

**Program in American Studies and Culture
Washington State University**

**Faculty and Graduate Student Handbook
2020–2021
(Revised: August 2020)**

School of Languages, Cultures, and Race

Director: Carmen R. Lugo-Lugo (clugo@wsu.edu)

American Studies and Culture

Director: Mary K. Bloodsworth-Lugo (bloodswo@wsu.edu)

Program Coordinator: Sherley Alvarez (saalvarez@wsu.edu)

Thompson Hall 110—MS 2610

Pullman, WA 99164-2610

Phone: 509.335.4135

PREFACE

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

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

THE AMERICAN STUDIES AND CULTURE PROGRAM

AMERICAN STUDIES AS A FIELD

American Studies as a discipline, or inter- or trans-discipline, is more than 70 years old. The formal field has its origins in the 1930s, achieving widespread institutionalization in the 1940s and 1950s. The first American Studies programs were founded in the 1940s at Harvard, Yale, and Minnesota. The field was initially constituted primarily by an alliance of American historians and specialists in American literature. While the name “American Studies” has been the most common designation for departments and programs in this interdisciplinary field, other names, including “American Civilization,” “American Cultures,” “American Culture Studies,” and “American Cultural Studies,” have been used and continue to be used at various locations. The name, connected as it is to questions of American “exceptionalism” as well as colonialism and imperialism, remains controversial.

In its early years, the field could be characterized as a synthesis produced by some US historians dissatisfied with a relative neglect of intellectual and cultural history within their field and some practitioners of American literary studies dissatisfied with what they saw as an insufficiently historicized treatment of literary texts. American Studies, as it evolved over the course of the next five decades, with numerous local/regional variations in emphasis, drew increasingly upon a number of other disciplines including Ethnic Studies, Sociology, Philosophy, and Anthropology, among many others. In fact, a number of programs (Ethnic Studies programs most notably) used American Studies as a model for interdisciplinary scholarship. In turn, those programs have pushed American Studies to reflect more fully on the diversity of and inequalities among US cultures.

At present, English, Ethnic Studies, History, and some Social Sciences form the most prominent components of most American Studies departments and programs nationally, although there are almost as many variations as there are units. There are currently over 300 American Studies programs within the US and several dozen around the world.

The American Studies Association (ASA), founded in 1951, is the major professional group for the field. In addition to the ASA’s house journal, *American Quarterly*, there are dozens of national and international journals featuring American Studies scholarship.

Increasingly, the field of American Studies has developed its own distinctive modes of intellectual inquiry and its own scholarly rules and expectations. Many of these arise from the overlap of long-standing American Studies methods and those that have emerged under the term *cultural studies*.

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

HISTORY OF THE AMERICAN STUDIES PROGRAM AT WASHINGTON STATE UNIVERSITY

American Studies at Washington State University began in 1962. As with most programs nationally, ours has roots in the English and History departments. When the program began, History offered a Ph.D. but English did not. The English Ph.D. program was facilitated by the prior existence of the American Studies graduate degree. Over the first 40 years, directors of the WSU Program in American Studies alternated between English and History faculty members, and those departments housed and materially supported the program in alternating cycles. Comparative Ethnic Studies, English, History, and Women's Studies formed the largest faculty contingent of the program with additional involvement of faculty from Anthropology, Communication, Fine Arts, Philosophy, Political Science, Sociology, and Teaching and Learning. In the early 2000s, American Studies began to reduce its undergraduate program and operate as a graduate program in American Studies, undergoing several changes along the way. In 2018, the American Studies Program became the graduate program of the School of Languages, Cultures, and Race, and in 2019 its new curriculum was approved under its new name: Program in American Studies and Culture.

As a discipline, American Studies supports a wide range of work on the intersection of US, global, and transnational cultures, and the Program in American Studies and Culture at WSU reflects that work in both curricular structure and faculty research. We have identified the following areas of strength: 1) comparative ethnic studies, including transnational/decolonial dimensions; 2) environmental/food justice studies; 3) critical popular culture; 4) Latin America and Pacific Rim connections; and 5) Literary/Textual/Linguistic analyses. These areas are not meant to exhaust the range of scholarly activities and possibilities in the program; rather, they indicate some of the concentrations of intellectual energy that students may wish to employ in constructing their academic program of study.

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

PROGRAM GOVERNANCE

The American Studies and Culture Program at Washington State University is administered by the Program Coordinator, the Graduate Director, and the School of Languages, Cultures, and Race (SLCR) Director. Both the Program Coordinator and the Graduate Director are under the supervision of the SLCR Director.

The Program Coordinator serves to meet the students’ academic needs in processing paperwork, meeting academic deadlines, and navigating the academic ins and outs, including rules and regulations of both the Program and the Graduate School.

The Graduate Director makes most of the day-to-day operating decisions of the program, including curricular changes, graduate student guidance, graduate student evaluations, assignment of assistantships, etc.

The School Director in consultation with the Financial Officer of SLCR is responsible for all personnel appointments, employment verifications, payroll, budget, professional travel, office space, furniture, equipment, and purchasing duties for the program.

Daily programmatic policy decisions are made by the Graduate Director, the Program Coordinator, and the *Graduate Studies Committee*, which also serves as the *Graduate Admissions Committee* in the spring. Major policy decisions are made by the full core faculty. The faculty may consult the graduate students (as a whole), when the faculty deems it appropriate. Official selection of a new Graduate Director involves a recommendation ballot by American Studies and Culture core faculty to the SLCR Director. While students are not allowed to participate in a formal ballot for a new Graduate Director, they will be asked for feedback during the process. The ultimate decision of the Graduate Director lies with the SLCR Director. All other policy decisions are made by a majority vote of the faculty, on recommendation from the Graduate Studies Committee. See the Bylaws for the American Studies and Culture Program for details about the selection process and constitution of the Graduate Studies Committee.

