

# Graduate Student Handbook

*Indiana University, Bloomington*  
*Department of Gender Studies*



First PhD cohort: 2006

2016

(revised September 2013)



Welcome to the Gender Studies Graduate Program Student Handbook. This handbook is a compilation of policies and procedures useful to students at every level in the graduate program. More information is available on our website at <http://www.indiana.edu/~gender/>.

The information in this handbook is subject to change. You will be given a copy of any departmental policy and procedures changes to include as an addendum.

Thank you!

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## Program Description

Gender Studies is an interdisciplinary that analyzes the operations, relations, representations, and structures of *gender*, scrutinizing in particular the manifold manifestations of sexualities, “masculinity,” and “femininity” and other forms of gendered identity and performance both nationally and transnationally. Gender Studies examines the social processes, cultural representations, relations of power, and forms of knowledge that generate an array of gendered perspectives and experiences worldwide. A focus on gender as an analytic category facilitates a wide range of scholarly collaborations, reflecting new theoretical and methodological developments in fields as diverse as the natural sciences, the arts and humanities, and policy studies. The program at IUB emphasizes an integrative and inter or transdisciplinary framework of study and a high degree of thematic intellectual focus. Scholars in Gender Studies at IUB focus on the complex interrelationship between sexed bodies, gendered identities, and sexualities through diverse methodologies and in far-ranging institutional and interpersonal locations.

Stressing cultural meanings, behavioral patterns, and institutional/structural formations associated with gender, the degree concentrates upon innovative methods, critical analysis, scholarly writing, and diverse professional training. The degree program’s course work and training are designed to prepare candidates to: contribute critically to knowledge and scholarship; evaluate diverse and discrepant claims about gender attributes, relations, dynamics, and representations; and devise and execute original and path-breaking research.

More particularly, this degree program undertakes examination of the category and history of “gender” itself, as well as the impact of gender-related research on knowledge, public policy, customs, and beliefs. Exploring the impact of gender attributes and gender differences as they influence human behaviors, social structures, policies, or cultural representations and discourse, seminars also identify the operations of gendered assumptions, biases, and hypotheses, both historically and cross-culturally.

Gender issues are constantly at the forefront of news and public debate, social policy, and resource deliberations. Understanding and exploring the full ramifications of gender requires the assimilation and evaluation of relevant research and scholarship from many fields. An adequate exploration of gender issues requires interdisciplinary expertise and innovative methods. The doctorate in Gender Studies trains candidates to become problem-oriented scholars, who generate new understandings of gender attributes, dynamics, relations, and representations.

# Doctoral Degree Program

**Reminder: Because our doctoral program continues to evolve, this handbook is a work in progress. Please be aware it is subject to revision.**

## **Summary of Course Requirements**

The Department of Gender Studies is located in the College of Arts and Sciences, the largest unit in Indiana University, and is also configured as part of the University Graduate School. Please consult the Graduate School's website (<http://www.indiana.edu/~grdschl/index.php>) for detailed information on general university requirements for a doctoral degree and specifics regarding the format and preparation of dissertations.

The requirements for this doctoral degree are 90 credit hours beyond the bachelor's degree – configured as at least 48 credit hours of graded course work and an additional 42 dissertation credit or coursework credit hours (typically as 899 or 901). Each doctoral candidate will complete three required core courses involving theory, methodology, research skills, and professional development: G600 *Concepts of Gender*, G603 *Feminist Theories*, G702 *Researching Gender Issues*. Candidates will also complete a 12-credit-hour minor, which should be taken externally (e.g. in another department) or in an approved program listed in the Graduate Bulletin. Elective courses complete the required hours of gender-related course work. Note that courses may be taken outside the Department of Gender Studies (with the approval of the Director of Graduate Studies [DGS]).

### ***Doctoral Minor***

Each doctoral student will choose or design a 12-credit-hour minor that complements her/his thematic concentration and career objectives. The minor should be taken externally (e.g. in another department) or in an approved program listed in the Graduate Bulletin. Special permission can be obtained for constructing individualized minors (12 credit hours) in consultation with the DGS and with final approval from the Graduate School. In some cases, the minor will offer a distinct skill. Other minors will illustrate, deepen, or further focus study in a particular direction. Minors will be designed in consultation and collaboration with the student's faculty advisor. Up to two courses used for the minor can overlap with concentration courses.

### ***Foreign Language Requirement***

Gender Studies does not require a second language for all students. However, if a candidate is engaged in transnational gender scholarship, a second language is formally required. The DGS will determine the means by which proficiency will be demonstrated.

