

A HANDBOOK FOR THE CULTURAL STUDIES GRADUATE GROUP

The Cultural Studies Graduate Group at UC Davis admitted its first class in Fall 2000. This handbook represents the most up to date requirements as well as advice that has been collected during the first years of the program. 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 former Graduate Group Chair Caren Kaplan and to everyone who helped make this handbook as accurate and useful as possible. We would appreciate your feedback to help us make sure that the information in this handbook is up-to-date and helpful.

Sincerely,

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Table of Contents

CULTURAL STUDIES: A BRIEF INTRODUCTION	4
HISTORY OF CULTURAL STUDIES AT UC DAVIS	4
THE FIELD OF CULTURAL STUDIES	5
STEPS TO THE PH.D. IN THE CULTURAL STUDIES GRADUATE PROGRAM:	6
GRADUATE GROUP FACULTY AND EXECUTIVE COMMITTEE.....	6
A WORD TO INCOMING STUDENTS	6
SUMMARY OF CST PH.D. PROGRAM DEGREE REQUIREMENTS.....	6
UNIT REQUIREMENTS	6
Required and Recommended Courses	7
PH.D. Program Course Requirements	8
Core Courses: 34 units	8
Elective or Recommended Courses: 36 units	8
Summary.....	8
Special Requirement: Language.....	9
Advising Structure and Mentoring.....	9
The Graduate Advisers	9
Advancement to Candidacy.....	9
Exams	10
The Dissertation	11
Research and Committee	11
Normative Time to Degree	11
Typical Time Line and Sequence of Events	11
Satisfactory Progress to Degree.....	12
YEAR ONE—PH.D. PROGRAM	13
Academic Plan.....	13
First-Year Requirements.....	13
Preliminary Exam.....	13
Foreign Language Requirement	14
Designated Emphasis	14
Progress Report, Year One	15
First Year Checklist.....	15
YEAR TWO—PH.D. PROGRAM	16
Academic Plan.....	16
Second Year Requirements.....	16
Progress Report, Year Two.....	17
Second Year Checklist.....	17
YEAR THREE—PH.D. PROGRAM	18
Academic Plan.....	18
Third Year Requirements.....	18
The 270 Sequence	18
The Dissertation Prospectus	19
The Qualifying Exam and Advancing to Candidacy.....	19
PROGRESS REPORT: THE THIRD YEAR.....	21
Third Year Checklist	22
YEAR FOUR—PH.D. PROGRAM	23
Academic Plan.....	23
Fourth Year Requirements.....	23
Registration Options After Student Has Advanced to Candidacy	23
Registration In Absentia	23
Filing Fee Status.....	23
Progress Reports: After Advancement to Candidacy	24
Completion of the Requirements For the PhD Degree	24
Taking A Break	25
Planned Educational Leave Program (PELP).....	25
Financial Aid and Teaching Appointments	27
University of California Fellowships	27
Teaching Assistantships and Readerships	27
External Grants.....	28

	3
M.A. PROGRAM	29
Admissions Requirements	29
Course Requirements - Core and Electives	29
Summary	29
Thesis Committee	29
The Graduate Advisers	30
Normative Time to Degree	31
CODE OF ACADEMIC CONDUCT	32
Guidelines for Faculty Who Employ Cultural Studies, Graduate Students as Teaching Assistants, Definition of a Teaching Assistant, Responsibilities of a Teaching Assistant and Grievances Involving Faculty Members and TAs	35
Mentoring Guidelines	36
SATISFACTORY PROGRESS GUIDELINES	37
UC DAVIS PRINCIPLES OF COMMUNITY	40
GENERAL INFORMATION AND GLOSSARY	41

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 African American and African Studies; Critical Theory; Feminist Theory and Research; Social Theory and Comparative History; Studies of Religion; Studies in Performance and Practice; and Writing, Rhetoric, and Composition Studies. Although both the Ph.D. and M.A. 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 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. In addition, key is the understanding 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” 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 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 a growing desire to study “culture” through 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, critical race 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.

GRADUATE GROUP FACULTY AND EXECUTIVE COMMITTEE

There are approximately 95 faculty members in the Cultural Studies Graduate Group. They are drawn from approximately 25 departments and programs across UC Davis. 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 every 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.

A WORD TO INCOMING STUDENTS

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.

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. We appreciate your following up on these simple steps so that by your second year you can be counted as a state resident.

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 PhD degree must include a minimum of 70 units of graduate courses and seminars relevant to teaching and research in his/her/their areas of emphasis, and of which 56 units must be graded. Twelve of these units may be from upper division undergraduate courses. Students may also take up to eight ungraded units of CST 298 or CST 299 (or their equivalents in other programs). Each student's program of study must include Individually Guided Research in Cultural Studies (CST 270 A-C) and the Research Seminar (CST 250) along with six units of Cultural Studies Colloquium (CST 290). 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 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 UC 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 required
CST 290	Cultural Studies Colloquium, 1 unit, 6 units required
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. **Helpful hint:** Please consider taking the elective seminars that we offer each year. However, our own electives can enroll quickly—do not put off enrolling or you may not be able to take a CST elective in the fall quarter.

PH.D. Program Course Requirements:

Core and Electives (70 units minimum)

Clusters: Davis faculty doing Cultural Studies works have particular strengths in the following areas: 1. Gender and Sexualities, 2. Race, Ethnicities, and Cultural Representation, 3. Politics, Religion, Communities, and Cultural Representation, 4. Popular Culture, 5. National Cultures, Transnationalism, and Globalization, 6. Science and Society, 7. Historical Studies, 8. Rhetoric and Critical Theory, and 9. Disability Studies. These cluster names, however, serve to identify areas of expertise and are not meant to formally delineate fields of emphasis or subprograms. In consultation with their Graduate Adviser, each student draws on these clusters and traditional departmental and programmatic curricula in order to develop his/her/their plan of study.

We provide core courses to teach the critical skills needed to do Cultural Studies work and to compete for jobs in several fields. In addition, students and their assigned Graduate Adviser design individualized programs of advanced study from the many advanced courses being offered from a Cultural Studies perspective on the Davis campus.