In the spring, the *Graduate Committee* functions as the *Admissions Committee*. This committee reviews graduate admission files, selects candidates, and makes recommendations to the Graduate Director for admission to the American Studies and Culture graduate program. Graduate students do not participate on this committee due to student confidentiality policy. Assistantship assignments within the Program in American Studies and Culture will be made in order to meet SLCR needs.

Graduate students and the Graduate Student Representative: Graduate students should follow the proceedings of the School of Language, Culture, and Race's faculty meetings via the selected student representative. If an individual graduate student has ideas or concerns about an item on the meeting agenda, the student can either communicate through the graduate student representative or through the Graduate Director.

CORE FACULTY IN AMERICAN STUDIES AND CULTURE



Mary K. Bloodsworth-Lugo

Mary Bloodsworth-Lugo's research and teaching interests span 9/11 rhetorical and cultural production, race and racism, US popular culture and film, constructions of citizenship, body theory and embodiment, contemporary continental philosophy, and the global food system.



Joshua Bonzo

Joshua Bonzo's research interests focus primarily on foreign language writing and how output is influenced both autonomously as well as by instructional convention. His studies include second language acquisition and foreign language pedagogy. He is also deeply interested in comparative and historical Germanic linguistics. His publications have focused most recently on both student writing production and teacher writing training and methods.



Samuel Ginsburg

Samuel Ginsburg specializes in 21st century Caribbean and Latinx science fiction, considering how authors, filmmakers and artists have negotiated histories of techno-colonialism and techno-authoritarianism. He also conducts research in Afro-Futurism, Cold War rhetoric and literature, eco-criticism, and the intersections between technology and popular culture.



Lisa Guerrero

Lisa Guerrero's research and teaching interests include African American masculinity, literary traditions/movements, satire and humor traditions, race and American popular culture, cultural studies, commodification of racial identities/representations, gender and sexuality, ethnic studies, and intersections of race, class, gender, and sexuality in social identity formation.



Michael Hubert

Michael Hubert's general areas of research interest include second language acquisition and language production (his primary area of research), general Spanish linguistics, and translation studies. He is working to develop an autonomous theory of foreign language writing, since U.S. high school and university foreign language teaching currently has no writing theories of its own.



David Leonard

David Leonard's research and teaching interest areas include African American studies, video games, popular culture/racialized representations, comparative ethnic studies, cultural politics of sport, race and sport (NBA), black popular culture (film, television, and hip-hop), social

movements, black freedom struggle, and the prison industrial complex.



Xinmin Liu

Xinmin Liu's teaching and research deal with subjects of ethical, aesthetic, and environmental importance. His book on themes intersecting personal growth, education and ethnic and cultural identities of modern China is under contract with Brill. He has lately undertaken ecocritical studies of literature, art, and culture in the context of global development. His recent publications have focused on the processes interfacing the human subject with local communal living and biophysical environs.



Carmen R. Lugo-Lugo

Carmen R. Lugo-Lugo's research and teaching interest areas include Puerto Rican and Latina/o studies, race and gender in popular culture, Latina/o literature and constructions of ethnicity and gender, colonialism/imperialism and empire, post-9/11 cultural and rhetorical productions, and race relations in the United States.



Francisco Manzo-Robledo

Francisco Manzo-Robledo's research interests include Spanish and Latin American literature, cinema, and culture. His published works include a short novel, a collection of short stories, *Homophobic Discourses in Mexican Literature*, *Colonial Discourses*, *From Spanish Romance to Mexican Corridos*, *Hernán Cortés and his (second) Trial of Residency* (English and Spanish version), *The 1692 pulque Tumult in Mexico City*, and *Translation: Albert Einstein's life*. At present, he is writing a book about the *Pecado Nefando* in colonial Latin America.



Vilma Navarro-Daniels

Vilma Navarro-Daniels's research interests focus on the relationship between political, social, cultural, and economic transformations and their literary and cinematic representations. She has published on Peninsular Spanish novel, short fiction, film, and theater, as well as on Latin American film and television. Her approach to cultural products includes theories about gender, ethnicity, human rights, religion, dictatorship, transition to democracy, and late capitalism, among others.



Rory J. Ong

Rory Ong's research and teaching interest areas include Classical and Enlightenment rhetoric, race and ethnicity theory, cultural and critical theory, and Asian American literature.



John Streamas

John Streamas's research and teaching interest areas include ethnic studies; Asian Pacific American studies and literature; Asian Pacific American women, culture, and power; theories of race and ethnicity and technologies of time and space; racism; poverty; narrative; and social justice.

AN OVERVIEW FOR NEWLY ADMITTED STUDENTS

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

FUNDING

The graduate program in American Studies and Culture only admits students that it can fund. Thus, it is a selective program with small student cohorts. The program's funding comes from different sources, and any offers of

funding will be specified in the original letter of admission to the graduate program.

As a component of your funding, your appointment is conditional and subject to:

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

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

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

GRADUATE ASSISTANTSHIP APPOINTMENTS

Personnel Action Forms

Submission of a Personnel Action Form [PAF] will put you on appointment. Your appointment begins in the fall on August 15 and, if appointed for the entire academic year, ends on May 15. In your initial hire, you will also be asked to complete the employment verification/eligibility form (I9) and provide appropriate documentation to support your hiring eligibility. You may

also opt to complete a payroll deduction form for the out-of-pocket expenses you will be required to pay each semester (these forms must be completed prior to 10th day of each semester at Payroll, French 236) and you may choose to have your paychecks direct deposited (form available at Payroll or from Finance Manager). If you need a copy of your PAF for any reason, please consult Preston Comstock, SLCR Finance Manager (office located in Avery Hall 202D, email: Preston.Comstock@wsu.edu). The Budget Manager is also available to discuss salary, tuition waivers, verify employment, and discuss any other issues about your employment and appointment at WSU.