### ***Research Skills***

Beyond the required core course G702 *Researching Gender Issues*, there is no specific research-related skill requirement. However, a student's advisor or the DGS may require additional competency in (a) research skill(s) appropriate to that student's dissertation topic. Such requirements may include competency in a second language, statistical methods, questionnaire development, ethnographic methods, interviewing techniques, textual or media analysis, computing/internet/webmaster operations, specific laboratory skills, other research and technical

skills, or appropriate combinations of any of these. These studies are to be undertaken early in the candidate's graduate career. The assessment and completion of any required research competencies normally must be certified by the DGS prior to admission to candidacy.

### ***Transfer Credits***

Consistent with the general policy stated in the Bulletin of the University Graduate School, the Department of Gender Studies will accept up to 30 transfer credits into the graduate program, subject to the approval of the DGS. Grades received for transfer courses must be B or better. Coursework taken at another institution toward an MA can transfer to IUB for PhD credit, but if a student elects to leave the IUB program with a MA, credits earned at another university cannot be applied.

### ***Additional Requirements after Admission with Master's Degree***

Candidates admitted with a master's degree from another institution may be required to take additional preparatory work, depending on their background and training. The program will be decided in consultation with the student's faculty advisor and the DGS.

### ***Dissertation***

Upon successful completion of the qualifying examination, the student will be nominated to candidacy for the Ph.D and will constitute a Dissertation Committee. The Dissertation Committee, which must be approved by the Dean of the Graduate School, will be responsible for directing and evaluating the thesis. The student must write and satisfactorily defend the dissertation proposal to the Committee. The dissertation is defended orally.

### ***G901 Advanced Research***

Once a student has advanced to candidacy and is ABD, the student may enroll in G901 for one credit hour each semester and minimal fees. Per university regulations, a student is only eligible for six semesters of G901.

### ***Defense***

The dissertation defense serves as the final oral examination and will cover topics related to the dissertation and area(s) of specialization. In addition, a student is required to present a public lecture on his/her dissertation research topic sometime prior to the more formal dissertation defense. The exact date will be determined by the student's chair and the DGS.

### ***Good Standing***

Gender Studies graduate students are expected to maintain consistent and steady progress through the milestones of the degree.

Markers of being in good standing include:

- Maintaining a 3.0 GPA (per the requirements set by the graduate school). In general, we expect that our graduate students will earn a B or better in their coursework;
- Having no more than 2 incompletes (a third incomplete puts a graduate student on automatic probation, with one semester to clear issues before permanent dismissal from the program);
- Executing obligations as associate instructor in a professional manner, which includes timely return of grades, advanced notification of cancelled classes, punctual starting and

- ending of classes. AIs are also expected to be discrete in their execution of duties, particularly in matters related to student grades.
- Sitting for comprehensive exams no more than nine months after completion of course work (even if the student elects to take additional classes); and
- Defending dissertation prospectus no more than six months after successfully passing the oral exam.

Further, any student who receives a grade of F in a graduate seminar, whether in Gender Studies or another department, will be referred to the Associate Dean of Arts and Sciences for probation. Probation gives a student one semester to rectify the terms of the issue in a manner spelled out by both the DGS and the Associate Dean. Failure to meet the terms to end probation within the stipulated time period will result in permanent dismissal from the program. A student is eligible for probationary status only once during his or her academic career.

## The MA in Gender Studies

Gender Studies at IUB does not offer a terminal MA degree, and thus only those students intending to pursue the Ph.D. will be admitted to the program. However, we do offer an MA to students under two circumstances:

1) Should a student enrolled in the Ph.D. program decide to leave the program prior to successfully completing the Ph.D., a Master's degree may be obtained with the approval of the Director of Graduate Studies and if the following criteria are satisfied:

- Good standing in the department (as determined by annual reviews, GPA, and any history of probationary status. See specific criteria in section above.)
- At least 30 credits of course work successfully earned, including 12 credits of outside GNDR courses and 9 credits of core GNDR courses
- A grade of B or higher in the 3 required core courses for the PhD (600, 603, 702)

and either a

- Comprehensive MA exam (the equivalent of Part A of the doctoral comprehensive exam), comprised of 30 book units, a committee of three faculty (two of whom must be core and one of whom may be affiliate), with one week to write two answers of 2,000 - 2,500 words, followed by an oral defense. PhD written exam policies apply in all cases.

or

- A substantive research paper (MA thesis) of roughly 50 pages, written with the guidance and critique of a supervisor and subject to an oral defense by an MA committee.

Note: If a student fails either the written exam or the oral defense or if the MA thesis and/or defense are deemed unsatisfactory, a student may retry either the exam or the thesis one additional time. This second effort must take place within six months of the first MA-qualifying exam/thesis attempt (timelines may vary if a student is on academic probation). The opportunity to retake the MA exam is inclusive of any attempts to take the PhD exam (meaning that whether for the MA or the PhD, students have only two total tries to pass their exams). If a student fails after two attempts, the department will move for dismissal.