Core Courses: 34 units

CST 200A	Histories of Cultural Studies (4)
CST 200B	Theories of Cultural Studies (4)
CST 200C	Practices of Cultural Studies (4)
CST 250	Research Seminar (4)
CST 270A-C	Individually Guided Research in Cultural Studies (4 each)
CST 290	Cultural Studies Colloquium (1 each) (6 units minimum)

Elective or Recommended Courses: 36 units

This is a partial list of regularly offered courses that are of interest to Cultural Studies students. 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.

ANT 210	Aspects of Culture Structure
CRI 200A	Approaches to Critical Theory
CST 208	Studies in Nationalism, Transnationalism, and Late Capitalism
CST 214	Studies in Political and Cultural Representations
CST 295	Special Topics: U.S. Empire: Citizenship, War and 9/11
CST 295	Special Topics: Space, Race, Gender, and Colonialism
CST 299	Directed Research (variable units, 1-5)
HIS 201Q	Cross-Cultural Women's History
STH 250	Research in Social Theory and Comparative History
WMS 200A	Current Issues in Feminist Theory

Students who enter the Ph.D. program with M.A. coursework from another institution may petition the Graduate Adviser for course waiver for up to two of the nine elective courses; each approved petition will reduce the number of elective courses by one. Students may not reduce their coursework to fewer than seven (7) seminars.

Summary

A candidate's total program for the Ph.D. degree must include a minimum of 70 graded units of graduate courses and seminars relevant to his/her/their teaching and research interest. Twelve of these units may be from upper division undergraduate courses. No more than eight units of Directed Research (e.g. CST 298 or 299, or the equivalent from any other program) may be included in this total.

The student must pass a preliminary exam, fulfill a 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 in order to be eligible for the PhD. Courses that fulfill any of the program course requirements may not be taken S/U unless the course is normally graded S/U. A minimum course load is 12 units each academic quarter. Per UC regulations, students cannot enroll in more than 12 units of graduate level courses (200) or more than 16 units of combined undergraduate and graduate level (100, 200, 300) courses per quarter.

Special Requirement: Language

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.

Students may satisfy this requirement either by passing an upper-division undergraduate course in the language with a grade of B or better or by passing the Foreign Language Proficiency Exam. The language requirement must be completed before the student is approved to take the Qualifying Examination. Students passing the language requirement with course work taken at another institution must demonstrate that this course work is sufficiently recent to provide a useful working knowledge of the language for scholarly purposes.

Advising Structure and Mentoring:

The Graduate Advisers

Graduate Advisers are nominated by the program chair and appointed by the Dean of Graduate Studies. The Cultural Studies Graduate Group uses a “Cohort Advising” system in which students have a different Graduate Adviser for each phase of their study. This cohort system ensures that the Graduate Adviser is attuned to the emphases and focus of each stage of the degree program through to graduation and job placement. Graduate Advisers work closely together (insuring consistency) and work in concert with the student’s choice of Chair of Qualifying and Dissertation Committees.

Students are required to see the Graduate Adviser to whom they are assigned at the very beginning of each quarter, and as needed. If the Graduate Adviser is not available for any reason, students may confer with the Chair of the Graduate Group. If students wish to request a change of graduate adviser, they may consult the Graduate Group Chair.

The Graduate Adviser verifies the student's progress toward completion of the dissertation and the degree. The Graduate Adviser, the qualifying examination committee, and the dissertation committee evaluate the student’s progress in the specific fields of emphasis by reviewing performance in courses and the qualifying exam and by making recommendations to the Graduate Adviser. Students develop a study plan in close consultation with the Graduate Adviser and the major professor. No formal plan of study is required to be submitted by a specific date.

Major Professor: The Chair of the Dissertation Committee is the Major Professor, and cannot be the Chair of the QE Committee. The major professor must be selected by the time of the qualifying examination. The **Mentoring Guidelines** can be found in the graduate student handbook at <http://culturalstudies.ucdavis.edu/materials/>

Advancement to Candidacy

Expected time to candidacy is nine quarters. The student is eligible for Advancement to Candidacy after successful completion of all graduate program degree requirements and after passing the Qualifying Examination. The student must file the appropriate paperwork with the Office of Graduate Studies and pay the candidacy fee in order to be officially promoted to Ph.D. Candidacy.

Exams

Preliminary Exam

At the end of the first year students, take a preliminary exam. The exam covers material from the three core seminars (CST 200A-C). The preliminary exam is written and graded by the three professors who teach the 200 series and is overseen by the program chair or one of the Graduate Advisers. The members of the preliminary exam committee read the preliminary exam and each reader submits a written report and votes (pass/fail) on the examination. Faculty submits reports to the Executive Committee who makes a decision in the case of a split vote. In certain split vote cases, the student may be asked to re-take the exam in part or in whole. Students who fail all three sections may not re-take the exam. If the student has completed the requirements for the M.A., he/she/they can leave the program with a terminal M.A. Successful completion of this exam permits the student to continue the Ph.D. Program.

Qualifying Exam

All students will complete all course requirements, including their 270 series, before taking their Qualifying Examination. Passing this exam makes the student eligible for advancement to candidacy. Students must schedule their qualifying examination at the end of the 3rd quarter of the 3rd year (9th quarter) and no later than the end of the twelfth quarter after admission to the Ph.D. program.

The primary purpose of the Qualifying Examination (QE) is to validate that the student is academically qualified to conceptualize a research topic, undertake scholarly research and successfully produce the dissertation required for a doctoral degree. The QE must evaluate the student's command of the field, ensuring that the student has both breadth and depth of knowledge, and must not focus solely on the proposed dissertation research. In addition, the QE provides an opportunity for the committee to provide important guidance to the student regarding his/her/their chosen research topic.

In accordance with Graduate Council and Graduate Studies policies, the student, in conjunction with his/her/their Graduate Adviser recommends five names for the Qualifying Examination Committee to the Graduate Studies Dean (DDB 80. Graduate Council B.1.). The Qualifying Examination Committee should reflect both the specific areas of dissertation research and the broader aims of the examination. Three of the five faculty are the student's CST 270 instructors. The qualifying exam committee chair must be a member of the graduate group. While the dissertation chair (major professor) may serve on the QE committee, the dissertation chair may not chair the examination. If a student is participating in a designated emphasis (DE) program, the student will be required to have an affiliated faculty member of the DE as one of the five committee members. The Graduate Council's Administrative Committee has approved Cultural Studies' request for an exception to the Doctoral Qualifying Examinations Policy requirement to have an external (to the graduate group) member on the QE committee. Successful completion of the Qualifying Examination allows the student to advance to candidacy.

