2021-2022 Joint PhD Student Handbook

Women’s and Gender Studies and English
Women’s and Gender Studies and History
Women’s and Gender Studies and Psychology

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INTRODUCTION

This handbook contains information about requirements, policies and procedures, and funding opportunities for the three doctoral degrees offered by the Women’s and Gender Studies Department: English and Women’s and Gender Studies
History and Women’s and Gender Studies
Psychology and Women’s and Gender Studies

As you are responsible for knowing program requirements and deadlines, please read with care the materials on your specific PhD program as well as the more general sections, which provide information about numerous resources. Consult the Director of Graduate Studies, the Graduate Coordinator, or your advisor in Women’s and Gender Studies if you have any questions about the guidelines outlined herein. Reread the materials as questions arise. And encourage your advisors to dip into the Handbook if they are confused about policies and procedures!

Please also consult the following:
· Your other department’s handbook
· Rackham Graduate School Academic Policies
· How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University

HISTORY OF WOMEN’S AND GENDER STUDIES GRADUATE PROGRAMS

1982 Women’s Studies Certificate (18 credits) established
1994 English and Psychology joint PhD programs established
1995 Institute for Research on Women and Gender (IRWG) established, including Community of Scholars Program for graduate students
1996 Women’s Studies Graduate Certificate reduced from 18 to 15 credits
1998 First Graduate Chair in Women’s Studies
1999 History joint PhD program established
2000 Joint PhD Students began serving on the Women’s Studies Executive Committee
2001 WS 501 (proseminar for first year joint PhD students) created
2004 Sociology joint PhD program established
2006 Lesbian, Gay, Bisexual, Transgender, Queer Studies Certificate established
2016 Sociology and Women’s Studies joint PhD program closed
2020 Department name changed to Women’s and Gender Studies

WOMEN’S AND GENDER STUDIES GRADUATE CHAIRS

2020-22 Meg Sweeney (English, DAAS)
2019-20 Anna Kirkland (WGS, Fall) and Valerie Traub (English, Winter)
2018-19 Abby Stewart (Psychology)
2016-18 Elizabeth Wingrove (Political Science)
2015-16 Petra Kuppers (English)
2014-15 Lilia Cortina (Psychology)
YOUR ADMINISTRATIVE HOME IS WOMEN’S AND GENDER STUDIES
The Women’s and Gender Studies Department is the administrative home for all joint PhD students. That means that all students should contact WGS first for all progress, funding, and Rackham milestone inquiries. In most cases, WGS will be able to answer student questions. In some cases, we may direct students to their disciplinary department. But all students should view Women’s and Gender Studies as the primary point of contact since the department has the administrative responsibility for students during their entire academic career at Michigan. Women’s and Gender Studies will make sure to inform the disciplinary department about relevant matters.

DOCTORAL PROGRAMS COMMITTEE
The Doctoral Programs Committee (DPC) handles all administrative and policy matters pertaining to the joint PhD programs. The DPC:
∙ oversees the admissions process
∙ makes and coordinates funding decisions
∙ decides on curricular and policy changes
∙ tracks student progress
∙ decides on competitive awards

The committee is chaired by the Director of Graduate Studies (DGS) and consists of a liaison faculty member from each participating department. In most cases, the liaison will be a faculty member with a joint appointment in Women’s and Gender Studies and the disciplinary department.

Faculty liaisons for 2021-2022:
- WGS and English: Petra Kuppers
- WGS and History: Yi-Li Wu
- WGS and Psychology: Isis Settles

GRADUATE STUDENT REPRESENTATION IN WOMEN’S AND GENDER STUDIES
Each spring, an election for the Women’s and Gender Studies Executive Committee is held. The doctoral student body as a whole elects two student representatives to serve on this governing body to ensure that graduate student voices are involved in formulating and revising policies and procedures. These representatives serve for staggered terms, and appointments are rotated through the three disciplinary departments.

WGS Executive Committee liaisons for 2021-2022:
- Leanna Papp (WGS and Psychology)
- Rachel Smith (WGS and English)

ADVISING
The Women’s and Gender Studies Director of Graduate Studies is the primary WGS advisor for first-year Joint PhD students. It is recommended that first-year students consult with the Graduate Director at least once a
term. The DPC faculty liaison is considered a secondary advisor for first-year students. This person is familiar with both sets of requirements and should also be helpful in constructing a joint program. Beginning in the second year, most students are advised by a primary mentor who holds an at least partial appointment in their partner unit of English, History, or Psychology; by the fourth year all students are advised primarily by their dissertation directors. In all years, the WGS Graduate Director continues to be an important resource. Please see your individual program section for more details.

**How to Get the Faculty Mentoring You Want**

The Rackham Graduate School publishes a resource for students who seek to improve the quality of their relationships with faculty. Rackham updates this document every year, and it contains valuable information about managing your working relationships with your faculty advisors as well as help in refining your research habits and reviewing your goals. See *How to Get the Mentoring You Want: A Guide for Graduate Students*: [http://www.rackham.umich.edu/downloads/publications/mentoring.pdf](http://www.rackham.umich.edu/downloads/publications/mentoring.pdf)

**COURSE REQUIREMENTS FOR THE PHD PROGRAMS**

The three joint doctoral programs in Women’s and Gender Studies (WGS) all have the same basic WGS course requirements. Additional requirements are stipulated by each department and are listed in the requirements pages of each program.

**Required Core Courses in Women’s and Gender Studies**

1. **WGS 501: Proseminar in Women’s and Gender Studies (1 credit)**
   This course introduces students to graduate study in the Joint Women’s and Gender Studies PhD program. It is intended to give new students a place to form community, to meet Women’s Studies faculty, to think about Women’s and Gender Studies as a discipline and the nature of interdisciplinary study, and to begin to discuss professional issues. This course also serves as the Responsible Conduct of Research and Scholarship (RCRS) component for the department.

2. **WGS 502: Feminist Encounters (1 credit)**
   The course is organized around a series of practical, exploratory exercises and conversations aimed to help students review, update, and clarify professional goals; help them manage workloads and develop and sustain practices of self-care; create and sustain relationships with peers and potential mentors; develop strategies for confronting challenging ideas/methods/vocabularies/tasks/dynamics; explore the benefits and limits of one’s discipline and protocols for involvement in an interdisciplinary community; increase awareness of the breadth and possibilities of feminist research, especially as it is occurring at UM; interact with a range of faculty and students; and engage in practical skill building.

3. **WGS 530: Feminist Theory (3 credits)**
   This course provides an interdisciplinary exploration of various schools of feminist thought. It examine ways in which feminist scholars across the disciplines have theorized power and difference with regard to gender, race, sexuality, class, and nation. It also explores the relationship of particular theories to both the production of knowledge and political practice.

4. **WGS 601: Feminist Methods in the Humanities**
   **WGS 602: Feminist Methods in the Social Sciences (3 credits)**
   These “meet-together” courses are designed to examine various methodological issues in feminist scholarship in relation to paradigms developed by the disciplines. Although this is a single class, students in English and History typically enroll in WGS 601; students in Psychology typically enroll in WGS 602.
5. WGS 891: Advanced Research (3 credits)
WGS 891 is an independent study that serves as a bridge between coursework and work on the dissertation. The course offers students an opportunity to draft a prospectus, research plan, or first chapter under the guidance of their faculty committee, and oral discussion of the 891 project with the full committee serves as the preliminary examination in WGS. Students enroll in this class by registering under a faculty member’s INDI (individual instruction) number using an override from the Women’s and Gender Studies Department. Please consult the 891 examination procedures described under each program.

6. Additional coursework (9 credit hours)
Joint students take nine hours (typically three courses) of graduate coursework in WGS, in addition to the three core courses (530, 601/602, 891). These electives are chosen from among WGS offerings and courses cross-listed with WGS. Students may also petition the Director of Graduate Studies to receive WGS credit for courses not offered by or cross-listed with WGS, where appropriate. Courses cross listed with your other department may be used to fulfill this requirement. At least one of the additional courses must be an interdisciplinary course and must include substantial coverage of theoretical issues. Students are also encouraged to include courses that focus on sexuality studies, critical race studies, and global/transnational feminisms.

A Sampling of Recent Electives Offered in Women’s Studies
- WGS 519: Queer Women in the 20th Century
- WGS 531: LGBTQ Studies
- WGS 590: Disability Studies
- WGS 603: Feminist Scholarship on Women of Color
- WGS 604: Feminist Practice
- WGS 606: Transnational and Multicultural Feminisms
- WGS 621: Readings in United States Women’s, Men’s and Gender History
- WGS 698: Queer of Color Critique (Special Topics)
- WGS 698: Feminist Pedagogy (Special Topics)
- WGS 698: Readings in Sadomasochism, Fetishism, and Leather (Special Topics)
- WGS 698: Passing as an Analytic Concept (Special Topics)
- WGS 698: Writing for Publication (Special Topics)
- WGS 698: Gender and Diversity in Organizations (Special Topics)
- WGS 801: Feminism, Posthumanism, and the Humanities (Advanced Seminar)
- WGS 993: Women’s and Gender Studies Teaching Practicum

INDEPENDENT STUDY AND DIRECTED READING COURSES
We strongly encourage all WGS PhD students to enroll in regularly scheduled classes offered each fall and winter terms. If, for some reason, students need an alternative option, they may petition for an Independent Study (WGS 580) or Directed Reading (WGS 690) to count as one of the WGS electives. Typically, the student initiates a request for the course by contacting the faculty member with whom the student intends to work. If the faculty agrees to supervise the course, then the student will submit a (faculty approved) reading list to the Graduate Program Coordinator, together with a statement indicating both a planned schedule of class meetings and plans for work to be completed during the term. All requests for Independent Study or Directed Reading are subject to the approval of the Director of Graduate Studies.

COGNATE COURSE REQUIREMENTS
The Rackham cognate requirement is automatically fulfilled by students enrolled in all WGS PhD programs.
YOUR DISCIPLINARY DEPARTMENT MATERIAL MAY REFERENCE “COGNATE REQUIREMENTS” THAT DO NOT APPLY TO YOU AS A JOINT STUDENT.

OTHER REQUIREMENTS

Annual Mentoring Plan for Graduate Students
Effective mentoring plays a central role in the scholarly and professional development of graduate students, and research suggests that completing a written mentoring plan and revisiting it each year helps advisors and advisees to communicate clearly about expectations, goals, and challenges. Accordingly, every year, Women’s and Gender Studies requires faculty members and their primary advisees to complete a written mentoring plan, which should be submitted to WGS Graduate Program Coordinator by October 15. In early September the DGS circulates an Annual Mentoring Plan template that may be helpful for advisors and advisees to use, but those who complete a mentoring plan for another department may submit a duplicate of that plan to WGS rather than filling out two different forms.

Annual Progress Reports
All students are required to complete the Annual Progress Report (APR) for Women’s and Gender Studies near the end of the Winter term (exact due date is subject to variation, but will never be before March 10 or after April 10). All students should plan to meet with their primary advisors as part of this annual review. The purpose of the academic progress report is to: 1) document and reflect on each student’s progress as a teacher and scholar; 2) create an annual opportunity for students to meet with their advisors about their efforts; and 3) offer students written feedback about their progress from the WGS Doctoral Programs Committee. The APR is generated through Qualtrics (a link is sent out to students every year), and students can save a PDF copy of their responses upon survey completion. Before students begin the APR online, they should:

- Review and download their transcripts online in Wolverine Access (submit with other APR materials)
- Prepare a brief personal statement (copy and paste into a text box)
- Prepare and update the CV (pdf file upload)
- Compile all teaching evaluations received over the last 12 months, if applicable (pdf file upload)

After students have completed these steps, they should send their responses to their advisor and schedule a meeting. The advisor will need to complete an Advisor Evaluation Form. Students will receive a paragraph of response to their year’s work from the DGS in Women’s and Gender Studies, who will be reflecting the views of the DPC.

History and Women’s and Gender Studies Students: Please note that History may require students to fill out a History Annual Progress Report by an earlier deadline than Women’s and Gender Studies requires. Please submit History’s form to both History and Women’s and Gender Studies. WGS will provide you with a link to a supplemental form that does not duplicate the information already reported to History.

Responsible Conduct of Research and Scholarship Training (RCRS)
All PhD students are required to complete training in the responsible conduct of research and scholarship before advancing to candidacy. The training requires at least eight hours of face-to-face contact between students and faculty members, with more than one faculty member involved. In keeping with the WGS PhD programs’ practice not to duplicate requirements stipulated by our disciplinary partners, joint students should all participate in the RCRS activities through their other departments. This discipline-based plan is particularly important given the wide variation in research and writing norms in our three existing programs (English, Psychology, and History). In addition, the department will exceed the 8-hour requirement by providing supplemental training that specifically addresses interdisciplinary Women’s and Gender Studies training in the required first-year course, WGS 501. The training will center on interdisciplinary discussion around questions of ethics and knowledge production. Specific areas where training will be provided include: (1) Introductory readings taught in the course that address knowledge production and Women’s and Gender Studies; and (2)
Discussions of publication strategies and professional activity. The above plan will allow students to meet the standards of their disciplines as well as discuss the interdisciplinary dimensions of ethical norms in their research, writing, and professional activity.

Preliminary Examinations and WGS 891
Preliminary exams are conducted according to the requirements of each department. Please consult descriptions, including committee composition guidelines, under your individual program. WGS 891 is an independent study that serves as a bridge between coursework and work on the dissertation. The course offers students an opportunity to draft a prospectus, research plan, or first chapter under the guidance of their faculty committee, and oral discussion of the 891 project with the full committee serves as the preliminary examination in WGS.

Dissertation Prospectus/Proposal
The prospectus is a student’s proposal or plan for dissertation research and writing governed by the student’s disciplinary department. Please file a copy of your prospectus with the WGS Graduate Office.

The Dissertation
From their fourth year onward, students typically focus on researching and writing the dissertation. The dissertation topic is expected to draw fully from theories and methods in Women’s and Gender Studies and the student’s other discipline. You should expect to meet with the Chair or Co-Chairs of your committee regularly for advice, guidance and discussion as you begin to research and write. You should discuss with your Chair when it is most appropriate to ask for feedback from other committee members; Chairs (or Co-Chairs) typically prefer to read and comment on any written work before you submit it to the rest of the committee. Consultation regarding process is particularly important with an interdisciplinary committee. **Students are expected to meet with their full dissertation committee at least once per year.** It is recommended that all students review Rackham’s Doctoral Students website for official procedures on obtaining the doctoral degree. For a taste of prior joint PhD student dissertations, students can browse the dissertation titles page of our website with links to DeepBlue.

Dissertation Committee
Joint doctoral students, by definition, do not have a cognate committee member, as the committee should be comprised of faculty from both disciplines. The dissertation committee may or may not be the same as the preliminary exams/891 committee. At a minimum, to ensure interdisciplinary advice, it should include at least one Women’s and Gender Studies committee member who is outside of the student’s discipline. The interdisciplinary dissertation committee is comprised of **at least four members.** At least one member should be affiliated with WGS and at least one affiliated with the student’s other department. Members with relevant expertise can come from other units or even outside the university. However, to insure depth of involvement from one unit, we recommend that at least two members be affiliated with either WGS or the student’s other department.

Enrollment in 990/995: Continuous Enrollment Policy
Rackham Graduate School has a continuous enrollment policy for PhD students at the University of Michigan. Once admitted to a PhD program, students register every fall and winter term until their degree is awarded, unless they are on an official Extramural Study or Leave of Absence status. Students will **only register for a spring or a summer term when they enroll in spring/summer courses, take preliminary examinations, or defend their dissertations. Students must be enrolled during the dissertation defense term and in the term during which all requirements for the degree are met (if different from the oral defense term).**

PhD candidates must work actively toward their dissertations. For candidates, enrollment in the 995 course is not only required by Rackham’s Continuous Enrollment policy, but it also provides library and computer
privileges and permits students to take one additional course per term. Those who have not yet achieved candidacy but are working on their dissertations should register for the 990 course.

**Rackham Pre-Defense and Post-Defense Meetings**

As you approach your dissertation defense, you should consult the Rackham Dissertations Office and schedule a Pre-Defense Meeting. You will need to work closely with this office to ensure timely and accurate completion of all requirements for the dissertation, including the formatting guidelines for your dissertation. Please notify the graduate office in both Women’s and Gender Studies and your disciplinary department of the date of your defense.

**EXCERPTS FROM THE Rackham Graduate School Academic Policies**

**Continuous Enrollment** (Rackham section 2.2)

Students in Ph.D. programs must register for each fall and winter term until final completion of degree requirements unless they have received an authorized leave of absence (section 2.2.2) or have been approved for extramural study (section 2.2.1). Students enrolled in the fall and winter terms are entitled to services during the spring and summer half terms whether or not they are registered. A student who takes candidacy or preliminary exams in a spring or summer half term must register in that half term. A student who defends the dissertation and/or finalizes degree requirements in a spring or summer half term must register for the full spring/summer term and submit the final dissertation and all materials by the published deadline to avoid registering for another term (section 4.4.10).

**Extramural Study Status** (Rackham section 2.2.1)

A student who enrolls at another institution to pursue study relevant to the PhD for a period that overlaps substantially with a University fall or winter term may be eligible for extramural study status. (Extramural study is not an appropriate status for a student who is engaged in fieldwork or archival research, or who has an internship but is not enrolled in a formal course of study at another institution.)

**Leaves of Absence** (Rackham section 2.2.2)

Events may occur that make it necessary for a student pursuing a Ph.D. to interrupt their progress toward a degree. Since students in Ph.D. programs are required to be continuously enrolled, they may ask for a temporary leave of absence when certain life events make impossible continued active participation in the degree program. A leave of absence enables a student to not register during a fall or winter term and remain in compliance with the continuous enrollment requirement. A leave will be granted to students for illness or injury, to provide care or assistance for family and dependents, to meet military service obligations, or for other personal reasons.

**Candidacy Requirements** (Rackham section 4.3.1)

Students should achieve candidacy no later than three calendar years after the first enrollment in their Rackham doctoral program. Faculty in each program determine candidacy requirements, and some programs have earlier deadlines for achieving candidacy. Graduate programs should conduct annual reviews to assess progress of students toward meeting candidacy requirements. A student who does not achieve candidacy within three years will be placed on academic probation, unless the graduate program petitions Rackham OARD to request additional time because of extenuating circumstances.

**Time Limit for Completing a Doctoral Degree** (Rackham section 4.4.1)

Students are expected to complete the degree within five years of achieving candidacy and no more than seven years after the date of the first enrollment in their program. Rackham will notify programs when students do not complete their degree within this period. Programs should conduct annual reviews of candidates to assess progress toward the degree. Students who have not completed the degree within the
seven year limit should petition Rackham OARD for an extension of time to degree with a plan for completion. The program may require a student who does not complete the degree after two years of extension to return to precandidacy status and to meet candidacy requirements again.

**Academic Probation and Dismissal** (Rackham section 3.5.3)
Graduate students should periodically discuss their academic progress with their advisors to learn whether they are performing satisfactorily and making sufficient progress toward the degree. Graduate programs should immediately notify students in writing when their performance falls below an acceptable level. Please see your program's individual probation and dismissal policy in its designated section for further information.

**PETITIONING**
Requests for exceptions to any WGS program regulations must be made to the WGS Director of Graduate Studies, via the Graduate Program Coordinator. In some cases, the Director of Graduate Studies may wish to consult the Doctoral Programs Committee. A [Petition for Modification or Waiver of Regulation form](#) may also need to be filed with Rackham.

**SATISFACTORY PROGRESS AND INCOMPLETES**
Satisfactory progress is defined as maintaining an appropriate academic record, reaching the various stages of progress in the program at or near the expected time, and, for students supported by GSIships, giving evidence of satisfactory teaching. Cases of students not maintaining satisfactory progress will be reviewed by the Graduate Director and referred, if necessary, to the DPC.

To maintain satisfactory academic standing, graduate students must make satisfactory progress toward their degrees and have a minimum Rackham cumulative grade point average (GPA) of "B" (5.0 on a 9 point scale) as well as a minimum GPA of "B" for all graduate courses taken for credit and applied towards the degree programs. Students who fall below this average are placed on academic probation.

A temporary grade of "Incomplete" can be issued when a student meets three criteria: (1) The student has a grade of C- or better in the course, (2) The student has less than one-third of the coursework to complete, and (3) The instructor deems that the student’s reason for being unable to complete the work is acceptable. All Incompletes must be completed (converted to a letter grade) at the time the student is recommended for candidacy, and Incompletes received after candidacy must be completed at least one term prior to defense.

The Women’s and Gender Studies Department takes satisfactory academic progress into account in awarding teaching support and internal fellowships.

**Stages of Satisfactory Progress**
- Completing the Annual Progress Report each year
- Successfully completing:
  - Third-term review (English)
  - Fourth-term review (History)
  - Mid Program review in WGS (Psychology)
- Achieving candidacy
  - Typically by the 3rd year (English, Psychology)
  - By the summer term after the 3rd year (History)
- Completing prelim exams and WGS 891
- Submitting an approved dissertation pre-prospectus in the 3rd year (English) and prospectus typically by the
4th year (all programs)
∙ Completing the degree within 10 terms of support (Psychology) or 12 terms of support (English/History)

Please keep both Women’s and Gender Studies and your disciplinary department informed of any exceptions made to requirements and your progress on requirements. If your progress involves filling out forms, please file them with both units.

MASTER’S DEGREES
The University of Michigan does not offer joint Master’s degrees. Students may, however, apply to receive an MA in English, History, or Psychology on the way to completing the requirements for the joint Women’s and Gender Studies PhD.

MA Degree in English, History, or Psychology
To receive an MA from a student’s disciplinary department while continuing in the joint WGS PhD program, students must complete all requirements for the MA as stipulated by the other department. To request the MA:
∙ Complete a Rackham “Dual Degree/Program” form, available from either WGS or the other department.
∙ Apply to graduate through Wolverine Access.

Students are not required to request an MA degree. Students who wish to receive one must file the application whether or not they plan to attend graduation ceremonies. Degree conferrals happen only three times per year: April, August, and December. If students do not submit the necessary paperwork by the Rackham graduation application deadline, they will not receive the degree until the end of the following term. Exact deadlines vary year to year.

MA Degree in Women’s and Gender Studies
The MA in Women’s and Gender Studies is only available to students who are leaving the joint PhD program after two years. Students who choose to leave the program or, in exceptional cases, are asked to leave the program after a formal review, may request an MA degree in either Women’s and Gender Studies or their discipline. To be eligible to receive an MA in Women’s and Gender Studies, a student must have completed all coursework requirements for the PhD, including WGS 891.

ACCOMMODATIONS FOR GRADUATE STUDENTS WITH DISABILITIES
It is the policy of the University of Michigan to maintain an academic and work environment free of discrimination and harassment for all students, faculty, and staff. The University’s commitment to diversity and inclusiveness extends to students with disabilities, regardless of employment status.

Students seeking academic accommodations should register with the Services for Students with Disabilities (SSD) office and inform faculty members of any accommodation request. For more information, please visit the Rackham website. If you need additional information about accommodations for disabilities, please consult the Graduate Coordinator or the DGS, who will provide additional support and assistance to students who are exploring the need for accommodations.

TEACHING OPPORTUNITIES
The Women’s and Gender Studies Department aims to distribute teaching opportunities fairly while meeting the department’s specific curricular needs. If you have questions or concerns, please note that the Director of Undergraduate Studies oversees GSI hiring and is supported by the Undergraduate Program Coordinator, whereas the Director of Graduate Studies is responsible for graduate student funding commitments and is
supported by the Graduate Program Coordinator. Final decisions on GSI positions will be made by the DUS.

Generally, all joint WGS PhD students are guaranteed at least two terms of teaching in their disciplinary department and two terms of teaching as a Graduate Student Instructor (GSI) in Women’s and Gender Studies. Students may apply for additional terms of teaching in both of their departments, and some students may be guaranteed additional terms of teaching. Joint WGS PhD students with History and Psychology most often teach in their respective disciplinary departments in their 2nd year and in WGS in their 3rd year. Joint WGS PhD students with English typically teach in WGS in their 2nd year and in English in their 3rd year. Priority for GSI positions will be given to students in the terms designated in their admission offers. The department tries to accommodate all teaching requests from joint PhD students for the designated year of their programs, but this accommodation may not always be possible. Terms of employment are subject to successful progress per the terms of the Graduate Employees Organization (GEO) contract.

Even if you have been guaranteed teaching in Women’s and Gender Studies, you must go through the application process, and you may be required to interview for a GSI position.

Consult email announcements and/or the WGS website in early February for available teaching positions for Fall term. Winter term teaching positions will be posted in October. Fall term applications are due mid February; Winter term applications are due in October. Applicants will be notified in March or November, respectively.

Notes on GSI Positions in Women’s and Gender Studies
The majority of GSI fractions in WGS are a 0.50, offering full tuition, health insurance, and stipend.

Letters of admission may guarantee two terms of teaching in WGS, but we cannot promise either an assignment to a particular course or when you will be offered the opportunity to teach. Because curricular needs determine GSI selection, it may not be possible to offer everyone two terms of teaching in the same year or two successive terms of teaching the same course. In order to provide teaching experience to as many students as possible, no student may teach the same course more than six terms.

Women’s and Gender Studies typically has GSI positions in the following courses:
- WGS/Nurs 220 Women and Health;
- WGS/AC 240 Introduction to Women's and Gender Studies;
- WGS 245 Introduction to LGBTQ Studies;
- WGS/Soc 270 Gender and the Law;
- WGS 300 Men’s Health;
- WGS 400 Women’s Reproductive Health.
Additional GSI opportunities may arise.

Most GSI positions in WGS involve leading discussion sections in a large, faculty-taught lecture class. In some courses, you may be asked to give a lecture. Instructors for WGS 220 typically prefer GSIs who can commit for both fall and winter terms. Students will be offered positions in WGS according to the following criteria:
- Women’s and Gender Studies joint PhD students have priority over all other applicants.
- Priority will be given to students in the designated WGS GSI year outlined in their funding packages.
- We aim to form a GSI team made up of scholars who are from different disciplines and who are diverse in terms of race, ethnicity, sexuality, and nationality.
- Because faculty teaching some WGS courses must consider relevant expertise in areas such as health, queer studies, or law, joint PhD students are not always given priority over other applicants in these courses. However, faculty are directed to give priority to joint PhD students when they do have the necessary qualifications for the position.
PEDAGOGICAL TRAINING
In addition to the training provided by their disciplinary department, all students teaching for the first time in WGS are required to take a CRLT GSI training course. The week before fall term, all WGS GSIs are required to attend a teaching development workshop. In addition, students are encouraged to attend WGS Teaching Circles, to enroll in WGS 993 (a one-credit, ungraded pedagogical support course offered during fall term), and to attend the graduate elective course on Feminist Pedagogy when it is offered during winter term.

LSA TEN-TERM RULE
The ten-term rule specifies that no graduate student may receive more than ten terms of GSI support from the College of LSA. A term (or the equivalent partial terms) of support is defined as a full term in which the student has a complete tuition remission and a stipend. The following count towards the College’s ten-term rule:

- All GSI appointments of 0.25 or greater
- All teaching appointments of any fraction that were defined in the offer letter as constituting a term of support

First-year fellowships, Rackham fellowships (e.g., Rackham Merit, One-Term Dissertation, Humanities Research, and Predoctoral fellowships), Tuition-Only fellowships, and fellowships from Institute for the Humanities, Center for the Education of Women, Mellon, and Institute for Research on Women and Gender do not count toward the College’s ten-term rule. For information, please see: [https://lsa.umich.edu/lsa/faculty_staff/graduate-education/policies/the-ten-term-rule.html](https://lsa.umich.edu/lsa/faculty_staff/graduate-education/policies/the-ten-term-rule.html)

CONFERENCE TRAVEL & RESEARCH GRANTS
The WGS Department is able to offer graduate students in the joint PhD programs a grant of $800 per fiscal year. These funds are available by application and may be used for travel to conferences (for accepted presentations or confirmed job interviews), travel to research collections, or for other research expenses. The $800 is per fiscal year (July 1-June 30); it does not accrue and cannot be “carried over” into the next fiscal year. However, in some unusual circumstances, the Department may consider applications for more than $800. Students may apply for portions of this $800; please consult with the program coordinator about how to best negotiate your available funds.

Students are also eligible to receive conference travel funding from their other departments.

In addition, students have access to two kinds of Rackham Grants:

- [Rackham Conference Travel Grant (renewable each fiscal year; amount varies by location)](https://lsa.umich.edu/lsa/faculty_staff/graduate-education/policies/the-ten-term-rule.html). Please apply for this grant prior to applying to WGS for conference travel funding. Current amounts for travel grants are $800 for the continental US; up to $1050 for Alaska, Hawaii, Puerto Rico, Canada, Mexico, the Caribbean, and Europe; and up to $1300 for Africa, Asia, South America, and Australia. These grants require a recommendation from a faculty advisor or DGS; a copy of letter of confirmation of presentation acceptance (email is fine); and a line item budget.

- [Rackham Graduate Student Research Grant]($1500 pre-candidacy; $3000 post-candidacy). Please apply for this grant prior to applying to WGS for research funding. (Please see additional information below.)

For all grants, whatever the source, these rules apply:

- Students must apply to use their funding prior to attending the conference. The application form with an itemized budget must be submitted, along with the conference proposal acceptance notification, for approval before the conference begins. All expenses must be approved prior to travel.

- Generally, funds are reimbursed to the student via the financial aid system after travel is complete.
and once the expense report and itemized trip receipts have been submitted. When necessary, funds can be made available in advance of a trip (e.g., to purchase airline tickets). Such requests should be made to the graduate coordinator.

- **All international travel** outside the United States **MUST be registered** through the U-M travel registry.

- Students are responsible for submitting an expense report with itemized receipts for their trip within **two weeks of their return**. Failure to submit receipts accounting for the full grant amount will jeopardize any future funding from the WGS Department. Please submit all receipts.

- If students are receiving any need-based financial aid (e.g., student loans), please make sure to indicate that fact on the application form. Awards disbursed through the university’s financial aid office can have a negative impact on any “unmet need” in a financial aid package, so the department can take precautions to ensure that this situation does not adversely impact students.

- For any funds disbursed directly to students through financial aid, itemized receipts and/or proof of using the funds as intended is required. Failure to submit receipts that account for the full disbursed grant amount will jeopardize any future funding from the WGS Department. If students plan to use the funds toward 1) apartment rentals, 2) the hiring of coders/transcribers, or 3) human research subject participant payments, they must consult with the Department prior to making any expenditures so that proper procedures can be outlined in advance.

**Permissible expenses for Travel Funding include:**

- Travel (bus, train, air): if air, main cabin only unless over 8 hours duration in one segment. Book travel at least 2 weeks in advance of trip. **You may submit the receipt for bus/train/air tickets prior to travel for reimbursement.**

- Lodging.

- Travel to/from airport/hotel (e.g., taxi, bus, train, Lyft/Uber) at site.

- Meals and incidentals.

- International travel and health insurance.

For additional information regarding permissible expenses, see the description provided under the Rackham Graduate Student Research Grant.

**Funding for Conference Job Interviews**

Women’s and Gender Studies will accept applications for travel funding to conferences specifically for the purpose of academic and nonacademic job interviews. In the instance of a job interview being held at a conference, we are able to fund a student’s conference travel (up to $800 per annual WGS funding allotment) without the student being required to present at that conference. If students are receiving WGS conference travel funding for the purpose of a job interview, we expect them to attend panels and presentations as an active conference participant. As with conference presentations, students need to supply a copy of their interview confirmation when applying for funding prior to the conference.

Students must have a confirmed conference proposal acceptance or a confirmed job interview at a conference in order to receive WGS funding for conference travel. We typically do not have sufficient funding to enable students to simply attend a conference, although exceptions are occasionally made for students in their first year; first year students interested in requesting an exception should submit a proposal to the Graduate Program Coordinator.

**RACKHAM RESEARCH GRANTS**

All PhD students are eligible for $1500 pre-candidacy and $3000 post-candidacy by application through the Rackham Research Grant program. Once awarded, Rackham Research Grant funds are housed within the Women’s and Gender Studies Department and are subject to department and LSA financial policies. WGS will
create a separate account in each student recipient’s name. Depending on the individualized research plan, funds can either be held for purchases through the department or disbursed directly to the student. The funds can be accessed based on the approved research budget that students submitted to Rackham. If students have significant changes to the budget as outlined and approved, then WGS may require a new advisor statement explaining the need to change research plans.

**RACKHAM PROFESSIONAL DEVELOPMENT GRANT**

The Rackham Professional Development Grant is intended to support Rackham doctoral students seeking careers both within and outside academia. Students are eligible for one $400 award during their academic program. This funding is to support short-term experiences that promote the development of professional skills which will further a student’s career goals. Areas may include:

- Attending a professional conference when you are not presenting
- Presentation skills
- Developing, organizing, or managing a business
- Management skills
- Leadership
- Translating academic skills into non-academic careers.

For questions regarding activities that may qualify for support by a Rackham Professional Grant, contact the Rackham Fellowships Office.

Doctoral students enrolled in a Rackham graduate program and in good academic standing are eligible to apply. Rackham Professional Development Grants **may not** be used for licensure or membership fees for professional societies, for travel to a professional meeting (see Rackham Conference Travel Grant), or for specific technical training associated with a student’s research.

**JOB SEARCH EXPENSE COVERAGE**

Women’s and Gender Studies electronic letterhead may be used for job application letters. WGS offers graduate students in the joint PhD programs **$100 total per student** to cover job search expenses. These funds may be used for Interfolio fees, postage, business cards, overnight mail, etc. In order to receive these funds, provide receipts to the Graduate Coordinator totaling up to the $100, and we will issue a financial aid disbursement for that amount.

**U-M TRAVEL REGISTRY AND TRAVEL ABROAD HEALTH INSURANCE**

The International Travel Policy/SPG #601.31 pertains to all faculty, staff, and students engaged in University related international travel. It addresses the health, safety, and security of U-M travelers. The International Travel Policy includes:

- **University Travel Registry:** All faculty, staff, and students traveling abroad must register their international travel in the Registry or M-Compass before departure. The WGS Chief Administrator must also be informed, via the Graduate Coordinator, of travel plans before departure, including travel dates, locations, and contact information. This database provides a convenient tool for the traveler and the department to coordinate travel details and enables the University to locate you if an emergency arises.

- **Travel Abroad Health Insurance:** All students traveling abroad are required to have travel abroad insurance coverage from the University's authorized vendor. (Faculty and staff traveling internationally are covered under the University's blanket policy with that vendor.) U-M Travel Abroad Health Insurance can be purchased at: [http://www.uhs.umich.edu/tai](http://www.uhs.umich.edu/tai). The insurance has a one-time administrative fee of $5 and is only $1.10 per day. Students can use their WGS annual travel funding to cover these expenses.
Emergency Evacuation Insurance: All faculty, staff, and students traveling internationally are covered under a blanket policy for emergency evacuation due to political unrest or natural disaster. University Travel Warnings or Travel Restrictions: This segment delineates policies pertaining to travel to destinations for which the University has issued a Travel Warning, and travel to destinations for which the University has issued a Travel Restriction.

International Travel Involving Student Groups: Includes specific requirements for University-sponsored travel abroad and student-initiated group travel abroad.

The policy is posted at http://spg.umich.edu/policy/601.31, and detailed procedures and forms are available at https://global.umich.edu/travel-resources/. See also http://global.umich.edu/travel-resources/register-your-travel/.

GRADCARE OFF-SITE HEALTH INSURANCE
For students planning to engage in academic research within the United States but outside of the Ann Arbor area, you must register your GradCare for off-site insurance coverage through the BCN Network. You can find the GradCare off-site registration form online: http://benefits.umich.edu/forms/gradcareoffsiteform.pdf Please submit the form to the WGS Graduate Coordinator.

GRADCARE RESOURCES FOR GRADUATE STUDENTS
Benefits Office website http://benefits.umich.edu/index.html
Appointment information, update addresses, check benefits enrollment https://wolverineaccess.umich.edu/index.jsp
Blue Care Network 800-658-8878 http://www.bcbsm.com
GradCare Benefit Book http://benefits.umich.edu/forms/gradcare_bcn.pdf
GradCare Provider Directory http://www.bcbsm.com/index/find-a-doctor.html
University Health Service (UHS) https://www.uhs.umich.edu/

TAX INFORMATION FOR GRADUATE STUDENTS

Fellowships: All income that does not go directly to tuition, fees, and benefits is subject to federal taxation and must be reported on income tax forms. This potentially includes stipend fellowships, travel grants, and any other funds you receive from the University. The University of Michigan does not issue 1099s to scholarship holders. For tax purposes, you must keep copies of all award notices and announcements. For items you wish to deduct, you must have receipts. Please be aware that US citizens at your presumed level of income typically pay about 15%.

Employee (GSI/GSSA/GSRA/Temp): Salary from any employment at the University is subject to taxation. Taxes will be withheld from your paychecks and reported with your W-2 form at the end of each calendar year.

Tax Resources:
Rackham Tax Information: https://www.rackham.umich.edu/prospective-students/funding/help/tax_information
General Tax Information: http://www.finance.umich.edu/finops/payroll/tax

Tax Questions: For tax related questions, contact the Payroll Office payroll@umich.edu, or call one of these contacts: http://www.finops.umich.edu/payroll/contact/tax. You can also contact the IRS directly by calling 1- 800-829-1040 or visiting their website: www.irs.gov
UM CHILD CARE SUBSIDY
Students who have young, dependent children in child care may be eligible for this University of Michigan program, which provides funds to assist students with the cost of child care licensed by the state of Michigan. Students who wish to apply for the subsidy must meet several eligibility criteria and must submit both a Free Application for Federal Student Aid (FAFSA) and an application for the subsidy. The amount of Child Care Subsidy awarded to eligible applicants is based on applicants’ financial need, the number of children they have enrolled in licensed Michigan child care facilities, their child care expenses, and available funding. Applicants will be notified in writing of their eligibility for the subsidy and the amount they will receive. The subsidy amount cannot exceed the cost of your licensed child care.

To be considered for this funding, a student must meet all of the following criteria:
- be enrolled at least half-time in a degree program
- be the parent of a child 12 years old or younger or a child with special needs under the age of 19
- incur child care expenses from services provided by a licensed provider
- demonstrate financial need for this subsidy
- be making satisfactory academic progress, as defined by the University of Michigan
- be a single parent, or, if married, have a spouse who is either a student or employed outside the home for a minimum of 20 hours per week

Applications for the Child Care Subsidy Program are handled through The Office of Financial Aid, 2011 Student Activities Building. The application may be downloaded from the Financial Aid website.

The Work/Life Resource Center is available to assist faculty, staff and students with obtaining licensed childcare—on and off campus.

AWARDS AND FUNDING
Periodic announcements about funding will be made via email. In addition, when planning for future funding, students may wish to monitor Rackham’s funding website and explore external funding options or those publicized through the joint department’s programs. Rackham has a detailed list of many fellowship and funding opportunities here: http://www.rackham.umich.edu/prospective-students/funding. Please note that the list of funding sources below is not an exhaustive list.

WGS Department Awards
These Rackham fellowships are awarded on a competitive basis by the DPC.

Humanities Research Candidacy Fellowship
For students in the humanities and humanities-related social sciences to decrease time toward degree. Usually awarded the first semester of candidacy for spring/summer and one fall or winter term. Support includes a stipend, tuition and fees, and GradCare. WGS deadline: Late February/early March.

Humanities Research Dissertation Fellowship
For students in the humanities and humanities-related social sciences to decrease time toward degree. Students must be completing their degree within seven years to be eligible for this fellowship. Support includes a stipend, GradCare for three terms (fall, winter, and spring/summer), and tuition for two terms, usually fall and winter. WGS deadline: Late February/early March.

One-Term Dissertation Fellowships
To speed the process of completing the dissertation and to fund the defense term. Awarded at the writing stage of the dissertation. Students must have filed a dissertation committee with Rackham. Support includes stipend, tuition and fees, and GradCare. Receipt of a one-term fellowship, sometimes called
“finishing grants,” means the student will be ineligible for any additional funding from WGS or from the University. Due to the limited number of WGS one-term fellowships, and the possible availability of these fellowships through our partner units, students are strongly encouraged to consult with the WGS Graduate Program Coordinator about anticipated needs well in advance of submitting an application. WGS deadlines: October and mid January

Dorothy McGuigan Graduate Prize (awarded by the DPC)
For the best essay written by a graduate student on an interdisciplinary WGS topic. Includes an award of approximately $750. WGS deadline: mid February

WGS Department-Nominated Awards
These awards are administered by Rackham; each unit is invited to nominate candidates. Students submit applications to the DPC, which will decide on the final nominee(s). Again, please note that the list below is not exhaustive. Joint PhD students are encouraged to seek nomination via the Women’s and Gender Studies Department, but may also seek nominations via their other department. http://www.rackham.umich.edu/prospective-students/funding

Rackham Predoctoral Fellowship – up to 3 departmental nominees
For outstanding students who will complete the dissertation in the year in which they hold the fellowship and who will complete the doctorate within six years of beginning their program. Fellowship includes a stipend, tuition and fees, and GradCare for 12 months. Rackham deadline: mid January; WGS deadline: November

International Student Fellowship – up to 2 departmental nominees
For students in their second or third term of study who are neither US citizens nor permanent residents. Fellowship awards of $10,000 can be used as a stipend or for tuition. Rackham deadline: mid October; WGS deadline: late September

Outstanding GSI award – up to 2 departmental nominees
For students who have demonstrated exceptional ability and creativity as teachers; continuous growth as teachers; service as outstanding mentors and advisors to students and colleagues; growth as scholars. Students must have served as GSIs for at least two terms. The award includes an honorarium of $1000. Rackham deadline: mid-January; WGS deadline: November

Sweetland Dissertation Writing Institute – up to 4 departmental nominees
For students interested in writing dissertation chapters within a structured environment of support. For Spring term: six hours a day for eight weeks, includes an office and a stipend. WGS Deadline: early March

Institute for Research on Women and Gender (IRWG) Awards
Students apply directly to IRWG: https://irwg.umich.edu/funding

IRWG/Reading or Writing Groups
IRWG reading or writing groups provide a forum for interdisciplinary exchange about a topic. Group participants may plan events or collaborative research projects, or simply use the time and space provided for discussion. Reading or Writing Groups are organized by U-M faculty and/or graduate students and may continue from year to year. IRWG provides meeting space in Lane Hall and some administrative support for these groups. Deadline: rolling

IRWG/Rackham Community of Scholars: https://irwg.umich.edu/funding/irwgrackham-community
For graduate students planning or conducting research, scholarship, and/or creative activities focusing on women and gender. Each awardee participates in a weekly seminar during May and June and offers a public presentation of their work during the Fall semester. Fellowships are for the 4 summer months. Fellowship includes a stipend and GradCare if student has no other coverage. **Deadline: late fall term**

**Boyd/Williams Dissertation Grant for Research on Women and Work**
A dissertation grant award for research on women and work that promotes knowledge and enhances understanding of the complexities of women’s roles in relation to their paid and unpaid work. Includes a monetary aware. **Deadline: late fall term**

**U-M Fellowships for Women**

**Barbour Scholarship** – 1 nominee
For women who are citizens of countries in the region extending from Turkey on the west to Japan and the Philippines on the East. Students must not be a permanent resident or citizen of the US; must not be married to a permanent resident or citizen of the US; must intend to return to their native country upon receipt of degree and devote themselves to a professional career, and must have completed two full terms of graduate work at UM. Scholarship includes a stipend for Fall and Winter, tuition and fees, and GradCare. **Rackham deadline: early January; WGS deadline: November**

**Susan Lipschutz, Margaret Ayers Host and Anna Olcott Smith Awards** – 1 nominee
For women graduate students pursuing a doctoral degree in any Rackham program who have achieved candidacy and have demonstrated particular commitment to their community and the university. Includes a stipend. **Rackham deadline: early February; WGS deadline: November**

**CEW’s Mary Malcomson Raphael Fellowship** – 1 nominee
For women graduate students in the humanities or social sciences who have completed at least two terms at U-M. Students must demonstrate academic excellence and capacity for intellectual growth; clarity of scholarly and professional goals; potential to make a contribution of exceptional usefulness to society. Application includes a financial need statement. Stipend is dependent on student-generated budget. **CEW deadline: February; WGS deadline: January**

**Barbara A. Oleshansky Award** (for Psychology students)
To assist outstanding women graduate students who demonstrate financial need. Students apply directly to the Psychology Department. **Psychology deadline: mid-fall term**

**Other University Awards**
Students apply directly to the fellowship program. Here is a partial selection of all the potential awards advertised throughout the academic year.

**Institute for the Humanities** – Graduate Student Fellowships
The Institute for the Humanities promotes interdisciplinary research and discussion in the humanities and the arts. Graduate student fellows are in residence for 10 months and attend a weekly two-hour Fellows seminar. Students must have achieved candidacy. They must demonstrate interest in interdisciplinary work in terms of the breadth of their academic experience and the dissertation project. The dissertation project must include humanities content. Former or current holders of the Rackham Predoctoral Fellowship are not eligible. Fellowship includes a stipend for 10 months beginning either July or September, tuition and fees for two terms, and GradCare. **Deadline: early January**
Sweetland Center for Writing Fellows Seminar

The Sweetland Center for Writing Fellows Seminar brings together faculty and experienced GSIs committed to the integration of writing into their courses. Fall term is a seminar; Winter term involves teaching Eng 125. **Deadline: February**

External Sources of Funding

There is a wide range of external funding sources, many of which are advertised via email to all WGS students throughout the academic year (e.g., Fulbright, FLAS, International Institute). Your disciplinary department may also send out funding announcements specific to your discipline (e.g., NSF).

LSA CONTINUOUS ENROLLMENT TUITION-ONLY FELLOWSHIPS (TOF)

Tuition-Only Fellowships (TOFs) are intended for students who are working on their dissertations, but are not in residence or employed by the University. They are governed by the following LSA policies:

- Tuition-Only Fellowships may only be used by students in good standing who have attained candidacy. Students must have attained candidacy by the beginning of the semester in which the TOF is taken. TOFs only cover tuition and provide GradCare eligibility. Students will be responsible for covering all term registration costs and fees.
- TOFs will cover 8 credits of WGS 995 registration for students in the designated semester. TOFs cannot be used during semesters when candidates hold a GSI/GSSA/or GSRA appointment. Candidates may not use a TOF in the term of their dissertation defense. Funding possibilities for this final term include applying for a GSI position, applying for a Rackham One-Term Dissertation Award, or other sources of internal or external funding.
- Students on approved Leaves of Absence or Extramural Study status are not eligible for TOFs.

The Women’s and Gender Studies Department allocates Continuous Enrollment Tuition-Only Fellowships according to these principles:

- Only those students making satisfactory academic progress will be eligible for a TOF. TOFs will be awarded exclusively to students who will be working towards their degree during the term of fellowship.
- TOFs will not be available to students who appear to be delaying the completion of their degree for personal or professional reasons.

The Women’s and Gender Studies Department will award Continuous Enrollment Tuition-Only Fellowships based on:

- The completion of an Annual Progress Report, which will be the basis of the Women’s and Gender Studies Doctoral Programs Committee’s determination that a student is making satisfactory progress. The submission of a timeline to degree progress plan that has been set by the student and endorsed by their dissertation chair or advisor. The student must remain on that schedule to be eligible for TOFs in subsequent semesters. Should the timeline need to be adjusted, a detailed explanation and a revised timeline must be submitted by the student and endorsed by their dissertation chair or advisor. The submission of the application form with the signature of the advisor. The form is due to the WGS Department prior to the term in which the student wishes to use the TOF. The deadline for Fall term is July 15; the deadline for Winter term is November 15.

WOMEN’S AND GENDER STUDIES RESEARCH LIBRARIAN

Meredith Kahn, the Women's and Gender Studies Research Librarian, is available to serve your research related and pedagogical needs on a year-round basis. If you are working on a project or need dissertation related help, please feel free to contact Meredith online at [http://guides.lib.umich.edu/women](http://guides.lib.umich.edu/women).

MICHIGAN EXPERTS

[Michigan Experts](http://guides.lib.umich.edu/women) is a searchable database of research expertise across disciplines from several
schools/colleges or institutes at the University of Michigan. It has been developed to foster intramural and extramural collaborations, and interdisciplinary research to expand knowledge. While this tool is not comprehensive of all faculty members, nor exhaustive of individual productivity or expertise, it offers a rich representation of research talent and knowledge within the preeminent research enterprise at the University of Michigan. You can search the database by concept, individual name, or “free text” excerpt (such as an abstract or RFA) to discover researchers, understand research expertise, and visualize connections among researchers. There are many individuals in Michigan Experts with Women's and Gender Studies listed as an affiliation.

**COMPUTING, TECHNOLOGY, AND DATA RESOURCES ON CAMPUS**

**Videoconferencing**
LSA’s Instructional Support Services (ISS) supports the use of Zoom and BlueJeans videoconferencing cloud service. U-M has a subscription to these services, which are functionally superior to Skype. BlueJeans and Zoom can be used for everything from classroom teaching to dissertation defenses. Students who are in an employee role at the university (e.g., GSIs) can get their own free U-M affiliated account. Other students can request support from ISS or from WGS staff. If you need to use videoconferencing in Lane Hall, please contact the Graduate Program Coordinator instead of ISS. The grad coordinator will work with the Lane Hall IT consultant to ensure that your videoconferencing needs are met.

**Technical Training**
U-M Information and Technology Services connects students, faculty, and staff to workshops, documentation, and support for a wide range of software, hardware, and services. Over 150 workshops are held each term. A complete list of offerings is available online. These include free U-M memberships for Codecademy, lynda.com, M+Box, etc. as well as access to U-M’s Digital Media Commons: [http://www.itcs.umich.edu/education/](http://www.itcs.umich.edu/education/). LSA IT has its own live Google doc that outlines many additional resources available to graduate students. These resources include statistics databases, survey collection tools, and software. You can access the Google doc online.

**Teaching & Technology Collaborative**
The Teaching and Technology Collaborative (Teachtech) works to help U-M faculty and instructors learn and incorporate technology into teaching and research through workshops and consultations. Their member consultants and their representative units work together to connect you to a wide variety of services and experts from across the U-M campus.

**Knowledge Navigation Center**
The Knowledge Navigation Center is a center for learning how to use technology in your coursework, teaching, or research. The center, operated by the University Library, is free of charge and open to anyone. You can drop in for assistance, or you can call ahead to make an appointment.

**Center for Statistical Consultation and Research (CSCAR)**
CSCAR provides support and training to U-M researchers in a variety of areas relating to the management, collection, and analysis of data. CSCAR also supports the use of technical software and advanced computing in research. The scope of CSCAR support is broad, including formal statistical analysis, data visualization, predictive modeling, data mining, management of large data sets, geographic information systems, qualitative data analysis, and text analysis, among other areas. For more information, upcoming workshops, and consulting appointments, visit the [CSCAR website](http://www.itcs.umich.edu/education/).

**Summer Program in Quantitative Methods of Social Research (ICPSR)**
The ICPSR Summer Program provides basic and advanced training in a wide range of methodologies and technologies for social science research. Courses emphasize the integration of methodological strategies with the theoretical and practical concerns that arise in research on substantive social issues.
Summer Institute in Survey Research Techniques (SRC)
The Summer Institute in Survey Research Techniques is a teaching program of the Survey Research Center at U-M’s Institute for Social Research. The summer courses are select offerings from the Michigan Program in Survey Methodology, and can be used to pursue a doctorate, master of science and a certificate in survey methodology.

Lane Hall IT Support
You can use any of the following methods to request IT support:
- Phone: 734-615-0100
- Email: LSATechnologyServices@umich.edu
- Walk-in locations: 1069 East Hall (Temporarily by Appointment Only)
- Web-Form: Request a Service

WRITING HELP
The Sweetland Writing Center offers face-to-face writing help for graduate students in Writing Workshop. This service allows you to meet by appointment one-to-one with an experienced faculty consultant for a 30-60 minute session at any stage of writing, from getting started to final revisions. You can get help with understanding assignments, generating ideas, developing arguments, organizing and structuring, using evidence and sources, and clarifying your expression. Consultants are trained to help with writing assignments for a course, dissertation chapters, conference papers, articles, grant proposals, and/or fellowship applications: http://www.lsa.umich.edu/sweetland

In addition, the Sweetland Dissertation Writing Institute offers support for dissertation chapter writing within a structured environment during the Spring term. (See section on WGS nominated awards.)

Funding for Writing Support
If a student finds they need help beyond what Sweetland can offer, they may request funding from WGS for writing help. In most cases, the student’s yearly WGS Travel and Research grant will be used for this purpose. If you have questions, please contact the WGS Graduate Program Coordinator.

CENTER FOR RESEARCH ON LEARNING AND TEACHING (CRLT)
CRLT offers programs and services designed to support graduate students in all stages of their teaching careers from training for their first teaching experiences through preparation for the academic job market. CRLT’s services for grad students are generally open to you whether or not you are teaching. Commonly-utilized programs include the campus-wide GSI Teaching Orientation (required for all first-time GSIs), the U-M Graduate Teacher Certificate, individual consultations on teaching and learning, and the Preparing Future Faculty seminars. CRLT employs a number of staff with academic backgrounds in gender studies who understand the challenges of feminist and anti-racist pedagogy; they can observe you teach, meet with your class, hold mid-semester evaluations, and discuss any challenges you may be facing.

RACKHAM GRADUATE SCHOOL
Your main portal to the full range of Rackham’s resources for graduate students is https://rackham.umich.edu/rackham-life/

NEGOTIATING CRISIS AND CONFLICT
Sometimes the challenges of a doctoral program can be too complex or too much to handle on your own. Your first step in soliciting help should always be the WGS Grad Coordinator, who will confidentially help you navigate whatever problem you are facing. She may suggest involving the WGS DGS or your faculty advisor. If you prefer to discuss any issues with someone outside the department, there are several options, particularly
if you wish to pursue some form of mediation:
Rackham provides mediation: https://rackham.umich.edu/rackham-life/conflict-resolution-and-student-grievances/
You can also avail yourself of the Office of Student Conflict Resolution: https://oscr.umich.edu/

SEXUAL AND GENDER BASED HARASSMENT, DISCRIMINATION, AND ABUSE
A comprehensive description of resources related to the University’s Sexual Misconduct Policy is available here: https://studentsexualmisconductpolicy.umich.edu/content/policy-statement
You can report an incident here: https://studentsexualmisconductpolicy.umich.edu/report-an-incident
For confidential help, contact the Sexual Assault Prevention and Awareness Center (SAPAC): https://sapac.umich.edu/
Please note that while your faculty advisor is probably a confidential resource, the DGS, Graduate Coordinator, Department Chair, and Chief Administrators are all “Responsible Employees” who must refer any allegations of harassment, discrimination, or abuse to the Office of Institutional Equity (OIE).

PROFESSIONAL DEVELOPMENT
U-M provides a variety of professional development resources for graduate students that foster skills for both academic and non-academic careers. Rackham and LSA, in particular, have developed robust programming and support for exploring a variety of careers. See:
Rackham Professional Development: http://www.rackham.umich.edu/current-students/graduate-student-success/pd
The Humanities PhD Project: https://sites.lsa.umich.edu/humanities-phd-proj/category/public-humanities/ U-M Career Center: http://careercenter.umich.edu/content/masters-phd-students

ACADEMIC MISCONDUCT
Your research and writing, as well as that of your students, are governed by the LSA academic misconduct policy: https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html

Some additional helpful contacts:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions, applications, fees, I-20s, and DS 2019s.</td>
<td>(734) 764-8129</td>
<td><a href="mailto:rackadmis@umich.edu">rackadmis@umich.edu</a></td>
</tr>
<tr>
<td>Academic degree requirements, records, dissertations</td>
<td>(734) 763-0171</td>
<td><a href="mailto:oard.questions@umich.edu">oard.questions@umich.edu</a></td>
</tr>
<tr>
<td>Academic policies and procedures</td>
<td>(734) 764-4400</td>
<td><a href="mailto:rackhamdeansinfo@umich.edu">rackhamdeansinfo@umich.edu</a></td>
</tr>
<tr>
<td>Changes to current term registrations</td>
<td>(734) 763-5174</td>
<td>U-M Registrar: <a href="mailto:registrar@umich.edu">registrar@umich.edu</a></td>
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<tr>
<td>Changes to prior term registrations</td>
<td>(734) 763-0171</td>
<td><a href="mailto:oard.questions@umich.edu">oard.questions@umich.edu</a></td>
</tr>
<tr>
<td>Conflict resolution, student concerns and problems</td>
<td>(734) 615-3682</td>
<td><a href="mailto:rackhamdeansinfo@umich.edu">rackhamdeansinfo@umich.edu</a></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>(734) 764-8312</td>
<td>Counseling and Psychological Services website</td>
</tr>
<tr>
<td>Service</td>
<td>Phone Number</td>
<td>Email Address</td>
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<tr>
<td>24 Hour Crisis Line</td>
<td>(734) 996-4747</td>
<td>U-M Psychiatric ER</td>
</tr>
<tr>
<td>Dean’s Office</td>
<td>(734) 764-4400</td>
<td><a href="mailto:rackhamdeansinfo@umich.edu">rackhamdeansinfo@umich.edu</a></td>
</tr>
<tr>
<td>Facilities (Rackham room scheduling and assistance)</td>
<td>(734) 764-8572</td>
<td><a href="mailto:facsched@umich.edu">facsched@umich.edu</a></td>
</tr>
<tr>
<td>Fellowships (Rackham), student funding sources</td>
<td>(734) 764-8119</td>
<td><a href="mailto:flwships@umich.edu">flwships@umich.edu</a></td>
</tr>
<tr>
<td>Institutional research and reporting</td>
<td>(734) 615-3654</td>
<td><a href="mailto:rackhamir.questions@umich.edu">rackhamir.questions@umich.edu</a></td>
</tr>
<tr>
<td>Student employment at Rackham</td>
<td>(734) 647-5927</td>
<td><a href="mailto:rackhamhr@umich.edu">rackhamhr@umich.edu</a></td>
</tr>
</tbody>
</table>
Please Note: This timeline notes typical progress through the program for students entering in Fall 2021. Your schedule may differ, depending on individual circumstances and when certain courses are offered.

**First Year**

**Fall**
- WGS 501 – Women’s and Gender Studies
  Proseminar
- ENG 520 - Intro to Graduate Studies
- WGS 530 – Feminist Theory
- 2 Electives in Eng or WGS

**Winter**
- WGS 502 – Feminist Exposures
- WGS 601 – Feminist Methods
- 2 Electives in Eng or WGS
- Complete Annual Progress Report
- By the end of this term, you should also complete:
  - at least one language requirement
  - at least one WGS elective
  - at least one Eng 800-level

**Second Year**

**Fall**
- Third-term Review
- 3 Electives in Eng or WGS
- GSI for WGS

**English MA requirements** should be met
- 30 total credits (GPA of B or higher)
- 24 Eng credits (grades of B- or higher)
- 6 WGS credits (grades of B- or higher – cannot bring GPA below a B)
  (WGS courses count as the “cognates” for the English MA)
- Language requirement started (one advanced or one basic)

**Winter**
- 3 Electives in Eng or WGS
- GSI for WGS
- Prelim reading list due May 1
- Select an Exam Chair & Committee
- Update Annual Progress Report

**Third Year**

**Fall**
- ENG 695–Pedagogy
- Eng or WGS 990 (for pre-candidates)
- One additional Eng or WGS course (could be final Eng 800-level course or WGS elective)
- GSI for English

**Winter**
- Eng or WGS 995
- Prelim: oral exam (preferably by Jan 31; no later than April 1)
- English Prospectus Writing Workshop (1 credit; course number TBD)
- Pre-Prospectus due to English by April 1
- GSI for English
- Update Annual Progress Report
- Complete required courses (2 800-level courses)

**Fourth Year**
- Eng or WGS 995 (8 credits)
- