

A HANDBOOK FOR THE CULTURAL STUDIES GRADUATE GROUP

The Cultural Studies Graduate Group at UC Davis admitted its first class in Fall 2000. Since then, it has enrolled over 40 students. The need for a handbook has been apparent from the beginning. The first version was drafted by a committee of faculty and graduate students (Caren Kaplan, Anna Kuhn, Leslie Madsen, and Linda Sanderson) and revised (by Caren Kaplan, Anna Kuhn, Stella Mancillas, and the CST Executive Committee) for the approval of Graduate Studies in the Summer of 2004. During the 04-05 and 05-06 academic years, the program requirements were completely revised in a series of consultations with the UC Davis Graduate Council. The program also underwent an external review. During this process, the program requirements underwent more changes. Carolyn de la Peña, Maria Garcia, and Lee Wilce contributed a great deal to the final versions of the revised requirements. This handbook represents the most up to date requirements as well as the advice that has been collected during the first years of the program's debut. We hope that this handbook will assist faculty and students alike in navigating the procedures and requirements of this interdisciplinary degree program. Many thanks to everyone who helped make this handbook as accurate and useful as possible.

We'll be revising again as needed. We would appreciate your feedback to help us make sure that the information in this handbook is up-to-date and helpful.

Sincerely,

Caren Kaplan
Chair, Cultural Studies Graduate Group

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CULTURAL STUDIES: A BRIEF INTRODUCTION

The Graduate Group in Cultural Studies at UC Davis offers an interdisciplinary approach to the study of culture and society that highlights how sexuality, race, ability, citizenship, gender, nationality, class and language organize embodied identities, social relations and cultural objects. Our program, one of the few advanced degrees in Cultural Studies in the United States, emphasizes the linked analyses of these factors in relation to local community formations, transnationalism, (post)(neo)colonialism, and globalization. Drawing on faculty from a wide range of disciplines and intellectual interests, the program cuts across the humanities, social sciences, the law school, and agricultural and environmental studies.

With the close guidance and supervision of a faculty committee, students in the program pursue interdisciplinary research in areas including studies of comparative and critical race, ecocriticism, fashion, queer theory, media and popular cultural representation, science and technology, Marxist theory, travel and tourism, food, physical and cognitive abilities, cultural geography, transnational culture and politics, globalization, religion, rhetoric, performance, and critical theory. Students also take courses in disciplinary areas including Anthropology, English, Comparative Literature, History, and Sociology among others. Many of our students are enrolled in designated emphases programs in Critical Theory, Feminist Theory and Research, Social Theory and Comparative History, Studies in Performance and Practice, and African American and African Studies. Although both the Ph.D. and MA are offered, the majority of students are admitted to the Ph.D. program.

HISTORY OF CULTURAL STUDIES AT UC DAVIS

The Graduate Group in Cultural Studies was approved by the Office of the President on October 21, 1999 and began admitting students for the class that entered in Fall 2000. This was the beginning of a program that had been eagerly awaited by a number of units on campus that desired to have access to graduate education. Key departments and programs that were involved in the formation and early stages of Cultural Studies included African American and African Studies, American Studies, Anthropology, Art Studio, Art History, Asian American Studies, Chicano/a Studies, Comparative Literature, Critical Theory, Dramatic Art and Dance, English, French, German, History, Sociology, Textiles & Clothing, and Women & Gender Studies (with over sixty faculty stating an interest in fields linked to Cultural Studies). The Graduate Group is housed in the interdisciplinary programs in the Humanities, Arts, and Cultural Studies Division (HARCS) and receives a great deal of support from both the Dean of HARCS and the Dean of Graduate Studies and their staff. There are now approximately ninety faculty members in the graduate group drawn from twenty different Division of Humanities, Arts, and Cultural Studies and the Division of Social Sciences programs, two College of Agricultural and Environmental Sciences programs and departments as well as members from the School of Law and the School of Education.

THE FIELD OF CULTURAL STUDIES

Cultural Studies is an interdisciplinary approach to the study of culture and society that responds to and builds upon, critical analyses of traditional disciplines and epistemologies as well as upon developments specific to gender, ethnic, and sexuality studies that have emerged over the last thirty years. Key to the Cultural Studies approach is the perception that language, gender, race, sexuality, nationality, and class organize identities, complex social relations and cultural objects. Also key is the assumption that the study of culture in all of its complexity requires cross-disciplinary work.

Cultural Studies assumes that the object of knowledge will determine the methodologies to be used. It actively encourages the crossing of disciplinary boundaries and promotes the innovative interweaving of methodologies that have been traditionally associated with a wide range of disciplines. Cultural Studies flourishes within formations that facilitate communication and collaboration among scholars from diverse fields.

Cultural Studies has emerged as a discrete field of inquiry over the last thirty years. “Culture,” for example has long been an object of inquiry in Anthropology, Sociology, and the Arts, although these objects of study have seemed to have little in common or to be defined against each other. But a growing desire to broaden inquiries into “culture,” born of the complexity of contemporary life, the necessity of analyzing its operations, and the critical perspectives produced by the social and intellectual movements of the last few decades have converged to produce interdisciplinary research and teaching under the banner of Cultural Studies.

As in most fields, scholars in Cultural Studies share many assumptions, concepts, and methodologies, but, as in traditional fields, there are different tendencies and emphases within Cultural Studies as a whole. Thus, the specific configuration of any Cultural Studies program will depend to a great degree on the interests and commitments of those involved. At UC Davis, the Graduate Group model offers the flexibility of allowing scholars in related disciplines to work together across departmental and disciplinary lines. The program’s strong foundation in feminist, anti-racist, and postcolonial studies provides links to numerous fields, methods, and research topics.

STEPS TO THE PH.D. IN THE CULTURAL STUDIES GRADUATE PROGRAM: A GUIDE FOR STUDENTS

Welcome! Graduate studies can seem daunting in the beginning. We've found that if you know the steps involved in the process it can make your experience in the program more positive and productive. In this handbook we aim to provide you with the information you need to thrive in your graduate studies. First let us introduce ourselves:

GRADUATE GROUP ADMINISTRATORS AND STAFF, 2006-2007

CHAIR: Prof. Caren Kaplan, Women & Gender Studies
3126 Hart Hall, (530) 752-2047
cjkaplan@ucdavis.edu

GRADUATE ADVISERS: **ABD STUDENTS**
Prof. Susan Kaiser, Textiles & Clothing
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THIRD AND FOURTH YEAR STUDENTS
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FIRST AND SECOND YEAR STUDENTS
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PROGRAM COORDINATOR: Fatima M. Garcia
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GRADUATE GROUP FACULTY AND EXECUTIVE COMMITTEE

There are over 80 faculty members in the Cultural Studies Graduate Group. They are drawn from 24 departments and academic units crossing the colleges and schools. Our online faculty index lists their home departments, research interests, and contact information. Please check the website for the most current listing:
<<http://culturalstudies.ucdavis.edu/>>.

An Executive Committee (appointed by the Graduate Group faculty) runs the program in consultation with the chair. Faculty members of this committee serve three-year terms (a student member is elected by the student body each year). Please check the website for the current Executive Committee membership.

The graduate group faculty and staff are here to help you progress through the program and complete your Ph.D.

For more general advice, please see the excellent UC Davis Graduate Student Handbook at <http://gradstudies.ucdavis.edu/students/handbook/index.html>.

A WORD TO INCOMING STUDENTS

After you have accepted our offer to enroll in our program, we can begin to firm up plans for your financial support in graduate school, particularly for the first year. Since Cultural Studies does not offer its own undergraduate courses, many of you will work as teaching assistants in other programs and departments. The chair of Cultural Studies will work with colleagues to locate suitable TAships for your first year as far in advance as possible. Usually your TAships will be set up before you arrive for the fall quarter. Occasionally, positions for the winter or spring may not be confirmed until a bit later. Some programs may require you to apply directly to them (in which case, we'll let you know whom to contact and by when). Other programs will make arrangements with our program without asking you to contact them directly. Regardless, the chair and the program coordinator will stay in close touch with you about these matters. Please see the section on Financial Aid and Appointments on page 32 in this handbook and on the website for further details.

After you receive your registration packet from the Registrar's Office (usually in mid-June) you will be able to enroll in the required core courses for the first quarter: 200A (seminar), 290 (colloquium series), and any other elective courses you are planning to attend. **All students must have their course schedules approved by the graduate adviser prior to enrolling.** Please see your assigned graduate adviser at the very beginning of the fall quarter.

Helpful hint: Please consider taking the elective seminars that we offer each year. But our own electives can enroll quickly—don't put off enrolling or you may not be able to take a CST elective in the fall quarter.

Orientation: Usually, the chair of the program, the graduate advisers, and the program coordinator will schedule a meeting close to the first week of the quarter to welcome you and to go over important information. If you are TAing, you must attend a two-part TA orientation offered by the Teaching Resources Center as well as any additional required by the hiring unit.

Please keep in mind: take immediate steps to establish California state residency! If you are a U.S. citizen who moved to California from another state, you have probably received an out-of-state tuition waiver. These cost the program a large proportion of its block grant each year. We ask that you establish state residency as soon as possible by obtaining your California driver's license, putting public utilities for your apartment or home in your name, or registering to vote, etc. (and keep your documentation, please). We appreciate your following up on these simple steps so that by your second year you can be counted as a state resident. The state's requirements include 366 days of continuous stay in-state—this means if you go away for the summer you may

not be able to establish CA residency. For suggestions about how to establish residency, please talk to the program coordinator.