2) Should a student enrolled in the Ph.D. program who has successfully completed the comprehensive exam and defended the dissertation proposal desire an MA, it is possible to have the degree conferred by contacting the department's Graduate Program Coordinator who will direct the student through the process. The MA cannot be awarded after the Ph.D. has been earned.



## Description of Core Required Courses

Required core courses orient each student to the theoretical, methodological, epistemological, social, political, and interpersonal innovations of this new and developing field. All courses are three credits unless indicated otherwise. Note: students who entered the program before fall 2009 may opt into this program and count G598 and G700 towards their concentration or as electives. Students who declared their GNDR minor before February 2009 will be able to count G598 or G700 towards their fulfillment of the core requirements.

**G600 *Concepts of Gender*** Introduces historical, theoretical, behavioral, philosophical, scientific, multi- and cross-cultural perspectives on gender and its meanings, exploring its disciplinary and interdisciplinary uses and implications. Attention is given to the emergence of the category “gender” itself, and its variable applications to different fields of knowledge, experience, cultural expression, and institutional regulation, including queer, trans, and other theories of sex, sexuality, and desire. The course looks at gender as a way to understand multiple and interlocking systems of power, more specifically, as hierarchies that yield complex questions of race, class, ethnicity, nation/empire, among other markers of difference.

**G603 *Feminist Theories*** Explores classic and current feminist theories, asking questions about knowledge, subjectivity, sexuality, and ethics. Debates are situated within and against various intellectual movements, such as Marxism, post-structuralism, theories of race and ethnicity, postcolonial/transnational/diaspora and cultural studies, and others. Sexuality studies and queer theory’s relation to feminist praxis will form a key component of the course, as it juxtaposes classic social theory and feminist texts with more current works.

**G702 *Researching Gender Issues*** Research methodologies and approaches relevant to Gender Studies are explored, and students apply them to a particular scholarly project. The impact of Gender Studies on epistemological and methodological issues in a variety of academic disciplines is examined according to student/instructor backgrounds and interests.

## Description of Additional Gender Studies Courses

**G598 *Feminist Theory: Classic Texts and Founding Debates*** (3 credits). This course explores founding texts of contemporary feminist theory, asking questions about identity, knowledge, sexuality, and ethics. Such works have emerged in relation to a variety of theoretical discourses, such as Marxism, structuralism, cultural studies, and others. Examines the intellectual history of feminist theory and its resonance with more recent trends in gender studies.

**G601 *Scientific Practices & Feminist Knowledge*** (3 credits). This course examines intersections of gender and knowledge, focusing on feminist analyses of scientific epistemology and practice. Explores the implications of various feminist theories about the social meaning and gendered construction of scientific research. Particular focus is placed upon race, class, sexuality and cultural difference in scientific accounts of “human nature.” Specific topics for students’ research projects may include: the history and politics of sexual difference in scientific discourse; feminist perspectives on, and appropriations of, the concept of objectivity; the circulation of scientific findings and technologies in popular culture; and the formulation of alternative scientific methods and knowledge.

**G602 *Gender Dimensions of Cultural Production & Criticism*** (3 credits). This course evaluates a diverse array of arguments concerning the gendered nature of cultural production and criticism. Controversies related to the gendered dimensions of aesthetics, cultural meanings, content, or genres are examined, as are vested claims about the constitution of genius or creativity, and the role of identities in cultural production. The critical issue of theorizing audience/reader/viewer and the often gendered nature of cultural criticism warrant particular scrutiny, especially in a cross-cultural frame.

**G604 *Knowledge, Gender, and Truth*** (3 credits). This course examines feminist contributions to epistemological questioning of knowledge formations through comparison of case study disciplines and through cross-cultural analysis. Debates about “truth,” “objectivity,” “validity,” “reason” and “representativeness” as gendered categories receive scrutiny in relation to fields such as historiography, ethnography, science, psychology, or cultural studies.

**G605 *Cultures of Disability: Gender, Medicine and Society*** (3 credits). This course investigates intersections among disability and gender, medicine, and culture through analysis of modern texts. Poses fundamental questions concerning the relationship of physically handicapped, or otherwise “disabled” and marginalized, individuals (male and female) to society. Interrogates the physiological and social construction of disability, and examines the articulation of disability with discourses of the body and sexuality.

**G607 *Gender and Health: Research Issues and Policy Implications*** (3 credits). Examines a variety of gendered topics related to health and well being, which may include: sexual development and differentiation, adult sexuality, menstrual cycles and disorders, sexual dysfunctions, pregnancy, contraception, abortion, sexual abuse and rape, breast cancer, hysterectomy, cosmetic surgery, sexually transmitted diseases including HIV/AIDS, and sex research particularly as it relates to understanding female and male sexuality. Topics examined are linked to gender issues in public health, research priorities in medicine, and policy outcomes affecting women, men, and children.

