

Graduate Student Handbook



DEPARTMENT OF
GENDER STUDIES
Bloomington

2023-2024

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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. Graduate students will be given a copy of any departmental policy and procedures changes to include as an addendum.

Thank you!

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Glossary of Terms

ABD = All but dissertation. At this stage, the student has finished their coursework, completed and passed their qualifying exams, written and defended their prospectus. (See also “Dissertation”)

Book Units = Items students read for their exams. 1 book unit = 1 book/monograph (see also “Monograph”) or 3 chapters/journal articles. Novels count as a full book unit; films and other media content count as 1/3 of a book unit. For the purposes of the comprehensive exam, readings lists are typically 75-100 book units.

CAHI = (pronounced “ka-he”) College Arts and Humanities Institute. Hosts events for the entire campus and offers funding for arts and humanities students.

Candidacy = After a student passes their dissertation proposal (see “Prospectus”), they are “admitted to candidacy” and become a “doctoral candidate” instead of a “doctoral student.”

CAPS = Counseling and Psychological Services. They provide one-on-one counseling, support groups (some geared specifically towards graduate students), and other mental health programming. Check with CAPS about fees for their services. CAPS may be reached by phone: (812) 855-5711 and online at www.healthcenter.indiana.edu/counseling/.

CAS = Central Authorization System. This system is associated with One.IU – a central location to access various applications and services (e.g. email, library catalog, Student Center, etc.) while at IU. CAS allows one to sign on to multiple applications by logging in one time per 12-24 hours.

CITL = Center for Teaching and Learning. A great resource for graduate instructors that offers advice and resources for writing groups, workshops, and information and guidance on pedagogy and course implementation. For more information, visit their website: <https://citl.indiana.edu/>.

CFP = Call for papers/proposals. Conferences and special issues for journals and edited collections post CFPs months in advance, announcing the theme for the year and soliciting for paper abstracts. Students apply for their work to be considered based on the information in the CFPs.

Chair = Chairperson of a student’s exams and/or dissertation committees. Per University Graduate School regulations, the chair must have grad faculty status (usually anyone who is tenure stream faculty). Per the Department’s policies, the chair must have tenure and be a core Gender Studies faculty member, although it is possible to have a co-chair of someone who is a Gender Studies affiliate faculty member or a Gender Studies core member who is not yet tenured. For more information, see the current University Graduate School Bulletin (<https://graduate.indiana.edu/academics-research/bulletin.html>) and the “Qualifying Examination” section below.

COAS = (pronounced “co-as”) College of Arts and Sciences or “The College.” The IU subdivision that houses the Gender Studies Department within their Social Sciences division.

COAS also offers a number of funding opportunities for graduate students. For more information, see their website: <https://college.indiana.edu/index.html>.

Committee = An assembly of faculty members who comprise a group of advisors for a student's exams and dissertation processes and defenses. Committees can be different. Some students have the same faculty on their exams and dissertation committees; other students choose new members. (Both situations are common.) Communicate with your faculty members and be transparent about one's needs during both processes. Faculty members can also withdraw from committees. Overall, the more faculty members know about a student and their work, the more helpful they can be. For more information, see "Qualifying Examination" and "Dissertation Proposal and Dissertation Defense" sections below.

Comps = Comprehensive exams/Qualifying Exams. See "Exams."

Coursework = The first phase of a student's graduate studies. This phase is a good time to begin to discover your academic interests by taking classes, networking with faculty in and outside of the department, and declaring a graduate minor. Gender Studies courses are listed below. For more information about the current scheduling of all graduate classes, see the Schedule of Classes: <http://registrar.indiana.edu/calendars/schedule-of-classes.shtml>.

CV = Curriculum vitae – a student's academic resume. Unlike a typical resume, CVs are not limited to one-page – they are typically several pages long dependent upon work completion and time spent in academia. CVs include your academic background, conference presentations, committee membership, classes taught, publications, etc. This is sometimes called a "vita."

Defense = Throughout the PhD process, students defend their exams, prospectus, and dissertation. This is done through a formal meeting set up with the student and their committee. Students should discuss their expectations with their chair.

Degree = The PhD, often used synonymously with finishing the program. One may hear things like "getting to the degree" or "making progress toward the degree."

Dissertation = In essence, a long, comprehensive research paper or first book draft that helps students earn a PhD.

Doctoral Candidate = See "Candidacy."

Dossier = A collection of materials, typically related to job application or promotion, consisting (usually) of a personal statement, CV, writing sample, teaching materials, and other documentation as dictated by the circumstance.

Duo = Duo is a two-step login system that provides extra security when one logs into certain IU technological applications.

Edited Anthology = A collection of essays/chapters or poems that reflect on a common theme. Each author contributes original work and is compiled by editors who often write an introduction or foreword for the volume.