We have organized this handbook by year in the program. Your graduate adviser will update a checklist of requirements in your dossier as you progress through the program. Make sure that you are familiar with the information in this handbook and that you **stay in touch with your adviser.**

SUMMARY OF CST PH.D. PROGRAM DEGREE REQUIREMENTS

UNIT REQUIREMENTS

A candidate's total program for the Ph.D. degree must include a minimum of 64 units of graduate courses and seminars relevant to teaching and research in his or her areas of emphasis. Twelve of these units may be from upper division undergraduate courses. These units include Individually Guided Research in Cultural Studies (CST 270 A-C) and the Research Seminar (CST 250) but not the Cultural Studies Colloquium (CST 290) or Dissertation Research (CST 299D). The student must also pass a preliminary exam after the completion of the 200 series seminars (A-C; usually at the end of the first year). In addition, the student must take 6 units of Cultural Studies Colloquium over 6 quarters, fulfill the foreign language requirement, produce a satisfactory dissertation prospectus, pass a qualifying exam, produce a satisfactory dissertation, and maintain a minimum cumulative GPA of 3.0 throughout all graduate work at U.C. Davis.

REQUIRED AND RECOMMENDED COURSES

REQUIRED CORE COURSES:

CST 200A	Histories of Cultural Studies, 4 units
CST 200B	Theories of Cultural Studies, 4 units
CST 200C	Practices of Cultural Studies, 4 units
CST 250	Research Seminar, 4 units
CST 270A-C	Individually Guided Research in Cultural Studies, 4 units, 12 units req.
CST 290	Cultural Studies Colloquium, 1 unit, 6 units req.
CST 299D	Dissertation Research, variable 1-12 units

RECOMMENDED COURSES: REGULAR OFFERINGS

Each quarter, before course registration begins, the titles and expanded course descriptions of seminars being taught in other programs and departments are solicited and then circulated to the Cultural Studies graduate students. In addition, each quarter, at least one elective seminar is offered through Cultural Studies, taught by a member of the graduate group faculty. Current course offerings are sent out by e-mail and posted on the program website.

YEAR ONE—PH.D. PROGRAM

ACADEMIC PLAN

In this handbook, we lay out the basic requirements for the program. But it is very important for you to work closely with your graduate adviser to navigate the various interdisciplinary and disciplinary opportunities that a unique program like ours offers you. To that end, **we ask you to meet with the graduate adviser as soon as feasible (preferably during the first week of the fall quarter)** to talk about the courses you plan to take in winter and spring quarters and to find out about designated emphasis programs (similar to graduate minors) that might be relevant to your interests (for more on designated emphasis programs, see the program website or page 13 of this handbook).

It would also be useful to go over the general schedule for the first two years of the program with your graduate adviser. Are you clear on the steps you need to take to progress to the qualifying examination? Do you understand how the preliminary examination works at the end of the first year? Since Cultural Studies does not have its own core faculty (like a department), but a large, loosely knit together group of faculty, are you clear about how to begin to develop working relationships with some of these professors? Your graduate adviser can help you with these and many other questions. By the end of your first meeting with your adviser, you should have a clear sense of what classes you are required to take the first year, what avenues to follow to pursue classes in other programs and departments that might interest you, how to plan for the preliminary examination, and how the first three years of the program, leading up to the qualifying examination work in a general way.

FIRST-YEAR REQUIREMENTS

Full-time student status is required;¹ this equals 12 units per quarter.

CLASSES

- ❑ CST 200A (fall), 200B (winter), and 200C (spring) – 4 units each per quarter
- ❑ three quarters of Colloquium² (CST 290) – 1 unit each
- ❑ two seminars per quarter – 4 units each
- ❑ or, if the student is teaching, one seminar + 4 TA units³ per quarter

¹ In exceptional circumstances, students may be admitted on a part-time basis.

² Students need to complete six quarters of colloquia for the Ph.D. degree; we encourage students to take them all in their first two-three years. The colloquium meets approximately every other week throughout each quarter.

³ For most departments, the teaching units are listed as course #396.

Typically, students will enroll in Cultural Studies elective seminars and graduate seminars offered in other programs and departments. In exceptional circumstances, and in consultation with the graduate adviser, you may enroll in undergraduate-level courses offered in another department or program.⁴

A FEW WORDS ABOUT CST 200 A, B, & C

The 200 series consists of three required core seminars taken the first year in the program. *They are reserved solely for graduate students admitted to the Cultural Studies program.* Taught by affiliated faculty members in the Cultural Studies Graduate Group, the 200 series addresses the histories, theories, and methods of the interdisciplinary field of cultural studies, broadly conceived. At the end of the first year in the program, students are examined on the content of the 200 series seminars in a preliminary examination.

ABOUT CST 299 UNITS

CST 299 is an independent study course that meets weekly and results in tangible written work. Student, instructor, and Graduate adviser must all sign a CST 299 Learning Contract, which may be obtained from the Graduate adviser. This contract specifies the reading list, the scope of work, and the kind of written work to be produced by the end of the quarter. All 299 courses, CST or otherwise, require a learning contract and are graded Satisfactory/Unsatisfactory only. 299 courses may count towards the M.A. degree for those admitted to the M.A. program. They do not count towards the requirements for the Ph.D.

Many students view the 299 as an ideal solution in a small program that cannot offer many of its own electives. We discourage you, however, from an over reliance on 299s early in your graduate career. 299s are difficult for overworked faculty to agree to and, if they are not rigorously overseen, you will not learn as much as you should during an important stage in your graduate education. Save the independent study format for the 270 series of guided readings in your third year if at all possible.

CST 299 is not the same as 299D. 299D is reserved for dissertation writing after advancement to candidacy.

FINANCIAL STATUS FORMS

Whether you are receiving financial aid or not, each year (after January 1st) you must file a Free Application for Federal Student Aid (FAFSA) form (see <http://faoman.ucdavis.edu>), click on Applying for Aid or Financial Aid Forms).

⁴ Students may enroll in up to 12 units of upper-division undergraduate coursework during their graduate career. Typically, instructor permission is required, along with graduate-level work.

PRELIMINARY EXAM

Students must pass a preliminary examination at the end of the first year. This exam assesses your understanding of the fundamentals of cultural studies as they have been covered in CST 200 A, B, and C. Accordingly, the current instructors of these courses generate the questions for the exam. The exam tests your ability to synthesize cultural studies history, theory, and methodology. You will also be asked to connect these three areas to your graduate work.

The exam consists of six questions—two from each professor—and you will respond to three of these (one each of three pairs). The exam is open book and may be taken at home or at a computer center. You will receive the questions electronically on the day of the exam by 9 a.m., and your answers must be submitted electronically to the three professors and a designated exam committee coordinator (either the program coordinator, the chair, or one of the Graduate advisers) by 6 p.m. that day.

The preliminary exam committee reads the exam and each reader submits a written report and votes (pass/fail) on the examination. In the case of a split vote, the reports are submitted to the graduate group Executive Committee for review and determination of a grade. **Passing the preliminary examination is required.** If you receive a “conditional” pass, you must work with the examination coordinator, the Graduate adviser, and the program chair to retake the exam by an agreed upon date before the start of fall quarter. Failure to pass the examination twice may result in disqualification from the program.

FOREIGN LANGUAGE REQUIREMENT

Given the comparative and global interest of Cultural Studies and given the fact that knowing more than one language is a valuable asset in obtaining teaching positions; students are required to have a fluent reading knowledge of a language other than English. Ideally, this language should be one relevant to the field of dissertation research.

Most students seek to satisfy the program’s language requirements in the first year. This requirement may be satisfied in one of two ways:

1. By taking an upper-division course in a language related to the student’s research with a degree of B+ or better
2. By passing a Foreign Language Proficiency Exam administered by a faculty member in the relevant language department.

You must have satisfied the language requirement before you can be approved to take the qualifying exam and advance to candidacy. There are two exceptions:

1. If English is not your native language and you have passed a proficiency test in English (results filed in your dossier), the “foreign” language requirement may be

- waived by the graduate adviser in consultation with the CST Executive Committee (application must be made in writing at least two months prior to the qualifying examination).
2. If you have proof of proficiency in a language other than English in the form of a language major or minor from recent (within the last five years) undergraduate or Master's level education or equivalent (accredited institution). Documentation must be received and approved by the graduate adviser at least two months before the qualifying examination.

DESIGNATED EMPHASIS

Graduate students in our Ph.D. program may participate in a designated emphasis, a specialization that might include a new method of inquiry or an important field of application that is related to two or more existing Ph.D. programs. The curriculum of the designated emphasis is offered by a faculty group organized in the manner of a graduate group (See "Graduate Group"). The designated emphasis is awarded in conjunction with the Ph.D. degree and is signified by a transcript designation; for example, "Ph.D. in Cultural Studies with a Designated Emphasis in Critical Theory" (so it is similar to taking a "minor" in a field). Typically, students begin a program of study in a designated emphasis in their first or second year in graduate school. The designated emphasis programs at UC Davis with which the Ph.D. in Cultural Studies is affiliated are Critical Theory, Feminist Theory and Research, Social Theory and Comparative History, Studies in Performance and Practice, and African American and African Studies. For a complete list of D.E. programs and general information go to <http://gradstudies.ucdavis.edu/continuing/emphasis.htm> (and see "Designated Emphasis" in the "General Information and Glossary" at the end of the handbook).