Pay Periods and Paydays

Paydays occur on the 10th and 25th of each month and you will receive your first pay check on September 10 for an appointment that begins on August 16. Your last paycheck for an academic year will be received on May 25.

Summer appointments should be considered as additional pay for teaching a summer session class. Summer teaching appointments are made by the SLCR Director in consultation with the American Studies and Culture Graduate Director.

Holidays and Vacations

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

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

Leave of Absence

Graduate Leave Status is granted for graduate students in active status (enrolled or in Continuous Doctoral Status) who must be away from their studies for one or more semesters for personal, family, job, financial, military or Peace Corps service, or other compelling reasons. *Only graduate leave for medical reasons (EFML), military service, and Peace Corps service is available to doctoral students in continuous doctoral status.* Students must apply for

Graduate Leave through the Graduate School by completing the Graduate Leave form <https://gradschool.wsu.edu/documents/2014/12/graduate-leave-status-form.pdf>. The leave must be approved by the student's dissertation committee chair, the Graduate Director, the SLCR Director, International Programs (for international F-1/J-1 students only), and the Dean of the Graduate School.

A student may be on Graduate Leave for a total of up to one calendar year during their studies, but time may be extended for special circumstances (e.g., for military or Peace Corps service). **Graduate Leave beyond one calendar year during a student's studies is not guaranteed.** Graduate Leave entitles students to maintain access to library services if needed. At the end of the leave period, the student can reenroll for credits without completing the reenrollment form or paying the reenrollment fee. International students must submit information on their finances to the Graduate School if they require issuance of new immigration documents (Form I-20/DS-2019).

Graduate Teaching Assistants (TAs)

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

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

Graduate Research Assistants (RAs)

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

Graduate Staff Assistants (SAs)

A staff assistantship (SA) is an appointment in which a graduate student engages in service that enhances his or her educational pursuits at WSU. The SA provides academic and administrative program support for student services offices.

Establishing Residency

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

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

If there is a situation where you are unable to *reside within the state of Washington*, there is a “hardship” exception that must be discussed with the

Graduate School IMMEDIATELY. This needs to happen at the time of your acceptance into the graduate program and must be “renewed” at the beginning of each subsequent fall semester.

Please consult with the American Studies and Culture Program Coordinator (Thompson Hall 110) or the Graduate School about the residency process if you have questions.

International Students

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

Advising

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

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

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

regulations and will try, when possible, to adapt to the particular scholarly needs of individual graduate students.

Faculty Advisors/Mentors

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

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

The Graduate Director will be especially important to graduate students in the first year of their program for course selection and to begin working on their program of study. Once the student has selected a Ph.D. dissertation *graduate student committee*, the advising process will largely become the responsibility of their *graduate student committee chair*. The Director of the Program in American Studies and Culture is available to assist throughout the student’s time in the program.

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

- Interaction on a regular basis in a professional, respectful, and civil manner consistent with University policies governing non-discrimination and sexual harassment.
- Creation of an ethos of collegiality in the classroom, laboratory, or studio supervision relationship that stimulates and encourages students to learn creatively and independently.
- Development of clear understandings about specific research expectations and responsibilities, including fair, realistic, and achievable timelines for completion of theses or dissertations.
- Verbal or written comments and evaluation of students’ work in a timely manner.

- Discussion of laboratory, studio, or departmental authorship policy with graduate students in advance of entering into collaborative projects.
- Acknowledgement of student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.

Annual Evaluation Process

In accordance with Graduate School guidelines, the Program in American Studies and Culture is committed to providing written, annual, formal evaluations of each student about his/her course work, fulfillment of teaching responsibilities (if applicable), or research assignments. The annual review is an important assessment of a student's overall progress toward fulfilling the necessary requirements of their program of study. Your signature is required on the annual evaluation but does not necessarily indicate your agreement with the assessment—only that you have had an opportunity to review it and understand its contents and ramifications.

IRB – Human Subject Research Requirements

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

GRADUATE STUDENT CODE OF CONDUCT

The Graduate Student Code of Conduct serves as written guidance focusing on graduate student rights and responsibilities and on avenues for adjudication of these rights. Graduate students are first and foremost students; and as such are obliged, as is the University, to abide by the responsibilities codified under the Washington Administrative Code (WAC). These responsibilities serve to maintain order and censor those who disrupt the educational processes. To fulfill these joint responsibilities, the University community has the Office of Student Conduct. WSU's Standards of Conduct are found in the Washington Administrative Code (WAC) 504-26. The Office of Student Conduct is in 360 Lighty Student Services Building. Follow this link to read the entire document: <http://conduct.wsu.edu/>

Graduate Student Grievance Procedures

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

Follow this link to read the Graduate and Professional Student Grievance Procedures: <https://gradschool.wsu.edu/chapter-twelve/>

Grievance Procedures against American Studies and Culture Teaching Assistants

Sometimes, undergraduate students have difficulty with class materials or concepts dealing with difficult subjects such as colonialism, gender, immigration, imperialism, racism, sexism, and sexuality, which at times may lead to frustration and complaints. American Studies and Culture TAs should therefore make every effort to notify the Graduate Director and the SLCR Director of any troublesome behavior in the classroom and any potential complaints.

