program. Faculty will find it helpful in providing assistance to graduate students enrolled in American Studies and in terms of the graduate committees on which they serve.

The *Handbook* is not a substitute for other university resources or for consultations among students, faculty, the administrative staff, or the Director.

# INTRODUCTION TO THE AMERICAN STUDIES PROGRAM

## AMERICAN STUDIES AS A FIELD INTER/NATIONALLY

American Studies as a discipline, or inter-discipline, is more than a half-century old. The formal field has its origins in the 1930s, achieving widespread institutionalization in the 1940s and 1950s. The first American Studies programs were founded in the 1940s at Harvard, Yale, and Minnesota. The field was initially constituted primarily by an alliance of American historians and specialists in American literature. While the name “American Studies” has been the most common designation for departments and programs in this interdisciplinary field, other names, including “American Civilization,” “American Cultures,” “American Culture Studies,” and “American Cultural Studies,” have been used and continue to be used at various locations. The name, connected as it is to questions of American “exceptionalism” and colonialism, remains controversial and a variety of alternative names have been debated in recent years.

In its early years, the field could be characterized as a synthesis produced by some US historians dissatisfied with a relative neglect of intellectual and cultural history within their field and some practitioners of American literary studies dissatisfied with what they saw as an insufficiently historicized treatment of literary texts. American Studies, as it evolved over the course of the next five decades, with numerous local/regional variations in emphasis, drew increasingly upon a number of other disciplines and inter-disciplines including Fine Arts, Communication, Sociology, Anthropology and Material Culture Studies, Popular Culture, Religious Studies, and, especially, Ethnic Studies and Women’s Studies.

The “American Studies movement” also has roots in the radical labor movements of the 1930s and many of its practitioners were early proponents of paying greater attention to workers, women, and ethno-racialized groups within the US. A number of early Ethnic and Women’s Studies programs used American Studies as a model for interdisciplinary scholarship. In turn, those fields have pushed American Studies to reflect more fully on the diversity of and inequalities among US cultures.

At present, English, Ethnic Studies, History, and Women’s Studies form the most prominent components of most American Studies departments and programs nationally, though there are almost as many variations as there are units. There are currently over 300 American Studies programs within the US and several dozen around the world. The American Studies Association, founded in 1951, is the major professional group for the field. In addition to the ASA’s house journal, *American Quarterly*, there are dozens of national and international journals featuring American Studies scholarship. Currently the Association has several thousand members reflecting a 30 percent growth in ASA membership during the 1990s. That growth is indicative of an increased interest in inter-disciplinary scholarship across a range of fields and a stronger presence within the ASA of scholars identified with allied inter-disciplinary

fields such as Cultural Studies, Ethnic Studies, Women's Studies, Queer Studies, and Post/Decolonial Studies.

Increasingly, the field of American Studies has developed its own distinctive modes of intellectual inquiry and its own scholarly rules and expectations. Many of these arise from the overlap of long-standing American Studies methods and those that have emerged under the term *cultural studies*. American Studies has always been less of a discipline, or even inter-discipline, than it has been a site for the negotiation, critique, and synthesis of a variety of discipline-based inquiries into U.S., global, and transnational cultures.

This *Handbook* offers faculty and graduate students an opportunity to familiarize themselves further by providing some major scholarly resources of use to American Studies practitioners (described in Part Four) in order to better understand the scholarly apparatus (journals, associations, bibliographies, syllabi, etc.) of the field.

## **HISTORY OF WASHINGTON STATE UNIVERSITY'S AMERICAN STUDIES PROGRAM**

American Studies at Washington State University began in 1962. As with most programs nationally, ours has its roots in the English and History departments. When the program began, History had a Ph.D. program but English did not. The English Ph.D. program was facilitated by the prior existence of the American Studies graduate degree. Over the first 40 years, directors of the WSU Program in American Studies alternated between English and History faculty members with those departments housing, and materially supporting, the program in alternating cycles. Comparative Ethnic Studies, English, History, and Women's Studies formed the largest faculty contingent of the program with additional involvement of faculty from Anthropology, Communication, Fine Arts, Philosophy, Political Science, Sociology, and Teaching and Learning. In the early 2000s, American Studies began to reduce its undergraduate program and operate collaboratively as a graduate program in American Studies, Comparative Ethnic Studies, and Women's Studies. In Fall 2011, American Studies at WSU formally became the graduate program of the newly formed Department of Critical Culture, Gender, and Race Studies (which includes the core faculty of Comparative Ethnic Studies and Women's Studies).

American Studies supports a wide range of work on the intersection of U.S., global, and transnational cultures and we have identified areas of strength that reflect some of the faculty and material resources of the program: 1) comparative ethnic studies, including transnational/decolonial dimensions; 2) feminist, gender, and sexuality studies, including US and global south perspectives; 3) environmental justice cultural studies; 4) critical popular culture studies; 5) social movements, labor history, and direct action research; and 6) critical indigenous studies. These areas are not meant to exhaust the range of scholarly possibilities in the program; rather, they indicate some of the concentrations of intellectual energy that students may wish to employ in constructing their academic program of study.

American Studies, in compliance with Washington State University's mission, and our own deepening understanding of America's cultural histories, is committed in all its work—admissions, the classroom, personal interactions—to creating and maintaining a program that reflects the diversity of American cultures and that actively strives to overcome the legacy of racism, sexism, heterosexism, and economic inequality in this country.

## **PROGRAM GOVERNANCE**

The American Studies Program at Washington State University is administered by the Academic Coordinator, the Graduate Director, and the Critical Culture, Gender, and Race Studies (CCGRS) Department Chair. Both the Coordinator and the Graduate Director are under the supervision of the CCGRS Department Chair. The Academic Coordinator serves to meet the students' academic needs in processing paperwork, meeting academic deadlines, and navigating the academic ins and outs of graduate school. The Director makes most of the day-to-day operating decisions of the program while the Academic Coordinator serves the students and assists them with the academic rules and regulations of the Program in American Studies and the Graduate School. The Department Chair in consultation with the Financial Officer in the Liberal Arts Service Center is responsible for all personnel appointments, employment verifications, payroll, budget, professional travel, office space, furniture, equipment, and purchasing duties for the program.

Daily programmatic policy decisions are made by the Graduate Director, the Academic Coordinator, and the *American Studies Graduate Committee*, which also serves as the *Graduate Admissions Committee* in the spring. Major policy decisions are made by the full core faculty with input from the graduate students as a whole. Official selection of a new Director involves a recommendation ballot by American Studies core faculty to the CCGRS Chair. While students are not allowed to participate in a formal ballot for a new Director, they will be asked for feedback during the process. The ultimate decision for the Graduate Director lies with the CCGRS Dept. Chair. All other policy decisions are made by a majority vote of the faculty, on recommendation from the Graduate Studies Committee, and in consultation with the students.

*The American Studies Graduate Committee:* The committee is appointed by the CCGRS Chair with informal consultation from the current Graduate Director. Members are chosen from the core faculty. Appointments are for three-year, staggered terms, assuring a balance between continuity and new members. The committee consists of the Director, 4-5 members from the CCGRS faculty, and a student representative selected by the graduate students who may participate in all decisions (except those concerning admissions because of the need to maintain confidentiality of student materials).

The *Graduate Committee Director* has a responsibility to inform other faculty about issues being addressed by the committee. When an issue is on the agenda about which a faculty member wishes to register an opinion, they can do so either through a graduate committee member or through direct communication with the Graduate Director. If an issue arises that a faculty member believes should be brought before the department as a whole, rather than the



Graduate Committee, the faculty member can propose a faculty, or faculty and graduate student meeting at any time.

*Graduate Committee* meetings are open to all faculty and graduate students, except when legal issues of confidentiality preclude their participation.

In the spring, the *Graduate Committee* functions as the *Admissions Committee*. This committee reviews graduate admission files, selects candidates, and makes recommendations to the Director for admissions to the American Studies graduate program. Graduate students do not participate on this committee due to student confidentiality policy. Through consultation with and approval of the CCGRS department chair, teaching assistantship assignments will be made to graduate students awarded a TA-ship. Assistantship assignments within American Studies will be made in order to meet the needs of the CCGRS Department.

*Graduate students and the Graduate Student Representative:* Graduate students should make an effort to follow the proceedings of the American Studies *Graduate Committee* through communication with the student representative. When an issue is on the agenda upon which an individual graduate student wishes to express an opinion, the student can either do so through the graduate student representative or through direct communication with the Director or any other member of the *Graduate Committee*. When a graduate student wishes to express an opinion on a particular issue, the student can either do so before the *Graduate Committee* and/or suggest that an issue be brought before a program-wide meeting of faculty and students.

## **CORE FACULTY IN THE PROGRAM IN AMERICAN STUDIES**

The core faculty of American Studies at Washington State University consists of tenured, tenure-track, and clinical faculty members from the Department of Critical Culture, Gender, and Race Studies. Core Faculty teach American Studies graduate courses, serve as mentors for graduate students, members of the *American Studies Graduate and Admissions Committee*, members of graduate student committees, serve on any ad hoc committees providing guidance and service to the program, and play a major role in governance of the American Studies Graduate Program.

Faculty identified as affiliate faculty also participate in the American Studies program. Affiliate faculty from across the campus teach graduate courses in their own department (English, History, Education, etc.), and can serve on American Studies graduate student committees. Affiliate faculty do not serve as members of the *Am St Graduate or Admissions* committees and do not have a role in the governance of the Am St graduate program. Any current member of the core faculty or graduate student body may propose that a new member be added to the affiliate faculty. Review and admission of affiliate faculty applications will be the responsibility of the *American Studies Graduate Committee*.

Criteria for core faculty in American Studies include: 1) tenured, tenure-track, or clinical faculty in Department of Critical Culture, Gender, and Race Studies; 2) teach American Studies graduate courses, 3) provide service on and/or work with American Studies graduate students

on thesis and dissertation committees; and 4) serve on Am St Graduate and Admissions committees.

Criteria for affiliate faculty in American Studies include: 1) demonstrated interest in, and practice of, interdisciplinary scholarship; 2) success in teaching one or more graduate seminars; and 3) service on and/or work with graduate students on thesis and dissertation committees; and 4) service on university, college, or departmental committees.

The faculty is the foundation for the quality of graduate instruction in American Studies at Washington State University. Members of American Studies core and affiliate faculty were trained in graduate programs throughout the United States and Canada, did research in a broad range of areas, and belong to units in Anthropology, Comparative Ethnic Studies, Education, English, History, Philosophy, Sociology, and Women's Studies.

## **CORE FACULTY**

**LISA GUERRERO** [Email: [laguerre@wsu.edu](mailto:laguerre@wsu.edu)] currently serves as Director for the Program in American Studies and is an Associate Professor in the Department of Critical Culture, Gender and Race Studies. She teaches courses in Ethnic Studies, African American Studies, literature, masculinity, and popular culture. Her interests include racial satire, racial and gender performance, commodity culture, and Cultural Studies.

**JENIFER BARCLAY** [Email: [jenifer.barclay@wsu.edu](mailto:jenifer.barclay@wsu.edu)] is an Assistant Professor in the Department of Critical Culture, Gender and Race Studies. Her areas of interest include African/American, women's/gender, and disability history and studies, intellectual history of race, American slavery, cultural history, 19<sup>th</sup> century blackface minstrelsy and freak shows, intersectionality – especially race, gender and disability.

**MARY BLOODSWORTH-LUGO** [Email: [bloodswo@wsu.edu](mailto:bloodswo@wsu.edu)] is a Professor in the Department of Critical Culture, Gender and Race Studies. Her areas of interest include Feminist Philosophy, Feminist Ethics, Lesbian and Gay Studies, Critical Race Studies, and Contemporary European Philosophy.