The Qualifying Examination will consist of a written exam that seeks to evaluate the student's 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. The student will assemble reading lists during their 270s in their third year (see Year 3) in consultation with his/her/their Graduate Adviser, Major Professor and the instructors of the courses (one of whom may be his/her/their Major Professor). These three reading lists will define the examination fields of the QE. The oral portion of the qualifying exam is three hours in length and focuses on the three fields of the written examination as well as the dissertation prospectus. It should be scheduled within seven to ten days of the conclusion of the written exam.

The committee will reach a decision on the student's performance immediately after the oral exam. The committee, having reached a unanimous decision, shall inform the student of its decision to:

- "Pass" (no conditions may be appended to this decision),
- "Not Pass" (the Chair's report should specify whether the student is required to retake all or part of the examination, list any additional requirements, and state the exact timeline for completion of requirements to achieve a "Pass"), or "Fail."

If a unanimous decision takes the form of "Not Pass" or "Fail," the Chair of the QE committee must include in its report a specific statement, agreed to by all members of the committee, explaining its decision and must inform the student of its decision. Having received a "Not Pass" the student may attempt the QE one additional time; the QE report must list the specific conditions and timing for the second exam. After a second examination, a vote of "Not Pass" is unacceptable; only "Pass" or "Fail" is recognized. Only one retake of the qualifying examination is allowed. Should the student receive a "Fail" on the first or second attempt at the exam, the student will be recommended for disqualification from the program to the Dean of Graduate Studies. See Year 3 for more details.

The Dissertation

The Graduate Council shall appoint a committee of a minimum of 3 members, including its chair. This committee will be designated as the Dissertation Committee and the chair of this committee will be the candidate's major professor. This Committee shall determine whether the candidate has met the requirements for the degree, in accordance with the following procedure:

The committee members shall guide the candidate in his/her/their research and shall pass upon the merits of the dissertation. This committee and the candidate shall arrange for such conferences as may be necessary for the complete elucidation of the subject treated in the dissertation. Cultural Studies does not require an exit seminar or final oral examination at the time of dissertation submission.

Filing of a Ph.D. dissertation with the Office of Graduate Studies is normally the last requirement satisfied by the candidate. The deadlines for completing this requirement are listed each quarter in the campus General Catalog available online at the website of the Office of the Registrar. A candidate must be a registered student or in Filing Fee status at the time of filing a dissertation, with the exception of the summer period between the end of the Spring Quarter and the beginning of Fall Quarter. The Ph.D. Dissertation will be prepared, submitted and filed according to regulations instituted by the Office of Graduate Studies <http://gradstudies.ucdavis.edu/students/filing.html>. The Dissertation Committee Chair must verify satisfaction of this requirement.

Research and Committee

The research conducted by the student must be of such character as to show ability to pursue independent research. The dissertation reports a scholarly piece of work of publishable quality. The chair of the dissertation committee must be a member of the program.

Students should meet regularly with their dissertation committee. The dissertation must be submitted to each member of the dissertation committee at least one month before the student expects to make requested revisions; committee members are expected to respond within 4 weeks, not including summer months for nine-month faculty. Informing committee members of progress as writing proceeds helps the members to plan to read the dissertation and provide feedback within this period. The dissertation must be approved and signed by the dissertation committee before it is submitted to Graduate Studies for final approval.

Normative Time to Degree

"Normative time" is the number of years considered reasonable for completion of a particular doctorate program by a well-prepared full-time student. The Cultural Studies program has established a normative time of six years (18 quarters) for a student who enters the program with either a B.A. or M.A. degree to complete the Ph.D. **After a student successfully passes the qualifying exam, three years is considered a reasonable normative time for time in candidacy.** Graduate students become ineligible for financial aid after 21 quarters of graduate work. Students who do not complete their coursework at satisfactory or higher are subject to disqualification. Expected time to candidacy is recommended at nine quarters. Full time students in Cultural Studies normally complete the requirements for a Ph.D. within five to seven years of full time work.

Typical Time Line and Sequence of Events

Year 1: First year sequence, CST 200 A-C (12 units)
 Graduate seminars and advanced course work (24 units)
 Cultural Studies Colloquium, CST 290 (3 units)
***Preliminary exam required**

Year 2: Graduate seminars and advanced course work (32 units)
 Research Seminar, CST 250 (4 units)
 Cultural Studies Colloquium, CST 290 (3 units)

Year 3: Individually Guided Research in Cultural Studies CST 270 A-C (12 units)
 Graduate seminars and advanced course work (24 units)
***dissertation prospectus and qualifying exam by the end of the third quarter**

Years 4-6: Optional: Dissertation Research, CST 299D

dissertation required*Leaving the Program Prior to Completion of PhD Requirements**

Should a student leave the program prior to completing the requirements for the PhD, he/she/they may still be eligible to receive the Masters if he/she/they have fulfilled all the requirements (see Masters section). Students can use the Change of Degree Objective form available from the Registrar's Office:
http://registrar.ucdavis.edu/local_resources/forms/D065-graduate-major-degree-change.pdf

Satisfactory Progress to Degree

Satisfactory Progress in Cultural Studies is determined by considering several factors that measure academic progress. At the end of each year, each student will meet with his/her/their graduate adviser to review progress in the program. Based on this review, the adviser will write a report indicating that a student is making either Satisfactory, Marginal or Unsatisfactory progress; satisfactory reports are filed with the program, and all marginal and unsatisfactory reports are filed with the Office of Graduate Studies. In addition to academic progress, all students must adhere to the academic code of conduct in order to remain in good standing. Satisfactory Progress indicates that the student is moving forward in the program in a timely manner and is meeting or exceeding all of the expectations of the Graduate Group.

Requirements for Satisfactory Progress for first year students:

- 3.5 GPA in the required core courses (200A, 200B, 200C).
- Satisfactory completion of at least 24 graded units.
- Satisfactory completion of preliminary examination.

Requirements for Satisfactory Progress for continuing students:

- 3.5 GPA in required core classes (200A, 200B, 200C, 250, 270A, 270B, 270C, 290).
- Cumulative GPA of 3.3 in all classes
- Completion of the qualifying examination no later than the end of the 9th quarter (Students who need to retake any portion of the qualifying examination must do so by the end of the following quarter.)
- Satisfactory completion of units appropriate to time in the program.