ROUNDING OUT YOUR FIRST YEAR

Well, you've done it! You have completed all three 200 level seminars, you attended the colloquium regularly, and you served as a TA three quarters and took three other seminars either in Cultural Studies or other relevant programs. You studied for and passed the preliminary exam, perhaps you have even fulfilled your foreign language requirement. You've talked, you've written, you've read, you've graded, you've listened, and you've been incredibly busy. You've done it all, right? Almost... The end of your first year is a good time to make sure that you have started to make meaningful contact with professors with whom you share research interests and who can guide your future work. If this isn't yet the case, it's not too late. But make it a top priority for your second year. Remember to work closely with your graduate adviser and talk with the chair. We're here to work with you on developing your own course of study and to help you move towards devising your dissertation topic. If you are feeling isolated or overwhelmed, please reach out and talk to the program chair, the graduate adviser, the program coordinator, or another student (especially someone past their first year). We've all been through a first year in graduate school and we know how challenging it can be. You can always talk to one of us. Additionally, we have a great counseling staff on

campus who can give you some support and offer valuable perspectives as well. Confidential counseling services are available at no cost to registered students. Counseling and Psychological Services is open Monday - Friday, 8 AM - 12 and 1:00 - 5:00 PM. 219 North Hall, 752-0871. (See “Counseling and Psychological Services (CAPS)” in the “General Information and Glossary” section at the end of this handbook).

IRB REQUIREMENT

If your research will involve interviews or the collection of data from living people who can be identified, you are urged to consult the Institutional Review Board (IRB) Web site for guidance on human subjects research protocols. Regulations seem to be in flux. Information on these protocols and the IRB may be found online at <http://ovcr.ucdavis.edu/HumanSubjects/Default.html>. You should also consult your graduate adviser or major adviser.

PROGRESS REPORT: YEAR ONE

At the end of every academic year, Graduate Studies requires the graduate adviser to file a progress report for each student. We expect to report that you are in good standing. If you are not making satisfactory progress, the graduate adviser must file a report to that effect with Graduate Studies. If this is the case, you must make an appointment with the graduate adviser to discuss what steps will be needed to get you back into good standing. At this meeting, you will sign the report to show that you have been apprised of your status and that you are working towards improving it.

It's worth mentioning here that while you have various sources of advice throughout your graduate career, only the graduate adviser has signatory authority, including approving waivers of graduate group curriculum, approval of S/U grading, etc. The graduate adviser prepares and submits your progress reports each year. So make sure you are communicating regularly and comprehensively with your assigned adviser. What if you just don't click with your adviser or you feel that you have a serious problem with them? Talk to the chair of the program.

YEAR TWO—PH.D. PROGRAM

ACADEMIC PLAN

During your second year you should begin to feel that you “know the ropes” of the Cultural Studies doctoral program. You have made contact with a number of faculty and you are beginning to identify professors with whom you might like to work as you select areas to study and to develop a possible topic for your dissertation. You still have plenty of time to explore different fields and topics but make sure that you are discussing your plans regularly with your graduate adviser and other professors. You are also becoming more experienced as a teaching assistant and you have a better sense of how the university works. Hopefully, you will have developed a good group of supportive friends who can commiserate and cheer you on as you go through the ups and downs of graduate school. It’s not a bad idea to talk to approachable faculty about what is involved in the profession of academia—we all have to juggle research, writing, teaching, outside interests, and family life. You are not alone if it all seems overwhelming sometimes. If you are feeling distressed, please know that there are resources available on campus to help you. (See “Counseling and Psychological Services” in the “General Information and Glossary” section at the end of this handbook).

This year is your time to absorb as much as possible before you have to select your three areas of study for your qualifying exam. Read, write, and take in as much as you can. Make sure you are making the most of the colloquia series. Are you asking questions aloud or just thinking them after speakers deliver a talk? Try to ask a question—practice entering this profession by participating in these events as much as possible. Volunteer for lunch or coffee or to help transport a visiting speaker. These are great opportunities to get to know people who might be editing a journal in which you’d like to publish or who might be interviewing candidates for jobs. You never know! Make contact! In your classes, do you engage with the professor and other students in seminar? If you are not speaking regularly, you are not performing as well as you should (this is a verbal profession). If it’s hard for you speak, talk to your professor or the chair and work on small steps towards becoming more comfortable. Are you brainstorming with professors and students outside of seminar? Do you try to fit in one more talk or one more film in an otherwise busy week? If you are not sure about what you should be doing or if you are learning enough, talk with your adviser or the chair as well as other professors and graduate students. Go for it! Seize your education! This is the time.

This year you will be working on your writing, as well. Don’t miss an opportunity to improve your writing skills. Let your professors know that you are seeking and appreciate detailed feedback and that you are willing to revise. Make good use of CST 250, the research and writing seminar. Draw on what you are learning when you grade undergraduate student papers. Writing is a skill that can always be improved.

SECOND-YEAR REQUIREMENTS

CLASSES

- ❑ CST 250* (winter) – 4 units
- ❑ three quarters of Colloquia – 1 unit each
- ❑ five seminars spread over three quarters – 4 units each
- ❑ OR, if the student is teaching, two seminars (4 units each) + 12 T.A. units

*CST 250 is a writing seminar in which you revise a paper you already have written. This course helps you to deepen your understanding of your work (to help you move towards developing a dissertation topic) and it provides you with intensive feedback on your writing. This seminar also promotes collegial connections between students in the program who learn about and comment on each other's research and written work. A substantial paper is required by the end of the seminar.

RECOMMENDATIONS

By the end of spring quarter of the second year, you should have identified the three areas you will examine during your third year (in the CST 270 series of individually guided research). Choose carefully, as these will be the areas on which you will be examined during your qualifying exam, and these areas will form the foundation of your dissertation research. It's a good idea to arrange these studies with relevant faculty as far in advance as possible. Work closely with your graduate adviser to make these plans.

REMINDERS

- Are you on track to finish your 6 units of colloquia?
- Have you satisfied the foreign language requirement? You must do so before you sit for your qualifying exams. For more information, see "Foreign Language Requirement" in the first-year section of this handbook.
- File FAFSA (see <<http://faoman.ucdavis.edu>>, click on Applying for Aid or Financial Aid Forms)

PROGRESS REPORT: YEAR TWO

In the spring quarter of the second year (or before, if you wish) you should meet with your graduate adviser to discuss:

- Plans for three 270 seminars for the following year (including professors and topics)

- Possible committee chair and members for the qualifying exam
- Any remaining requirements that must be completed before the qualifying exam and advancement to candidacy (see reminders above)

Make sure that you and your graduate adviser are on the same page about your progress in the program.

Congratulations! You have completed two years in your Ph.D. program! You are well on your way!

YEAR THREE—PH.D. PROGRAM

ACADEMIC PLAN

The third year of the Cultural Studies Ph.D. program is pivotal in many ways. You are moving rapidly towards one of the key components of your graduate studies, the qualifying examination and your advancement to candidacy. In your third year you will refine your interests among the many areas and fields that you have been exploring. We ask you to carve out three broad areas of focus and to develop detailed reading plans with three professors. These individually guided research seminars (the 270 series) provide you with a strong foundation, not only for your dissertation writing later on, but also for many years of teaching and syllabus creation. You should be able to write about and discuss what you are reading in a nuanced way and you should be developing your own line of argument. After all, your dissertation will put forward an original argument that demonstrates that you can engage the existing scholarship relevant to your topic and contribute something beyond that. The tutorial nature of the 270 series provides you with a chance to work deeply and comprehensively. When a professor agrees to do a 270 with you, it is a major commitment of time and energy on their part, often leading to a significant role in your education and career. Make sure that you are willing to commit to them in the way that they are willing to commit to you. Plan for your 270s carefully and make good use of them. We encourage students to take their qualifying examinations by the end of their third year. Consult page 22 of this handbook for a suggested calendar and the procedure for the qualifying examinations.

THIRD-YEAR REQUIREMENTS

CLASSES

- ❑ CST 270 A, B, and C (individually guided reading and writing) – 4 units each
- ❑ six seminars – 4 units each
- ❑ Or, if the student is teaching, three seminars (4 units each) + 12 T.A. units

If you have not yet completed 6 units of colloquium please add that requirement to the above.

REMINDERS!

- File FAFSA (see <<http://faoman.ucdavis.edu>>, click on Applying for Aid or Financial Aid Forms)
- Make sure you have satisfied the foreign language requirement, you must fulfill this requirement before taking your qualifying examination! For more information, see “Foreign Language Requirement” in the first-year section of this handbook.

THE 270 SEQUENCE:

CST 270 is a graded independent study course that results in an annotated bibliography and an essay that synthesizes what you have read. The 270 sequence of courses has a dual function:

1. To enable you to work intensively with individual faculty members to develop expertise in the three areas of study on which you will be examined in the written part of the qualifying examination. Keep in mind that, in most cases, these three professors will form the core of your qualifying examination committee.
2. To provide you with sufficient time and motivation to complete a viable dissertation prospectus. This prospectus will serve as the basis for one of the main components of the oral portion of the qualifying examination. The other main component of the oral exam will address the issues raised in the written part of the exam.

Since your three fields of expertise will of necessity also be the areas from which you draw in writing the dissertation, these two functions will overlap.

In each sequence of the 270 series, you, together with the professor, will develop a list of readings in a given area that will be covered during that quarter (to be outlined in the CST 270 Learning Contract). Successful completion of the list and discussions based on the readings will serve as a major basis for the letter grade issued at the end of the quarter. Typically, you will meet with the professor one hour per week to discuss the readings on the list. These reading lists will then become the basis for your dissertation bibliography. The CST program encourages the writing of annotated bibliographies, but we also require progress toward the writing of a dissertation prospectus. Therefore, the other main component of the grade issued will be a paper of at least 15 pages per quarter. This paper (which should incorporate some, if not all, of the readings undertaken that quarter) is part of an ongoing draft of your dissertation prospectus.

A suggested progression through the 270 series:

1. In 270A you might want to begin to articulate your research project, consider the questions you will ask, and start thinking about issues of methodology. In the mean time you will begin gaining expertise in one of the areas that will inform the dissertation and begin to compile an annotated bibliography.
2. In 270B you might want to expand the methodology section or perhaps go back to elaborate on the initial statement of the project. All the while you will be gaining expertise in another field related to your studies and dissertation and expanding your bibliography.
3. In 270 C you will gain expertise in yet another area of study. At this stage you will likely be fine tuning the dissertation prospectus and putting finishing touches on the bibliography.

Please note: Before beginning 270 work each quarter, both instructor and student must sign a CST 270 **Learning Contract** that specifies the reading list, the scope of work, and the kind of written work to be produced by the end of the quarter. The learning contract must be approved by the graduate adviser and filed with the CST program coordinator by the beginning of the quarter. In addition, you must work with the program coordinator who has to create an **individual course number (CRN)** for each 270 tutorial. The program coordinator needs to know the name of the professor you are working with before a **CRN number** can be generated that will allow you to enroll in the seminar. So, here's what this boils down to: plan your 270 tutorial as early as possible, complete the contract ahead of time, submit it to the graduate adviser to keep on file, and provide all of the information needed so that you can receive your CRN number when you need it to enroll (and the program coordinator will not have to chase you down for the information). Thanks for keeping this in mind!

Don't forget: At the end of the quarter, the professor in charge of your 270 independent study must complete the second part of the learning contract indicating that you have satisfactorily fulfilled the requirements outlined in the first part of the contract. A copy of work completed for the 270 units must be submitted along with the second part of the learning contract to the program coordinator at the end of the quarter. The program coordinator will file the materials and inform the graduate adviser of the completion of the requirements. The graduate adviser will take into account the completion of the requirements for the 270 sequence in the progress report for the third year.

THE DISSERTATION PROSPECTUS

Writing a dissertation prospectus can seem intimidating. But like most new endeavors, it is much more easily accomplished once you know what is involved. We'll provide some information here that should begin to give you an idea of what is expected and how to go about it. In addition, you should talk with professors and other students and look at samples we have on file.

Typically, a dissertation prospectus is about 20-25 double-spaced pages in length. The prospectus:

- ❑ Elucidates the candidate's research project: What questions will you pose and what materials will you be using to answer your questions?
- ❑ Justifies the project: Why this topic, Why now? Who is the audience?
- ❑ Justifies the methodology, explaining why a cultural studies approach is appropriate for the topic under consideration.
- ❑ Gives an overview of the extant literature, indicating why the study to be undertaken moves beyond what has been written to date.

Copies of dissertation prospectuses are available for review in the CST office.

THE QUALIFYING EXAM AND ADVANCING TO CANDIDACY

Students are encouraged to complete their 270 series and schedule their qualifying examination at the end of the 3rd quarter of the 3rd year or soon thereafter. In some cases, several more quarters may be required. However, without the approval of the graduate adviser, students failing to complete the qualifying exam after the 3rd quarter of the 4th year will be considered to be making unsatisfactory progress. After passing this exam, students are said to be ABD (All But Dissertation), which means they need only finish the dissertation in order to complete the Ph.D. degree.

The qualifying exam is designed to assess the student's preparation to begin working on their dissertation. As such it consists of three components: a written exam that seeks to evaluate the students knowledge of the fields they and their committee members have deemed suitable and relevant for their project; a dissertation prospectus that outlines the rationale for their project and provides an outline of its major parts; and an oral component that measures the student ability to engage in informed conversation about these fields and their specific applications to their dissertation project.

A successful essay is one that demonstrates the students ability to enter into productive dialogue with the conversations and debates occurring in their fields by responding to the examiners' questions in a manner that makes evident their familiarity with the central debates and texts of the fields, as determined by their reading list, and their ability to put this scholarship into dialogue with their own project. A successful oral exam is one in which the student is able to respond productively to questions, concerns, and suggestions their examiners may have about both the written portion of the exam and the dissertation prospectus. Even though the exam consists of three parts--the written exam, the dissertation prospectus, and the oral examination--the overall result is based on holistic evaluation of all of these elements, although in the case of a provisional pass, a student may be asked to take some part of the exam over again.

Timing

The qualifying exam occurs after all course work, including course work for the DE, has been completed, and the Foreign Language requirement has been fulfilled. Before sitting for the qualifying exam, the student will also need to submit a bibliography, produced in consultation with the proposed examiners, and a dissertation prospectus that is approved by all members of the committee.

The Bibliography

The bibliography is a collection of articles and books, including both primary and secondary texts, produced in consultation with all members of your committee. These texts will form the basis for both the written and oral portions of the exam. The core of this bibliography will emerge from the guided readings completed during the 270s, but should also include other materials that you have found useful, or that faculty have since added to your list. The bibliography should be divided into three distinct areas of examination under headings that you determine to be relevant to your proposed area of study. These headings can, but do not have to, correspond to the three areas of your 270s. You should circulate your bibliography to your committee early on, so that you have time to read additional materials they may recommend. A final copy of your

bibliography should be circulated at least one month prior to the exam. There is no required number of texts; the bibliography should neither be a list of everything you have read to date, nor a list of the texts you have cited in your prospectus. A bibliography consisting of 100 items (articles, books, and primary texts) is a rough average. The emphasis is rather on texts that are central to the fields of study in which you are engaged intellectually, as well as those that are germane to your specific project. You should know the central arguments of each of these texts sufficiently well to be examined on them.

The Qualifying Exam

The qualifying exam may be taken as early as the spring quarter of the third year. Most students sit for this exam in either spring of their third year or fall of their fourth year. Students must complete their qualifying exam by the end of the fourth year. After passing this exam, students are said to be ABD (All But Dissertation), which means they need only finish the dissertation in order to complete the Ph.D. degree.

The qualifying exam committee consists of **five** examiners (one in each of the 3 areas plus a member of the graduate group and a chair). At least **three** members of the qualifying exam committee should be selected from affiliated cultural studies graduate group faculty. The qualifying exam committee chair does *not* have to be a member of the graduate group. If you are participating in a designated emphasis program, you will be required to have committee members who are affiliated with that program as well (check with the D.E. program for specifics). The entire qualifying exam committee must be approved by the CST graduate advisor.

There are two parts to the qualifying exam; the **written** and the **oral** exams

1. The **written** qualifying exam takes place on three days of your choosing during a single week (Monday – Friday). Typically, the CST 270 professors write the exam questions based on the reading lists and discussions for the 270 series (occasionally, a professor different from the 270 instructor will serve this role). Each day, the student will be given four questions and will be asked to address two of them. Eight hours of writing time will be allowed each day. At the end of each day, you will send your response electronically via email to the Chair of the exam, the Program Coordinator and cc: yourself.

2. Seven to ten days following the written exam, you will meet with your committee for the **oral** exam. During a three-hour period, the faculty will have the opportunity to question you further about your written exams as well as discuss the dissertation prospectus. **Pleased be advised: the oral exam must be scheduled by the CST program coordinator.** Please work closely with the coordinator so that we all know when your exam is taking place, where, and with whom. Space and time are precious commodities at a university so the more time ahead you plan, the better.

A successful oral exam demonstrates the students ability to engage in productive conversation with faculty members.

There are three possible outcomes of the qualifying exam:

_ pass: you advance to candidacy

- _ not pass: you may retake the exam, or a portion of it, once.
- _ fail: you do not advance to candidacy (if this occurs you have the option of leaving the program with an M.A. degree in Cultural Studies.

Calendar for the Qualifying Exam:

1. In the first quarter of your third year, you need to identify five faculty members to serve as your qualifying exam committee. Typically, your CST 270 professors form the core of this committee. You will need to download the form titled “Application for Qualifying Examination” from the “Forms” page at <http://www.gradstudies.ucdavis.edu>, have the graduate advisor sign it, and turn it in to Graduate Studies. We recommend that you turn in this form at least **two months** prior to your exam. In addition, if you are participating in a designated emphasis program, remember that the director of that program will need to sign your application to take the qualifying examination as well.

Please note: Your prospective dissertation advisor should be on this committee but cannot serve as chair. This is a university rule.

2. If you are taking the qualifying exam in spring quarter: during winter quarter you need to set the dates on which you will take your written and oral qualifying exams. In addition, you need to work with the program coordinator to locate a room in which to take your oral exam. (You may take your written exam from home.)

3. **One month** before your exam, you need to present the five members of your committee with the final version of your reading list—those books and articles on which you may be tested during the exam.

4. **One month** before the exam, you need to turn in your dissertation prospectus to the members of your qualifying examination committee, a document that explains the proposed topic of your dissertation and justifies it as a cultural studies project. At this time you must also file a copy of the dissertation prospectus with the program coordinator. At least half of the oral portion of the exam consists of a discussion and defense of your dissertation prospectus, therefore you should try to get feedback from your committee as soon as possible, in case revisions are required.

5. **One week** before the exam, all of your committee members need to have forwarded their questions to the exam chair. It is your responsibility to contact the chair and determine that the exam questions have been received and that all is in order. While the chair cannot reveal the questions to you, you need to confirm that all faculty have sent their questions and that the exam will proceed according to schedule.

Appointment of the Dissertation Thesis Committee

When you pass your qualifying examination, you must file the paperwork with Graduate Studies for “Advancement to Candidacy.” Therefore, be sure to bring the form titled “Candidacy for the Degree of Doctor of Philosophy – Plan B” which may be found on the “Forms” page at <http://gradstudies.ucdavis.edu> to your oral examination. This document is signed by you and the chair of the qualifying examination committee. Then you must bring the form to the graduate advisor to be signed as well. Please note: this document requires that you have your three member PhD Thesis Committee in place (at least two

members of the dissertation committee must be selected from the affiliated faculty of the Cultural Studies Graduate Group at UC Davis and, if you are participating in a designated emphasis program, one member of the committee must be an affiliated faculty members on the committee as well)). This committee must be approved by the graduate advisor (signified by the advisor's signature). **You should file this document immediately with Graduate Studies after successfully passing both sections of the qualifying exam.**

PROGRESS REPORT: THE THIRD YEAR

At the end of this year you should check in with your graduate adviser to make sure that you are making satisfactory progress towards your degree objective. If you have not taken your qualifying exam, you should discuss your plans to do so at the beginning of your fourth year. This is an important stage in your graduate education. If you don't feel that things are coming together in a coherent manner for you, this is the time to have an honest discussion with your graduate adviser and ask for guidance and suggestions. You have a whole summer to follow up on ideas and make plans for the next year.

YEAR FOUR—PH.D. PROGRAM

ACADEMIC PLAN

This is a complex and exciting time in your graduate career. You are or are about to be ABD. You have a dissertation prospectus (or you are about to have one in hand) and

you may be starting to tackle a first chapter. You have many demands on your time if you are teaching, researching, and writing. One of the best things you can do at this stage is to form a writing group with other students (who are in any program that requires an analytical, written dissertation thesis). There are books that describe how to form and maintain a writing group and the university offers workshops that can help you as well (we'll be sending around e-mail notices). No matter what, this is the moment to make sure that you have a reasonable calendar for writing chapters (consult with your dissertation committee) and that you do not fall into a state of isolation. Conversely, this is not the time to celebrate your advancement to candidacy by kicking back or taking loads of other courses you think sound fascinating. We hope that you will buckle down and get your dissertation moving. But we also want to see you at the colloquium, hear from you at any opportunity you have to present your research, and talk with you about your work and the work of others. What this year after advancing to candidacy is really about is finding a balanced rhythm and a new mode of scholarly community as you begin to write in earnest. You are no longer *required* to take a class or *obliged* to do many things. You are beginning to function as a professional, a writer among other writers and a teacher among other teachers. Stay in touch!

FOURTH-YEAR REQUIREMENTS

- ❑ If you have not taken the qualifying exam, plan to do so this year. Details of the exam are explained in the “Third Year” section of this handbook.
- ❑ All coursework should be completed before taking the qualifying exam (including six units of the colloquium—CST 290)
- ❑ You should enroll in up to 12 dissertation units (CST 299D) or, if you are a T.A., in eight dissertation units and four T.A. units. Please see CST 299D in the “General Information and Glossary” section at the end of the handbook and the sample 299D learning contract in the handbook appendix.
- ❑ **Please note:** As you did with your 270 series, you must work with the program coordinator to create an individual course number (CRN) for each 299D. Make sure that the program coordinator has the name of the major professor who is supervising you (usually the dissertation chair) so that a CRN number can be generated for you to use to enroll in the individual course. Since this is a bureaucracy, this has to be done each quarter.
- ❑ File FAFSA (see <<http://faoman.ucdavis.edu>>, click on Applying for Aid or Financial Aid Forms)

PROGRESS REPORTS: AFTER THE STUDENT HAS ADVANCED TO CANDIDACY

Once you have advanced to candidacy, you may continue to take courses of interest to you (although we recommend that you remain alert to the temptations of dissertation avoidance!). Typically, students who have advanced to candidacy take only

the 299D units, signifying that they are working full-time on dissertation research and writing. We recommend strongly that you try to maintain regular contact with your dissertation committee. If committee members are in the same geographical location as you are, try to meet with them on a regular basis. If you are separated from committee members geographically, make sure you stay in touch by agreed-upon measures. Don't assume that if you do not hear from your committee members, they are not interested in hearing from you. Generally, most committee members like to hear about what you have done recently and what you are planning to do (accompanied by a chunk of writing if possible). Ask them specific, concrete questions if you can rather than open-ended or plaintive hints that you need help. Use your writing group for moral support. Try to use your dissertation committee for specific research suggestions, bibliographic advice, and responses to fairly polished drafts of your writing. And we're always glad to see you in the CST office and at colloquium and other events! Don't be a stranger!

Your hard-working graduate adviser still has to file a yearly report on your progress--whether you are in Madagascar researching the cultural effects of globalization on twelve year old girls or in downtown Davis finishing up that second cappuccino before heading back to the library. Keep the graduate adviser posted. In addition, you should be in contact with your assigned graduate adviser. A detailed e-mail will do if you are out of town. Drop by if you are in town. The important thing is that your dissertation committee and the program (through the graduate adviser) know what you're doing and how things are going.

COMPLETION OF THE REQUIREMENTS FOR THE PH.D. DEGREE

Can you imagine that anyone could ever finish a dissertation? You are about to do it! You have written a huge tome and now you have to complete a few more odious bureaucratic tasks before you can finally take this graduate program and ... leave it.

The regulations for filing the dissertation are established by Graduate Studies. Information about the requirements for filing—including deadlines, forms, manuscript formats, and other details can be found at <http://gradstudies.ucdavis.edu/continuing/filing.htm>

DE students please note: If you have fulfilled the requirements for a designated emphasis, please make sure that you have filed the appropriate forms with Graduate Studies. Visit the “Forms” page (hopefully for one of the last times) at <http://gradstudies.ucdavis.edu>.

You will have completed all the requirements for the Ph.D. degree when the written dissertation is signed by the dissertation chair and the other members of the dissertation committee. While there are no explicit rules defining an adequate dissertation, there is the expectation that the research will be of publishable quality and that the research represents a significant contribution to the research area.

Please note: The requirements for typing, filing, abstracting, microfilming, and copyrighting the dissertation can be obtained from Graduate Studies. It is your responsibility to see that these requirements are met.

It is also your responsibility to give copies of the dissertation to the members of the Dissertation Committee well in advance (at least two to four weeks) of impending submission deadlines to give the committee the opportunity for review and to give you the opportunity to make any required revisions. Please provide a bound copy of your dissertation to the Cultural Studies program as well.

Congratulations! We’re proud of you! We’re looking forward to being colleagues for many years to come!

GENERAL INFORMATION AND GLOSSARY

ABD: All but the dissertation. Once students reach this status, they are called “Ph.D. candidates” instead of “Ph.D. students,” and they are but one (big) step away from earning their degrees.

Academic Adviser: The academic adviser is a professor who supervises your academic progress. The academic adviser may become a member of your qualifying or dissertation committee. This adviser may consult with you about classes to take and areas to study. Keep in mind that the academic adviser does not duplicate the role of the graduate adviser for the program (see “graduate adviser” in this glossary). Another term for this person is “major professor.”

Campus Resources: UC Davis provides many useful resources for graduate students including a Campus Writing Center, Childcare Services, Counseling and Psychological Services, Health Care, a Student Disability Center, a Graduate Student Association (GSA), Housing Resources, Information Technology, Career Planning, and a Student Employment Service, among others. For a complete listing and links to related sites, go to
<<http://gradstudies.ucdavis.edu/continuing/related.htm>>

Change of Major: Students wishing to transfer from another UC Davis graduate program to the Cultural Studies Graduate Group must submit the same supporting materials as a new applicant. Application forms for a change of major may be obtained from Graduate Studies.

Counseling and Psychological Services: 219 North Hall, 752-0871. As a graduate student you may encounter new and intense stressors. Some common issues of concern include academic performance, anxiety about completing dissertation or orals, self-identity, self-esteem, and conflicts in relationships with friends, professors, committee members, etc. CAPS can provide assistance to address these issues. Drop-in service is available daily to respond to students wanting immediate assistance without an appointment. Students using SHIP for off-campus private resources can talk with staff for referral authorization.

Individual Counseling is offered for short-term therapy.
Group Counseling is available to deal with issues such as stress management, assertiveness, self-esteem, intimacy.
Peer Counseling is offered at The House, TB 16, across from Regan Hall, and through the 24-hour hotline at 752-2790.
Workshops and Consultations are offered by the Counseling Center staff on a variety of topics, e.g, writer's block, time management, procrastination, self-esteem, anxiety, and eating disorders.

Confidential counseling services are available at no cost to registered students. The Center is open Monday - Friday, 8 AM - 12 and 1:00 - 5:00 PM.

- Coursework Norms:** A normal load for full-time students is twelve units; part-time status is six units.
- Colloquium:** A two-hour two-unit course (CST 290) that meets approximately every other Thursday from 4:10 to 6 p.m. The format varies, but most presentations are lectures, with occasional professional development talks or cultural studies town hall meetings (“Q & A”). Students must take colloquium for credit for 6 quarters.
- CST 200:** The first-year series of seminars—CST 200A, B, and C—introduce students to the histories, theories, and methodologies of the interdisciplinary field of cultural studies.
- CST 250:** A writing course that assists students in preparing a paper for presentation and assists in preparing a dissertation topic. Taken winter quarter of the second year.
- CST 270:** A three-quarter series of individually guided reading seminars undertaken by a third-year student with faculty from his or her qualifying exam committee. The series helps the student develop a reading list for the qualifying exam and to write a dissertation prospectus.
- CST 290:** See Colloquium
- CST 299:** Satisfactory/Unsatisfactory independent study units. These may be taken when students wish to work with a particular faculty member on an area of mutual interest that cannot be studied within the scope of regular coursework. For more information, see “About CST 299 units” in the first-year section of this handbook.
- CST 299D:** Satisfactory/Unsatisfactory independent study units. 299D is reserved for dissertation writing after advancement to candidacy.
- Designated Emphasis:** Graduate students in certain Ph.D. programs may participate in a Designated Emphasis, a specialization that might include a new method of inquiry or an important field of application which is related to two or more existing Ph.D. programs. The curriculum of the designated emphasis is offered by a faculty organized in the manner of a Graduate Group (See “Graduate Group”). The Designated Emphasis is awarded in conjunction with the Ph.D. degree and is signified by a transcript designation; for example, “Ph.D. in History with a Designated Emphasis in Critical Theory.” The Ph.D. program in Cultural Studies is affiliated with the Designated Emphases in Critical Theory, Feminist Theory and

Research, Social Theory and Comparative History, Studies in Performance and Practice, and African American and African Studies. You must apply to affiliate with other D.E.s. For more information go to
<<http://gradstudies.ucdavis.edu/continuing/emphasis.htm>>

Filing Fee:

A filing fee in lieu of the usual registration fee may be paid by those who need only to file the doctoral dissertation. This fee is assessed against each candidate who has completed all other formal requirements for the Ph.D. degree and who has not been a registered student at the university during the quarter of the filing of the dissertation. Students using university facilities, except the library, for which a library card may be separately purchased, or making demands upon faculty time, other than the time involved in the final reading of dissertations are not eligible to employ this procedure and must pay the usual tuition and fees. Application forms can be obtained from Graduate Studies. Students must be advanced to candidacy for the degree and should apply for filing fee by the last day of late registration of the quarter they stop registering.

Graduate Adviser:

The graduate adviser is your key contact person in the Ph.D. program, advising you on courses to take and requirements. The graduate adviser has signatory rights, including approving waivers of Graduate Group curriculum, approval of S/U grading, etc. The graduate adviser prepares and submits your progress reports each year. The graduate adviser does not duplicate the role of your academic or major adviser (see “Academic Adviser” in this glossary) or major professor.

Graduate Group:

Initially formed to combine the talents and skills of faculty and students from a variety of broad areas in order to offer specialties in an interdepartmental subject, graduate groups have grown in size and importance. The chair of a graduate group is responsible for overseeing the operation of the group and is your contact when your adviser or the staff are unable to help you. Support staff serve as invaluable sources of information regarding your files, course work, progress and the services available to you, and for contacting the chair and adviser.

Inter-Campus Transfer:

Students wishing to transfer from another University of California campus and to complete degree requirements here must file a complete application for admission at the Davis campus along with the required documents.

Inter-Campus Exchange: Any graduate student in good standing who has completed at least one quarter in residence at Davis and who wishes to study temporarily at another University of California campus may apply through the Inter-Campus Exchange Program by obtaining the approval of the Graduate adviser on the home campus, the chair of the department or group in which the course is offered on the host campus, and the dean of Graduate Studies on both the home and the host campus. Fees must be paid at the home campus and registration packets must be completed at both campuses. The Inter-Campus Exchange student has library, health center, and other student privileges on the host campus but is considered as a graduate student in residence on the home campus. The grades obtained in courses on the host campus are transferred to the home campus and entered on the official record. Applications for Inter-Campus Exchange may be obtained at the Office of Graduate Studies and should be filed with the home campus Graduate Studies office three weeks prior to the beginning of the quarter in which the student wishes to participate in the program. A separate application is required for each quarter the student wishes to attend courses at another campus. The Inter-Campus Exchange Program is intended to provide a student on one campus of the University the opportunity to enroll in occasional courses not available on the home campus. It is not intended as a substitute for inter-campus transfer.

Learning Contract: A document outlining the expectations for an independent study course. These must be submitted before undertaking CST 270 units. See appendix for sample learning contracts.

Leave of Absence: Graduate students are eligible for Planned Educational Leave (PELP) for periods ranging from one quarter to one year. Applications must be approved by the appropriate Graduate adviser and by the Dean of Graduate Studies. The leave of absence will normally entail departure from the campus. Students on Planned Educational Leave are entitled to a limited number of university services, but may not be employed in positions ordinarily used for support of graduate students. For details of the Planned Educational Leave Program consult the Graduate adviser.

Normative Time to Degree: All entering Ph.D. students are required to register each quarter until completion of their degrees unless granted a leave of absence by Graduate Studies, and are subject to the normative time to degree guidelines. Normative time for students is calculated from the date the qualifying exam is passed and the student advances to candidacy. Under current Graduate Studies policy students have four calendar years to complete and submit the

dissertation. Quarters during which students are on leave (PELP) will be counted towards the normative times except in those cases where leave is not devoted to study. Students should request further details on normative time from Graduate Studies.

- PELP:** Planned Educational Leave. See “Leave of Absence.”
- Preliminary exams:** Often referred to as “prelims.” Exams, taken at the end of a student’s first year that address content of the CST 200 series.
- Qualifying exams:** Often referred to as “quals.” Exams taken as early as the third quarter of a student’s third year. Once a student passes both the written and oral components of these exams, he or she advances to candidacy (often referred to as “ABD” all-but-dissertation status).
- Readmission:** A student on Planned Educational Leave is guaranteed registration at the time specified on the approved plan. A student who breaks registration without filing for Planned Educational Leave will be subject to the same requirements as a new applicant for admission to the Cultural Studies program. Applications for readmission can be obtained from Graduate Studies.
- Registration In Absentia:** Registration in Absentia. The registration fee is reduced by 50 percent for graduate students whose research or study requires them to remain outside California throughout the entire quarter. Applications for waiver of one-half of the registration fee are obtainable from Graduate Studies.
- Transfer Credit:** All work for the degree is normally completed in residence at UC Davis, but some work taken elsewhere may be credited toward the degree. The normal limit for such transfer is six quarter units from another institution or 12 units of concurrent course work, or up to one-half of the unit requirement from approved courses on another UC campus, provided the units are not used to satisfy the requirements for another degree. Units to be counted must have been taken at an accredited institution. Units of work taken somewhere other than the University of California may not be used to reduce the minimum residence requirement or the minimum requirement in the 200 series courses taken at the University. Requests for transfer credit can be made up to the time of Advancement to Candidacy. The Graduate adviser should make a request to the dean specifying the units and courses involved. Work taken somewhere other than the University of California may be credited toward fulfillment of certain Ph.D. requirements.

Women’s Resources and Research Center: WRRC, First Floor, North Hall

Monday – Friday, 8:00 am - 5:00 pm, (530) 752-3372, <<http://wrrc.ucdavis.edu/>>. An accessible, central campus location in North Hall. Informal, comfortable gathering places for groups and individuals to meet, study and socialize. General-use computers with Internet access. A safe, woman-friendly environment. Workshops, classes, conferences, exhibits, performances and special events focused on women and gender. A large, library with specialized collection of books, periodicals and Internet resources focusing on women and gender. Resources and references for research, class assignments, and personal growth. A full-time librarian to assist library users. Comfortable study and leisure reading areas. Assistance to course instructors in developing syllabi and readers, and in identifying classroom resources such as guest lecturers and videos.

FINANCIAL AID AND APPOINTMENTS

Students may explore several sources of financial aid: University of California Fellowships, Teaching Assistantships, Readerships, and external fellowships awarded by

research libraries and foundations. At this time, we do not have fellowships administered by the Cultural Studies Graduate Group.

UNIVERSITY OF CALIFORNIA FELLOWSHIPS

Several types of fellowships are awarded on the basis of academic merit or to enhance campus diversity. These are described in greater detail in the application for Graduate Admission and Fellowships.

The primary University of California Fellowships include:

- Humanities Graduate Research Awards for dissertation research and travel, especially useful for students who need to travel to archives (continuing students).
- Research Assistantships in the Humanities to assist entering students in developing research and writing skills, to develop research projects in the first year (incoming students).
- Graduate Student Travel Awards for travel to deliver papers at professional meetings (continuing students).

TEACHING ASSISTANTSHIPS AND READERSHIPS

By its very nature as a graduate group, Cultural Studies does not offer undergraduate courses and, therefore, cannot allocate teaching assistantships directly. The graduate group chair, graduate adviser, and executive committee work to find available teaching assistantship positions in other departments and programs for incoming students as needed and as appropriate. Since some funds for assistantships can become available quite late, some appointments are made on a quarter-to-quarter basis. But every effort will be made to assist incoming students with this process. Continuing students are urged to develop their own working relationships with other departments and programs to ensure teaching assistantships. In addition, the chair and graduate adviser will be happy to work with continuing students to locate available teaching or research assistantships (with reasonable notice). Since most of the interdisciplinary programs in Hart Hall do not have their own graduate programs, our students are highly sought after for teaching assistantships in those programs and departments. Many other programs and departments employ our students on a regular basis. It is continuing students' responsibility to take the initiative in seeking out possible teaching and research assistantships.

The teaching assistant makes a significant contribution to undergraduate education. The appointment provides graduate students with valuable pedagogical experience and financial support. UAW Local 2865 represents student teaching assistants, readers, and others. If you would like to find out more information or contact a union representative, the Web site is <www.uaw2865.org> and the local Davis phone number is 530-759-9097.

Readerships are available in courses enrolling more than a particular number of students (established by each program or department). Readers are paid hourly for attending class, grading papers, and holding office hours. The average number of hours a student might expect to work in a quarter is between 75 and 100 hours. Students with an appointment of 25% or greater are eligible for a partial fee remission.

GRADUATE STUDENT TRAVEL AWARDS

The Graduate Student Travel Award provides partial support for graduate students to present or discuss important research results or to present works of art or other forms of creative expression to meetings of learned societies and organized research conferences. The Dean of Graduate Studies, upon the recommendation of the Academic Senate Graduate Council's Support & Welfare Committee, makes awards. Awards are made for future travel only. Travel must take place during the time period covered by the award. Applicants can obtain the Graduate Student Travel Award Application from the web at <<http://gradstudies.ucdavis.edu/forms/travapp.pdf>>. For information about eligibility, deadlines, etc. contact Graduate Studies at 250 Mrak Hall, (530) 752-7481, gsfellowships@ucdavis.edu.

EXTERNAL GRANTS

For external sources of funding, students should consult the following sources: *Annual Register of Grant Support*, *Peterson's Financial Register for International Study*, *The Graduate Scholarship Book: The Complete Guide to Scholarships, Fellowships, Grants, and Loans for Graduate and Professional Study*. External sources of funding are often limited to advanced graduate students engaged in dissertation research. Announcements for some external grants may be circulated by faculty and students by e-mail. Students should also consult professional association newsletters and Web sites (for example, the Modern Language Association, the American Anthropological Association, etc.) for notices and calls for external grant applications. If you receive an external grant, check with Graduate Studies and Financial Aid to make sure that you do not exceed any limits on income in combination with aid.

PH.D. PROGRAM PROGRESS CHECKLIST

Enroll in at least 12 units per quarter for full-time student status; accrue as many graded units as possible.

FIRST YEAR:

FALL: <input type="checkbox"/> CST 200A <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units <input type="checkbox"/> Colloquium TOTAL GRADED UNITS: _____	WINTER: <input type="checkbox"/> CST 200B <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units <input type="checkbox"/> Colloquium TOTAL GRADED UNITS: _____	SPRING: <input type="checkbox"/> CST 200C <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units <input type="checkbox"/> Colloquium TOTAL GRADED UNITS: _____
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SECOND YEAR:

FALL: <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units <input type="checkbox"/> Colloquium TOTAL GRADED UNITS: _____	WINTER: <input type="checkbox"/> CST 250 <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units <input type="checkbox"/> Colloquium <input type="checkbox"/> TOTAL GRADED UNITS: _____	SPRING: <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units <input type="checkbox"/> Colloquium TOTAL GRADED UNITS: _____
		Reminder! Identify CST 270 faculty for year three.

THIRD YEAR:

FALL: <input type="checkbox"/> CST 270A <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units TOTAL GRADED UNITS: _____	WINTER: <input type="checkbox"/> CST 270B <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units TOTAL GRADED UNITS: _____	SPRING: <input type="checkbox"/> CST 270C <input type="checkbox"/> Seminar <input type="checkbox"/> Seminar or TA units TOTAL GRADED UNITS: _____
Reminder! Assemble 5-member qualifying exam committee.	Reminders! Set dates for written and oral parts of the QE and file the QE forms with Grad Studies.	Reminders! Turn in dissertation prospectus and take the QE this quarter or next fall.

OTHER REQUIREMENTS:

- Foreign Language Requirement Satisfied
- 6 colloquium units completed

TOTAL GRADED UNITS: _____ (should equal 64 graded units)

THE UNIVERSITY OF CALIFORNIA, DAVIS
CODE OF ACADEMIC CONDUCT
A UC DAVIS TRADITION FOR 30 YEARS (1976 - 2006)

All members of the academic community are responsible for the academic integrity of the Davis campus. Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty. Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior. Under the Code of Academic Conduct, adopted in 1976, students, faculty, and administration share responsibility for academic integrity at UC Davis. The Code requires students to act fairly and honestly, and is based on a student honor code established in 1911. Examples of academic misconduct include:

- Receiving or providing unauthorized assistance on examinations
- Using or having unauthorized materials out during an examination
- Plagiarism - using materials from sources without citations
- Altering an exam and submitting it for re-grading
- Fabricating data or references
- Using false excuses to obtain extensions of time

Responsibility of Students

The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves. The following recommendations are made for students:

- Be honest at all times.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor. Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.

- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

Responsibility of Faculty

The faculty is responsible for teaching courses and is governed by its own legislation. Regulation 550 of the Davis Division of the Academic Senate governs the conduct of examinations and adjudication of allegations of academic dishonesty. This section of the Code of Academic Conduct is offered as advice on means for maintaining a spirit of integrity and academic honesty. The following recommendations are made for the faculty:

- Clearly inform students of course and grading requirements, and of standards of scholarship and conduct to be observed on assignments.
- Use examination formats that discourage academic misconduct.
- In cooperation with the administration (campus, college and department), try to minimize problems arising from crowded examination conditions. Alternate seating should be provided during examinations when possible.
- Call attention to the Code of Academic Conduct and take other steps to reinforce a sense of honesty and integrity in students.
- Tell students how to report violations of the Code.
- Monitor examinations. A monitor is an individual (instructor, teaching assistant or designated student) who is present in the room during examinations to answer students' questions and to assist students in their efforts to follow the Code of Academic Conduct. A monitor who observes students violating the Code can tell them to cease, record their names, and report them to the Office of Student Judicial Affairs. Students cannot be prevented from completing an examination simply because it is suspected that they have cheated.
- Use grades to evaluate academic performance, not as punishment for unethical behavior. Under Academic Senate Regulation 550, a grade of "0" or "F" may be assigned to examinations or assignments on which cheating, plagiarism or any other form of academic dishonesty is admitted or determined to have occurred by proper adjudication. If the student admits or is determined after adjudication to have committed a violation of the Code of Academic Conduct which does not involve dishonesty, the faculty member may assign an appropriate grade penalty for the misconduct.

Responsibility of Administration

The following recommendations are made for the administration:

- Provide physical settings for examinations that minimize opportunities for cheating.
- Provide technical assistance for instructors, through the Teaching Resources Center and other sources, in preparing and administering examinations to minimize opportunities for academic misconduct.

- Appoint adjudication committees to deal promptly and justly with cases of alleged academic dishonesty so the procedures gain and hold the confidence of students and instructors. Basic procedural fairness is to be insured in all disciplinary procedures.

Reporting Violations and Judicial Procedures

All alleged violations should be reported by instructors to the Office of Student Judicial Affairs. Centralization of authority, responsibility and record-keeping is essential for fair and impartial administration of the Code. Students should report cases to the instructor or to Student Judicial Affairs. Student Judicial Affairs shall inform the instructor of alleged violations that have been reported by students.

Where cheating is discovered or suspected, the instructor should inform the student(s) involved and undertake an investigation of the matter. If the instructor is then convinced that a violation did occur, the following procedure should be used:

If the student admits a violation, the instructor may assign a grade of "0" or "F" to the examination or assignment on which cheating, plagiarism or other academic dishonesty occurred. If the student admits a violation of this Code not involving dishonesty (e.g. talking during an exam, but not sharing answers), the faculty member may assign an appropriate grade penalty. In either case, the name of the student and a brief description of the incident should be reported to Student Judicial Affairs for determination of the appropriate disciplinary penalty. Reporting is essential to assure that repeat offenders are penalized accordingly.

If the student does not admit a violation, the instructor should refer the case to the Office of Student Judicial Affairs, which will attempt to resolve the matter informally and, if necessary, arrange for adjudication by a faculty-student committee.