Exams = Qualifying exams AKA “quals.” When a student finishes coursework, they are eligible to take their exams. Along with their exam committee, the student will develop a list of book units that they will use to answer exam questions. The student will have two weeks to answer four essay questions. See the “Qualifying Examination” section below for more details.

GradGrants Center = A resource for graduate students to help find internal funding opportunities and apply for external grant funding. The GG Center is located in Wells Library. For more information, see their website: www.indiana.edu/~gradgrnt/.

GSGA = Gender Studies Graduate Association. Students meet a few times each semester to discuss graduate student concerns, programming, social events, and advocate for student needs in the department.

IMU = Indiana Memorial Union. Department and University events are often held here. The “tree suites” are a wing of meeting rooms (Walnut, Oak, Persimmon, etc.) where the Department often has speakers and holds public talks. The IMU also has food courts, the IU bookstore, and computer store along with various hideouts for doing work.

IUB = Indiana University in Bloomington. The Bloomington campus is the flagship campus of Indiana University’s 8 campuses.

LH = Building code abbreviation for Lindley Hall.

List/Reading List = List of books for exams. (See “Exams” and “Book Units.”)

Literature Review = A body of work that provides an overview of scholarly works in a field or related topic area that examines common debates, questions that others have posed, and evaluates a research problem. They help scholars situate their knowledge within a larger scholarly conversation before they offer their original contribution.

Mastering Out/Master’s Degree = The Gender Studies program does not offer a terminal Master’s degree, but there are two options for earning one. In essence, students can earn the degree once they have passed their exams, defended their prospectus, and filed out the paperwork OR “master out” by passing an amended version of exams once the required coursework has been completed. Be sure to discuss the latter option with your advisor. For more information, see “The MA in Gender Studies” section below.

Minor = Doctoral minor. Each student has to choose another program for their minor. Minors are offered through many departments on campus and each has its own requirements (i.e. number of credits, required courses, etc.). Common minors for Gender Studies students are Sociology, Anthropology, American Studies, Human Sexuality (at the Kinsey Institute), African American and African Diaspora Studies (AAADS or “triple A-D-S”), Folklore and Ethnomusicology, etc.

Monograph = A book/book-length project. Gender Studies, like many fields, is largely a “monograph-based” field, meaning tenure track faculty members typically have to write a book to qualify for tenure and get promoted. GS scholars also write journal articles to help strengthen their tenure dossier. Science and social science fields are often article-based, meaning faculty produce peer-reviewed journal articles to report research findings and advance in their field.

Peer Review = The process by which an individual submits a paper to a journal or conference that will be evaluated by experts in the same field. Peer reviewed conference submissions and publications tend to be better respected because the publication has been subjected to higher standards and maintains the integrity of the field.

Prospectus = Dissertation proposal. Essentially, it comprises a relevant literature review to a student's dissertation topic (i.e. situating one's project in the field/existing literature) and a description of a student's methods/methodology. A prospectus is usually around 30 pages, give or take, but details will be determined in consultation with your committee. See the "Dissertation Proposal and Dissertation Defense" section below for more details.

Qualifying Exams/Quals = See "Exams."

R1 = Research 1 University. IU is an R1 university, meaning a US institution that expects the highest degree of research activity from its faculty. Research universities prioritize research and publication for faculty. The R1 status also means that research and publication are prioritized for faculty advancement (see also "Tenure"). Teaching and service *are still important* at R1s, but they are not emphasized in the same way that they would be at, for example, a small liberal arts college that is teaching-focused.

Symposium = Essentially another word for a conference. Symposia tend to be smaller than conferences, though there's some debate about the distinction. A number of departments at IU host graduate student symposia and these are great places to get work accepted and practice presenting.

Tenure = In academia, tenure is a long-term academic appointment that allows scholars to uphold the principles of academic freedom. In other words, scholars can teach and research without fearing that they will be fired due to their views. Tenure-track professors are given a limited amount of time to produce original research and create a dossier that they will use for promotion evaluation. If their dossier is acceptable and approved by their committee and board of trustees, then they will be promoted from Assistant to Associate Professor with the possibility of being promoted to full Professor later.

Terminal Degree = The highest degree in a field – for Gender Studies, it is the PhD or Doctor of Philosophy. For other fields, it may be a professional degree (i.e. Juris Doctorate or Medical Degree) or a Master's in Fine Arts for creative fields.

VPN = Virtual Private Network. IU has a VPN that allows individuals to access the IU network while off campus. This system makes it easier to gain access to online resources like journals through IU's institutional subscriptions. For more information, visit: <https://kb.iu.edu/d/aygt>.

Wells = Herman B. Wells Library, the main library on campus. There are study rooms, a café and food court. Graduate students can sign up for study carrels if they would like a quiet, secluded place to work. The library also hosts article writing and dissertation writing groups.