Also, undergraduate students are not familiar with WSU policies regarding student complaints and often go to other offices on campus to level a complaint. If a complaint is raised directly from an undergraduate student or from faculty or other personnel on campus about a TA's teaching and/or treatment of students, the situation will be examined thoroughly by the SLCR Director and the American Studies and Culture Graduate Director. This will require the Directors to meet with those making the complaint and the TA involved to assess the situation. All effort will be used to resolve the conflict before any punitive measures are taken. The outcome will be discussed with the TA in question by the SLCR Director in consultation with the American Studies and Culture Graduate Director.

The steps in the grievance procedure are as follows:

1. The Director of the School will meet with those making the complaint.
2. S/he will also (and separately) meet with the TA involved to fully assess the situation.
3. The TA will also meet with the American Studies and Culture Graduate Director to discuss the complaint(s).

4. SLCR's Director and the American Studies and Culture Graduate Director will collaboratively make the appropriate recommendations for resolution by assisting, advising, or providing any necessary guidance to the graduate student TA if needed.
5. The Graduate Student Grievance and Policy Procedures will also be reviewed with the student.

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

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

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

If the previous steps have no impact and the complaints persist, the American Studies and Culture Graduate Director may recommend loss of his/her/their TA-ship.

Grievance Procedures against American Studies and Culture Research and Staff Assistants

If a complaint is raised from a student, faculty member, or other personnel on campus about an RA or SA's behavior, the situation will be examined thoroughly by the SLCR Director and the American Studies and Culture Graduate Director. This will require the Directors to meet with those making the complaint and the RA or SA involved to assess the situation. All effort will be used to resolve the conflict before any punitive measures are taken. The outcome will be discussed with the RA or SA in question by the SLCR Director in consultation with the American Studies and Culture Graduate Director.

The steps in the grievance procedure are as follows:

1. The Director of the School will meet with those making the complaint.
2. S/he will also (and separately) meet with the RA or SA involved to fully assess the situation.
3. The RA or SA will also meet with the American Studies and Culture Graduate Director to discuss the complaint(s).
4. SLCR's Director and the American Studies and Culture Graduate Director will communicate with the student's immediate supervisor and collaboratively make the appropriate recommendations for resolution by assisting, advising, or providing any necessary guidance to the graduate student RA or SA if needed.
5. The Graduate Student Grievance and Policy Procedures will also be reviewed with the student.

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

1. If the complaints suggest a repeated pattern of inappropriate professional performance or conduct, the student will be cautioned in a written memo by the SLCR Director that will be included in his/her file.
2. The student has the right to respond to the memo, which will also be included in his/her/their file.
3. The cautionary memo and the student's performance review will also be discussed and noted in the student's next annual evaluation;

If the complaints continue beyond the cautionary memo and performance review, the RA or SA may be asked to develop a plan for improvement.

If the previous steps have no impact and the complaints persist, the American Studies and Culture Graduate Director may recommend loss of his/her/their RA-ship or SA-ship.

PROFESSIONAL MEMBERSHIPS/CONFERENCE PARTICIPATION

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

Additionally, graduate students should consider membership in various national associations/organizations in your specialized area of interest.

Networks and opportunities cultivated in these, as well as the American Studies Association, will be invaluable resources throughout your career.

Students should also stay alert for Calls for Papers (CFPs) for more specialized conferences in your area(s) of expertise. Members of the faculty are happy to offer advice on writing conference proposal abstracts.

Travel Funds for Graduate Students

In any given year, there may be a small cache of funds available from the School of Languages, Cultures, and Race that might be used for graduate students to travel to conferences where they are presenting. The Graduate School also offers competitive travel grant funds for graduate students to present at a conference or to conduct research. *Any student seeking funds for travel from SLCR is also strongly encouraged to submit a request for Graduate School travel grant funding.*

In order to apply for funds from the School of Languages, Cultures, and Race graduate students must submit a travel authority to the Graduate Director no later than 3 months prior to the travel event. The travel authority must be reviewed and approved by the Graduate Director or the student's dissertation committee chair before being routed to the SLCR Director for approval. Students are eligible for funding from SLCR only once during an academic year.

Primarily, funding will be given towards air fare or mileage, and if any funds remain from an allocation, they can be used towards lodging or per diem (in that order). Tickets for air travel should be purchased using SLCR's or Melissa Bill's purchasing card. Everything else (i.e., lodging and per diem) will be reimbursed upon return (again, depending on whether funds remain from an allocation). Travel receipts should be turned in immediately upon return to Melissa Bills or Preston Comstock, and a Travel Expense Voucher (TEV) will be generated at that time for reimbursement.

PROFESSIONAL DEVELOPMENT AND EMPLOYMENT

Professional development—the preparation of graduate students with the knowledge and skills necessary to find and maintain employment in academic or other jobs—is a responsibility shared by all members of the WSU Program in American Studies and Culture community. Students should also think about, and discuss with their advisors, how best to present the value of interdisciplinary scholarship in the context of the disciplines. In spite of the number of interdisciplinary jobs in the humanities and social sciences, most American Studies scholars teach at least part of the time in traditional departments and programs. Graduate students play a crucial role in their

own development and in that of their peers. Students should actively seek out information and willingly share it with their peers, especially when they find an item tailored to the needs of another student. All members of the community should become acquainted with the array of information available on campus and online about the current job market, grant and fellowship opportunities, conferences, Calls for Papers, and other professional development and job opportunities.

The following sites are crucial for students in the job market:

Higher Education Recruitment Consortium
www.hercjobs.org

Chronicle of Higher Education
https://chroniclevitae.com/job_search/new

Higher Education Jobs
<https://www.higheredjobs.com/search/>

American Studies Association
<https://www.theasa.net/node/156>

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

The Graduate School supports opportunities for professional development through their Professional Development Initiative found at <https://gradschool.wsu.edu/pdi/student-resources/>.