**G695 Graduate Readings and Research in Gender Studies** (1-6 credits). This course provides for graduate students' intensive independent study of specific topics. Study is supervised by an appropriate core or affiliated faculty member whose research expertise matches the student's area of interest. These student projects are developed in consultation with this faculty member and the Director of Graduate Studies. Obtain permission form from the Gender Studies Office and have it signed by the faculty member agreeing to work with you.

**G696 Research Colloquium in Gender Studies** (1-3 credits). Active participation in Gender Studies research colloquia. Introduces students to the problems, interpretations, theories, and research trends in all areas related to gender and sexuality studies. Colloquia also cover themes in Gender Studies professional development (identification of funding sources, resume and job interview preparation, etc). Topics vary throughout the semester. May be repeated more than once for credit.

**G700 Sexualized Genders/Gendered Sexualities** (3 credits). This course engages students with complex debates around sex, gender, sexuality, and the body that push beyond binary models reliant on a simple "nature/culture" distinction. Drawing heavily on queer theory, sexuality studies, and trans theory, we scrutinize the collision, intersection, and interaction between theories of gender and theories of sexuality. Rather than attempt to "bring it all together," we will instead provoke continued debate about the complicated relationship between gender, gendered identities, sexuality, sexual "identities," racialized bodies and identities and forms of power and coercion.

**G701 Graduate Topics in Gender Studies** (variable titles, 3-4 credits). This course addresses particular problems or topics arising within interdisciplinary gender studies at an advanced research-oriented level. Topics for each offering of the seminar are chosen according to instructor expertise and are rotated regularly. Students design and complete original research projects in light of seminar themes and assessments of existing scholarship.

**G704 Cultural Politics and Twentieth Century Sexuality** (3 credits). This course interrogates the complex relationships among and developments in sex research, sex reform, sexual behavior and cultural politics in the United States and comparable countries during the twentieth century, through the exploration of the writings of key reformers, researchers, scholars, and popularizers of changed understandings of sexuality.

**G705 Sex Differences in Life Cycles** (3 credits). This course compares and contrasts differently gendered experiences, options, and identities at key phases of development through life cycles. Evaluates competing explanations of life cycle variations, with special attention to race, ethnicity, class, sexual orientation, demographic factors, family forms, and cross-cultural differences.

**G706 Regulating Gender** (3 credits). This course identifies various cultural institutions and discourses that play a critical role in the regulation of masculinities and femininities – including the fostering of gender norms or conformity, or the discouraging of gender "deviance" or difference. Instructors may focus upon legal, educational, social welfare, religious, scientific, or mass media institutions, examining legislative, public policy, theological, or popular cultural discourses and contrasting their Western and non-Western forms.

**G707 Gender Pedagogy & Theory** (4 credits) A high-level graduate course, designed to offer theory and practical applications for teaching feminist and gender studies.

**G708 Contested Masculinities** (3 credits). This course examines masculinity at sites of contestation -- between disciplines, historical moments, nationalities, regions and bodily ontologies. By tracing the resonances of transnational, transdisciplinary, and transhistorical masculinities, our aim is to critically examine masculinities, particularly in the context of feminist challenges to hegemonic and violative gender ideologies.

**G710 Gender, Medicine and the Body** (3 credits). This course examines interdisciplinary topics related to medicine and the body as they interact with gender. Theoretical works are positioned against primary texts, the latter drawn from both fiction and non-fiction works, which may be drawn from both Western and non-Western cultural traditions. Variable offerings of the course address particular topics of interest and research controversy, such as hormone replacement therapies, gender associated cancers, contraception, sexual dysfunction therapies, eating disorders, psychiatric illness, geriatric conditions, and other related subjects.

**G718 Transnational Feminisms and the Politics of Globalization** (3 credits). This course interrogates recent interventions into the debates around globalization and gender, focusing on how gender plays out in the flows of money, people, and culture that characterize “globalization.” In what ways is migration a gendered experience? How does gender become configured by geographic dislocations and re-routings? How are women and men differently situated as agents and subjects of global change?

**G719 Sexuality and Citizenship in the Age of Visibility** (3 credits). This course examines the intersections between concepts of citizenship and gendered and sexed identities in a climate where sexual minorities are increasingly visible and “spectacularized.” Focus will be on the transition from abject and invisible minority to increasing engagement in the everyday fabric of cultural life – both nationally and internationally.

**G720 Research Seminar in Gender Studies** (3 credits). This course undertakes an in-depth study of a particular theme, issue, problem, theorist(s) or debate within research and scholarship related to gender and/or feminism. Students design assignments and original research projects according to interest and undertake further research related to the seminar’s questions and discussions.

**G780 Gender Studies Professionalism** (4 credits). This course is designed to offer advanced graduate students an intensive exposure to the theories, practices, and processes of gender studies as a profession. In general, the course offers students a seminar-based structure for such professional activities as writing abstracts for conferences and grants, turning a seminar paper into a publishable article, approaching editors of journals and presses, writing job letters, compiling CVs and teaching portfolios, giving conference papers and job talks, and applying for grants, post-docs and faculty positions. The course is organized thematically according to the instructor’s purview and will vary in its specific content and scope from semester to semester.

**G899 Ph.D. Thesis** (1-12 credits). Research and writing of doctoral dissertation. This course is eligible for a deferred grade.

*Please see our website for updated listings of relevant courses offered by other departments*

# Qualifying Examination and Dissertation Proposal

(Revised and approved, May 14, 2010)

Upon completion of required coursework, the student must pass a qualifying examination. The purpose of the examination is to establish the student's expertise in Gender Studies with attention to the student's research and teaching interests, including the ways in which the student understands the interdisciplinary field of Gender Studies to be related to other pertinent fields of knowledge. The exam is to be scheduled no more than nine months after completion of coursework, and it is to be held during the academic year rather than the summer (unless the DGS approves special circumstances).

## Selection of Exam Committee

At the end of the second year of coursework, each student, in consultation with the Director of Graduate Studies and their faculty advisor, will select an Exam committee of three faculty who are familiar with the student's coursework and areas of intellectual interest. At least two members of the committee will be Gender Studies core faculty, at least one of whom must be tenured. Chairs of the exam committee may be untenured at the time of service. Additional Exam Committee members may be affiliate faculty. If there is a minor representative on the committee and this representative is not a core faculty member in Gender Studies, the student's committee will consist of four members. All exam committee members must be graduate faculty.

Upon selection of the committee, students shall inform the graduate secretary and DGS about their intentions to take the exams and complete the necessary paperwork that shows the student has fulfilled all the course distribution requirements, including the minor.

## Written Components of the Qualifying Exam

The written components of the examination will consist of three parts, taken *ex camera*, each to be developed with guidance from the Exam Committee. Part A will assess the depth and breadth of the student's general knowledge of the field of Gender Studies. Parts B1 and B2 will consist of two distinct subfields or areas of specialization pertinent to the student's primary research interests and developed in consultation with the chair of the committee. B1 readings cover more general theoretical themes relevant to the student's research topic, and B2 is a more applied and specific set of readings. Because Gender Studies allows students to produce creative work in partial fulfillment of the Ph.D. degree, one of the B lists may be related to this creative component of the student's work, but because students are not asked to produce original scholarship in the exam process, creative work may not be given as exam answers.

There are no "official reading lists" for any portion of the written component of the exam. It is the task of each student in consultation with her/his committee, to decide upon reading lists for each component of the examination that will represent a deep knowledge of the respective literatures.

Part A will consist of three to four questions from which the student will choose two. Parts B1 and B2 will each provide two questions from which the student will choose one each to answer.

In sum, the student will write four responses: two essays for Part A (2000-2500 words) and one essay each for parts B1 and B2 (2500-3000 words).

Parts A, B1 and B2 of the exam will be taken over a two-week period. Once the written exam questions have been sent to the student, the exam clock has officially started. All four responses must be submitted to the student's committee by the agreed-upon date and time. Students who do not complete all four essays will fail the entire exam. The student's committee will determine if the written responses are satisfactory and thus eligible for an oral defense. Retaking the entire examination may only be done once, and the new exam must take place no more than six months after the first exam. A second failure results in dismissal from the program. In the event of a documented emergency, special provisions might be made by the DGS on a case-by-case basis, but intervention from the DGS is to be reserved for only the most serious of situations.

## **Oral Component**

Within one week of completing the written component of the exam, students will take the oral component. The entire Exam Committee will normally be present for the two-hour oral exam. The student is responsible for scheduling the oral component in conjunction with the graduate secretary. The oral exam will: a) cover the three written parts of the exam and may include questions that go beyond those answered in the written portions, including requests for synthesis between exam essays and topics; b) assess the student's intellectual preparation for the anticipated dissertation topic as well as for teaching in the specified areas of expertise; and c) raise broad intellectual questions concerning the field of Gender Studies.

At the end of the oral exam component of the qualifying exam, the committee will make an overall assessment of the student's qualifying examination performance, taking into consideration both written and oral components. Students may: 1) pass the exam (and at the committee's discretion, pass with distinction); 2) fail the entire exam; or 3) fail some portion of the exam. If a student fails some portion of the exam, the committee may, at its discretion, require the student to undertake one of the following measures: 1) retake that portion of the exam; 2) reply in writing within a stipulated time period to questions posed by the committee regarding clarification or expansion of a particular point or topic; or, 3) address an omission or answer additional questions in oral format. Students must retake the failed portion of the exam within 1 – 4 weeks of the original oral examination.