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 University Graduate School's website (<http://www.indiana.edu/~grdschl/index.php>), especially the latest version of the [University Graduate School Bulletin](#), 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/their 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 University 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 may be 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 of study will be decided in consultation with the student's faculty advisor and the DGS.

Brief Discussion of Steps beyond Qualifying Examination

Upon successful completion of the qualifying examination, the student will constitute a Dissertation Committee. The Dissertation Committee, which must be approved by the Dean of the University Graduate School, will be responsible for directing and evaluating the thesis. The student must write and satisfactorily defend the dissertation proposal to the Committee. Following the approval of the dissertation proposal, students must research and write their dissertation. The dissertation is defended orally.

G901 Advanced Research

Per the University Graduate School Bulletin, students may enroll in G901 for one credit hour each semester with minimal fees only after they have accumulated 90 credit hours or more *and have completed all graduate degree requirements except for the dissertation or final project/performance*. Per the University Graduate School Bulletin, a student is only eligible for six semesters of G901."

Dissertation 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 at some point between becoming ABD and defending the dissertation. 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 portion of the qualifying 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 with The University Graduate School.

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

The additional courses showcase a range of faculty expertise and student interest. Each course is representative of the political and intellectual commitments of the program and the larger field. Gender Studies is an interdisciplinary field that requires breadth of knowledge in multiple areas; thus, we encourage students to also enroll in coursework outside of the program to enhance their knowledge of various disciplines, build their skills, and expand their frameworks. **Note: The below courses are offered with regularity but not always annually based on faculty availability.**

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; consult with DGS regarding limits). 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 (see Appendix: G695 Registration).

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; can be repeated once). 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. This course offers rare opportunities and topics which may not be offered again in the near future, so students should take advantage of the offerings when available. 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 volatile 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.

G714 *Gender, Race, and Media* (4 credits). This course examines representations of race, class, gender, and sexual identity in the media. We will be considering issues of authorship, spectatorship, (audience) and the ways in which various media content (film, television, print journalism, advertising) enables, facilitates, and challenges these social constructions in society.

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.

G901 Advanced Research (6 credits). Research and writing of doctoral dissertation. This course is eligible for a deferred grade. There is a limit to the number of times that students can register for this course. Students should consult with DGS and academic advisor to determine when to register for the course.

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

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, the DGS will assist in the selection of appropriate elective courses. Until the student has chosen a faculty advisor, the DGS 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. Students are encouraged to begin meeting with faculty during their first year to initiate constituting their Qualifying Exams Committee. 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). Once the student has successfully passed their comprehensive exams, then the Dissertation Chair becomes their advisor until their dissertation has been successfully defended.

Annual Review

Review Process

At mid-term of every spring semester, each student's advisor will complete a written review of her/his/their 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 the first page of the form (see Appendix) and then forward to the advisor, arranging for an appointment if necessary. The advisor will then fill out page two 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.

Qualifying Examination

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. **Note: The exams and dissertation committees are *distinct and separate* committees. The chair and the members of the exam committee might serve on the dissertation committee, but there is not a requirement that they do so.**

Upon selection of the committee, students shall inform the Graduate Program Coordinator 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. **Consult faculty advisor and Graduate Program Coordinator to ensure that all forms are complete.**

Written Components of the Qualifying Exam

The written components of the examination will consist of three parts, taken *ex camera* (in private), 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/their 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 Program Coordinator. 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 begin to constitute a Dissertation Committee.

Dissertation Proposal and Dissertation Defense

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 Program Coordinator. 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.

Upon successful completion of the qualifying examination and presentation of a satisfactory dissertation proposal, the student will be nominated to candidacy for the Ph.D.

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. Students are encouraged to consult with their Dissertation Committee Chair when scheduling the public talk to ensure their attendance. The support of the Committee through their attendance may instill confidence in the student and they may provide mentoring and professional advice for future presentations.

Writing the Dissertation and the Dissertation Defense

The Dissertation Committee will be responsible for directing and evaluating the dissertation. The University 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 University 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 Program Coordinator to schedule the defense. Other faculty and graduate students may attend the defense. For more information, see The University Graduate School's website: <https://graduate.indiana.edu/thesis-dissertation/defense.html>.

Once the dissertation is approved, the student must prepare the manuscript according to strict guidelines determined by the Graduate School. Check with the University Graduate School about all facets of the defense and submission process. For more information, visit their website: <https://graduate.indiana.edu/thesis-dissertation/index.html>.

If a student wants to participate in Commencement, they must submit an [application](#) for an advanced degree at the University 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 website early in the spring semester.