**LUZ MARÍA GORDILLO** [Email: [gordillo@vancouver.wsu.edu](mailto:gordillo@vancouver.wsu.edu)] is an Associate Professor in the Department of Critical Culture, Gender and Race Studies on the urban campus at WSU-Vancouver. She teaches Chicana/o history, the history of sexuality in the US 19<sup>th</sup> and 20<sup>th</sup> century, immigration and citizenship in the global economy, Latin American cultural history, modern Mexico, and the history of women in US sports. Her research focuses on gendered historical processes of Mexican immigration between the United States and Mexico, emphasizing the role of women as primary sustainers of the social networks that support immigration.

**LINDA ZUÑIGA HEIDENREICH** [Email: [lheidendr@wsu.edu](mailto:lheidendr@wsu.edu)] is an Associate Professor in the Department of Critical Culture, Gender and Race Studies. Her research and teaching interests

include Chicana/o Studies and History, queer studies, and history and culture of the 19<sup>th</sup> century West, especially California history. She is author of *“This Land Was Mexican Once”*: *Histories of Resistance from Northern California*. Her articles have appeared in journals such as the *Journal of Chicana/Latina Studies*, *Aztlán*, the *Journal of Latinos in Education* and the *Journal of American Ethnic History*. Her poetry, sometimes under the pen name of oneangrygirlfag has been published in *Lean Seed*, *Sanctified*, and *Sinister Wisdom*. She is also co-founder of Queer SQouts, a queer service and activism association and INCLSA, the Inland Northwest Chicana/o Latina/o Studies Alliance. Her research focuses on Chicana/o Studies, Queer Studies, and Queer Chicana/o Studies.

**C. RICHARD KING** [Email: [crking@wsu.edu](mailto:crking@wsu.edu)] is a Professor in the Department of Critical Culture, Gender and Race Studies. His research concentrates on the racial politics of culture. He is particularly interested in the forms of memory, representation, identity, and sovereignty animating Native American-Euro American relations in the context of expressive culture and political struggles.

**DAVID LEONARD** [Email: [djl@wsu.edu](mailto:djl@wsu.edu)] is an Associate Professor and the chair of the Department of Critical Culture, Gender and Race Studies. His research includes Los Angeles and civil rights coalitions, video games, race and the NBA, and popular culture.

**CARMEN LUGO-LUGO** [Email: [clugo@wsu.edu](mailto:clugo@wsu.edu)] is an Associate Professor in the Department of Critical Culture, Gender and Race Studies. Her research includes feminism and the literary works of contemporary writers in the third world, historia, film and popular culture, Puerto Rican and Latina/o Studies.

**RORY J. ONG** [Email: [rjong@mail.wsu.edu](mailto:rjong@mail.wsu.edu)] is an Associate Professor in the Department of Critical Culture, Gender and Race Studies. He teaches courses in Ethnic Studies, Asian American Studies, and graduate courses in American Studies. His interests include ethnic studies, cultural studies, and discourse theory.

**MARIAN SCIACHITANO** [May serve on M.A. committees only, Email: [sciach@wsu.edu](mailto:sciach@wsu.edu)] is a Clinical Associate Professor in the Department of Critical Culture, Gender and Race Studies. Her research and teaching interests include Asian American women, global feminism, feminist film theory, and third world women in film.

**NISHANT SHAHANI** [Email: [nshahani3@wsu.edu](mailto:nshahani3@wsu.edu)] is an Associate Professor in the Department of Critical Culture, Gender and Race Studies. His research and teaching interests include queer theory, LGBT studies, and transnational feminism. He is particularly interested in queer theories of space and time, and the politics of transnational sexual citizenship.

**JOHN STREAMAS** [Email: [streamas@wsu.edu](mailto:streamas@wsu.edu)] is an Associate Professor in the Department of Critical Culture, Gender and Race Studies. His current research interests include the politicization of time and space; the problem of “evidence” in narrative; the politics of colors; and the deracialization of nature in contemporary creative nonfiction, especially in memoir

**PAMELA THOMA** [Email: [pthoma@wsu.edu](mailto:pthoma@wsu.edu)] is an Associate Professor in the Department of Critical Culture, Gender and Race Studies. Her scholarly interests and teaching areas include Asian American literary and cultural studies, women's literature, popular film and media studies, transnational feminist studies, and feminist theory.

## GRADUATE STUDENTS – AN OVERVIEW

Congratulations! You've been accepted into the graduate Program in American Studies at Washington State University. Now what? Here are some of the things you need to know.

### FUNDING

Admission to the graduate Program in American Studies is not a guarantee that you will receive funding as a graduate student. Any funding offered will be specified in your original letter of offer and admission to the program.

If you have been awarded funding, your appointment is conditional and subject to:

- maintenance of a 3.0 cumulative grade point average
- satisfactory academic progress in your coursework and your research as evidenced by your written annual evaluation (spring)
- continued regular enrollment in the Graduate School
- satisfactory completion of the duties assigned to you as a teaching or research assistant as evidenced by your written annual evaluation (spring)

Provided the aforementioned conditions and requirements are, and continue to be met, graduate student appointments to funded assistantship positions will follow a similar pattern as that established by the Graduate School's *normative time frame* in which to complete a specified degree:

- two years for an M.A.
- two years for a Ph.D. entering with an M.A. in American Studies from WSU
- four years for a Ph.D.

*Fifth Year Funding:* Ph.D. students who have received the *normative number of funding years* (four) can still be enrolled in the Program in American Studies to complete their degree, but may no longer be eligible for assistantship support/funding. However, students who have reached their fourth and final year of graduate funding are eligible to apply for a fifth year of TA funding. Application for a fifth year does not automatically imply an award. Fifth Year TA-ships are competitive and are awarded based on the strength of the application and the needs and concerns of the graduate program. Ph.D. students applying for a fifth year of funding must 1) have defended and passed their preliminary exam 2) provide a letter of application outlining the reasons or rationale for a fifth year of funding; 3) provide a letter of recommendation from the student's doctoral committee chair; 4) provide a current CV; 5) provide a writing sample from the dissertation. The student must submit the documents by the end of the fall semester of her fourth year in order to be considered for funding if available.

## ESTABLISHING RESIDENCY

*“Graduate students enrolled full-time who are on .50 FTE (half-time) assistantship appointments for an entire semester or academic year are eligible for fee waivers and **must be living in the State of Washington (RCW 28B.15.014)** to be eligible for waivers.”*

There is a considerable difference between *resident* and *non-resident* tuition costs. These differences affect our ability to provide out-of-state tuition waivers to students who are on assistantship appointment beyond the first year of enrollment. Therefore, it is extremely important that you begin to establish residency in the state of Washington as soon as possible—especially during the first year of enrollment. You should begin by establishing a local address and updating that information online. Follow that with getting a Washington State driver’s license and registering your car in the state of Washington. You may also register to vote and establish a local bank account. At the end of the regular academic year (May), you should have enough information to complete the Residency Questionnaire at <http://www.wsu.edu/future-students/admission/residency.html>. You will need to provide proof of local residence (copies of 12 months of utility bills and/or rent receipts, your driver’s license, car registration, and/or local bank account—acceptable documents are listed in instructions for completing the residency form).

If there is a situation where you are unable to *reside within the state of Washington*, there is a “hardship” exception that must be discussed with the Graduate School IMMEDIATELY. This needs to happen at the time of your acceptance into the graduate program and must be “renewed” at the beginning of each subsequent fall semester.

Please consult with the American Studies Academic Coordinator (Wilson-Short 111) or the Graduate School about the residency process if you have questions.

## GRADUATE ASSISTANTSHIP APPOINTMENTS

### ***Personnel Action Forms***

Submission of a Personnel Action Form [PAF] will put you on appointment. Your appointment begins in the fall on August 15 and, if appointed for the entire academic year, ends on May 15. In your initial hire, you will also be asked to complete the employment verification/eligibility form (I9) and provide appropriate documentation to support your hiring eligibility. You may also opt to complete a payroll deduction form for the out-of-pocket expenses you will be required to pay each semester (these forms must be completed prior to 10<sup>th</sup> day of each semester at Payroll, French 236) and you may choose to have your paychecks direct deposited (form available at Payroll or from Finance Manager). If you need a copy of your PAF for any reason, please consult the Liberal Arts Service Center Finance Manager (Wilson-Short 104a). The Finance Manager is also available to discuss salary, tuition waivers, verify employment, and discuss any other issues about your employment and appointment at WSU.

### ***Pay Periods and Paydays***

Paydays occur on the 10<sup>th</sup> and 25<sup>th</sup> of each month and you will receive your first pay check on September 10 for an appointment that begins on August 16. Your last pay check for an academic year will be received on May 25—unless you have also been selected to teach a summer session class.

Summer appointments should be considered as additional pay for teaching a summer session class. Summer teaching appointments are made by the CCGRS Chair in consultation with the American Studies Graduate Director. Graduate students who accept appointment to teach summer school courses are required to enroll in 3 credits of graduate study and, if you were eligible and received a fee waiver in the spring, will receive a summer session tuition waiver. As with the fall and spring semesters, the student is responsible for residual fees associated with summer semester tuition.

### ***Holidays and Vacations***

As an employee at Washington State University during the academic year, you are eligible for the same holidays state employees receive. Otherwise, you are expected to be available for work on all regular workdays within a semester. Your appointment in a graduate student teaching assistantship position does, however, limit you to working a maximum of 20 hours per week. It is presumed, then, that the other 20 hours per week will be spent on your course work, assignments, research, and writing.

Longer-term “vacations” outside of regularly scheduled holidays (Thanksgiving, Christmas, spring break) should be arranged with your assigned faculty advisor/mentor and/or supervisor (if teaching). Should you feel your working hours are extending beyond the 20 hours per week allowed, please first discuss the issue with the Graduate Director, or your advisor/mentor. If the situation remains unresolved, please consult the Department Chair for further mediation.

### ***Leave of Absence***

Graduate Leave Status is granted for students in active status (enrolled or in CDS) who must be away from their studies for one or more semesters for personal, family, job, financial, military or Peace Corps service, or other compelling reasons. ***Only graduate leave for medical reasons (EFML), military service, and Peace Corps service is available to doctoral students in continuous doctoral status.*** Students must apply for Graduate Leave through the Graduate School by completing the [Graduate Leave](#) form. The leave must be approved by the student’s committee chair, Graduate Director, CCGRS Chair, International Programs (for international F-1/J-1 students only) and Dean of the Graduate School. A student may be on Graduate Leave for a total of up to one calendar year during their studies, but leave time may be extended for special circumstances (e.g., for military or Peace Corps service). ***Graduate Leave beyond one calendar year during a student's studies is not guaranteed.*** Graduate Leave entitles students to maintain access to library services if needed. At the end of the leave, the student will be able

to reenroll for credits without completing the reenrollment form or paying the reenrollment fee. International students must submit information on their finances to the Graduate School if they require issuance of new immigration documents (Form I-20/DS-2019). For more specific information:

<http://www.gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter5/OfficialLeavesOfAbsence.aspx>

### ***Graduate Teaching Assistants***

Most graduate students in the graduate program will serve as graduate teaching assistants (GTAs) at some point in their academic career. Training as teachers is a vital part of graduate education and all the departments in which we assign graduate teaching assistants offer excellent introductions to, and pedagogical experience in, teaching at the college level. We also think it is important for students and faculty to engage in ongoing discussions of pedagogy—pedagogical issues are directly tied to questions of scholarship in numerous ways. We encourage faculty advisors and other mentors to discuss teaching, as well as research, on a regular basis.

AmSt 505: Proseminar in American Culture Studies is the primary classroom site where pedagogical issues, theories, and practices will be discussed. Students may also avail themselves of pedagogical development workshops sponsored by the Center for Teaching and Learning and by other units on campus. The Graduate School also makes available UNIV 590, which covers basic pedagogical concerns and practices across disciplines.