Only when these questions are resolved has the student passed the qualifying exam. If examination follow-up measures 2) or 3) above do not satisfactorily resolve the committee's concerns, the entire exam will be considered failed and must be retaken in its entirety. Students must retake entire exam within six months of the original oral examination.

Upon the successful completion of all exam components (A, B1, B2 and the oral), the exam committee will recommend that the student be admitted to candidacy for the PhD. Once advanced to candidacy, students become eligible to enroll in G901.

## **Dissertation Proposal, Defense and Colloquium**

Upon successful completion of written and oral qualifying exams, students will select a Dissertation Chair. The Chair of the Dissertation Committee must be a tenured member of the Graduate Faculty, and a core faculty member in Gender Studies. Non-tenured faculty members may co-chair dissertations with tenured faculty members (either affiliates or core). Faculty members at other institutions are eligible to co-chair a dissertation committee with a tenured core member of the faculty.

In consultation with this chair, the student will invite at least three other faculty to serve on the committee, of whom at least two will be core or affiliate faculty in Gender Studies. University rules stipulate that four IU (but not necessarily IUB) faculty must sit on the dissertation committee. If a student wishes to add a non-IU scholar, then there must be five committee members. Only one scholar external to the IU system may serve on the Dissertation Committee with the approval of the Department Chair, the DGS, and the University Graduate School.

Within six months of completion of the qualifying exam, the student will present a written doctoral dissertation proposal and defend it orally before the Dissertation Committee. The written proposal should discuss the student's research focus and situate it within relevant literatures, and include a thorough literature review, a discussion of methodologies to be used, a timetable for completion of the research, a description of planned chapters, and an extensive bibliography. The body of the dissertation proposal (exclusive of notes and bibliography) is expected to be 6,000-10,000 words in length.

The student is responsible for scheduling the proposal defense in consultation with the Graduate Secretary. The proposal should be given to the Dissertation Committee members at least two weeks prior to the scheduling of the proposal defense. The defense, normally scheduled for two hours, is an oral presentation in which students must demonstrate that they can clearly articulate their research agenda, are familiar with the specialized literature on this topic, can position their research questions within the major debates, and have a sense of how their research fits into Gender Studies as well as wider academic inquiry. The committee may accept the dissertation proposal as written following the defense or it may request further revisions.

Between the time of the successful completion of the oral dissertation proposal defense and the dissertation defense, students are required to deliver a departmental colloquium/public talk on their doctoral dissertation topic.

## **Writing the Dissertation and the Dissertation Defense**

The Dissertation Committee will be responsible for directing and evaluating the dissertation. The Graduate School policies regarding the dissertation must be followed. The final version of the dissertation should be submitted to all the members of the committee at least 30 days in advance of the defense. The defense of the completed dissertation is oral and is a public event. A student must give formal notice of the date, time, and place of the defense to the Graduate School 30 days prior to the defense; this formal notice is posted on the web. The student is responsible for working with the Graduate Secretary to schedule the defense. Other faculty and graduate students may attend the defense.

Once the dissertation is approved, the student must prepare the manuscript according to strict guidelines determined by the Graduate School. Check with the Graduate School about all facets of the defense and submission process.

If a student wants to participate in Commencement, s/he must submit an application for an advanced degree at the Graduate School office. Otherwise, the various sets of documentation surrounding the approval of the dissertation suffice for receiving the degree. Information about Commencement is always posted on the IUB web site early in the spring semester.



# Advising and Annual Review

## **Advising**

The Director of Graduate Studies provides initial advising and then ongoing advising as needed. Given the interdisciplinary nature of Gender Studies, incoming students will be urged to consult with affiliated faculty, who have relevant scholarly interests. Each incoming student will meet with the Director of Graduate Studies [DGS] to discuss expectations for Year One and the overall anticipated trajectory of graduate work. In students' first semester of study, a faculty advisor will be appointed by the DGS to assist in the selection of appropriate elective courses. The assigned faculty advisor assists students in developing an initial plan of study and exploring research interests and the resources of the university; oversees the selection of initial coursework; and assists in identifying a research focus, major field, and methods appropriate to students' research. Approximately one year prior to taking the written qualifying exams, students select an Exam Committee of three or four members (see "Selection of Exam Committee," above). This committee takes over advising on course selection and research plans (the chair of the Exam Committee becomes the student's main advisor).

## **Annual Review**

### *Review Process*

At mid-term of every spring semester, each student's advisor will complete a written review of his/her advisee's academic progress. The student's main responsibility in this review process is to develop and keep updated relevant materials, such as the C.V. During the review period, the student should fill in relevant data on side two of the form (see next page) and then forward to the advisor, arranging for an appointment if necessary. The advisor will then fill out page one of the form, offering evaluative data on the student's progress. The report will then be forwarded to the Graduate Program Coordinator and the Director of Graduate Studies. These reports will be shared with the entire core faculty at a closed meeting and then filed in student's records. Students always have the right to read their reviews after they have been completed and filed.