Finances & Funding Opportunities

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. The department is committed to a graduated apprenticeship model for pedagogical development and teaching exposure for graduate students. In an ideal framework, students start as graders in year one, move into discussion leader roles in year two, serve as part of the G101 teaching consortium in year three, and teach self-designed courses in year four. This stair-step model offers students experience with a range of faculty mentors, pedagogical styles, and course offerings, thus allowing for a vastly more robust teaching portfolio when entering the job market. **Note: It may not be possible in every case to adhere to this model, given the exigencies of funding packages, schedules, and individual readiness.**

- **GAs** – Graduate Assistants – typically graders – 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.
- **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 2 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.
- **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.
- **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.

SAA Handbook

Graduate Student Academic Appointees Guide provided by the Vice Provost for Academic Affairs's office can be located online at <https://vpfaa.indiana.edu/doc/graduate-student-academic-appointees-guide.pdf> The Guide is a resource that provides a number of policies and information relevant to the SAA positions.

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.

- Appointment at 50% FTE (20 hours per week of work) 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.
- 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. As long as a student is employed, they can make use of their fee remission to enroll in and/or audit courses.
- 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**.
- Continuous enrollment is required for all degree-seeking graduate students.
- Eligible students are allowed to enroll in G901 for a **maximum of six semesters** in order to maintain continuous enrollment for reduced fees. The student is assessed a flat fee of \$150 which is subject to change at the discretion of the University Graduate School.
- International students are assessed extra mandatory fees by the University. Each situation is unique, so students should contact Student Central with any questions. Visit Student Central online: <https://studentcentral.indiana.edu/pay-for-college/cost-of-iu/semester-fees.html>.

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. Also, consult the Human Resources website regarding benefits and eligibility: <http://www.indiana.edu/~uhhs/benefits/GA-eligibility.html>. There are separate tabs for Fellowship Recipients and Graduate Appointees (also known as SAAs).

Paychecks

Graduate students employed as Graduate Assistants (GA's), Research Assistants (RA's), or Associate Instructors (AI's) will receive ten paychecks during the academic year. You will receive your first paycheck near September 15th (for August) and the last day of each month thereafter. Paychecks are directly deposited into bank accounts and a payroll advice is available online in "One.IU." Direct deposit is required for all IU employees. Please make sure you have

contacted the Department Fiscal Officer 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. For more information, visit the Financial Management Services website: <https://fms.iu.edu/payroll/pay-dates/>.

Other Funding Options

Students outside of their funding packages may be seeking alternative options to continue funding their livelihoods until degree completion. Thus, there are multiple options listed below. The options listed below are not extensive, but offer some guidance for students. For more information, visit the University Graduate School website: <https://graduate.indiana.edu/admissions/financial-support/fellowships-awards/index.html>.

Resident Assistantships

According to the University Graduate School, positions are available on the Bloomington campus and at IUPUI for single graduate students to serve as resident assistants in the residence halls. Selection of graduate students for these positions is based on the applicant's academic record, previous background and experience, potential for work with undergraduate students, and personal qualifications necessary to relate successfully to other people. The resident assistant serves as an advisor to a living unit of 50 students in one of the university residence centers. These positions provide room, board, and a cash stipend; course work is limited to a maximum of 12 credit hours each semester. For further IUB information, contact the director, Department of Residence Life, 801 N. Jordan Avenue, Bloomington, IN 47405, telephone (812) 855-1764. For more information, visit their website: <http://bulletins.iu.edu/iu/gradschool/2017-2018/finaid/assistantships.shtml>.

Collins Living-Learning Center

Information for Prospective Instructors, The Collins Living-Learning Center invites faculty members and advanced graduate students with teaching experience to submit course proposals each semester for the following year. Freshmen and sophomores are required to register for one Collins seminar per year. Proposals at the 200 level are sought particularly, but not exclusively. Prospective Instructors are encouraged to set up a personal consultation with student members of the Board of Educational Programming. The deadlines for course proposals are October 15 (FALL) and March 15 (SPRING). For more information about the process, visit the Collins Living-Learning Center website: <http://www.indiana.edu/~llc/academics/instructors.shtml>.

Global Living-Learning Community

Each year, the Global Living-Learning Community recruits Associate Instructors (AIs) to teach courses for them. The GLLC also looks for Graduate Assistants (GAs) to assist the three Global LLC staff members and will provide support to students planning co-curricular and extra-curricular events that meet the Global LLC's mission of being a multilingual, multinational, multicultural, multidisciplinary residence hall. Their listings for graduate student funding opportunities are available on their website: <http://global-llc.indiana.edu/learning/teachingOp.shtml>.

Student Academic Center

The Student Academic Center employs AIs to teach most of the courses that they offer. The number of openings varies from year to year, and some positions require specific subject knowledge. Assignments are on a 10-month basis (August through May) and may vary from one

term to the next. The Student Academic Center invites applicants from all departments and disciplines. AIs are selected on the basis of teaching experience, academic background, intellectual abilities, and organizational skills. Applications are available beginning in January of each academic year for the next year's positions. Applications will be accepted until March 1. For more information and their application, visit their website: <https://sac.indiana.edu/student-employment/index.html>.