Marginal Status is a cautionary status that is used to let a student know that he/she/they is not fully meeting all of the expectations of the program. A Marginal Status is assigned if a student:

- Carries an incomplete for more than one quarter
- Has completed less than the recommended number of academic units

Unsatisfactory Progress indicates that a student has not made the expected progress towards his/her/their degree objective and automatically places the student on Probationary Status. A student on probation for more than 3 quarters may be separated from the program. Any of the following criteria will warrant assigning a student an Unsatisfactory Progress Report:

- Carrying two or more incompletes for more than one quarter
- A GPA of less than 3.3 in all classes
- A GPA of less than 3.5 in all required core classes
- Not successfully completing the QE exam by the end of the 4th year.

Grounds for Disqualification:

- Violation of the academic code of conduct.
- Probationary Status for more than 3 quarters.
- Failure to advance to candidacy by the end of the first quarter of the 5th year (some exceptions may be granted by the chair under specific circumstances on a case-by-case basis).

Recommendations for disqualification are made to the Dean of Graduate Studies.

YEAR ONE—PH.D. PROGRAM

Academic Plan

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, <https://gradstudies.ucdavis.edu/programs/designated-emphases>).

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? Are you clear about how to begin to develop working relationships with some affiliated 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.

First-Year Requirements

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

CLASSES

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

Typically, students will enroll in Cultural Studies elective seminars and graduate seminars offered in other programs and departments.

CST 200A, 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.

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.

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

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 wherever you wish. 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 grade 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. 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 African American and African Studies; Critical Theory; Feminist Theory and Research; Studies in Performance and Practice; Native American Studies; and Writing, Rhetoric, and Composition Studies. For a complete list of D.E. programs and general information go to <http://gradstudies.ucdavis.edu/programs/de.cfm>.

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. However, 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).

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. Information about these protocols and the IRB may be found online at:

http://www.innovationaccess.ucdavis.edu/home.cfm?id=OVC_1. 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.

First Year Checklist:

FALL :

- CST 200A
- Seminar
- Seminar or TA units
- Colloquium

TOTAL UNITS/TOTAL GRADED UNITS: ____

WINTER :

- CST 200B
- Seminar
- Seminar or TA units
- Colloquium

TOTAL UNITS/TOTAL GRADED UNITS: ____

SPRING:

- CST 200C
- Seminar
- Seminar or TA units
- Colloquium

TOTAL UNITS/TOTAL GRADED UNITS: ____

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.

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 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?

This year you will be working on your writing, as well. 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*– 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 focused on helping students develop a first draft of their dissertation prospectus. Students should begin working outside this seminar with key advisors in thinking through their dissertation topic. While this first draft will likely change substantially over the course of the following year, the exercise will help students to formulate their project, to understand what this document should include, and to articulate their research questions. It provides intensive feedback on their academic writing in general. This seminar also promotes collegial connections between students in the program who learn about and comment on each other’s research and written work.

RECOMMENDATIONS

By the end of spring quarter of the second year, you should have identified the three areas you will examine during your 270s. It is 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. You may choose to begin taking your 270s at any time, and are encouraged to consider taking at least one of them during your second year, if you feel ready.

REMINDERS!

- Complete first draft of dissertation prospectus
- Are you on track to finish your six units of colloquia?
- Have you satisfied the foreign language requirement?

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) and 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)

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

Second Year Checklist:

FALL:

- ___ Seminar
- ___ Seminar
- ___ Seminar or TA units
- ___ Colloquium

TOTAL UNITS/TOTAL GRADED UNITS: ___

WINTER:

- ___ Seminar
- ___ Seminar
- ___ Seminar or TA units
- ___ Colloquium

TOTAL UNITS/TOTAL GRADED UNITS: ___

SPRING:

- ___ CST 250
- ___ CST 270A (Reminder: Identify CST 270 faculty for year three!)
- ___ Seminar or TA units
- ___ Colloquium

TOTAL UNITS/TOTAL GRADED UNITS: ___

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. 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. International students are required to do so, or they must pay their own non-resident tuition fees.

Third Year Requirements

- ___ 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://financialaid.ucdavis.edu/graduate/index.html>, click on Apply or 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 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 and your professor will develop a list of readings in a given area covered during that quarter. 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.

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.

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 meantime, 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 final additions on the bibliography.

It is highly recommended that students complete all three 270s by the end of winter quarter. 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. However, like most new endeavors, it is much more easily accomplished once you know what is involved. We will 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 2nd quarter of the 3rd year. Students failing to complete the qualifying exam after the 3rd quarter of the 3rd year **may lose fellowship funding and may 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 consists of three components: a written exam that seeks to evaluate the student's 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 exam that measures the student's 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 student's 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.

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 be neither 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

All students should aim to take this exam by the spring quarter of their third 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 must 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 CST graduate advisor must approve the entire qualifying exam committee.

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.

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. **Please be advised: the CST program coordinator must schedule the oral exam.** 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.

Calendar for the Qualifying Exam:

By 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/forms/>, 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. **Your prospective dissertation advisor should be on this committee but cannot serve as chair. This is a university rule.**

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.)

- **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.
- **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.
- **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/forms/> to your oral examination. You and the chair of the qualifying examination committee sign this document. 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). The graduate advisor (signified by the advisor’s signature) must approve this committee. **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 may be at risk of losing fellowship funding, or falling out of good standing. Be sure to stay in touch with your graduate adviser regarding your status, and to schedule your qualifying examination as soon as possible. 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.

Third Year Checklist:**FALL:** CST 270A Seminar Seminar or TA units**TOTAL UNITS/TOTAL GRADED UNITS: _____****WINTER:** CST 270B Seminar Seminar or TA units**TOTAL UNITS/TOTAL GRADED UNITS: _____****SPRING:** CST 270C Seminar Seminar or TA units**TOTAL UNITS/TOTAL GRADED UNITS: _____****Reminders!**

- Assemble 5-member qualifying exam committee.
- Set dates for written and oral parts of the QE and file QE forms with Grad Studies
- Turn in dissertation prospectus and take the QE

Other Requirements: Foreign Language Requirement Satisfied 6 Colloquium units completed

YEAR FOUR—PH.D. PROGRAM

Academic Plan

Congratulations! 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. However, 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. This year after advancing to candidacy is really about 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 as soon as possible. Details of the exam are explained in the "Third Year" section of this handbook.