As part of that program WSU graduate students have access to the Versatile Ph.D. program, which is designed to prepare graduate students to excel in nonacademic careers. Discover interesting career paths, job listings appropriate for those with PhDs, and networking with successful PhDs nationwide. You can access information with your WSU login at <https://gradschool.wsu.edu/pdi/versatile-phd-2/>

OVERVIEW OF REQUIREMENTS FOR THE Ph.D. DEGREE

In the Ph.D. program in American Studies and Culture, students are expected to take coherent patterns of course work and to integrate materials from diverse disciplines. As a field, American Studies presupposes that research and study that crosses or moves outside of traditional academic boundaries can yield fruitful, intellectually rigorous, insights into American culture. Students should anticipate challenges and work in close consultation with the Graduate Director and their faculty advisors in planning their courses of study beyond the core requirements.

The Graduate School sets *normative time limits* for completion of degrees. Completion for a Ph.D. is 4 years. However, Ph.D. students have 3 years after completing their preliminary examination to complete the dissertation without having to re-qualify. Beyond these *normative time limits*, students must apply for a degree extension from the Graduate School.

STUDENT LEARNING OUTCOMES

1. Demonstrate broad, critical, and interdisciplinary knowledge of American culture both historically and in the contemporary context, as well as nationally and in a global context.
2. Synthesize knowledge from several disciplinary perspectives and think critically about the limits of disciplinary knowledge domains.
3. Analyze primary source evidence from written, visual, and oral genres.
4. Identify and employ primary and secondary source materials located through library and online scholarly research tools.
5. Design and complete original research in the discipline and an interdisciplinary area of specialization.
6. Write clear, publishable analytic prose scholarship.
7. Contribute critically to professional and to public conversations about American culture.
8. Teach undergraduate curriculum in American and ethnic studies effectively.

REQUIREMENTS

The Doctor of Philosophy degree (Ph.D.) in the American Studies and Culture program at Washington State University requires a previous bachelor's degree (B.A.) in American Studies or a related discipline in the social sciences or humanities. The Ph.D. aims to achieve both breadth of

knowledge in U.S. cultural history and depth of knowledge in two areas of emphasis (formally known as plans of study).

The Graduate School requires that the Ph.D. program include a total of 72 credit hours beyond the B.A., including transfer, research, and dissertation credits. The American Studies and Culture program requires a minimum total of 33 *graded* credit hours. The distribution of required courses and all other requirements are indicated below.

The 33 graded credits will be divided as follows:

- Core Courses: 9 graded credits
- Emphasis 1: Students will take a total of 12 graded credits
- Emphasis 2: Students will take a total of 12 graded credits
- Research Credits: A minimum of 20 credits of American Studies 800

Core Requirements

Ph.D. students in American Studies and Culture will take the following 9 graded credit hours of core requirements in the first year of their graduate course work:

- **AMER_ST 505: Proseminar in American Cultural Studies** (3cr)
Provides an introduction to critical theoretical engagement within an interdisciplinary field. Emphasizes the professionalization of students into the academy.
- **AMER_ST 506: Frameworks in American Cultural Studies** (3cr)
Provides a critical framework for the varied intellectual, theoretical, and political genealogies within American cultural studies.
- **AMER_ST 507: Contemporary Practices in American Cultural Studies** (3cr)
Provides an overview of contemporary practices in American cultural studies. Identifies important concepts and major insights within the field.

Areas of Emphasis/Plans of Study

Students will choose **two** of the following plans—listed in alphabetical order—and will take 12 graded credits in each. Each plan has a required course.

- 1. Latina/o and Latin American Studies (Required: *Amer St 555)**
- 2. Ethnic Cultural Studies (Required: *Amer St 526)**
- 3. Cultural Texts, Linguistics, and Theory (Required: *Amer St 512)**
- 4. Asia, Asian America, and the Pacific Rim (Required: *Amer St 511)**

List of American Studies and Culture Graduate Seminars

*AMER_ST 511	US Presence and Intervention in the Pacific Rim
*AMER_ST 512	Applied Linguistics in Contemporary American Culture
AMER_ST 515	The Neoliberal University
AMER_ST 520	Colonization, Globalization, and Decolonization
AMER_ST 524	Critical Studies in Popular Culture
*AMER_ST 526	Contemporary Theories of Race and Ethnicity
AMER_ST 528	Cultural Studies
AMER_ST 529	Cultural Politics of the Body
AMER_ST 553	Latino/a and Latin American Literatures and Cultures
*AMER_ST 555	U.S. Interventions in Latin America
AMER_ST 560	Race and Popular Culture
AMER_ST 580	Race and U.S. Immigration
AMER_ST 590	Seminar in American Studies
AMER_ST 596	Topics and American Studies

List of Approved CES Upper-Division Courses

CES 406	Philosophy and Race
CES 407	Race, Gender, and the Prison Industrial Complex
CES 411	Asian Pacific American Women
CES 413	Asian Pacific Americans and Popular Culture
CES 426	Workers Across North America
CES 436	Black Masculinities
CES 442	Nation, Ethnicity, and Modernity
CES 444	White Power Movements and Ideologies
CES 446	Race and Racism in a Global Context
CES 454	Latinas in U.S. Culture and Society
CES 465	Race, Science, and Society

Notes:

1. AMER_ST 590 or AMER_ST 596 can be used toward a plan of study, but the content of the seminar as taught that term must clearly reflect that plan. For an AMER_ST 590 or AMER_ST 596 offering to count toward a plan, the student must show the syllabus as the seminar was taught to the Graduate Director, who must approve.

2. Students pursuing their Ph.D. can take up to 6 graded graduate credits toward one plan and 3 graded graduate credits toward another outside the School offerings in pertinent disciplines, mainly, Anthropology, Cultural Studies in Education, English, History, Political Science, and Sociology.

3. Graduate seminars outside of American Studies and Culture cannot substitute for core seminars in the Program. Substitutions must be approved by the American Studies and Culture Graduate Director and the student's Dissertation advisor (when pertinent) before the student enrolls.

4. Although students may take up to 9 graded undergraduate credit hours within SLCR (see approved list of courses above), no undergraduate courses outside of the School will be permitted. Any upper-division undergraduate course within the school not listed above must be vetted by the Graduate Director.

Transfer Credits

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

Forming the Ph.D. Committee

Forming the Doctoral Committee is, ideally, completed early in the third semester of the Ph.D. program. The Graduate School requires that a "Ph.D. advisory committee must have at least three members. Unless specified otherwise in the approved program bylaws, the chair must be a WSU tenured/tenure-track faculty member who is a member of the graduate faculty of the student's program. In all cases, two members of a Ph.D. advisory committee must be WSU tenured/tenure-track faculty who are members of the graduate faculty of the student's program" (*Policies and Procedures Manual 2020-2021*, 11).

Career-Track Faculty who are members of the graduate faculty in American Studies and Culture may serve on or co-chair a Doctoral Committee as long as they hold a graduate doctoral degree comparable to the degree sought by the student.

Faculty members outside of the unit or WSU (external faculty) are allowed by university rules to serve on Doctoral Committees, usually as fourth members, with permission from the Doctoral Committee chair and Graduate Director. Graduate School policy specifies, "Individuals not officially participating as graduate faculty within any graduate program at WSU (e.g., a faculty member from another university or research entity) may be approved to serve as an advisory committee member for an individual student on a case-by-case

basis. The advisory committee chair for that student should forward the name and a curriculum vitae of the desired committee member to the program director. With approval of the program director, the nomination (with accompanying CV or other documentation of expertise) is forwarded to the dean of the Graduate School for final approval (*Policies and Procedures Manual 2020-2021*, 10).

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

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

Filing a Program of Study

By the beginning of your second year of study you will be required to submit a *Doctoral Program of Study* to the Graduate School. This coincides with formation of your Ph.D. *graduate degree committee*. This document lays out all of the courses you have taken, and intend to take, to meet all program and Graduate School requirements. The *Doctoral Program of Study* should be submitted on forms available online at <https://gradschool.wsu.edu/documents/2016/08/program-study-request.pdf/>. Once approved, the *Doctoral Program of Study* becomes a permanent part of your degree requirements.

Subsequent alterations of the Program of Study are made by submission of a *Change of Program Form* with the endorsement of the *graduate degree committee* and the approval of the Director of the Program in American Studies and Culture and the Dean of the Graduate School.

Preliminary Examination

The preliminary examination consists of the following elements:

- Two (2) written essays that respond to questions produced by the student and the graduate degree committee.
- A dissertation prospectus.
- An oral defense.

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

Early in the fall semester, the student will turn in his/her dissertation prospectus. After the prospectus is reviewed and approved, the student's dissertation committee will construct the two (2) preliminary exam questions, drawing significantly but not exclusively on the reading lists. Once the student receives the questions from the committee chair, the student will be given two (2) weeks to prepare the essays.

The preliminary examination must be defended no later than the end of the sixth semester.

Preliminary Examination Essay Questions

The Project of American Studies: One of the questions should demonstrate the student's readiness for advanced teaching, research, and writing in the field of American studies. Questions in this area will address the institutional contexts and intellectual history of American studies with emphasis on the salient shifts in the understanding of the "field," its objects, aims, and methodologies.

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

Dissertation Prospectus

Typically, 10–15 pages (including the bibliography), the prospectus describes the dissertation topic more fully, including how it will contribute to the field of knowledge in which it is focused, an outline of the component parts of the

dissertation (chapter by chapter), and a bibliography. It should also include some discussion of the research methods to be employed, key questions to be addressed, and the projected development of the argument. As part of the preliminary exam, the student's chair and members of the committee may provide suggestions and guidance for revising the prospectus, if needed. The prospectus must be approved by the student's committee chair and the members of the dissertation committee during the preliminary oral exam.

Oral Defense of the Preliminary Examination

Once the two essays and the prospectus have been approved by the student's dissertation committee, the student must schedule a time for the oral defense. The preliminary oral defense may be held anytime during the same semester except for finals week.

Recommended Preliminary Examination Timeline

Fall (3rd) Semester

- Submit Program of Study to the Graduate School.

Spring (4th) Semester

- Meet with the dissertation committee.

Discuss and formalize reading lists for the two (2) essay questions and the dissertation prospectus.

Summer (after 4th Semester)

- The student prepares for the exam and writes the dissertation prospectus.

Fall (5th) Semester

- Essay questions are developed by the dissertation committee in consultation with the student.
- Chair of the dissertation committee forwards the finalized essay questions to the student.
- Student submits essays and dissertation prospectus to the committee within two (2) weeks of receiving the exam questions.
- If revisions are needed, the student has 1–3 weeks to revise and resubmit the exam to the dissertation committee depending on the needs of the committee.

Oral Defense of Preliminary Examination

- Once the preliminary exam is approved, the student schedules the Oral Defense of the Preliminary Exam.
- The preliminary oral defense may be held anytime during the same semester except Final Examination Week.

Dissertation

Following the preliminary examination, the candidate will prepare a dissertation under the supervision of his/her committee. (Note: for committee composition, see page 25 above. And for more rules on committee composition, please refer to the bylaws of the American Studies and Culture Program).

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

The Graduate School requires completion of the dissertation within three years after passing the preliminary examination.

Dissertation Defense

The final examination is an oral examination, conducted by the student's dissertation committee. The candidate is expected to show the significance of her or his dissertation as a contribution to published research in their area(s) of expertise and to demonstrate mastery of interdisciplinary methods in the study of U.S., global, and/or transnational culture.

ONLINE RESOURCES

American Studies Association (ASA)

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

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

Opportunities (ASA): Jobs, Grants, Call for Papers

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

Encyclopedia of American Studies (Free online access to ASA members)

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

H-Net (Humanities and Social Sciences Online)

https://www.h-net.org/jobs/job_browse.php

SLCR Research Links

<https://slcr.wsu.edu/research-links/>

RESOURCES ON CAMPUS

Office for Equal Opportunity

Washington State University
PO Box 641022
Pullman, WA 99164-1022

Phone: 509/335-8288
Fax: 509/335-5483
Campus Zip: 1022
Office: French Administration 225
URL: <https://oeo.wsu.edu/>

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

Computer Labs

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

Graduate School

Phone: 509/335-3535
Fax: 509/335-1949
Campus Zip: 1030

Office: French Administration 324
URL: <https://www.gradschool.wsu.edu>
Mailing Address: Graduate School Admissions
Washington State
University PO Box
641030
Pullman, WA 99164-1030

Graduate and Professional Students Association (GPSA)

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

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

Office of Grant and Research Development

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

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

Holland & Terrell Libraries

Phone:	509/335-9671	General Information and Hours
Phone:	509/335-8516	Holland/Terrell Libraries
		Information/Reference
Phone:	509/335-9672	Circulation
Fax:	509/335-6721	
Campus Zip:	5610	
	Terrell Library	

Office: 120
URL: <http://libraries.wsu.edu/about/holland-terrell>

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

The online Griffin Catalog and “Search It” tool at <http://griffin.wsu.edu> allow students to access thousands of journal articles.

International Programs

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

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

AMERICAN STUDIES ASSOCIATION

(Statement on Standards in Graduate Education)

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

Preamble

As the largest professional organization in its discipline and as an organization with broad interdisciplinary reach, the American Studies

Association has a unique responsibility to establish the standards of professional conduct and institutional support in graduate programs in American Studies and related fields and has been formulated to address the complex reality of graduate study and to foster sound academic policies in graduate programs in American Studies and related fields.

The following statement sets forth recommended standards that pertain to graduate students in their roles as advanced students, future colleagues, and teachers within the university.

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

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

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

General Standards

Graduate Students have the right to academic freedom. While graduate students are responsible for learning the content of any course of study for which they are enrolled, they should be free to take reasoned exception to the data or views offered in any course of study and should be encouraged by faculty to exercise their freedom of discussion, inquiry and expression. Graduate students' freedom of inquiry is necessarily qualified by their still being learners in the profession; nonetheless, their faculty mentors should afford them latitude and respect as they decide how they will engage in research and teaching.

1. Graduate students have the right to be free from illegal or unconstitutional discrimination, or discrimination according to, but not limited to, age, gender, disability, race, religion, political affiliation, national origin, marital

status, or sexual orientation, in admissions and throughout their education, employment, and placement. This right extends not only to discrimination in admissions and hiring, but also in the right to study and work in an environment free of intimidation and harassment.

2. Graduate Students are to be considered members of an academic community, and as such, they have the right to collegial and respectful treatment by faculty members and other students alike.
3. Graduate Students are entitled to the protection of their intellectual property rights, including recognition of their participation in supervised research and their research with faculty, consistent with the standards of attribution and acknowledgement relevant to the field of study. This includes the right to co-authorship in publications involving significant contributions of ideas from the student. The student should receive first authorship for publications which are comprised primarily of the creative research and writing of the student when consistent with the conventions of the field.
4. Graduate students have the right to confidentiality in their communications with faculty and administrators of their program. Discussion of the students' performance among faculty should be of a professional nature and should be limited to the students' academic performance and fitness as a graduate student and graduate instructor.
5. Graduate students should be free of reprisal for exercising any of these rights.

Standards Pertaining to Program and Institutional Support

1. Prospective and current graduate students should be fully informed on degree and program requirements. This includes a clear and regularly updated written statement on program requirements, as well as a clear and consistent articulation of the recommended preparations and procedures necessary for fulfilling those requirements. These requirements should be consistently applied, and if degree requirements are changed, students admitted under the old rules should be allowed to continue under those rules. If the program is discontinued, graduate students already admitted in the program should be allowed to complete their degrees. Students should also be told of acceptance and attrition rates in their program, funding possibilities, employment prospects, and the normative and average time of degree completion.
2. Graduate students should be assisted with the progress of their degrees through periodic assessments, appropriate and timely course offerings, faculty advisors in every step of their degree program, and adequate dissertation supervision.
3. Graduate students should be provided with a realistic assessment of

funding opportunities by their program and institution upon admission and periodically thereafter as necessary. Programs should have clearly written policies regarding the distribution of financial and resource support, and these policies should be made public or be readily available upon request.