Other Departments

The GradGrants Center in Wells Library often posts the Student Academic Appointees (SAAs) vacancies. Students should check this listing often for opportunities in and outside of the classroom. For more information, visit the GradGrants Center website: <http://www.indiana.edu/~gradgrnt/category/saa-vacancies/>.

Research Funding

The University Graduate School encourages IUB students to utilize their access to a variety of funding sources to support their academics and research. According to the GradGrants Center, in addition to fellowships and awards, students may consider applying for a research grant. The GradGrants Center (GGC) is a free service that helps students find, write, and receive grants and other awards. The center provides one-on-one assistance with grant proposal writing and can also point you to potential funding sources through its extensive grants database. The University Graduate School and GradGrants Center sites also provide information for internal and external travel funding opportunities. Internal travel funding opportunities can generally be found on the [COAS](#) and [Graduate and Professional Student Government \(GPSG\)](#) websites.

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.

Useful Resources

Cultural Centers

There are several cultural centers on campus that offer students different services and a safe haven if necessary. Each center offers libraries that students may utilize – some through the IU Catalog (IUCAT) and other through their own catalogs. Nonetheless, the five centers and their locations are: Asian Culture Center (807 E 10th St), First Nations Educational and Cultural Center (712 E 8th St), La Casa Latino Cultural Center (715 E 7th S), LGBTQ+ Culture Center (705 E 7th St) and the Neal-Marshall Black Cultural Center (275 N Jordan Ave). Feel free to visit the cultural center websites: <https://diversity.iu.edu/cultural-involvement/index.html>.

Center for Innovative Teaching and Learning (CITL)

“The Center for Innovative Teaching and Learning (CITL) provides comprehensive services supporting excellent teaching and learning at Indiana University Bloomington...[T]he CITL provides leadership and expertise to enable innovation in curricula, implementation of powerful technologies and pedagogies in and beyond the classroom, and student engagement with learning resources and materials to promote critical analytic and research skills. The CITL's comprehensive approach comes through its unique fusion of programs and personnel, providing services in instructional and curricular consulting, instructional technologies, service-learning, writing instruction, and the scholarship of teaching and learning...The Center for Innovative Teaching and Learning supports effective teaching in pursuit of transformative learning experiences.” CITL's office is located in Wells Library (East Tower) on the 2nd Floor (1320 E 10th St). The staff can be reached by email individually or by phone at (812) 855-9023.

Center for Research on Race and Ethnicity in Society

The Center for Research on Race and Ethnicity in Society (CRRES), located in Bloomington, Indiana, is an interdisciplinary, academic site for social scientific and historical scholarship, as well as collaborative research and training on diversity and social inequality, especially race and ethnicity (primarily in the United States). Among the Center's many aims, affiliates aim to contribute to the IUB intellectual climate by offering a place where an interdisciplinary group of faculty, postdoctoral scholars, graduate students, and undergraduates can meet, interact,

collaborate, and advance research on race and ethnicity. CRRES holds several events through the year and has multiple funding sources for faculty and students. For more information, visit their website: <http://crres.indiana.edu/>.

Counseling and Psychological Services (CAPS)

“At CAPS, [they] work with thousands of IU Bloomington students each year. While [their] well-trained staff are prepared to handle serious mental health crises, [they] also offer support for students who are just looking for an opportunity to discuss problems with someone they can trust. [A student’s] treatment will depend on [their] situation. [They] offer counseling services in English, Mandarin, and Spanish.” CAPS can handle issues ranging from academic concerns to power and privilege to depression and so much more. CAPS is located in the IU Health Center (600 N. Jordan Ave) on the 4th Floor. For more information, visit the CAPS website: <http://healthcenter.indiana.edu/counseling/>. CAPS can also be reached by phone at (812) 855-5711.

Graduate and Professional Student Government (GPSG)

GPSG is the official university-sponsored student government for all graduate and professional students across all Indiana University-Bloomington schools and departments. GPSG serves over 10,000 graduate and professional students at IU-Bloomington by providing advocacy, academic support, community building, and access to resources. While facilitated and supported by the University Graduate School, GPSG is entirely student-run and student-driven. Therefore, it is perhaps the most valuable avenue for graduate and professional students to make an impact at a campus-wide level, according to The GPSG. Each department and school is afforded at least one representative. The graduate students elect their representative each academic year. For more information, visit the Graduate and Professional Student Government website: <http://www.indiana.edu/~gpsg/>.