___ 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.

___ 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://financialaid.ucdavis.edu/graduate/index.html>, click on Apply or Forms)

Registration Options After Student Has Advanced to Candidacy

Registration In Absentia

Graduate students whose research or study requires them to remain outside California for the entire quarter may register in-absentia and pay a reduced fee (contact the Office of Graduate Studies for the fee). Students must be advanced to candidacy in order to apply for in absentia registration. Cultural Studies graduate group may offer fellowships to cover in absentia fees. In absentia is a registered status; therefore, students are eligible to complete their degree the quarter they are in absentia, provided they meet all other criteria for degree completion.

Filing Fee Status

Filing Fee is a non-registered status available to students who have advanced to candidacy for their degree. Students on Filing Fee status are eligible to complete their degree within approved time limitations while not registered. This option benefits students when all of their courses and research have been completed and they no longer need to use campus facilities. Filing Fee is available for one quarter only. The purpose of Filing Fee status is for students to take the doctoral final examination and/or to file the master's thesis or doctoral dissertation. Students must be registered (i.e. in absentia, full time, etc.) in the quarter before filing fee status takes effect.

To prevent abuse of the Filing Fee procedure, Graduate Studies has set definite limitations on filing fee eligibility. These limitations are based on the principle that students who use university facilities or make demands upon faculty time are not eligible for Filing Fee status. The exception to this general principle is the faculty time involved in the final reading of dissertations or, theses, or in holding final examinations. Students on Filing Fee

status are not registered students and therefore are not eligible for the privileges accorded to regularly enrolled students. Students who plan to use university facilities, or to take courses, must register as regular students. Students who plan to be away from the campus, but will be in an instructional relationship with faculty members, must register as regular students. A student who plans to take the Ph.D. Qualifying Examinations must register as a regular student.

To apply for Filing Fee status, the student must first obtain an application from Graduate Studies, have their adviser and major professor sign it, and then present the completed application to the Cashier's Office when they pay the Filing Fee. Students must pay the Filing Fee before they file their application with Graduate Studies. Students should continue their regular registered enrollment until their application is filed with Graduate Studies. If students do not file their thesis or dissertation by the end of the filing fee period, they are required to register and pay full fees. If they do not fulfill all degree requirements, take the required additional coursework and/or examinations, and re-advance to candidacy, they may be disqualified from the program. The dean of Graduate Studies may grant student requests for extension of Filing Fee status on a case-by-case basis. Students may make this formal request through their graduate adviser by using the Request for Time Extension form. This form is available at <http://gradstudies.ucdavis.edu/forms>.

Progress Reports: After Advancement 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. Moreover, we're always glad to see you in the CST office and at colloquium and other events! Your hard-working graduate adviser still has to file a yearly report on your progress—wherever you are. 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 PhD Degree

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://www.gradstudies.ucdavis.edu/students/filing.html>. **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/forms/>.

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. 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 or many years to come!

Taking a Break

Students who decide to take break from their studies are eligible for the Planned Educational Leave Program. Please make sure to check in with your adviser as you consider your options.

Planned Educational Leave Program (PELP)

The Planned Educational Leave Program allows students to suspend their studies for good cause, and be guaranteed the right to return later to resume their academic work. Examples of good cause include illness, financial problems, or personal problems. There is a fee to apply for PELP, which is charged directly to the student's account. When the graduate adviser approves the PELP advising form, this guarantees that the student will be readmitted for the quarter specified on the form. By approving this form, the graduate adviser certifies that there will be available space for the returning student. PELP is an unregistered student status. Students may not return from PELP and immediately apply for filing fee. There must be at least one registered quarter between.

The PELP advising form is the only document the student needs to apply for the program. Since the form is submitted via email, the student must contact the relevant graduate program coordinator to obtain the form. Approval signatures are done via e-mail and must reflect the graduate advisor's approval using his/her email address. PELP is recommended for students who are certain of the quarter in which they plan to return and who plan to be away for no more than three quarters. If a student is not certain of a return date, the Application for Readmission may be more appropriate. The Office of the University Registrar will consider requests for retroactive PELP status by exception only, and only for reasons of: a death in the family, medical issues, or administrative error.

The minimum Planned Educational Leave is one full quarter; the maximum is three quarters. Students may shorten their leave by submitting a written request at least eight weeks before the start of the quarter in which they plan to enroll. Both the program graduate adviser and the dean of Graduate Studies must approve this request. Students may lengthen their leave by completing a Request for Time Extension form, having it approved as directed, and filing it with Graduate Studies. The Request for Time Extension form is available at <http://gradstudies.ucdavis.edu/forms>.

A student on leave is only eligible for the following university services:

1. Placement and Student Employment Services;
2. Advising and Counseling; and
3. Housing

When students return from PELP they are considered continuing students in regards to housing priority. Students may remain in Student Family Housing for one quarter while they are on PELP.

Financial Aid

Only financial aid counseling is available. Grants and other financial aid are discontinued for the period of the leave.

Fellowships

Students on PELP are not eligible to receive fellowship funds.

Optional Health Services

Students on PELP may purchase health cards that entitle them to full student health benefits for one quarter. If students are out of the area, they may purchase an optional health insurance plan to provide coverage. If students intend to continue their SHIP benefits, they must notify the Student Health Services before the first day of the quarter in which their PELP status begins. For more information, students should contact Student Health Services at <http://healthcenter.ucdavis.edu>.

Academic Credit

While students are on PELP they are not eligible to enroll in concurrent courses or earn any academic credit on the Davis campus.

Academic Appointments

Students on PELP may not be employed in a student teaching appointment. Programs may submit a Petition for Exception to Policy for employment while on PELP in unusual and compelling situations.