Graduates assigned as teaching assistants will initially “shadow” a professor in an undergraduate class for one semester. Duties may include grading papers and exams, preparing lecture material, and teaching a lecture or two during the semester, and holding regular office hours. After the introductory semester, GTAs will be assigned sole responsibility for teaching a course of their own. In some instances, a GTA may be asked to shadow a professor an additional semester if the faculty and/or Director believe more training is necessary. In either case, faculty and graduate students must take special care to create and maintain a fair and equitable workload that does not exceed the 20 hours per week specified for a .50 FTE graduate teaching assistantship appointment.

### ***Graduate Research Assistants***

Graduate research assistantships (GRAs), usually funded by a grant or fellowship, may in some cases be available for graduate students assigned to work with a particular faculty member on an individual project or as part of collective faculty/student efforts. Because the work process is less standardized for GRAs, faculty and graduate students should take special care to create and maintain a fair and equitable workload that does not exceed 20 hours per week for a .50 FTE graduate research assistantship appointment.



## **INTERNATIONAL STUDENTS**

The Program in American Studies is proud to have students from many countries and many cultures as part of our graduate student cohort. We realize that international students face special difficulties with regard to visa status, financial aid, work rules, and a variety of cultural issues. We urge international students in American Studies to stay in close touch with the *International Programs Office* on campus. We also encourage international graduate students to discuss with their student peers, faculty advisors and Graduate Director any issues that may arise for them as students, teachers, and members of the wider university community. A variety of nation- and region-based student groups and cultural organizations on campus have also proven very supportive.

## **ADVISING**

Initially upon entering the American Studies graduate program, students will be advised academically by the Academic Coordinator and the Graduate Studies Director. Both the academic coordinator and the Director are available for any questions concerning course work, program of study, and putting together a prelim or dissertation committee.

Faculty advising and mentoring of graduate students is a crucial part of any graduate program. We feel that a high level of communication between advisors and advisees is important, and that the advisor-advisee relationship is a vital one in which key decisions about a graduate student's career, and his/her socialization into the inter-discipline, take place. It is also a relationship in which confidentiality of communication is to be respected at all times. Students and faculty should make an effort to be clear that they are engaging in confidential communication when that is the intention or desire.

All American Studies faculty and graduate students will benefit from becoming thoroughly familiar with the "Program Requirements" laid out in Part Two of this *Handbook*. If, after reading the requirements, any faculty member or graduate student has a question, either technical or substantive, please bring them to the attention of the Director. In some areas of policy not directly established by the Graduate School at Washington State University, the Director has some flexibility in applying the regulations and will try, when possible, to adapt to the particular scholarly needs of individual graduate students.

### ***Faculty Advisors/Mentors***

High-quality graduate programs are those with notable faculty and systems for advising and mentoring graduate students. Graduate students need sound advice during their early experiences in graduate school. Graduate students deserve guidance from faculty whose interest goes beyond the mere advisor-director role to one of teacher and mentor. Departments and programs are responsible for encouraging effective mentoring and for

insuring that graduate students receive advice and mentoring during the course of their graduate studies.

As students go through the program, they will inevitably meet faculty who match their research interests. We do not assume that the pairing of faculty advisors and advisees is permanent. At any time after entering the program, a student may arrange a change of advisors. As students get to know faculty associated with the Program in American Studies, and as their interests change or become more defined, it is natural that changes in advisors will occur. The process of changing advisors simply requires informing the Director, getting agreement from the new advisor and the previous advisor of the change.

Your advisor will be especially important to you as a graduate student in the first year of your program. However, we also highly recommend that you meet with both your advisor, AND with the Director of the Program in American Studies, prior to registering for courses in your first year. In subsequent semesters, and once you have selected an M.A. thesis or Ph.D. dissertation *graduate student committee*, we intend that the advising process will largely become the responsibility of your *graduate student committee chair*. Inevitably, given the diverse nature of the faculty and the students, graduate students will, at times, receive contradictory advice and information. At such times, the Director of the Program in American Studies is available to assist in clarifying misunderstandings and resolving or mediating differences of opinion.

Graduate students should expect that the faculty advisor/mentor will provide:

- Interaction on a regular basis in a professional, respectful, and civil manner consistent with University policies governing non-discrimination and sexual harassment.
- Creation of an ethos of collegiality in the classroom, laboratory, or studio supervision relationship that stimulates and encourages students to learn creatively and independently.
- Development of clear understandings about specific research expectations and responsibilities, including fair, realistic, and achievable timelines for completion of theses or dissertations.
- Verbal or written comments and evaluation of students' work in a timely manner.
- Discussion of laboratory, studio, or departmental authorship policy with graduate students in advance of entering into collaborative projects.
- Acknowledgement of student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.

## **ANNUAL EVALUATION PROCESS**

In accordance with Graduate School guidelines, the Program in American Studies is committed to providing written, annual, formal evaluations of each student about his/her course work, fulfillment of teaching responsibilities (if applicable), or research assignments. The annual review is an important assessment of a student's overall progress toward fulfilling the necessary requirements of their program of study. Your signature is required on the annual

evaluation but does not necessarily indicate your agreement with the assessment—only that you have had an opportunity to review it and understand its contents and ramifications.

## **IRB – HUMAN SUBJECT RESEARCH REQUIREMENTS**

Any M.A. or Ph.D. student who wishes to incorporate interviews or survey techniques utilizing human subjects as part of their research must complete a ***Human Subjects Review Form*** and have it approved through the Institutional Review Board **PRIOR TO** beginning any research project. The form is available online at <http://www.irb.wsu.edu/forms.asp>. The Office of Grant and Research Development has oversight for the IRB and can assist you with any questions you may have about the process or the form <http://www.irb.wsu.edu/contact.asp>. Your *graduate student committee chair* is also an important asset in assisting you with garnering IRB approval.

## **GRADUATE STUDENT CODE OF CONDUCT**

The Graduate Student Code of Conduct serves as written guidance focusing on graduate student rights and responsibilities, and on avenues for adjudication of these rights. Graduate students are first and foremost students; and as such are obliged, as is the University, to abide by the responsibilities codified under the Washington Administrative Code (WAC). These responsibilities serve to maintain order and censor those who disrupt the educational processes. To fulfill these joint responsibilities, the University community has established numerous policies that apply to graduate students and graduate student organizations (WAC 504-25-010), many of which appear in the WSU Student Handbook, available at the Office of Student Affairs, 360 Lighty Student Services Building.

Follow this link to read the entire document:

<http://gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter12/StudentConduct.html>

### ***Graduate Student Grievance Procedures***

Students who believe they have been unjustly treated by a teacher, faculty mentor, or graduate student peer can begin a grievance process by taking the issues to the Graduate Representative of the Graduate Committee or directly to the Graduate Director. If the student does not feel comfortable bringing the issue to the Director, if the Director is the subject of the complaint, or if the student does not feel the Director has handled the matter sufficiently, he/she may take his/her grievance to the 1) CCGRS Department Chair, 2) University Ombudsman, or 3) the Center for Human Rights. Following the proper sequence for filing a grievance will further facilitate mediation and an effective solution to the grievance.

Follow this link to read the Graduate and Professional Student Grievance Procedures:

<http://gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter12/>

## ***Grievance Procedures against Am St Teaching Assistants***

Very rarely have American Studies TA's had complaints lodged against them concerning their teaching. However, given the nature of the disciplines involved in American Studies (Ethnic Studies, Women Studies), it is not uncommon for students to have difficulty with class materials or concepts around colonialism, gender, immigration, imperialism, racism, sexism, and sexuality. American Studies TA's should therefore make every effort to notify the CCGRS chair and or the Graduate Director of any potential complaints should they arise.

However, in the event an American Studies Teaching Assistant has a formal complaint from undergraduate students, faculty, staff, or other administrators on campus about their teaching and/or treatment of students, the situation will be examined thoroughly by the CCGRS Chair and the American Studies Graduate Director. This will require the department chair to meet with those making the complaint and the TA involved to assess the situation. All effort will be used to resolve the conflict before any punitive measures are taken. The outcome will be discussed with the TA in question by the Chair of the CCGRS Department in consultation the American Studies Graduate Director.

The first step in the grievance procedure is as follows:

a) The department chair will meet with those making the complaint, and the TA involved, to assess the situation. The TA will also meet with the American Studies Graduate Director to discuss the complaint(s). The CCGRS chair and the Graduate Director will assess the situation and will collaboratively make appropriate recommendations for resolution by assisting, advising, or providing any necessary guidance to the graduate student TA if needed. The Graduate Student Grievance and Policy Procedures will also be reviewed with the student.

If complaints continue beyond the initial assessment and attempt at resolution, and suggest a repeated pattern of inappropriate professional performance or conduct, a series of steps toward resolving the situation are as follows:

b) If the complaints persist, suggesting a repeated pattern of inappropriate professional performance or conduct, the student will be cautioned in a written memo by the CCGRS Chair that will be included in his/her file. The student has the right to respond to the memo, which will also be included in his/her file. In addition to the memo both a class visit and a review by a core faculty member will be required for the semester in question. The faculty write-up, cc'd to both the Chair and the Director, will be placed in the student's file. The cautionary memo and the teaching review will also be discussed and noted in the student's next annual evaluation;

c) If the complaints continue beyond the cautionary memo and teaching review, the TA may be asked to shadow a faculty again to address any pedagogical inconsistencies or difficulties. This should accompany direct mentoring to address the student's concerns;

d) If “a” “b” and “c” have no impact and the complaints persist, recommending against fifth year funding is appropriate, or

e) Loss of TA-ship.

## **PROFESSIONAL MEMBERSHIPS/CONFERENCE PARTICIPATION**

Graduate students should seriously consider membership in the national American Studies Association (ASA) and/or the regional Pacific Northwest American Studies Association (PNASA). Both organizations offer reduced membership rates for students and both organizations host yearly conventions that include significant numbers of graduate student participants—either as presenters or attendees.

Additionally, graduate students should consider membership in various associations/organizations in your specialized area of interest. Networks and opportunities cultivated in these, as well as the American Studies Association, will be invaluable resources throughout your career.

Each year, WSU tries to send a contingent of graduate students and faculty to the PNASA meeting. Information on these conferences, and strategic advice for forming successful panel proposals for presentation at these important events, can be found in the *Conferences and Call for Papers* folder in the Wilson-Short Hall 104 Reference area. Students should also stay alert for Calls for Papers (CFPs) for more specialized conference in your area(s) of expertise. Members of the faculty are happy to offer advice on writing conference proposal abstracts.

### ***Travel Funds for Graduate Students***

In any given year, there may be a small cache of excess funds available from the Critical Culture, Gender, and Race Studies Dept. that might be used for graduate students to travel to conferences or to conduct research. The Graduate School also offers competitive travel grant funds for graduate students to present at a conference or to do research. *Any student seeking funds for travel from CCGRS is strongly encouraged to submit a request for Graduate School travel grant funding.*

In order to apply for funds from the Critical Culture, Gender, and Race Studies Dept. graduate students need to submit the “CCGRS Graduate Student Travel Funds Application” to the director no later than 2 months prior to travel event. Hard copies of the application are available in the main office (Wilson-Short 111). An electronic copy of the application is available at <http://www.libarts.wsu.edu/ccgrs/graduate/courses.asp>. Except in cases of exceptional circumstances, which will be evaluated on a case by case basis, students are eligible for funding from CCGRS only once during an academic year.

American Studies travel funds will be granted with the following prioritization:

1. Graduate students delivering a paper at a major national conference

2. Graduate students with a specific research travel need not possible from any other venue.
3. Graduate students delivering a paper at a major regional conference.
4. Graduate students attending, but not presenting at, a national or regional conference.