Indiana Statistical Consulting Center (ISCC)

At the ISCC, they provide statistical support to IU research projects, external academics, government, industry, and non-profit groups. Since 2006, ISCC has been engaging in the analysis and interpretation of data from a variety of fields for a variety of purposes. As a unit of the Department of Statistics, they can apply classical procedures and/or new methods on the cutting edge of statistical research. Statistical consulting hours are primarily held in Woodburn 200 in the Social Science Research Commons. Hours are 9am to 12pm Monday through Friday. Additional hours are held at Wells Scholars Commons. Check their website for the complete schedule. Their collaborators can help with all statistical needs. From descriptive statistics to power analysis, the range of services they provide can accommodate unique projects. See their website for a complete list of their expertise. For more information, visit their website: <https://iscc.indiana.edu/>.

IU Student Legal Services (SLS)

“IU Student Legal Services (SLS) is [a student’s] source for complete, confidential legal advice. SLS is a non-profit, on-campus law office serving only IU students. [They] have a staff of highly qualified attorneys and legal interns to walk [students] through the process of finding the solution to [their] legal situation. If [a student] is a registered IU-Bloomington student and pay[s] their activity fee, [they] are entitled to [their] services.” Student Legal Services is professional, confidential, convenient, and free. SLS is located at 703 E 7th St (on campus across from Dunn Meadow). For more information, visit the SLS website: <https://getlegal.indiana.edu/home.php>.

MoneySmarts – Financial Advisors on Campus

MoneySmarts folks are the “financial literacy geeks with an undeniable urge to save everyone in the IU community from their money woes. When [someone] makes an appointment, [they’ll] meet with one of our peer educators. They’re IU students...so they understand the money issues [students] are experiencing. Even better, as financial gurus in the making, they can help [people] solve [their] money problems.” MoneySmarts staff can help with budgeting, building credit, handling student debt and loan repayment, and more. MoneySmarts services are available to students, staff, faculty, and alumni – all one needs to do is schedule an appointment for their **free** services. For more information, visit their website: <https://moneysmarts.iu.edu/consult-expert/index.html>.

Office of Research Compliance

All research affiliated with Indiana University must comply with federal, state, and institutional guidelines. Procedures in seven compliance areas establish the highest ethical standards and best practices in pre-clinical, clinical, and other research activities at IU, and they are enforced independent of funding agencies or sponsorship. The seven areas of compliance are: Animal care and use; Biosafety; Radiation safety; Human Subjects; Conflict of Interest; Export control; and Research integrity. There are training requirements for five of the seven areas. Be sure to stay up-to-date regarding the rules and regulations. For more information about each area, visit their website: <https://research.iu.edu/compliance/index.html>.

Social Science Research Commons

The mission of the Social Science Research Commons (SSRC) is to facilitate social science research on the Bloomington campus by providing research infrastructure, support, and training to social science faculty and graduate students. The SSRC is located in Woodburn Hall 200 near the social science departments. For more information, visit their website: <https://ssrc.indiana.edu/index.html>.

Student Advocates Office

The Student Advocates Office is a confidential service for IU students. The SA Office can help you resolve personal and academic problems so that you may maintain progress towards earning a degree. Their team is made up of retired IU faculty and administrators who will help students navigate the many complexities of a large academic institution such as Indiana University. The SA Office can help students withdraw from all classes; respond to charges of academic, personal, or sexual misconduct; resolve an academic absence, conflict, or appeal; remove a financial hold or submit an appeal; and more – just ask. For more information, visit their website: <https://studentaffairs.indiana.edu/student-advocates/>.

Writing Tutorial Services (WTS)

“Writing Tutorial Services (WTS) offers students one-on-one help with any phase of the writing process—from brainstorming to revising the final draft. When you visit WTS, you’ll find a tutor who is a sympathetic and helpful reader of your prose.” WTS offers multiple services which include writing guides and writing groups for articles and dissertations. Students should schedule appointments to meet with tutors in advance of their deadlines to help receive careful feedback. For more information, visit the WTS website: <https://wts.indiana.edu/>. Also check out their two-page document about Doctoral Dissertations & Proposals for the Social Sciences and Humanities: <https://wts.indiana.edu/writing-guides/doctoral-dissertations-and-proposals.html>.

Gender Studies Faculty

(Complete bios available on our website)

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

Stephanie A. Allen, Ph.D., Assistant Professor of Gender Studies

Maria Bucur, Ph.D., John V. Hill Professor of Gender Studies and History

Laura Foster, Ph.D., Associate Professor of Gender Studies

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

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

Justin R. Garcia, Ph.D., Ruth N. Halls Associate Professor of Gender Studies and Research Director at The Kinsey Institute for Research in Sex, Gender, and Reproduction

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

Meredith Lee, Ph.D., Assistant Professor of Gender Studies

Jennifer E. Maher, Ph.D., Clinical Associate Professor of Gender Studies

Amrita Chakrabarti Myers, Ph.D., Ruth N. Halls Associate Professor of Gender Studies and History

Gabriel Peoples, Ph.D., Assistant Professor of Gender Studies

Stephanie A. Sanders, Ph.D., Peg Zeglin Brand Endowed Chair and Provost Professor of Gender Studies and Senior Scientist at The Kinsey Institute for Research in Sex, Gender, and Reproduction