Financial Aid and Teaching Appointments

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 arranged 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 arrange 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.

a) The Office of the Dean of Humanities, Arts, and Cultural Studies guarantees five years of support to incoming Cultural Studies doctoral students in the form of fellowship, TAship, GSR position or readership, subject to the following stipulations:

i) While every effort will be made to place Cultural Studies students as TAs or GSRs, it is first the responsibility of students to apply for TA and GSR positions; TA or GSR support will be made available only to students who actively seek it out;

ii) Students with instances of failure to comply with their contractual obligations as TAs cannot be guaranteed support; if no TA or GSR support is possible, students will be assigned readership support, which will be, at a minimum, a 25% position.

b) **Graduate Program Fellowship Funding and Academic Progress:** Fellowship funding may be available for a maximum of six years to students who meet all of the following criteria:

- i) Maintain university requirement of 3.0 GPA
- ii) Register, enroll, and maintain a minimum of 12 units
- iii) Are not on program probation
- iv) Stay within normative time for completion of degree
- v) File a FAFSA to receive support (domestic students only)

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

Fellowships are available for dissertation research and dissertation writing, among others. Deadlines vary. Keep your eyes open and discuss opportunities with your dissertation advisers!

Conference travel awards are also available from various sources (Consortium for Women and Research, Hemispheric Institute on the Americas, Davis Humanities Institute), including the following:

- Graduate Student Travel Awards for travel to deliver papers at professional meetings (continuing students). 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.

Teaching Assistantships and Readerships

The Office of the Dean of Humanities, Arts, and Cultural Studies guarantees **FIVE YEARS OF SUPPORT** to incoming Cultural Studies doctoral students, subject to the following stipulations:

- While every effort will be made to place Cultural Studies students as TAs or GSRs, it is first the responsibility of students to apply for TA and GSR positions.
- TA or GSR support will be made available only to students who actively seek it out.
- Students with instances of failure to comply with their contractual obligations as TAs cannot be guaranteed support.
- If no TA or GSR support is possible, students will be assigned readership support, which will be, at a minimum, a 25% position.

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 associate instructors. If you would like to find out more information or contact a union representative, the Web site is <http://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.

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. Faculty and students may circulate announcements for some external grants 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.

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://financialaid.ucdavis.edu/graduate/index.html>, [click on Apply or Forms](#))

M.A. PROGRAM

Admissions Requirements

There are no admissions to the MA program directly. A PhD student who voluntarily separates from the Cultural Studies Graduate Group Ph.D. program may petition for a change of degree objective to the MA.

MA Plan I: Plan I requires 30 graded units of graduate and upper division courses, of which at least 12 units must be graduate courses in the major field. A thesis is required.

Course Requirements - Core and Electives

(30 graded units minimum)

Core Courses (23-28 units):

CST 200A Histories of Cultural Studies (4)
 CST 200B Theories of Cultural Studies (4)
 CST 200C Practices of Cultural Studies (4)
 CST 250 Research Seminar (4)
 CST 290 Cultural Studies Colloquium (1) (6 units required)
 CST 299 Directed Research (variable 1-6)

Elective Courses (2-7 units minimum):

This is a partial list of regularly offered courses that are of interest to Cultural Studies students. 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.

ANT 210 Aspects of Culture Structure
 CRI 200A Approaches to Critical Theory
 CST 208 Studies in Nationalism, Transnationalism, and Late Capitalism
 CST 214 Studies in Political and Cultural Representations
 CST 295 Special Topics: U.S. Empire: Citizenship, War and 9/11
 CST 295 Special Topics: Space, Race, Gender, and Colonialism
 CST 299 D Dissertation Research (variable units, 1-12)
 HIS 201Q Cross-Cultural Women's History
 WMS 200A Current Issues in Feminist Theory

Summary

A candidate's total program for the MA degree must include a minimum of 30 units of graduate and upper division courses and seminars. A maximum of 12 of the 30 units may be in upper division courses. Typically, students will enroll in approximately 10 units of 299 to enable them to complete research for their thesis. Additionally, the student is required to have a minimum cumulative GPA of 3.0 throughout all graduate work at U.C. Davis. Courses that fulfill any of the program course requirements may not be taken S/U unless the course is normally graded S/U. Candidates are expected to take the first year sequence (CST 200 A, B, and C), a second year Research Seminar CST 250, and 6 units of Cultural Studies Colloquium, CST 290, over 6 quarters. A minimum course load is 12 units each academic quarter. Per UC regulations, students cannot enroll in more than 12 units of graduate level courses (200) or more than 16 units of combined undergraduate and graduate level (100, 200, 300) courses per quarter.

Thesis Committee

The student, in conjunction with the Graduate Adviser, nominates faculty for a thesis committee consisting of three members. The chair and one other reader must be members of the graduate group. After the Graduate Adviser approves the thesis topic, the Graduate Adviser will submit the names of the proposed committee to the Office of Graduate Studies for approval, in accordance with Graduate Council and Graduate Studies policy. The Dean of

Graduate Studies will appoint the committee, in accordance with Graduate Council and Graduate Studies policies. The student will then write his/her/their thesis and submit it to the committee for review and approval.

The Graduate Advisers

The Office of Graduate Studies appoints graduate Advisers. Graduate Advisers work closely together (insuring consistency) and work in concert with the student's choice of Thesis Committee.

Graduate Adviser: During the student's first quarter in residence, the Graduate Group in Cultural Studies Executive Committee assigns students to a Graduate Adviser.

Students are required to see the Graduate Adviser to whom they are assigned at the very beginning of each quarter, and as needed. If the Graduate Adviser is not available for any reason, students may confer with the Chair of the Graduate Group. If students wish to request a change of graduate adviser, they may consult the Graduate Group Chair.

The Graduate Adviser verifies the student's progress toward completion of the degree. The Graduate Adviser and the thesis committee evaluate the student's progress in the specific fields of emphasis by reviewing performance in courses, and progress towards completion of the thesis. Students develop a study plan in close consultation with the Graduate Adviser and the major professor. No formal plan of study is required to be submitted by a specific date.

The Major Professor normally supervises the student's research and serves on the Thesis Committee. In consultation with the student's adviser, a major professor is selected and acts as the chair of the thesis committee.

Advancement to Candidacy

Every student must file an official application for Candidacy for the Degree of Master of Arts after completing one-half of their course requirements and at least one quarter before completing all degree requirements, typically by the end of the third quarter of enrollment. The Candidacy for the Master's Degree form can be found online at <http://www.gradstudies.ucdavis.edu/forms/>. A completed form includes a list of courses the student will take to complete degree requirements. If changes must be made to the student's course plan after he/she/they have advanced to candidacy, the Graduate Adviser must recommend these changes to Graduate Studies. Students must have their Graduate Adviser and thesis committee Chair sign the candidacy form before it can be submitted to Graduate Studies. If the candidacy is approved, the Office of Graduate Studies will send a copy to: the thesis Committee Chair, the appropriate graduate staff person, and the student. If the Office of Graduate Studies determines that a student is not eligible for advancement, the department and the student will be told the reasons for the application's deferral. Some reasons for deferring an application include: grade point average below 3.0, outstanding "I" grades in required courses, or insufficient units.