American Studies graduate students must complete a Travel Request/Reimbursement Form at least a month prior to their travel and submit this to Fiscal Specialist, Sue Allen (Wilson-Short Service Center, Wilson-Short 104a). At the Service Center, a Travel Authority (TA) will be created for the department chair's signature. Travel receipts should be turned in immediately upon return from travel to Sue Allen, and a Travel Expense Voucher (TEV) will be generated at that time to apply for reimbursement. Hard copies of the Travel Request are available in the main office (Wilson-Short 111) or Wilson-Short 104. An electronic copy of the form is available at <http://www.libarts.wsu.edu/ccgrs/graduate/courses.asp>.

## **PROFESSIONAL DEVELOPMENT AND JOBS**

Professional development—the preparation of graduate students in the knowledge and skills necessary to find and maintain employment in academic or other jobs—is a responsibility shared by all members of the WSU Program in American Studies community. Information about the current job markets for American Studies scholars will be gathered and made available to faculty and students on a regular basis. Students should also think about, and discuss with their advisors, how best to present the value of interdisciplinary scholarship in the context of the disciplines since, despite the number of interdisciplinary jobs in the humanities and social sciences, most American Studies scholars teach at least part of the time in traditional departments and programs. Graduate students play a crucial role in their own development and in that of their peers. Students must actively seek out information and willingly share it with their peers, especially when they find an item tailored to the needs of another student. All members of the community should become acquainted with the wealth of information available on campus and online about the current job market, grant and fellowship opportunities, conferences, Calls for Papers, and other professional development and job opportunities.

Additionally throughout the academic year various workshops for graduate students will be held addressing varied topics of professional development from pedagogy to the job market and publishing. These workshops will be led by members of the core faculty of the American Studies program and present unique opportunities for graduate students to amass helpful information and strategies as they move through their academic career. Your attendance at these workshops is encouraged.

# PROGRAM REQUIREMENTS

## Overview of Requirements for the M.A. and Ph.D. Degrees

In both the M.A. and Ph.D. programs, students are expected to take coherent patterns of course work and independent study from different departments/programs and to integrate materials from diverse disciplines. American Studies, as a field, presupposes that research and study that crosses or moves outside traditional academic boundaries can yield fruitful, intellectually rigorous, insights into American culture. Students in both the M.A. and Ph.D. graduate programs should anticipate challenges and a need to work closely in consultation with their advisors and with faculty members in planning their courses of study beyond the core requirements.

The Graduate School sets *normative time limits* for completion of degrees as follows:

- M.A. degree completion 2 years
- Ph.D. completion (with M.A. degree in American Studies from WSU) 2 years
- Ph.D. completion 4 years

Ph.D. students have 3 years after completing their preliminary examination to complete the dissertation without having to re-qualify. Beyond these *normative time limits*, students must apply for a degree extension from the Graduate School (also see *Fifth Year Funding*, p. 13).

# THE MASTER'S DEGREE IN AMERICAN STUDIES

## General M.A. Requirements – GRADUATE SCHOOL

30 total credit hours:

- 26 credit hours minimum in graded course work
- 17 credit hours minimum of graded course work at the 500-level
- 4 credit hours minimum of course work in 702.
- 9 credit hours maximum non-graduate, graded course work at the 300- and 400-level

## Overall M.A. Requirements - American Studies Program

30 graded credit hours:

- 9 credit hours of AmSt core courses
- 12 credit hours of AmSt elective courses
- 9 credit hours of Special Area

Although the graduate school allows as many as nine (9) undergraduate credit hours to apply toward the M.A., the American Studies Program allows only three (3) undergraduate credit hours to apply toward the degree program. (The three (3) permissible undergraduate credit hours must be completed during a student's time at WSU. No undergraduate work from another institution will be accepted. Additionally, the three (3) permissible undergraduate credit hours will only be accepted from undergraduate courses taken during the regular academic year. No credit will be accepted from undergraduate courses taken during summer session.) Only in exceptional cases made to and approved by the American Studies Graduate Director will more than three undergraduate credits be applied toward the M.A.

The M.A. degree typically takes 2 years, though some take longer and, on rare occasions, an individual has completed the M.A. in less than two years. Students typically take two or three graduate courses per semester, filling in the remainder of the credits (at least 10 cr hrs per semester) with independent study, exam, or M.A. research credits (courses listed as 600- or 700-level) to maintain a graduate assistantship appointment.

## Core M.A. Course Requirements - Program in American Studies

*Three American Studies Core courses:*

AmSt 505	Proseminar in American Culture Studies
AmSt 506	Frameworks in American Culture Studies
AmSt 507	Contemporary Practices in American Culture Studies

*Four AmSt seminar electives:*

AmSt 520	Colonization, Globalization, and Decolonization
AmSt 521	Critical Studies in Sexuality
AmSt 522	Digital Cultures, Digital Divides
AmSt 523	Environmental Justice Cultural Studies
AmSt 524	Culture Studies in Popular Culture



AmSt 525	Social Movements in American Studies
AmSt 526	Contemporary Theories of Race and Ethnicity
AmSt 527	Contemporary Feminist Theories and Practices
AmSt 590	Seminar in American Studies
AmSt 596	Topics in American Studies

*Three Special Area electives:*

9 cr hrs Graduate Level Electives

## **M.A. AREA OF SPECIALIZATION**

An M.A. *Area of Specialization*, like that at the Ph.D. level, is defined as an interdisciplinary field of expertise drawn from and synthesizing two or more fields. The area can be defined in a number of ways depending on the student's perceived need to gain relatively broad or relatively narrow focus, but should include both some historical breadth and depth of focus.

## **M.A. THESIS OR PORTFOLIO**

M.A. students choose either to write a *Master's thesis* or put together a *portfolio of one publishable quality research paper and a position paper*.

The *thesis option* is recommended for students who desire to study a topic area in greater depth or an intention to pursue a higher degree in a discipline where the normal preparation is a Master's thesis. Most, but certainly not all, Ph.D. programs require, or strongly encourage, completion of a Master's thesis as a basis for admission.

The *portfolio option* was established for students to engage in professional academic writing toward a concentrated topic or area in which a student seeks publication.

### ***M.A. Thesis Option***

Students taking the thesis option write a thesis (typically 75-100 pages) synthesizing material on an American Studies topic they choose, in consultation with the student's *graduate degree committee*. Approval of the thesis occurs after a final oral examination conducted by the Master's *graduate degree committee*, and constitutes completion of the degree, presuming all course, exam, and language requirements have been met. A report to the Graduate School of satisfactory completion of all requirements awards the degree.

### ***M.A. Portfolio Option***

Students who choose the portfolio instead of the thesis option must complete the following:

1. One publishable paper of 20-25 pages based upon graduate research, preferably a paper that has been presented at a conference. A short cover letter for the paper should

identify possible venues for publication as well as locate the paper in relationship to the student's overall academic preparation for presenting such a paper. The paper may be a revised seminar paper from work in core classes, a paper concerning the student's area of specialization courses, or a general seminar paper or academic writing project, which has been carefully revised for publication. It is expected that selection and preparation of the paper will be accomplished over time in consultation with members of the student's degree committee.

2. A position paper of 10-15 pages, written after completing the core courses required of master's students. In the position paper, the student will focus on their area of specialization and clarify how their research compliments or expands American cultural studies as a field.

The portfolio is developed in close consultation with the student's *committee chair* and the student's M.A. *graduate degree committee*. When all members of the *graduate degree committee*, and the student, are satisfied with the quality of the two portfolio papers, the final oral examination is scheduled.

## M.A. TIMELINE

The Graduate School standard for developing the portfolio or the thesis is the same—2 years for an M.A. degree. The student should be well into researching and doing some writing in the next to last semester of their degree and should be completing drafts by the middle of the final semester.

### *Recommended Timeline for completing the Master's Degree*

<b>Year 1</b>	Fall	Enroll in three courses (two core, one elective) Meet with faculty Non-residents begin establishing residency
	Spring	Enroll in three courses (one core, two electives) Begin thinking about M.A. committee members
	Summer	Non-residents complete residency application
<b>Year 2</b>	Fall	Enroll in three courses (electives; language requirement) Form M.A. committee (3 members; chair and at least one other AmSt faculty) Meet with M.A. committee File <i>Program of Study</i> Research thesis or portfolio papers
	Spring	Double check that all course requirements are met

Enroll in reduced course load to concentrate on writing (two electives)  
By mid-semester, submit thesis/portfolio draft to committee chair  
Work with committee to set date for Final Oral Exam  
Get final draft of thesis or portfolio to committee at least 2 weeks prior to Final Oral Exam  
Submit signed scheduling form ten business days before exam  
Take Final Oral Exam

## **FORMING THE M.A. COMMITTEE**

Students are encouraged to seek out core faculty they have studied with in consideration for their Master's committee. Forming the M.A. committee is ideally completed by the beginning of your second year in the program. The Graduate School requires that Master's committees must have at least three (3) graduate faculty members. Two (2) of the committee members must be tenured, or tenure-track, permanent WSU faculty members. A third member must be graduate faculty, but need not be permanent WSU faculty. The American Studies Program requires that at least two members of a student's Master's committee be American Studies core faculty, one of whom must serve as the chair of the committee. Special exceptions to this rule may be negotiated with the Director in rare cases where the student's area(s) of expertise is not covered adequately by core faculty members. American Studies clinical faculty may chair a Master's committee as long as they hold a graduate degree comparable to the degree sought by the student. Students may also consider seeking out affiliate faculty they've had the opportunity to study with across the university and WSU's urban campuses. External faculty beyond/ outside the university proper are also allowed by University rules and often provide useful additional perspectives to graduate students in the program. Qualified external faculty may be added with approval of your *Master's committee chair and the Graduate Director*.

The *Master's committee chair* has primary responsibility for guiding the M.A. candidate through the thesis or portfolio process. The *Master's committee chair* is the student's main advisor, calls meetings and communicates with other members of the committee to make sure all agree on the student's course of research and writing, and assists the student in anticipating and meeting all degree requirements and deadlines.

Once a student forms a Master's committee and files a program of study, any changes to committee membership must be done in consultation with the Master's committee chair and the American Studies Graduate Director. Requests for changes to the Master's committee are not automatically approved. A formal written request must be made by the student to his or her Master's committee chair and the Graduate Director, who will carefully review, discuss, and determine the outcome of the request. All committee members must be notified in writing of any changes to the student's committee.

## **FILING A PROGRAM OF STUDY**

By the beginning of an M.A. student's second year of study, they are required to file a *Master's Degree Program of Study* with the Graduate School. This process coincides with the formation of the student's M.A. *committee* and represents official recognition of the committee. This document lays out all of the courses you have taken, and intend to take, to meet all program and Graduate School requirements. The *Program of Study* should be submitted on forms available on the Graduate School web site (<http://gradschool.wsu.edu/Forms/index.html>). Once approved, the *Master's Program of Study* becomes a permanent part of your degree requirements. Subsequent alteration of the Program of Study is made by submission of a *Change of Program Form* with the endorsement of the *Master's committee* and the approval of the Director of the Program in American Studies and the Dean of the Graduate School.

## **THESIS OR PORTFOLIO FINAL ORAL EXAMINATION**

The final official portion of the M.A. degree is an oral examination (or oral defense) on the thesis or the portfolio project, administered by the student's graduate degree committee. Students are responsible for questions pertaining to their thesis or portfolio and the surrounding historical and intellectual context relevant to their writing. The exam typically takes 1 ½ hours. The final oral examination is a conversation about the strengths and weaknesses of the thesis or portfolio papers and the general intellectual issues being addressed. The goal of the oral examination should be to improve the writing and move it closer toward publication, if that is what the student desires.

## **TRANSITION FROM MASTER'S DEGREE TO PH.D. CANDIDATE**

Students who are completing the Master's degree in American Studies at WSU, and who wish to continue their studies here for a Ph.D., must complete a second application process during the third semester of study, or very early in the fourth semester in which they are to complete the M.A. degree. The application must include:

- a) A current statement of research plans for the Ph.D. degree;
- b) A recent writing sample
- c) Three current written recommendations, only one of which may come from Am St faculty. The recommendations must have been written in the last two years.
- d) Student's updated WSU graduate transcript

These materials will be placed in your file, and will be submitted to the Graduate Studies Committee for review along with all other applications to the Ph.D. program and to make a determination regarding advancement to the Ph.D. degree program.

If a student were to be admitted to the Ph.D. program, M.A. to Ph.D. students would then prepare for the Ph.D. qualifying exam in what would be their third year of graduate study.

# THE PH.D. DEGREE IN AMERICAN STUDIES

## GENERAL PH.D. REQUIREMENTS – GRADUATE SCHOOL

72 credit hours minimum total

15 credit hours minimum of graded graduate level course work

20 credit hours minimum of 800-level research credits (30 maximum)

9 credit hours maximum non-graduate, graded course work at the 300- and 400-level for audit may not be used for the program of study

## OVERALL AMERICAN STUDIES PROGRAM PH.D. REQUIREMENTS

9 credit hours minimum of AmSt core courses

12 credit hours minimum of AmSt elective courses

9 credit hours minimum of Area of Specialization courses

3 credit hours minimum of an *additional* course in **either** AmSt elective **or** Area of Specialization

The American Studies Program Ph.D. degree typically takes four years, though there are certainly exceptions, the most prominent of which is students who enter the Ph.D. program with a prior M.A. in American Studies from WSU. In this case, the Ph.D. degree will typically take two years to complete. Some Ph.D. degrees, however, may also take longer. These timelines are highly dependent upon prior preparation and the nature of the student's dissertation work. Students typically take two or three graduate courses per semester, filling in the remainder of the credits (to a total of 10) with independent study, exam, or dissertation research credits (courses listed at 600- or 800-level). Course work will usually be completed in the second year, followed by the preliminary examination in the third year, with the dissertation typically written and defended in the fourth year.

Although the graduate school allows as many as nine (9) undergraduate credit hours to apply toward the Ph.D., American Studies only allows three (3) undergraduate credit hours to apply toward the degree program. (The three (3) permissible undergraduate credit hours must be completed during a student's time at WSU. No undergraduate work from another institution will be accepted. Additionally, the three (3) permissible undergraduate credit hours will only be accepted from undergraduate courses taken during the regular academic year. No credit will be accepted from undergraduate courses taken during summer session.) Only in exceptional cases made to and approved by the American Studies Graduate Director will more than three undergraduate credits be applied toward the Ph.D. degree program.

## Core Ph.D. Course Requirements - American Studies Program

### CORE PH.D. COURSE REQUIREMENTS – IN AMERICAN STUDIES

*Three American Studies Core courses:*

AmSt 505	Proseminar in American Culture Studies
AmSt 506	Frameworks in American Culture Studies
AmSt 507	Contemporary Practices in American Culture Studies

*Four AmSt seminar electives:*

AmSt 520	Colonization, Globalization and Decolonization
AmSt 521	Critical Studies in Sexuality
AmSt 522	Digital Cultures, Digital Divides
AmSt 523	Environmental Justice Cultural Studies
AmSt 524	Culture Studies in Popular Culture
AmSt 525	Social Movements in American Studies
AmSt 526	Contemporary Theories of Race and Ethnicity
AmSt 527	Contemporary Feminist Theories and Practices
AmSt 590	Seminar in American Studies
AmSt 596	Topics in American Studies

*Three Special Area electives:*

9 cr hr of graduate level electives

*One (3 cr hr) of either an AmSt elective or Special Area elective*

### Ph.D. AREA OF SPECIALIZATION – 9 Graded Credit Hours

In addition to the core course requirements, and the seminar electives, Ph.D. students take at 9 graded credit hours in an *Area of Specialization*. Courses for this requirement may be chosen from the list of electives above or may be graduate courses in other departments in the university, with approval from the committee chair and/or Graduate Director. The *Area of Specialization* should serve to delineate a professionally recognizable sub-specialty within the field of American Studies and prepare students broadly in intellectual areas germane to their dissertation. The *Area of Specialization* can be formulated in a variety of ways, but should show significant historical depth and topical breadth. Each student constructs her/his coherent course of study in an *Area of Specialization* of their own choosing with the approval of their committee chair and the Director.

## THE PH.D. FIRST-YEAR TIMELINE

### Fall (First) Semester

- Enroll in three courses (two core, one elective)
- Meet with faculty
- Non-residents begin establishing residency

### Spring (Second) Semester

- Enroll in Three courses (one core, two electives)
- Begin thinking about Ph.D. committee members

## THE Ph.D. PRELIMINARY EXAMINATION

The Ph.D. preliminary examination consists of the following elements:

- a) Two written essays that respond to questions produced by the student and the graduate degree committee .*
- b) A dissertation prospectus.*
- c) An Oral Defense.*

During the fourth semester, a *preliminary examination meeting* between the student, the student's graduate committee Chair, and the faculty members of the student's graduate degree committee is required. This meeting is to clarify the expectations of the specific readings to be considered, as well as to agree upon the general framework and content of the two (2) exam questions and the direction of the prospectus. Two reading lists (one for each exam question) should be agreed upon and developed **by the student and committee in collaboration** by the end of the spring semester giving the student the summer to prepare.

Ideally, the above process will be completed by the end of the student's fourth semester. Exceptions can be made for the fifth and sixth semesters, but the preliminary exam must be defended no later than the end of the sixth semester. It is the responsibility of the committee chair to set up a reasonable timeline for completion of the process and to ensure that all committee members and the student have had ample input on the exam questions and on the prospectus.

Early in the Fall semester, the student's graduate degree committee will construct 2 preliminary exam questions. The questions should draw significantly, but not solely on the two reading lists constructed by the committee and the student for this process. Once the student receives the questions from the committee chair, the student will be given two (2) weeks to prepare the essays and the dissertation prospectus.

## THE PRELIMINARY EXAMINATION ESSAY QUESTIONS

### *The Project of American Studies*

One of the questions should demonstrate a student's readiness for advanced teaching, research, and writing in the field of American Studies. In the essay, the student will demonstrate general knowledge the field of American Studies as a whole. Questions in this area will address the institutional contexts and intellectual history of American Studies with emphasis on the salient shifts in the understanding of the "field," its objects, aims, and methodologies. The question will focus on how students are influenced in framing their object of study by the interdisciplinary and increasingly transnational context of American Studies.

### ***Critical Problems in Dissertation Research***

Questions in this area of the exam will focus on the student's interdisciplinary-based research and preparation and should reflect both the benefits of and contributions to their knowledge of American Studies. Students should expect to formulate their research interests both topically and conceptually.

## **DISSERTATION PROSPECTUS**

The final element, the *dissertation prospectus*, will be completed in preparation for the Ph.D. *Preliminary Oral Examination*. The *prospectus* has a much fuller developed range than either of the essays, and constitutes a map of the terrain to be covered in the dissertation (recognizing that this is, in part, an imagined projection of a work that will change in the course of research and writing). Typically 10-15 pages (including the bibliography), the *prospectus* is a description of the dissertation topic that outlines how it will contribute to the field of knowledge in which it is focused, an outline of the component parts of the dissertation (chapter by chapter), and a bibliography. It should also include some discussion of the research methods to be employed, key questions to be addressed, and the projected development of the argument. As part of the preliminary exam, the student's Chair and members of the graduate committee may provide suggestions and guidance for revising the prospectus if needed. The *prospectus* must be approved by the student's committee chair, and the members of the *graduate degree committee*, during the *preliminary oral exam*.

## **ORAL DEFENSE OF THE PRELIMINARY EXAMINATION**

Once the two essays and the prospectus have been approved by the student's graduate degree committee, the student must schedule a time for the oral defense. The preliminary oral defense maybe held anytime during the same semester except Final Examination Week.

## **THE Ph.D. PRELIMINARY EXAMINATION TIMELINE**

### Fall (Third) Semester

- Submit Program of Study to the Graduate School.

### Spring (Fourth) Semester

- Meet with graduate degree committee.
- Discuss and formalize reading lists for the two essay questions and the dissertation prospectus.



## Summer

- Student prepares for the exam and writes the dissertation prospectus.

## Fall (Fifth) Semester

- Essay questions are developed by the graduate degree committee in consultation with the student.
- Chair of the graduate degree committee forwards the finalized essay questions to the student.
- Student submits essays and dissertation prospectus to the graduate degree committee within two (2) weeks of receiving the exam questions.
- If revision is needed, the student has 1-3 weeks to revise and resubmit the exam to the graduate degree committee depending on the needs of the committee.
- Once the preliminary exam is approved, the student schedules the Oral Defense of the Preliminary Exam.

**(NOTE: This is only a suggested timeline. It is the preferred timeline, and offers students the most free time to prepare for the examination. Though a student's individual timeline may differ for various reasons, keep in mind that shifting the timeline up by a semester or two will change the length of time between preparation and the taking of the exam, and may affect the time to degree.)**

## **FORMING THE PH.D. COMMITTEE**

Forming the Doctoral committee is, ideally, completed early in the third semester of the Ph.D. program. The Graduate School requires that doctoral committees must have at least three (3) tenured, or tenure-track permanent WSU faculty members. The American Studies Graduate Program requires that at least two of the three members of a student's Doctoral committee be tenured, tenure-track, or clinical faculty from American Studies, one of whom must serve as the chair of the committee. Special exceptions to this rule may be negotiated with the Director in rare cases where the student's area(s) of expertise is not covered adequately by core faculty members. Clinical Faculty may chair a doctoral committee as long as they hold a graduate doctoral degree comparable to the degree sought by the student. Otherwise, clinical faculty within the core faculty of the American Studies Program may serve on Doctoral committees as a fourth voting member. External faculty beyond/ outside the university proper are also allowed by University rules and often provide useful additional perspectives to graduate students in the program. Qualified external faculty may be added with approval of your *Doctoral committee chair and the Graduate Director*. The *Doctoral committee chair* has primary responsibility for guiding the Ph.D. candidate through the thesis or portfolio process. The *Doctoral committee chair* is the student's main advisor, calls meetings and communicates with other members of the committee to make sure all agree on the student's course of research and writing, and assists the student in anticipating and meeting all degree requirements and deadlines.

Once a student forms a Doctoral Committee and files a program of study, any changes to committee membership must be done in consultation with the Doctoral committee chair and the American Studies Graduate Director. Requests for changes to the Doctoral Committee are not automatically approved. A formal written request must be made by the student to his or her Doctoral committee chair and the Graduate Director, who will carefully review, discuss, and determine the outcome of the request. All committee members must be notified in writing of any changes to the make-up of the committee.

## **FILING A PROGRAM OF STUDY**

By the beginning of your second year of study you will be required to submit a *Doctoral Program of Study* to the Graduate School. This coincides with formation of your Ph.D. *graduate degree committee*. This document lays out all of the courses you have taken, and intend to take, to meet all program and Graduate School requirements. The *Doctoral Program of Study* should be submitted on forms available online at <http://gradschool.wsu.edu/Forms/index.html>. Once approved, the *Doctoral Program of Study* becomes a permanent part of your degree requirements. Subsequent alteration of the Program of Study is made by submission of a *Change of Program Form* with the endorsement of the *graduate degree committee* and the approval of the Director of the Program in American Studies and the Dean of the Graduate School.

## **TRANSFER CREDITS**

*Transfer credits* from the WSU Program in American Studies M.A. degree to the Ph.D. degree are straightforward. Transfer credits from M.A. programs at other institutions of higher education are evaluated on a case-by-case basis in which we try to establish close equivalencies. The Graduate School allows up to 17 transfer credits from M.A. to Ph.D. degree programs. The American Studies program allows a total of 9 transfer credit hours to be applied to the Ph.D.

## **THE DISSERTATION**

Following the Preliminary Examination, the candidate will prepare a dissertation under the supervision of a committee approved by the Director of American Studies. The dissertation committee must have at least three (3) WSU tenure-track faculty who hold a graduate doctoral degree comparable to the degree sought by the student. Often this committee includes some or all members of the student's previous degree committee.

The Dissertation consists of a written manuscript (typically 200-300 pages) demonstrating in-depth command of original research on a topic chosen by the student in consultation with their committee.

The Graduate School requires completion of the dissertation within three years after passing the Preliminary Examination.

## **PH.D. DISSERTATION DEFENSE**

The Final Examination is an oral exam conducted by the candidate's *graduate degree committee*. Other members of the Program in American Studies faculty, as well as affiliated units, may also attend the dissertation defense. The candidate is expected to show the significance of her/his dissertation as a contribution to research in their area(s) of expertise and to demonstrate mastery of interdisciplinary methods in the study of U.S., global, and/or transnational culture.

# COURSES

## AMERICAN STUDIES GRADUATE COURSES

**AmSt 505:** PROSEMINAR IN AMERICAN CULTURAL STUDIES (3cr) -- Provides an introduction to critical theoretical engagement within an interdisciplinary field. Emphasizes the professionalization of students into the academy.

**AmSt 506:** FRAMEWORKS IN AMERICAN CULTURAL STUDIES (3cr) -- Provides a critical framework for the varied intellectual, theoretical, and political genealogies within American cultural studies.

**AmSt 507:** CONTEMPORARY PRACTICES IN AMERICAN CULTURAL STUDIES (3cr) -- Provides overview of contemporary practices in American cultural studies. Identifies important concepts and major insights within the field.

**AmSt 520:** COLONIZATION, GLOBALIZATION AND DECOLONIZATION (3cr) -- Topics in the history of Western colonization and resistance to it.

**AmSt 521:** CRITICAL STUDIES IN SEXUALITY (3cr) -- Topics in queer theory and les/bi/gay/trans/queer studies.

**AmSt 522:** DIGITAL CULTURES, DIGITAL DIVIDES (3cr) -- Critical social and cultural analysis of the impacts of various digital (sub) cultures and new media.

**AmSt 523:** ENVIRONMENTAL JUSTICE CULTURAL STUDIES (3cr) -- Analysis of critical issues and political action at the intersection of race, class, gender, empire and the environment.

**AmSt 524:** CULTURE STUDIES IN POPULAR CULTURE (3cr) -- Interdisciplinary approaches to historical and contemporary trends and issues in US popular culture.

**AmSt 525:** SOCIAL MOVEMENTS IN AMERICAN STUDIES (3cr) -- Interdisciplinary analysis of historical and current social movements as a product of and contributor to US culture.

**AmSt 526:** CONTEMPORARY THEORIES OF RACE AND ETHNICITY (3cr) -- Major theoretical readings and key recent texts in United States and transnational ethnic studies scholarship.

**AmSt 527:** CONTEMPORARY FEMINIST THEORIES AND PRACTICES (3cr) -- Major theoretical readings and key recent texts in United States and transnational feminist studies scholarship.

**AmSt 590:** SEMINAR IN AMERICAN STUDIES (3cr) (R) -- May be repeated for credit; cumulative maximum nine (9) hours. Interdisciplinary topics in American culture arranged to match current student and faculty interests and expertise.

**AmSt 596:** SPECIAL TOPICS IN AMERICAN STUDIES (3cr) (R) -- May be repeated for credit; cumulative maximum nine (9) hours. Interdisciplinary topics in American culture arranged to match current student and faculty interests and expertise.

## **SELECTED RELEVANT GRADUATE COURSES**

### ***Anthropology***

- Anth 528** Historical Ethnography
- Anth 591** Special Topics in Anthropology
- Anth 600** Special Projects or Independent Study

### ***Communication***

- Com 515** Law of Mass Communication
- Com 540** Media Ethics
- Com 550** Mass Media and the First Amendment
- Com 572** Mass Media, Social Control and Social Change
- Com 580** Topics in Communications
- Com 600** Special Projects or Independent Study

### ***English***

- Engl 510** Backgrounds of American Literature
- Engl 511** Seminar in 17<sup>th</sup> and 18<sup>th</sup> Century American Literature
- Engl 512** Introduction to Graduate Study
- Engl 513** Theory and Method in American Studies [*Same as Hist/Engl 513*]
- Engl 514** Seminar in 20<sup>th</sup> Century American Literature
- Engl 529** Seminar in 19<sup>th</sup> Century American Literature
- Engl 548** Seminar in Critical and Cultural Theory
- Engl 573** Seminar in American Literature
- Engl 595** Topics in English
- Engl 600** Special Projects or Independent Study

### ***Fine Arts***

- FA 500** Graduate Art History
- FA 598** Graduate Seminar: Topics in Contemporary Issues, Theory, and Criticism

## ***History***

<b>Hist 413</b>	Early American History to 1750
<b>Hist 414</b>	The Era of the American Revolution
<b>Hist 510</b>	Field Course in American History
<b>Hist 511</b>	American Diplomatic History 1776-1914
<b>Hist 512</b>	American Diplomatic History in the 20 <sup>th</sup> Century
<b>Hist 513</b>	Theory and Method in American Studies [ <i>Same as AmSt/Engl 513</i> ]
<b>Hist 515</b>	Jeffersonian-Jacksonian America
<b>Hist 516</b>	Civil War and Reconstruction
<b>Hist 517</b>	Rise of Modern America
<b>Hist 518</b>	United States 1914-1945
<b>Hist 519</b>	United States 1945-Present
<b>Hist 520</b>	Field Course in the American West
<b>Hist 521</b>	The American West
<b>Hist 522</b>	History of the Pacific Northwest
<b>Hist 523</b>	Radicals, Reformers, and Romantics: The Impact
<b>Hist 525</b>	Seminar in American History
<b>Hist 527</b>	Public History: Theory and Methodology
<b>Hist 528</b>	Seminar in Public Histor
<b>Hist 600</b>	Special Projects or Independent Study

## ***Political Science***

<b>PolS 501</b>	The Scope of Political Science
<b>PolS 502</b>	Seminar in Normative Theory
<b>PolS 510</b>	Seminar on American Institutions and Processes
<b>PolS 511</b>	Seminar in American Political Thought
<b>PolS 512</b>	Seminar in American Institutions
<b>PolS 513</b>	Seminar in American Political Behavior
<b>PolS 514</b>	Seminar in Public Policy
<b>PolS 533</b>	Topics in Political Psychology
<b>PolS 536</b>	Special Topics in Comparative Politics
<b>PolS 600</b>	Special Projects or Independent Study

## ***Sociology***

<b>Soc 510</b>	Development of Social Theory
<b>Soc 520</b>	Research Methods in Sociology
<b>Soc 531</b>	Human Ecology
<b>Soc 532</b>	Environmental Sociology
<b>Soc 542</b>	Social Stratification: Class, Race, and Gender Inequalities
<b>Soc 553</b>	Social Organization and the Family
<b>Soc 555</b>	Sociology of Gender [ <i>Same as HD 555</i> ]

**Soc 580**      Sociology of Race Relations  
**Soc 600**      Special Projects of Independent Study

## **SELECTED RELEVANT UNDERGRADUATE COURSES**

**AmSt 470**      *Literature and Culture of the American West*  
**AmSt 471**      *Cultural Politics Since World War II (3cr)* [Same as Engl 471]  
**AmSt 472**      *Ecological Issues and American nature Writing (3cr)* [Same as Engl 472]  
**AmSt 473**      *Arts in American Cultures (3cr)*  
**AmSt 474**      *Social Movements and US Culture (3cr)*  
**AmSt 475**      *Digital Diversity (3cr)* [Same as Engl 475]

**CES 401**      *Seminar in Culture and Power*  
**CES 405**      *Cultural Criticism and Theory*  
**CES 406**      *Philosophy and Race*  
**CES 407**      *Race, Gender and the Prison Industrial Complex*  
**CES 408**      *Introduction to Critical Race Feminism [Same as WSt 408]*  
**CES 411**      *Asian Pacific American Women [Same as WSt 411]*  
**CES 413**      *Asian Pacific Americans and Popular Culture*  
**CES 426**      *Workers Across North America*  
**CES 435**      *African American Women in US Society [Same as WSt 435]*  
**CES 436**      *Black Masculinities*  
**CES 440**      *Global Social Justice*  
**CES 442**      *National, Ethnicity, and Modernity*  
**CES 444**      *White Power Movements and Ideologies*  
**CES 446**      *Racism and Anti-Racism in Global Context*  
**CES 454**      *La Chicana in US Society [Same as WSt 454]*  
**CES 465**      *Race, Science, and Society*  
**CES 470**      *Indigenous Politics*  
**CES 475**      *Indians of the Northwest*  
**CES 489**      *Everyday Struggles for Justice and Equality [Same as WSt 489]*  
**CES 491**      *Theories of Racism and Ethnicity*  
**CES 495**      *Special Topics in Comparative Ethnic Studies*

**WSt 406**      *Women and Work in Global Contexts*  
**WSt 408**      *Introduction to Critical Race Feminism [Same as CES 408]*  
**WSt 409**      *Women Writers of the West [Same as Engl 409]*  
**WSt 411**      *Asian Pacific American Women [Same as CES 411]*  
**WSt 435**      *African American Women in US Society [Same as CES 435]*  
**WSt 454**      *La Chicana in US Society [Same as CES 454]*  
**WSt 460**      *Gender, Race, and Nature in American Culture*  
**WSt 481**      *Theoretical Issues in Women's Studies*  
**WSt 484**      *Lesbian and Gay Studies*  
**WSt 485**      *Theoretical Issues in Gay and Lesbian Studies*  
**WSt 489**      *Everyday Struggles for Justice and Equality [Same as CES 489]*

## STUDENT/FACULTY RESOURCES

### PROGRAM IN AMERICAN STUDIES - ADMINISTRATION

#### GRADUATE DIRECTOR

#### Dr. Lisa Guerrero

Office: Wilson-Short Hall 121  
Phone: 509-335-4182  
Fax: 509-335-8338  
Campus Zip: 4010  
Email: [laguerre@wsu.edu](mailto:laguerre@wsu.edu)

#### FINANCE MANAGER

(Located in Wilson-Short  
Service Center)

#### Pat Thorsten-Mickleson

Office: Wilson-Short Hall 104A  
Phone: 509-335-4626  
Fax: 509-335-8338  
Campus Zip: 4013  
Email: [pthorsten@wsu.edu](mailto:pthorsten@wsu.edu)

#### ACADEMIC COORDINATOR

#### Rose Smetana

Office: Wilson-Short Hall 111  
Phone: 509-335-0012  
Fax: 509-335-8338  
Campus Zip: 4010  
Email: [rsmetana@wsu.edu](mailto:rsmetana@wsu.edu)

#### PROGRAM MAILING ADDRESS:

Program in American Studies  
Washington State University  
PO Box 644010  
Pullman, WA 99164-4010

### ONLINE RESOURCES

#### *American Studies Association*

<http://www.theasa.net/>

The single, most important online resource for American Studies work, this site includes a rich array of links to scholarly resources on the Web, job information, grant and fellowship opportunities, a syllabus archive, other pedagogical resources, and numerous other areas of interest.

*Opportunities: Jobs, Grants, Call for Papers* <http://www.theasa.net/opportunities/>

#### *ASA Students Committee*

[http://www.theasa.net/committee\\_students/](http://www.theasa.net/committee_students/)



The group that represents graduate student interests nationally.

*Encyclopedia of American Studies*  
Free online access with ASA membership.

<http://eas-ref.press.jhu.edu/>

*H-Amstdy*  
The American Studies discussion listserv.

<http://www.h-net.org/~amstdy>

*American Studies Worldwide*

[http://theasa.net/resources/page/american\\_studies-associations\\_worldwide/](http://theasa.net/resources/page/american_studies-associations_worldwide/)

A link to American Studies departments and programs outside of the US.

*Technology and Learning*

<http://www.georgetown.edu/crossroads/innovation.html>

*American Quarterly*

[http://muse.jhu.edu/journals/american\\_quarterly](http://muse.jhu.edu/journals/american_quarterly)

## RESOURCES ON CAMPUS

### *Center for Human Rights*

Phone: 509/335-8288  
Fax: 509/335-5483  
Campus Zip: 1022  
Office: French Administration 225  
URL: <http://www.chr.wsu.edu/>  
Mailing Address: Center for Human Rights  
Washington State University  
PO Box 641022  
Pullman, WA 99164-1022

Washington State University subscribes to the principles and laws of the State of Washington and the federal government, including applicable Executive Orders, pertaining to civil rights, equal opportunity, and Affirmative Action. Washington State University policy prohibits discrimination on the basis of race, sex, including sexual harassment, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran in the recruitment and admission of students, the recruitment, employment and retention of faculty and staff, and the operation of all University programs, activities, and services. Evidence of practices that are inconsistent with this policy should be reported to the Director, Center for Human Rights.

## ***Computer Labs***

There are a variety of computer labs around campus that can be used by American Studies graduate students. Among the most useful are the Graduate & Professional Student Association (GPSA) Study Center located on the ground floor of the Terrell Library next to the Media Materials & Reserve (MMR) center, the Multicultural Student Services (MSS) student centers located on the Compton Union Building (CUB) fourth floor, the Sociology Computing Center located on the second floor of Wilson-Short Hall, and the Humanities Research Center, located on the third floor of Avery Hall. The Avery Microcomputer Center on the first floor of Avery Hall is also available, but only at selected times posted. For the names and locations of other computer labs, call the Information Technology Help Desk at 509/335-4357.

## ***Graduate School - Admissions***

Phone: 509/335-3535  
Fax: 509/335-1949  
Campus Zip: 1030  
Office: French Administration 324  
URL: <http://www.gradsch.wsu.edu>  
Mailing Address: Graduate School Admissions  
Washington State University  
PO Box 641030  
Pullman, WA 99164-1030

## ***Graduate and Professional Students Association (GPSA)***

Phone: 509/335-9545  
Fax: 509/335-9530  
Campus Zip: 4125  
Office: CUB, 4<sup>th</sup> floor  
URL: <http://www.gpsa.wsu.edu/>

GPSA is the main body on campus representing the interests and concerns of graduate and professional students to the Faculty Senate, the university Administration, the Regents, and the Legislature. All graduate students are encouraged to play an active role in this organization and should get to know the officers and representatives of GPSA.

## ***Office of Grant and Research Development***

Phone: 509/335-9661  
Fax: 509/335-1949  
Campus Zip: 3140  
Office: Neill Hall 423  
URL: <http://www.ogrd.wsu.edu>

This office is the major center on campus for information about fellowships, grants, scholarly development workshops and related matters. Their services include database searches for grant opportunities in your specific area(s) of interest. OGRD also serves as the clearinghouse and provides oversight for the Institutional Review Board and policies regarding the use of *Human Subjects in Research*. The Program in American Studies *Finance Manager* can assist you with grant and fellowship opportunity searches and approve proposal budgets.

### ***Holland & Terrell Libraries***

Phone:	509/335-9671	General Information and Hours
Phone:	509/335-8516	Holland/Terrell Libraries Information/Reference
Phone:	509/335-9672	Circulation
Fax:	509/335-6721	
Campus Zip:	5610	
Office:	Terrell Library 120	
URL:	<a href="http://libraries.wsu.edu/about/holland-terrell">http://libraries.wsu.edu/about/holland-terrell</a>	

Holland and Terrell Libraries are located at the core of the campus on Glenn Terrell Friendship Mall and serve the College of Liberal Arts, College of Business and Economics, and some departments in the College of Agriculture, Human and Natural Resource Sciences. In addition to books, periodicals, and research guides in the humanities and social sciences, it is the site of Media Materials and Reserves (MM&R--films, videos and audio tapes); Manuscripts, Archives and Special Collections (MASC—non-circulating items, many of which are rare and unique); Interlibrary Loan (ILL—materials that are essential to your research but not owned by WSU can be “loaned” from other resources); and the Graduate Study Center. Research carrels are available in the library as are Internet research stations for short-term use. The online Griffin Catalog at <http://griffin.wsu.edu> allows students to access thousands of journal articles.

### ***International Programs***

Phone:	509/335-2541
Fax:	509/335-2982
Campus Zip:	5121
Office:	Bryan Hall 206
URL:	<a href="http://www.ip.wsu.edu/">http://www.ip.wsu.edu/</a>

International Programs serves as the Washington State University advocate for interaction between faculty, students, and citizens of nations and cultures worldwide. International Programs works collectively within the service units to “build bridges” with diverse people, groups, programs, and researchers. They also serve as a key resource for students seeking opportunities to study abroad.

# AMERICAN STUDIES ASSOCIATION

## STATEMENT ON STANDARDS IN GRADUATE EDUCATION

The statement that follows was approved by the American Studies Association Executive Committee on April 30, 2005. This statement builds upon the standards advocated by the American Association of University Professors in their Statement on Graduate Students, but has been modified to address the more specific conditions of graduate study in American Studies and related fields.

### Preamble

As the largest professional organization in its discipline and as an organization with broad interdisciplinary reach, the American Studies Association has a unique responsibility to establish the standards of professional conduct and institutional support in graduate programs in American Studies and related fields. These standards have been formulated to address the complex reality of graduate study and to foster sound academic policies in graduate programs in American Studies and related fields.

The following statement sets forth recommended standards that pertain to graduate students in their roles as advanced students, future colleagues, and teachers within the university. Graduate students are not only engaged in an advanced course of study, they are often also in programs of professional academic training and hold teaching and research assistantships. As graduate assistants, they carry out many of the functions of faculty members and receive compensation for these duties. The statement that follows has been formulated to address the complex reality of graduate study and to foster sound academic policies in graduate programs in American Studies and related fields.

The responsibility to secure and respect the conditions conducive to graduate study is shared by all members of the university community. Every department of American Studies and every college or university has a duty to develop policies and procedures that safeguard against the infringement of the rights of graduate students as outlined in this statement. These standards will not only enhance the educational and professional development of graduate students, but will support the freedom of thought and expression so vital to the intellectual life of the university.

Each program in American Studies has a responsibility to make these standards available to continuing and prospective graduate students and to all faculty members either by inclusion in the program description or by public posting in the department.

### General Standards

1. Graduate Students have the right to academic freedom. While graduate students are responsible for learning the content of any course of study for which they are enrolled, they should be free to take reasoned exception to the data or views offered in any course of study and should be encouraged by faculty to exercise their freedom of discussion, inquiry and expression. Graduate students' freedom of inquiry is necessarily qualified by their still being

learners in the profession; nonetheless, their faculty mentors should afford them latitude and respect as they decide how they will engage in research and teaching.

2. Graduate students have the right to be free from illegal or unconstitutional discrimination, or discrimination according to, but not limited to, age, gender, disability, race, religion, political affiliation, national origin, marital status, or sexual orientation, in admissions and throughout their education, employment, and placement. This right extends not only to discrimination in admissions and hiring, but also in the right to study and work in an environment free of intimidation and harassment.

3. Graduate Students are to be considered members of an academic community, and as such, they have the right to collegial and respectful treatment by faculty members and other students alike.

4. Graduate Students are entitled to the protection of their intellectual property rights, including recognition of their participation in supervised research and their research with faculty, consistent with the standards of attribution and acknowledgement relevant to the field of study. This includes the right to co-authorship in publications involving significant contributions of ideas from the student. The student should receive first authorship for publications which are comprised primarily of the creative research and writing of the student when consistent with the conventions of the field.

5. Graduate students have the right to confidentiality in their communications with faculty and administrators of their program. Discussion of the students' performance among faculty should be of a professional nature and should be limited to the students' academic performance and fitness as a graduate student and graduate instructor.

6. Graduate students should be free of reprisal for exercising any of these rights.

### **Standards Pertaining to Program and Institutional Support**

7. Prospective and current graduate students should be fully informed on degree and program requirements. This includes a clear and regularly updated written statement on program requirements, as well as a clear and consistent articulation of the recommended preparations and procedures necessary for fulfilling those requirements. These requirements should be consistently applied, and if degree requirements are changed, students admitted under the old rules should be allowed to continue under those rules. If the program is discontinued, graduate students already admitted in the program should be allowed to complete their degrees. Students should also be told of acceptance and attrition rates in their program, funding possibilities, employment prospects, and the normative and average time of degree completion.

8. Graduate students should be assisted with the progress of their degrees through periodic assessments, appropriate and timely course offerings, faculty advisors in every step of their degree program, and adequate dissertation supervision.

9. Graduate students should be provided with a realistic assessment of funding opportunities by their program and institution upon admission and periodically thereafter as necessary. Programs should have clearly written policies regarding the distribution of financial and

resource support, and these policies should be made public or be readily available upon request.

10. Graduate students should be allowed to participate in institutional governance at the program, department, college, graduate school, and university levels, and should be able to voice their opinions in matters of their interest.

11. Programs and departments are encouraged to support the professional development of graduate students through information on professionalization and the provision of conference and research expenses.

12. Graduate students have a right to mentorship and should be offered a fair notice of discontinuation of adviser relationship. If a graduate student's dissertation or thesis supervisor departs from the institution, whenever possible, the student should be allowed to keep on working with that supervisor. If this is not possible, the program should make every effort to assist the student in finding alternative supervision.

13. Programs are encouraged to provide graduate students, especially those involved in instruction, with offices and work-spaces, computing and printing equipment, as well as access to copiers, subject to appropriate budgetary limits.

14. Graduate students should have access to their files and placement dossiers. If access is denied, graduate students should be able to ask a faculty member of their choice to examine their files and receive a redacted account, at the discretion of said faculty member. Graduate students should have the right to direct the addition or removal of materials from their placement dossiers.

15. Graduate students have the right to refuse duties and tasks irrelevant to their academic or professional program. This includes the right to request more appropriate assignments without jeopardizing financial aid, or teaching and research appointments.

16. American Studies and similar interdisciplinary programs are responsible for preparing their students for the risks and opportunities involved in obtaining interdisciplinary degrees. Such programs should also enhance their students' placement opportunities by providing information and guidance in the relevant application procedures and professional standards of related disciplines.

### **Standards Pertaining to Teaching**

17. Teaching assistants, faculty fellows, and research assistants should have the right to organize and bargain collectively. Administrations should honor majority requests by graduate students for union representation anywhere state legislation permits such activity. Graduate students should not suffer retaliation from administrators or faculty because of their activity and position on collective bargaining.

18. Graduate students should be furnished with terms of appointment and with clear guidelines of terms and conditions of their graduate student employment. Graduate students should have the right to grievance procedures in their program and institution that include impartial hearing committees.

19. The time that graduate students spend in teaching, grading, researching, or other graduate employment should be kept to the standard maximum of about twenty hours per week. Programs and institutions should offer compensation so that graduate student employees are not obligated to seek substantial employment elsewhere. Health and dental benefits should be included in any teaching, grading, research, or fellowship package.