4. Graduate students should be allowed to participate in institutional governance at the program, department, college, graduate school, and university levels, and should be able to voice their opinions in matters of their interest.
5. Programs and departments are encouraged to support the professional development of graduate students through information on professionalization and the provision of conference and research expenses.
6. Graduate students have a right to mentorship and should be offered a fair notice of discontinuation of adviser relationship. If a graduate student's dissertation or thesis supervisor departs from the institution, whenever possible, the student should be allowed to keep on working with that supervisor. If this is not possible, the program should make every effort to assist the student in finding alternative supervision.
7. Programs are encouraged to provide graduate students, especially those involved in instruction, with offices and work-spaces, computing and printing equipment, as well as access to copiers, subject to appropriate budgetary limits.
8. Graduate students should have access to their files and placement dossiers. If access is denied, graduate students should be able to ask a faculty member of their choice to examine their files and receive a redacted account, at the discretion of said faculty member. Graduate students should have the right to direct the addition or removal of materials from their placement dossiers.
9. Graduate students have the right to refuse duties and tasks irrelevant to their academic or professional program. This includes the right to request more appropriate assignments without jeopardizing financial aid or teaching and research appointments.
10. American Studies and similar interdisciplinary programs are responsible for preparing their students for the risks and opportunities involved in obtaining interdisciplinary degrees. Such programs should also enhance their students' placement opportunities by providing information and guidance in the relevant application procedures and professional standards of related disciplines.

Standards Pertaining to Teaching

1. Teaching assistants, faculty fellows, and research assistants should have the right to organize and bargain collectively. Administrations should

honor majority requests by graduate students for union representation anywhere state legislation permits such activity. Graduate students should not suffer retaliation from administrators or faculty because of their activity and position on collective bargaining.

2. Graduate students should be furnished with terms of appointment and with clear guidelines of terms and conditions of their graduate student employment. Graduate students should have the right to grievance procedures in their program and institution that include impartial hearing committees.
3. The time that graduate students spend in teaching, grading, researching, or other graduate employment should be kept to the standard maximum of about twenty hours per week. Programs and institutions should offer compensation so that graduate student employees are not obligated to seek substantial employment elsewhere. Health and dental benefits should be included in any teaching, grading, research, or fellowship package.
4. Graduate Programs have the responsibility to train and properly supervise graduate student instructors in pedagogical methods. Graduate Student Instructors should have access to seminars on pedagogy and university teaching and have the right to request that a member of the faculty observe, evaluate, and provide guidance on their teaching.
5. As a service to their own graduate students but also their profession, programs should recognize the adverse effects of relying on adjunct faculty. Although adjunct appointments can add significant dimensions to curricula and some individuals prefer adjunct appointments because of other commitments, the practice of hiring numerous adjunct faculty members year after year to teach the core courses of a program of undergraduate study undermines professional and educational standards and academic freedom. It is recommended that departments should establish an appropriate limit on the number of adjunct faculty members in relation to the number of tenured or tenure-track faculty members and of graduate student instructors.

PROGRAM POLICIES

Policy for Staff Admissions

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

1. Staff applicants must go through the normal process of application and admission.
2. Staff applicants will not be eligible for formal funding from the program, (e.g. teaching assistantships). If admitted, staff employees are eligible to apply for travel funding from SLCR.

3. Once admitted into the program, staff employees will not be expected to take a full-time course load. However, they must enroll in a minimum of one class per academic year and will meet with the Graduate Director annually to evaluate their progress and estimate their time to degree.

Policy for Graduate Students Applying to Teach Upper-Division Courses in CES:

Prior to applying to teach an upper-division course, American Studies and Culture graduate students must consult with the SLCR Director to determine the types of curricular needs of the school. Any CES upper-division course the student is interested in teaching must be a course that is already approved and in the curricula. Students may not teach special topics courses or propose new courses. Finally, availability of upper-division courses for TAs will always be subject to curricular demands and changes.

Requirements:

All TAs wishing to apply to teach upper-division courses must be A.B.D. Applications for these classes cannot be made after the 5th year of funding.

TAs must show competency and expertise in the scholarly area in which they propose to teach courses as evidenced through graduate and undergraduate course work, and/or publications in the field, conferences, research, dissertation prospectus, and seminar papers.

TAs must demonstrate an active involvement in program/school culture by attending graduate student workshops.

TAs should have demonstrated competency in teaching lower-division (100 level) courses. The criteria to establish this will come from teaching evaluations conducted by faculty, student evaluations, and 1st semester shadow evaluations.

Requests for upper-division teaching should be made to the SLCR Director no later than September 1st for the next academic year, and should be accompanied by an updated CV.

Procedures:

After teaching requests for upper-division courses have been made, the SLCR Director will solicit feedback from the student's dissertation committee, department members who have previously taught the course, and the American Studies and Culture Graduate Director to ascertain if:

- a) the student has fulfilled the above requirements;
- b) the student has made adequate progress on her/his dissertation;
- c) the student has demonstrated an understanding of the particular area of

research in which she/he is proposing to teach a course; and
d) the student is in good standing in the program (no incompletes on record).
If the student meets the preliminary requirements, the TA will be asked to submit an original syllabus for the proposed class, complete with course objectives/vision, learning goals, required texts, proposed assignments, and reading schedule.

FUNDING RESOURCES FOR GRADUATE STUDENTS OUTSIDE WSU

Fulbright U.S. Student Program

Provides grants for individually designed study/research projects for 1 academic year outside the U.S.

<http://us.fulbrightonline.org/about/fulbright-us-student-program>

Mellon/ACLS Dissertation Completion Fellowships

Support a year of research and writing to help advanced graduate students in the humanities and social sciences in the last year of Ph.D. dissertation writing. <http://www.acls.org/programs/dcf/>

Varied funding sources

<https://pivot.cos.com/login>

National Institute of Justice Graduate Research Fellowship (GRF) Program

Provides awards for research on crime, violence, and other criminal justice-related topics. <http://www.ojp.usdoj.gov/nij/funding/current.htm>