Thesis Requirements

There is no required length for a thesis, but it will generally be 50 or more pages long, exclusive of tables, figures and references. The style of referencing and footnoting is decided in consultation with the adviser. It must also conform to the University's formatting requirements, a copy of which is available from the CSGG Graduate Coordinator. All committee members must sign the thesis title page to certify their satisfaction with the thesis. If the quality of the thesis is unacceptable, the committee should give the student a clearly specified period to improve the thesis, usually one quarter or more. If, after that period, the thesis is still unacceptable to a majority of the committee, the majority may recommend to the Dean that the student be disqualified from further graduate study.

Filing the Thesis

The student is responsible for observing the filing dates and preparing the thesis according to the proper format; theses must be filed in a quarter in which the student is in a registered status or on filing fee. Candidates are required to submit the thesis electronically. Instructions for electronic submission can be located on the Graduate Studies Website at: <https://gradstudies.ucdavis.edu/current-students/academic-services-information/filing-thesis-or-dissertation>.

Dates

For a schedule of filing dates and instructions on thesis preparation, go online to:
<http://www.gradstudies.ucdavis.edu/students/filing.html>.

For a general calendar of deadline dates applicable, to master's students, go online to:
<http://www.gradstudies.ucdavis.edu/students/calendar.html>.

These dates are also available in the *UC Davis General Catalog*.

Forms

The following two documents must accompany the thesis and can be found online:

- *University Library Release Form*, <http://www.gradstudies.ucdavis.edu/forms>

- *Graduate Program Exit Information Form*, http://www.gradstudies.ucdavis.edu/students/degree_candidates.html.

Normative Time to Degree

The Normative Time to Degree for the MA program is 6 quarters (two years). Normative time to candidacy is 3 quarters (one year). Normative time in candidacy is 3 quarters (one year).

Typical Time Line

Year 1

First year sequence, CST 200 A-C (12 units)

Elective seminars and advanced course work (24 units)

Cultural Studies Colloquium, CST 290 (3 units)

Advance to Candidacy in the Spring quarter

Year 2

Research Seminar, CST 250 (4 units)

Cultural Studies Colloquium, CST 290 (3 units)

Directed Research, CST 299 (17 units)

Complete the thesis

CODE OF ACADEMIC CONDUCT

A UC DAVIS TRADITION

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 will not 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 students themselves willingly support it. 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:

1. Clearly inform students of course and grading requirements and of standards of scholarship and conduct to be observed on assignments.

2. Use examination formats that discourage academic misconduct.
3. 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.
4. Call attention to the Code of Academic Conduct and take other steps to reinforce a sense of honesty and integrity in students.
5. Tell students how to report violations of the Code.
6. 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.
7. 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:

1. Provide physical settings for examinations that minimize opportunities for cheating.
2. Provide technical assistance for instructors, through the Teaching Resources Center and other sources, in preparing and administering examinations to minimize opportunities for academic misconduct.
3. 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

Instructors to the Office of Student Judicial Affairs should report all alleged violations. 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/her/their 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 TAs

TAs 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 12, "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://www.uaw2865.org/resources/current-uaw-contract/>. <http://www.uaw2865.org/resources/current-uaw-contract/>

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/publications/>

The Graduate Student Bill of Rights and Responsibilities
http://gsa.ucdavis.edu/Graduate_Student_Bill_of_Rights

The Beginning TA’s Guide to Instruction at UC Davis, Center for Excellence in Teaching and Learning
http://www.edu.uwo.ca/graduate-education/lead_ta/legacy_project_2014/documents/UCDavisTA-guide-2013.pdf

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 indicated below.

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

1. Guiding students through degree requirements. This means: 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. Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.
2. Guiding students through thesis or dissertation research. This means: Evaluating clearly the strengths and weaknesses of the student’s research. Encouraging an open exchange of ideas, including pursuit of the student’s ideas. Checking regularly on progress. Critiquing written work. Providing and discussing clear criteria for authorship of collaborative research. Assisting in finding sources to support dissertation research; such as, teaching assistantships, research assistantships, fellowships, etc. 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.
3. Guiding students through professional development. This means: Providing guidance and serving as a role model for upholding the highest ethical standards. Treating students respectfully. Encouraging and critiquing oral and written presentations. Encouraging participation in professional meetings of regional groups as well as of learned societies. Facilitating interactions with other scholars, on campus and in the wider professional community. Assistance with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline. Being the student’s advocate in academic and professional communities. Providing career guidance, specifically assistance in preparation of CV and job interviews, and writing letters of recommendation in a timely manner. Recognizing and giving value to the idea that there are a variety of career options available to the student in his/her/their 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:

1. 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.

2. 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 fulfil the mentoring roles described above.
3. Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments.
4. 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

Principles of Community

The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles.

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context, we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, 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 all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

SATISFACTORY PROGRESS GUIDELINES

APPROVED BY GRADUATE COUNCIL

Satisfactory Progress in Cultural Studies is determined by considering several factors that measure academic progress. At the end of each year, each student will meet with his/her/their adviser to review progress in the program. Based on this review, the adviser will write a report indicating that a student is making either Satisfactory, Marginal or Unsatisfactory progress. In addition to academic progress, all students must adhere to the academic code of conduct in order to remain in good standing.

Satisfactory Progress indicates that the student is moving forward in the program in a timely manner and is meeting or exceeding all of the expectations of the Graduate Group.

Requirements for Satisfactory Progress for first year students:

- ___ 3.5 GPA in the required core courses (200A, 200B, 200C).
- ___ Satisfactory completion of at least 24 graded units.
- ___ Satisfactory completion of preliminary examination.