20. Graduate Programs have the responsibility to train and properly supervise graduate student instructors in pedagogical methods. Graduate Student Instructors should have access to seminars on pedagogy and university teaching, and have the right to request that a member of the faculty observe, evaluate, and provide guidance on their teaching.

21. As a service to their own graduate students but also their profession, programs should recognize the adverse effects of relying on adjunct faculty. Although adjunct appointments can add significant dimensions to curricula and some individuals prefer adjunct appointments because of other commitments, the practice of hiring numerous adjunct faculty members year after year to teach the core courses of a program of undergraduate study undermines professional and educational standards and academic freedom. It is recommended that departments should establish an appropriate limit on the number of adjunct faculty members in relation to the number of tenured or tenure-track faculty members and of graduate student instructors. [ii](#)

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## Notes

i American Association of University Professors, "Statement on Graduate Students," Policy Documents and Reports, 9th edition (Washington D.C., 2001) 268-270.

ii Modern Language Association, "MLA Statement on the Use of Part-Time and Full-Time Adjunct Faculty," The MLA Guide to the Job Search: A Handbook for Departments and for Ph.D.s and Ph.D. Candidates in English and Foreign Languages, English Showalter, et al. (New York: The Modern Language Association, 1996) 138-9.

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See also: <http://www.aaup.org/search/node/Graduate%20issues>

# PROGRAM POLICIES

## 1. Staff Admissions

The following rules will apply to WSU staff aiming for graduate degree-seeking status:

1. Staff applicants must go through the normal process of application and admission.
2. Staff applicants will not be eligible for formal funding from the program, (e.g. teaching assistantships). If admitted, staff employees are eligible to apply for travel funding from the CCGRS department.
3. Once admitted into the program, staff employees will not be expected to take a full-time course load. However, they must enroll in a minimum of one class per academic year, and will meet with the graduate director annually to evaluate their progress and estimate their time to degree.

## 2. Special Admissions (see below for cases that may qualify under this policy)

In exceptional cases where specific circumstances prohibit a student from applying to the graduate program during the appointed application period, a student may make petition to the graduate director and the graduate committee, in consultation with the department chair of Critical Culture, Gender, and Race Studies to be considered for admission to the program as a special admittant. **No special admissions' petitions will be considered after the start of an academic year for that year.**

In these special cases students may only be considered for admission to the M.A. program. **No students will be admitted to the Ph.D. program under special admissions circumstances.** Additionally, any student who is successfully admitted under the program's special admissions policy will not be eligible for funding through either the American Studies program or the department of Critical Culture, Gender, and Race Studies.

To be considered for special admission to the American Studies program a student must provide the following materials IN ADDITION to the materials already required of all applicants to the program:

1. An addendum to the student's personal statement addressing the reasons why he/she could not apply during the appointed application period. This addendum should be no longer than 1 page in length.
2. A statement from any WSU department, campus group, organization, or individual to which the special admit request is connected, outlining the details of the role this student is to play for them and why enrollment in a graduate program is necessary.



3. A statement from a faculty member of the department of Critical Culture, Gender, and Race Studies to whom the applicant has spoken regarding their interest in the program and the topic of their research, and who is willing to serve as the student's mentor for the first year. **This person may not be the graduate director.**

Once ALL of the required documents are received, the graduate director and graduate committee will evaluate the merits of the applicant's file based on the **same** basic criteria used for all other applications (e.g. grades, relevant coursework, familiarity with the field, articulation of research project, and the project's fit within the program). (NOTE: If less than 2 committee members are available to evaluate the student's file, the evaluation will be made by the graduate director, available committee members, and the chair of Critical Culture, Gender, and Race Studies.) Upon approval, the applicant will be offered admission to the program as stipulated above.

**Regardless of the special circumstances under which a student applies, the American Studies program reserves the right to deny admissions to any student who is determined to not fulfill the basic standards for admission. In other words, circumstance will not override qualifications.**

**Examples of cases that may qualify under this policy:**

- **Exceptional talent and/or necessary skill required by the university**
- **Displacement, or other significant disruption caused by circumstances outside of the candidate's control (e.g. natural disaster; medical or family hardships)**
- **Spousal accommodation**

## APPENDIX

### FUNDING RESOURCES FOR GRADUATE STUDENTS

#### Graduate Student Opportunities – Cheat Sheet

**Fulbright U.S. Student Program** – provides grants for individually designed study/research projects for 1 academic year outside the U.S. <http://us.fulbrightonline.org/about/fulbright-us-student-program>

**National Science Foundation Doctoral Dissertation Research Improvement Grants** – provide funds for items not normally available through the student's university, in allowing the student to undertake significant data-gathering projects and field research.  
[http://nsf.gov/funding/pgm\\_sum.jsp?pims\\_id=13453&Org=SBE](http://nsf.gov/funding/pgm_sum.jsp?pims_id=13453&Org=SBE)

**Mellon/ACLS Dissertation Completion Fellowships** – support a year of research and writing to help advanced graduate students in the humanities and social sciences in the last year of Ph.D. dissertation writing. <http://www.acls.org/programs/dcf/>

**NIH Fellowships in Aging Research, Drug & Alcohol Abuse, Mental Health.** <http://pivot.cos.com>

**National Institute of Justice Graduate Research Fellowship (GRF) Program** – provides awards for research on crime, violence, and other criminal justice-related topics.  
<http://www.ojp.usdoj.gov/nij/funding/current.htm>

## Grant Resources for WSU Graduate Students

**CAS Grant & Fellowship Support Team (GFS)** <http://cas.wsu.edu/faculty-staff/gfs/>: provides individualized proposal development support, including: funding searches, grant strategies, proposal preparation, budget assistance, EREX creation, and submission to OGRD. Email [lisette.alent@wsu.edu](mailto:lisette.alent@wsu.edu) to schedule an appointment.

**WSU Office of Grant & Research Development (OGRD)** <http://ogrd.wsu.edu/>: submits proposals in behalf of the university. Maintains policies, procedures, and forms for extramural applications.

**The Informer** <http://informer.ogrd.wsu.edu/>: a listing of funding opportunities that is updated weekly. Special listing for graduate students.



**Grant Writing Workshops for Graduate Students:** usually offered in the beginning of April and October, each year. Check <http://informer.ogrd.wsu.edu/ProposalWritingResources.aspx?View=GW> for updated listings.

**OGRD-Graduate Student Research Coordinator**—Josue Guadarrama (509) 335-3825 or [josue.guadarrama@wsu.edu](mailto:josue.guadarrama@wsu.edu) provides personalized funding searches and a weekly newsletter.

**WSU Fulbright Academy** <http://ip.wsu.edu/resources/fulbright/> - assists faculty and students in their applications to Fulbright Fellowships. Maintains a list of international connections. Provides events and public forums.

### Funding Resources:

**PIVOT** searches private and public funding databases. <https://pivot.cos.com/>

[Cornell University Graduate Fellowship Notebook](#) offers a large repository of fellowships and grants.

[Foundation Center](#) is a national nonprofit service organization and maintains the most comprehensive database on U.S. grantmakers and their grants.

[Grants.Gov](#) is the single access point for over 900 grant programs offered by the 26 Federal grant-making agencies.

[GrantsNet](#) is a searchable database of grants to fund training in the sciences.

[H-Net: Humanities and Social Sciences Online](#) provides announcements of funding for research in the arts, humanities, and social sciences.

[Michigan State University Libraries Grants Guide](#)

[SRA International](#) is a professional society dedicated to educating and supporting research administrators.

## Timetable for Graduate Proposal

P.I. Name:	Complete by:
<b>Generate Your Idea:</b> Define the problem you want to address; Do a comprehensive literature review; Analyze your competition; Seek constructive criticism from knowledgeable colleagues; Assess & modify your idea as necessary.	
<b>Research Your Funding:</b> Target the applicable funding program; Research funding patterns, mission & goal; Research the review process of that sponsor. Do you have a connection with the institution hosting your fellowship? Contact Lissette Alent <a href="mailto:lissette.alent@wsu.edu">lissette.alent@wsu.edu</a> for personalized funding searches.	
<b>Read &amp; Outline Your RFP:</b> Highlight mandatory details, evaluation criteria, and suggestions. Create an outline of your proposal based on the RFP.	
<b>Create an outline of your Introduction.</b> This will be 1-2 paragraph description of your project.	
<b>Expand your Introduction outline</b> into sentences (your first draft) – recommend less than 1.5 pages. Email this expanded intro to the program officer listed in the RFP. Ask the PO if he/she would like to speak over the phone regarding your intro. Take these comments into account in revising your draft.	
Complete <i>Narrative</i> section	
Email the <b>Grant &amp; Fellowship Support Team</b> <a href="mailto:lissette.alent@wsu.edu">lissette.alent@wsu.edu</a> for budget certification, assistance in final review & preparation of proposal materials, and completion of EREX & Grants.gov packets	
Prepare Proposal and Appendices, as stated in the RFP	
Once approved by your advisor, email all materials to <a href="mailto:lissette.alent@wsu.edu">lissette.alent@wsu.edu</a>	
Lissette will review materials, attaching them to the EREX form	
EREX form will be submitted to OGRD a minimum of 2 business days prior to the deadline	
Electronic approval of EREX form and materials	
OGRD will submit proposal to the sponsor	

Hannah R. Merley  
Graduate Student Support Coordinator  
Office of Grant and Research Development

Neil Hall, Room 423  
PO Box 643140  
Pullman, WA 99164-3140  
509-335-3825 • 509-335-9661 • Fax: 509-335-1676  
hannah.merley@wsu.edu • www.ogrd.wsu.edu

Dear Graduate Student:



Don't wait until you receive an invitation to present at a conference to search for travel funding!

Waiting until you have a relevant need to search for funding is an ineffective strategy. It's resulted in many WSU graduate students not obtaining summer, travel, dissertation, fellowship, supply, training, and research funding. This is mainly because preparing a worthwhile funding application requires you to begin the proposal a minimum of 6 months (on average, 9 months) before the submission deadline. This means that, ***in order to be competitive, you need to locate all potential funding avenues as soon as you're accepted into the graduate school.***

Once these funding sources are located, construct a timeline for each application. For travel grants, keep a list of potential grantors, along with their deadlines, at your fingertips, so no conference or other opportunity is missed. Contact the Grant & Contract Coordinator within your department for assistance with the applications. A list of the contact information for this position is available at <http://www.ogrd.wsu.edu/documents/DepartmentalContacts.pdf>.

Here, I have included a checklist to help you through the process of locating and maintaining a collection of personally-relevant funding sources. If you have further questions or would like assistance learning to use Pivot, our external funding search engine, please contact me via email or phone.

### Funding Checklist



Record the **Title and Deadline** for each grant you discover while going through this checklist.

#### Departmental Grants:

- ◊ Ask your advisor and/or the chair of your department about endowment and other funds.

#### Institutional Grants:

- ◊ Contact the Graduate School and the Graduate and Professional Student Association: <http://studentinvolvement.orgsync.com/org/gpsa/Services> Ask about travel, research, and conference application grants.

- ◊ Go to [https://wsu.studentemployment.ngweb.solutions.com/JobX\\_Home.aspx](https://wsu.studentemployment.ngweb.solutions.com/JobX_Home.aspx) to search for assistantship and fellowship opportunities throughout WSU.

#### External Funding Sources:

- ◊ Go to <http://pivot.cos.com> and register for an account. Complete the online tutorial to begin searching for all external funding sources.
- ◊ Go to <http://informer.ogrd.wsu.edu/CollatedOpportunityList.aspx?ID=9> and scroll down.
- ◊ Contact your Graduate Student Support Coordinator (email provided below) to discuss your individual needs and inquire about WSU fellowships/internships which are not readily listed on WSU JobX.