# IU Department of Gender Studies Annual Graduate Student Progress Summary Report

**Evaluation for** \_\_\_\_\_

**Evaluating Advisor** \_\_\_\_\_

**For the Student:**

1. Please write a one-paragraph overview of your progress in the department thus far.

2. List your notable achievements over the past academic year—grants, other funding awards, professional or community service, conference presentations, publications, academic or teaching recognition/awards, etc.

**For the Advisor:**

1. Comment on this student's progress toward degree completion considering their years in the program.

2. Are there concerns you have about this student's academic work/progress? If so, please briefly note what they are here.

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Advisor's signature

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Date

***Return to Nina Taylor by Wednesday, March 26, 2014, 5:00 p.m.***

# Ph.D. Degree in Gender Studies

## Suggested Timeline

### FIRST YEAR

#### *First Semester*

- Enroll in G600
- Enroll in major other courses up to 12 hours
- Finalize transfer credits and use of master's level courses, if appropriate.
- Think ahead to summer coursework, doctoral minor, research skills preparation, and research projects
- Meet with First Year advisor to discuss courses for subsequent semesters

#### *Second Semester*

- Enroll in G603, and G702
- Enroll in elective courses
- Start meeting with other faculty to discuss inclusion in Exam Committee

#### *Summer Semester 1*

- Take courses in languages, research skills, and/or do research projects.

### SECOND YEAR

#### *First Semester*

- Enroll in required core courses not already completed
- Enroll in other elective courses up to 12 hours
- Take courses in minor
- Constitute Exam Committee (by the start of second semester at the latest)
- Think ahead to summer coursework, research skills preparation, or research projects
- Meet with Exam Committee chair to discuss progress toward PhD, develop master plan for courses and research program.

#### *Second Semester*

- Apply for research grants for Summer 2
- Complete required core courses not already completed
- Enroll in concentration and elective courses and complete minor courses. Try to complete all course requirements.
- Complete language proficiency and other research skills, as needed
- Prepare Doctoral Exam reading lists with advice of Exam Committee

#### *Summer Semester 2*

- Prepare for Doctoral exams
- Engage in pre-dissertation research projects

### **THIRD YEAR**

#### *First Semester*

- Complete any remaining coursework (if not already completed).
- Meet with Exam Committee to prepare for Doctoral Qualifying Exam

#### *Second Semester*

- Apply for research grants for dissertation
- Pass qualifying exam (written and oral components) & advance to candidacy
- Create Dissertation Committee; meet with this committee to discuss dissertation proposal

#### *Summer Semester 3*

- Defend dissertation proposal, if not defended in previous semester.
- Begin dissertation research

### **FOURTH YEAR**

#### *First Semester*

- Dissertation research

#### *Second Semester*

- Dissertation research

#### *Summer Semester 4*

- Dissertation research/writing
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### **FIFTH YEAR**

#### *First Semester*

- Dissertation research and writing
- Prepare job market dossier
- Job market

#### *Second Semester*

- Complete and/or defend dissertation
- Job market

#### *Summer Semester 5*

- Defend dissertation and submit final version to University Graduate School





## Student Academic Appointments (SAA's)

A Student Academic Appointment (SAA) is 50%FTE, which means a student is scheduled to work an average of 20 hours per week in a teaching capacity over the course of the semester.

- **GAs** – Graduate Assistants are assigned to a large course (usually enrollments above 80). GAs assist the faculty member by: attending class; grading papers, exams and other class materials; holding at least one hour for every credit hour of class in office hours in your IU assigned office (e.g., for a 3 credit hour course, a minimum of 3 office hours should be offered, plus additional times by appointment as necessary.) GAs may assist with AV, class materials, lecture preparation and other tasks to support the instructor. If both the GA and faculty member are willing, it is strongly encouraged that the GA prepare and teach the class once or twice during the semester to gain teaching experience in large classes.
- **RAs** – Research Assistants work for one faculty member to support their research, teaching, and/or creative activities. This may include gathering information from libraries, the internet and other sources, and organizing and preparing it. RAs may assist with programming, workshops, conferences, guest speakers and more depending on the particular needs of the faculty member.
- **DS/AIs** – Discussion-Associate Instructors are assigned to very large courses (usually enrollments above 150). DS/AIs assist the faculty member by doing many of the tasks the GAs perform. In addition, they will prepare for and lead several small discussion sections of 25 students each week. The DS/AI may assist with AV, class materials, lecture preparation and other tasks to support the instructor. Each DS/AI needs to hold office hours for a minimum of 3 office hours each week in their IU office, and be available additional times by appointment as necessary. If the faculty member is willing, it is strongly encouraged that the DS/AI prepare and teach the class once or twice during the semester to gain additional teaching experience in very large classes.
- **AIs** – Associate Instructors are advanced graduate students, often nearing the end of their own course work or in ABD status. AIs either teach their own sections of a course designed by a faculty member and are supervised by this faculty member, or they work completely on their own, selecting books, e-reserves, and course readers, and adapting previous years' syllabi to teach a class independently. They grade their own papers, give their own exams etc.