Any contested accusation of cheating, plagiarism or other academic misconduct in an examination or assignment submitted by a student to satisfy course requirements will be adjudicated by a faculty-student committee appointed by the Vice Chancellor for Student Affairs in consultation with the Committee on Committees of the Davis Division. In this case, the instructor should withhold the student's grade until after adjudication.

If, after adjudication, the student is found in violation, the grade should be assigned in accordance with paragraph under "Responsibility of Faculty. " If there is no violation, the instructor shall assign a grade based on the quality of the work completed. A student who is dissatisfied with the decision in his or her hearing may appeal the decision (see UCD Administration of Student Discipline).

Grades are an evaluation of academic performance, and their assignment is a responsibility resting solely with the faculty consistent with the authority granted to the Academic Senate by the Regents. The assignment of "0" or "F" to work or tests in which academic dishonesty or other academic misconduct has occurred is based on the premise

that the examination or assignment cannot be regarded as the student's own work and thus is invalidated and/or the student's violation is unfair and/or disruptive and thus harmful to the instructor and others in the class.

The instructor shall not apply a more severe grade adjustment than recording a "0" or "F" on the specific assignment or test on which misconduct occurred. Where an instructor has referred a case for adjudication but has not received a report confirming a violation at the time that the course grades are due, the words "evaluation incomplete" should be written in the "Memorandum" column of the Course Report.

Specific procedures to be followed in the adjudication of cases of academic misconduct have been established by the campus (see the UCD Administration of Student Discipline). Procedural fairness is basic to the proper enforcement of University policies and campus regulations. Procedures must ensure fairness not only for students accused of academic dishonesty but also for victims of dishonest acts, e.g., other students. The confidence of students and instructors in the procedures must be maintained.

Footnotes:

1. See Section 102.00 of University of California Policies Applying to Campus Activities, Organizations, and Students (Part A) (hereafter, UC Policies) for the University Standards of Conduct (available at the Office of Student Judicial Affairs).
2. The Code of Academic Conduct was originally approved and issued by the Office of the Chancellor, with the support of the Davis Division of the Academic Senate, in November 1976. The Chancellor approved a revised Code of Academic Conduct in 1985, and again in 1987 and 1993, after the proposed revisions had been reviewed and endorsed by the Davis Division of the Academic Senate. The Code was updated and revised again in 1995, following review and endorsement of the revisions by the Davis Division and approval by the Chancellor. Under University policy, the Chancellor has the authority and responsibility for the establishment of student conduct regulations and the administration of student discipline. See Sections 103.00 through 104.80 of the UC Policies. The document implementing the system of student discipline on the Davis campus is the Administration of Student Discipline (available at the Office of Student Judicial Affairs).
3. See Section 103.10 of the UC Policies.
4. Under the general direction of the Vice Chancellor for Student Affairs, the Office of Student Judicial Affairs is directly responsible for the administration of student discipline. See current UCD Administration of Student Discipline, approved by the Chancellor September 15, 2006.
5. Page 57(a), Regents Standing Order, 105, Academic Senate, The Manual of the Academic Senate.

6. See Sections 103.10 through 103.11 of the UC Policies.

Guidelines for Faculty Who Employ Cultural Studies Graduate Students as Teaching Assistants

Since the Cultural Studies graduate group is not able to offer its own undergraduate courses, our graduate students are employed in many different programs and departments on campus. Our program encourages professional mentoring in accordance with our

guidelines for the employment of Teaching Assistants. We appreciate the efforts of faculty members to work with and train our students as Teaching Assistants.

Definition of a Teaching Assistant:

A Teaching Assistant (TA) is a full-time registered graduate student, chosen for excellent scholarship and teaching promise, serving an apprenticeship under the active tutelage and supervision of a regular faculty member.

Students appointed to the title Teaching Assistant receive a monthly stipend related to the percentage of appointment time.

Responsibilities of a Teaching Assistant:

Teaching Assistants may be given responsibility for:

- Reading materials assigned for class
- Attending class lectures
- Preparing and delivering a lecture or lectures related to a given topic, as part of the course curriculum
- Preparing individual exam questions
- Conducting discussion, laboratory or quiz sections
- Grading examinations or papers under the direction of the instructor of record
- Advising the instructor of record on suspected plagiarism and student conduct issues

Teaching Assistants should not be responsible for:

- The instructional content of the entire course
- Selection of student assignments for the entire course
- Planning an entire examination
- Determining the term grade for students (without supervision of instructor of record)
- Instructing the entire enrollment of a course
- Providing the entire instruction of a group of students enrolled in a course
- Adjudicating charges of plagiarism or student conduct issues

The Teaching Assistant has the right to refuse to perform tasks if those tasks are not closely related to the definition and responsibilities of the position as stipulated above.

We recommend that the faculty who employ our graduate students as teaching assistants establish clear expectations about what constitutes timely completion of grading, attendance at lectures, and TA office hours. Faculty should make an effort to meet regularly with their TA's to assess the progress undergraduates are making in discussion sections and to offer advice and suggestions on leading section, grading, etc.

Grievances Involving Faculty Members and TA's

TA's and faculty members sometimes experience difficulties or conflicts. The collective bargaining agreement provides a mechanism for filing a grievance and seeking the resolution of grievances for TAs. See Article 11, "Grievance and Arbitration" of the collective bargaining agreement for details. The collective bargaining agreement may be accessed on-line as an Adobe PDF file at:
<http://gradstudies.ucdavis.edu/facstaff/contract.pdf>.

Cultural Studies Program Policy on Discrimination and Sexual Harassment

Federal and State law, as well as University of California policy, prohibits sexual harassment and discrimination in an employment setting and in an educational setting. The University of California Faculty Code of Conduct includes within the ethical principles to which faculty are to be held the principle that "As teachers, professors...demonstrate respect for the student as an individual [and] adhere to their proper role as intellectual guides and counselors... They avoid any exploitation of students for their private advantage..." Among the types of unacceptable faculty behavior is the "Use of the position or powers of a faculty member to coerce the judgment or conscience of a student or to cause harm to a student for arbitrary or personal reasons."

These guidelines draw on materials and information found in the following documents and websites:

The Graduate Student Employment Handbook for Teaching Assistants and Associates
<http://gradstudies.ucdavis.edu/>)

The Graduate Student Bill of Rights and Responsibilities
<http://gsa.ucdavis.edu/resources/grad-bill-of-rights>

The Beginning TA's Guide to Instruction at UC Davis, Teaching Resource Center
<http://trc.ucdavis.edu/TRC/>

MENTORING GUIDELINES

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model. Because of the uncertainty as to the nature of mentoring, the UC-Davis Graduate Council has outlined the following mentoring roles to guide the relationship between faculty and graduate students. Faculty and graduate students must

realize that, while the major professor will be the primary mentor during a student's career at UCD, many of the mentoring "functions" defined below may be performed by program faculty other than the major professor. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important mentoring component to it. Graduate students also have responsibilities to insure successful mentoring and these are also indicated below.

Faculty have a responsibility to mentor graduate students. Mentoring has been defined as....

I. Guiding students through degree requirements. This means:

1. Providing a clear map of program requirements from the beginning, making clear the nature of the coursework requirements and qualifying examination, and defining a timeline for their completion.
2. Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.

II. Guiding students through thesis or dissertation research. This means:

1. Evaluating clearly the strengths and weaknesses of the student's research.
2. Encouraging an open exchange of ideas, including pursuit of the student's ideas.
3. Checking regularly on progress.
4. Critiquing written work.
5. Providing and discussing clear criteria for authorship of collaborative research.
6. Assisting in finding sources to support dissertation research; such as, teaching assistantships, research assistantships, fellowships, etc.
7. Being aware of student's research needs and providing assistance in obtaining required resources. For example, serve as the student's advocate for necessary desk and/or laboratory space.

III. Guiding students through professional development. This means:

1. Providing guidance and serving as a role model for upholding the highest ethical standards.
2. Treating students respectfully.
3. Encouraging and critiquing oral and written presentations.
4. Encouraging participation in professional meetings of regional groups as well as of learned societies.
5. Facilitating interactions with other scholars, on campus and in the wider professional community.
6. Assistance with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline.
7. Being the student's advocate in academic and professional communities.

8. Providing career guidance, specifically assistance in preparation of CV and job interviews, and writing letters of recommendation in a timely manner.
9. Recognizing and giving value to the idea that there are a variety of career options available to the student in her/his/your field of interest and accepting that the student's choice of career options is worthy of your support. For example, guiding the student to teaching opportunities when appropriate for the student's goals.

As partners in the mentoring relationship, graduate students have responsibilities. As mentees, students should:

- I. Be aware of their own mentoring needs and how they change through their graduate tenure. Graduate students should discuss these changing needs with their mentors.
- II. Recognize that one faculty member may not be able to satisfy all of a student's mentoring needs. Seek assistance from multiple individuals/organizations to fulfill the mentoring roles described above.
- III. Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments.
- IV. Maintain and seek regular communication with their mentors, especially their major professor.

While we have tried to provide examples of what mentoring means, we recognize that each discipline will provide its own special set of mentoring needs and challenges. We recommend that each graduate program meet to define what "good mentoring" means to and for its faculty and graduate students.

Approved by UC Davis Graduate Council
June 24, 1999

UC DAVIS PRINCIPLES OF COMMUNITY

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

ADOPTED APRIL 20, 1990