Requirements for Satisfactory Progress for continuing students:

- ___ 3.5 GPA in the required core classes (200A, 200B, 200C, 250, 270A, 270B, 270 C, and 290).
- ___ Cumulative GPA of 3.3 in all classes
- ___ Completion of the qualifying examination no later than the end of the 4th year (under extenuating circumstances, exceptions may be allowed by the program chair in consultation with the graduate adviser on a case-by-case basis). Students who need to retake any portion of the qualifying examination must do so by the end of the following quarter.
- ___ Satisfactory completion of units appropriate to time in the program

Marginal Status is a cautionary status that is used to let a student know that he/she/they is not fully meeting all of the expectations of the program.

A Marginal Status is assigned if a student is:

1. Carrying one incomplete for more than one quarter
2. Has completed less than the recommended number of academic units

Unsatisfactory Progress indicates that a student has not made the expected progress towards his/her/their degree objective and automatically places the student on Probationary Status. A student on probation for more than 3 quarters may be separated from the program.

Any of the following criteria will warrant assigning a student an Unsatisfactory Progress Report:

Carrying two or more incompletes for more than one quarter

1. A GPA of less than 3.3 in all classes
2. A GPA of less than 3.5 in all required core classes
3. Not successfully completing the QE exam by the end of the 4th year.

Grounds for Separation:

1. Violation of the academic code of conduct.
2. Probationary Status for more than 3 quarters.
3. Failure to advance to candidacy by the end of the first quarter of the 5th year (some exceptions may be granted by the chair under specific circumstances on a case-by-case basis).

Students recommended for Separation can appeal the decision to the CST Executive Committee.

Voluntary Separation: On occasion, a student may decide to leave the program before completing all of the requirements for the Ph.D. Students who are not on academic probation and who have fulfilled the following requirements may request voluntary separation and will be awarded a terminal M.A. degree. Once a student elects to take a terminal MA, he/she/they cannot be readmitted to the PhD program.

In order to be eligible for the terminal M.A., the student must have completed:

1. All of the required core classes (200A, B &C, 250, 270 A, B &C, 290) (34 units)
2. 64 graded units (this includes required courses)
3. Thesis

Block grant awards are available to full-time students who meet all of the following criteria:

1. Maintain university requirement of 3.0 GPA
2. Are not on program probation for 3 or more quarters
3. Stay within normative time for completion of degree

Normative Time in the Cultural Studies Graduate Group

“Normative time” is the number of years considered reasonable for completion of a particular doctorate program by a well-prepared full-time student. The Cultural Studies program has established a normative time of six years (18 quarters) for a student who enters the program with either a B.A. or M.A. degree to complete the Ph.D.

UC Davis Graduate Studies Time Requirement for Completion of Degree Studies

While normative time establishes the period in which our program expects most students to complete the degree, the university allows for a more extended period before dismissal. UCD Graduate Studies policy states: “Students will have four calendar years after the date they pass their Qualifying Examination (QE) to submit their dissertation. At this time, if a student has not submitted his/her/their dissertation to Graduate Studies, this student will receive a notice from Graduate Studies that s/he is placed on probation, and has one year from that date to submit the dissertation. If not submitted within one year, the student will no longer be allowed to enroll the following quarter and will be dismissed. The clock is “set” from the date of passage of the QE, not the time the student officially advances to candidacy through submission of the form to GraduateStudies....”

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

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 <https://gradstudies.ucdavis.edu/current-students/support-resources/graduate-student-resources>

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. The Counseling Center staff on a variety of topics, e.g., writer’s block, time management, procrastination, self-esteem, anxiety, and eating disorders, offer workshops and Consultations.

Confidential counseling services are available at no cost to registered students. The Center is open Monday – Friday, 8:00 AM – 12:00 PM and 1:00 PM - 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 one-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 drafting a dissertation prospectus and in developing academic writing skills. Taken during the second year.

CST 270: A three-quarter series of individually guided reading seminars undertaken by third-year students with faculty from their qualifying exam committee. The series helps the students 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. Faculty organized in the manner of a Graduate Group (See “Graduate Group” offers the curriculum of the designated emphasis. 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 African American and African Studies; Critical Theory; Feminist Theory and Research; Studies in Performance and Practice; Native American Studies; and Writing, Rhetoric, and Composition Studies. You must apply to affiliate with other D.E.s. For more information go to <https://gradstudies.ucdavis.edu/programs/designated-emphases>

Filing Fee: those who need only to file the doctoral dissertation may pay a filing fee in lieu of the usual registration fee. 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 staff is unable to help you. Support staff serves 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. The Application for Intercampus Exchange Program for Graduate Students is available at <http://gradstudies.ucdavis.edu/forms> and should be filed with the home campus Graduate Studies office five 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. Information about PELP (Planned Educational Leave), In Absentia (reduced fees when

Researching out of state), and Filing Fee status can be found in the Graduate Student Guide: <http://www.gradstudies.ucdavis.edu/publications>

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. While it is recommended that students aim to complete their degree within six years of admission, normative time 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. Students who do not complete their degree within four years of taking their qualifying exam may fall out of good standing.

Part Time: Students who have not passed their qualifying exams may apply for part time status. Reasons for requesting part time status include changes in employment (more than 30 hours a week), medical, and primary responsibility for family care. Applications must be submitted by the tenth day of the quarter.

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 exam that addresses content of the CST 200 series.

Qualifying exams: Often referred to as “quals.” Exams normally taken by the end of a student’s third year. Once a student passes both the written and oral components of these exams, he/she/they 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. Quarterly fees are reduced by 60 percent for graduate students whose research or study requires them to remain outside California throughout the entire quarter. Applications 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.

Withdrawal: A student who withdraws or breaks registration without filing for the Planned Educational Leave Program (PELP) is not guaranteed readmission. Any student who withdraws and then files an Application for Readmission will be subject to the same review as a new applicant. When a student is readmitted, the student must fulfill the programmatic requirements that are in effect at the time of his/her/their readmission. Students who want to leave the university should obtain a withdrawal petition from the Office of the University Registrar, have it approved as directed, and then file it with the Registrar. Failure to follow this procedure may result in an “F” grade for each course in which the student is enrolled, as well as a bill for all of the associated fees.

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 environment. Workshops, classes, conferences, exhibits, performances and special events focused on 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. 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.

For more general advice, please see the excellent UC Davis Graduate Student Handbook [at](https://gradstudies.ucdavis.edu/sites/default/files/upload/files/current-students/g201_graduatestudentguide.pdf)
https://gradstudies.ucdavis.edu/sites/default/files/upload/files/current-students/g201_graduatestudentguide.pdf