## Miscellaneous Information

### Student Academic Misconduct

If an instructor suspects academic misconduct (plagiarism or cheating): Hold an informal conference with the student, explaining what you suspect and why. Give the student a chance to explain, and dismiss the issue if it gets cleared up at this point. An instructor may impose an appropriate academic sanction (e.g. lower or failing grade for assignment or course; redo assignment; withdrawal from course). Within seven (7) calendar days send a report to the [Dean of Students](#) (who will send the letter via certified mail to the student, the dean of the school, and the student's dean if majoring in another unit).

The letter must indicate: the nature of the offense; the sanction to be imposed; that the student may appeal within seven calendar days of receiving the report; that the Dean of Students is being notified and may impose additional sanctions (probation, suspension, or expulsion); that the Dean of Students will notify the student within seven (7) calendar days if there will be no additional sanctions or if additional sanctions are still being considered.

Full details available from: [www.iu.edu/~code/code](http://www.iu.edu/~code/code).

### SAA Handbook

The Handbook for Student Academic Appointees provided by the Vice Provost for Academic Affairs's office can be located on-line at

[http://www.indiana.edu/~vpfaa/saahandbook/index.php/Main\\_Page](http://www.indiana.edu/~vpfaa/saahandbook/index.php/Main_Page)

### Fee Remissions

All SAAs are required to enroll in at least 6 or more credit hours per semester in order to receive a fee remission. Eligibility for receiving a fee remission continues to be based on employment as a student academic appointee.

- Fee remissions given to students should be used to enroll in courses *related to their degree* on the Bloomington campus.
- Appointment at 50% FTE (20 hours per week of work) as a student academic appointee.
- A graduate fee remission may be awarded for a **maximum of 12 credit hours each semester**. A student who held a fee remission for both semesters of the preceding academic year will be eligible for a **maximum of 6 credit hours in the summer**.
- Fee remission covers most IU tuition for an SAA, *but not all*. Fee remission does **not** cover mandatory fees. Fee remission packages do come with a basic health insurance plan. Fee remission continues whenever a student is employed and taking coursework toward the degree.
- Continuous enrollment is required for all degree-seeking graduate students.

**Paychecks**

Graduate students employed as Graduate Assistants (GA's), Research Assistant (RA's) or Associate Instructors (AI's) will receive ten paychecks during the academic year. You will receive your first paycheck near September 15<sup>th</sup> and the last day of each month thereafter. Paychecks are directly deposited into bank accounts and a payroll advice is available on-line in "OneStart". Direct deposit is required for all IU employees. Please make sure you have contacted the Department Administrator to complete all the necessary tax forms. In most cases, students who hold an SAA position at 50% FTE cannot simultaneously earn money from an additional job or SAA appointment.

**Student Health Coverage**

If you have specific questions regarding health coverage, contact the Student Insurance Coordinator on campus at 812-856-4650 or by e-mail at [studenthc@indiana.edu](mailto:studenthc@indiana.edu).

# **Gender Studies Faculty**

(Complete bios available on our website)

**Core Faculty** (budgeted lines in the department of 25% or more)

**Maria Bucur**, Ph.D., Professor of Gender Studies

**Freda Fair**, Ph.D., Associate Professor of Gender Studies

**Laura Foster**, Ph.D., Assistant Professor of Gender Studies

**Lessie Jo Frazier**, Ph.D., Associate Professor of Gender Studies and American Studies

**Sara L. Friedman**, Ph.D., Associate Professor of Gender Studies and Anthropology

**Justin Garcia**, Ph.D., Assistant Professor of Gender Studies and Assistant Research Scientist,  
the Kinsey Institute for Research in Sex, Gender, and Reproduction

**Colin R. Johnson**, Ph.D., Associate Professor of Gender Studies

**Jennifer Maher**, Ph.D., Senior Lecturer in Gender Studies

**Amrita Myers**, Ph.D., Associate Professor of Gender Studies and History

**Stephanie A. Sanders**, Ph.D., Provost Professor of Gender Studies and Associate Director of  
The Kinsey Institute for Research in Sex, Gender, and Reproduction

**Catherine Taylor**, Ph.D., Assistant Professor of Gender Studies and Sociology

**Brenda R. Weber**, Ph.D., Professor of Gender Studies

**Please consult the department website for the most recent list of affiliated faculty:**

<http://www.indiana.edu/~gender/people/affiliate.shtml>

Panina