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

Cynthia Wu, Ph.D., Professor of Gender Studies and Director of Race, Migration, and Indigeneity

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

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

Appendix: Timeline, Forms and More

Below, there are a number of documents that students initiate and turn in internally (usually to the DGS or Graduate Program Coordinator) with one exception being the Departmental Flow Chart. The Gender Studies forms are as follows: Departmental Flow Chart, Suggested Timeline Checklist for Doctoral Degree Completion, Course Audits for MA and PhD Requirements, Annual Graduate Student Progress Summary Report, G695 Registration, and Appointment of Qualifying Exam Committee. The College of Arts and Sciences has compiled their own list of forms that graduate students may need during any point of their graduate careers. For more information, visit their website: <https://college.indiana.edu/student-portal/graduate-students/forms/index.html>.

Suggested Timeline Checklist for Doctoral Degree Completion

The following checklist is designed with an ideal timetable of five plus years (the national average is 8.2 years; Gender Studies students at IUB tend to take around 7 years). Students may be able to complete the PhD requirements in shorter or longer periods of time. The Checklist below demonstrates that students must accrue 90 credit hours for degree conferral with 48 of those credits having been graded.

First Year (Fall, Spring)

- | | |
|--|---|
| <input type="checkbox"/> Meet with Director of Graduate Studies (DGS) to form Intended Plan of Study | <input type="checkbox"/> Enroll in G603: Feminist Theories (SPRING) |
| <input type="checkbox"/> Enroll in G600: Concepts of Gender (FALL) | <input type="checkbox"/> Take other major courses |
| <input type="checkbox"/> Enroll in G899 each semester | <input type="checkbox"/> Develop a plan for student's minor (be sure to obtain approval if necessary) |
| <input type="checkbox"/> Explore possible minor courses (FALL) | <input type="checkbox"/> Think ahead to summer plans (coursework, research projects, etc.) |
| <input type="checkbox"/> Meet with faculty to begin to arrange Exams Committee | |

First and Second year (Summer)

- | | |
|--|---|
| <input type="checkbox"/> Take courses in language and/or research skills | <input type="checkbox"/> Conduct (pre-dissertation) research projects |
| <input type="checkbox"/> Start thinking about dissertation topics | <input type="checkbox"/> Enroll in G899 up to 6 hours |

Second year (Fall, Spring)

- | | |
|--|--|
| <input type="checkbox"/> Enroll in G702: Researching Gender Issues | <input type="checkbox"/> Enroll in G899 each semester |
| <input type="checkbox"/> Complete Course Audit in consultation with unofficial transcript to determine credit completion (48 graded; 12 of 48 for minor) | <input type="checkbox"/> Try to complete all course requirements (major and minor), language proficiency, and other research skills as needed. |
| <input type="checkbox"/> Constitute Exams Committee | <input type="checkbox"/> Apply for research grants for the second summer |
| <input type="checkbox"/> Discuss with Exams Chair the appropriate PhD timeline for the student | <input type="checkbox"/> Ensure that Appointment of Exams Committee form is filled out and approved |
| <input type="checkbox"/> Prepare Qualifying Exams reading lists with advice of Exams Committee | |

Third Year (Fall, Spring, Summer)

- ☐ Complete any remaining coursework, if applicable
- ☐ Meet with Exams Committee to prepare for Doctoral Qualifying Exams
- ☐ Pass Qualifying Exams (written and oral)
- ☐ After Qualifying Exams, create Dissertation Committee; meet with committee to discuss dissertation proposal/prospectus
- ☐ Defend prospectus/dissertation proposal
- ☐ Apply for research grants for dissertation
- ☐ Begin dissertation research (**SUMMER**)

Fourth Year (Fall, Spring, Summer)

- ☐ Dissertation research (for example, visit archives and conduct research)
- ☐ Dissertation research (for example, conduct studies and collect data)
- ☐ Dissertation research (for example, conduct fieldwork)
- ☐ Dissertation research and writing
- ☐ Prepare public talk about dissertation topic

Fifth Year (Fall, Spring, Summer [if applicable])

- ☐ Give public talk about dissertation topic
- ☐ Complete dissertation
- ☐ Dissertation research and writing
- ☐ Successfully defend dissertation
- ☐ Prepare job market dossier
- ☐ Submit final version of dissertation to University Graduate School
- ☐ Apply for jobs and go on the job market

Completion of Ph.D. Course Requirements*

Student's Name:

Cohort:

Today's Date:

Course	Term Completed	Grade	Credits	Expected Completion Term	TOTAL CREDITS
Core Requirements (9 credits reqd):					
G600 Concepts of Gender					
G603 Contemporary Debates in Feminist Theory					
G702 Researching Gender Issues					
TOTAL CORE CREDITS					X completed X in progress
Minor: ?? (minimum 12 credits reqd):					
TOTAL MINOR CREDITS					X completed X in progress
GNDR Electives: (Minimum 27 credits)					
TOTAL ELECTIVES CREDITS					X completed
TOTAL COURSEWORK CREDITS					X completed X in progress
G899 credits \:	FOR EXAMPLE: FA18 (3), SP19 (3), FA19 (2), SP20 (2),				8 completed 2 in progress
Total credits towards PhD/enrollment in G901 (need 90)					X completed X in progress

*At least 48 credits of course work, including 9 credits of core courses, minimum of 12 credits of outside minor, and credits from elective courses to complete the required hours of gender-related course work.

Completion of MA Course Requirements*

Student's Name:

Cohort:

Today's Date:

Core Requirements	Grade	Credits	Term Completed
G600 Concepts of Gender			
G603 Contemporary Debates in Feminist Theory			
G702 Researching Gender Issues			
Electives: (minimum of 9 additional graduate-level GNDR courses, and up to 12 credits of approved graduate-level non-GNDR courses)			
<i>TOTAL CREDITS</i> <i>(30 credits required for MA)</i>			

*At least 30 credits of course work, including 9 credits of core courses, minimum of 9 additional graduate-level GNDR courses, and up to 12 credits of approved graduate-level non-GNDR courses

IU Department of Gender Studies Annual Graduate Student Progress Summary Report

Student: _____

Evaluating Advisor: _____

For the Student:

1. Please write a one-paragraph overview of your progress in the program thus far. Please also provide a brief explanation of any major milestones you intend to reach **during the next 12 months**. If you intend to sit for your qualify exams or defend your dissertation, please provide an approximate date.

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.

3. Attach a copy of your most **recent CV**

4. Fill out and attach an updated **Completion of Ph.D. Course Requirements**

For the Advisor:

1. Please provide an evaluation of this student's progress toward degree completion considering the number of years they have been the program.

2. Do you have any concerns about this student's academic work/progress? If so, please note what they are here. Please also provide some description of what action(s) you believe the student would need to take in order to address those concerns.

Advisor's signature

Date

Students: please send to your faculty advisor a copy of this document with your portion already completed no later than _____.

Advisors: please send completed evaluations for your advisees to Nina Taylor no later than _____.



GNDR G695

Graduate Readings and Research in Gender Studies

YEAR: _____ (Circle appropriate semester/session below)

Fall	Spring	Summer	Summer (4 week sessions)	Summer (6 week sessions)	Summer (8 week sessions)
full term	full term	full term	First Session	First Session	First Session
First 8 wks	First 8 wks		Second Session	Second Session	Second Session
Second 8 wks	Second 8 wks		Third Session		

STUDENT'S NAME: _____

I.D Number: _____ E-MAIL: _____

G695 Faculty Supervisor: _____ **No. of Credits:** _____

Graduate Student's Faculty Mentor _____
(not necessarily the supervisor of the independent study)

In which department are you enrolled for an MA or PhD? _____

In which department is your graduate minor? _____

TOPIC OF PROJECT: _____

STUDENT'S RESPONSIBILITIES: Please attach to this form a detailed description of your project that includes a reading list, lab work, papers/due dates, other responsibilities and any other pertinent material that will inform the DGS about your project.

FACULTY SPONSOR'S RESPONSIBILITIES:

Formal Meetings with Student: _____ Approximately _____ per week

Means of Evaluating Student's Performance: _____

Due Date(s) of Papers: _____

I will fulfill the terms of this agreement: _____
Student

Faculty Sponsor and/or Supervisor

Authorized by: _____ Date: ____/____/____

Director of Graduate Studies

Return this form to Gender Studies, Lindley Hall 215 (Nina Taylor)

After the form has been approved by the DGS,
you will receive an e-mail granting you permission to enroll in this course.

Appointment of Qualifying Exam Committee

Department of Gender Studies

Student _____ Date _____

University ID Number _____

Ph.D. Minor _____

Year Admitted to PhD program _____ Proposed Exam Date _____

COMMITTEE CHAIR:

Printed Name

Signature

Department / GNDR Affiliation

E-mail

COMMITTEE MEMBER:

Printed Name

Signature

Department / GNDR Affiliation

E-mail

COMMITTEE MEMBER:

Printed Name

Signature

Department / GNDR Affiliation

E-mail

OUTSIDE COMMITTEE MEMBER:

Printed Name

Signature

University

E-mail

Student's Signature _____

Approved _____
Director of Graduate Studies or Department Chair

Does your minor department require representation on your exam committee? If so, please provide the name of and email address of the minor representative below. If not, please attach evidence that the minor department has waived this right (e.g. an email from the minor advisor or DGS in the minor department stating as much).

Name of Minor Representative: _____

Email of Minor Representative: _____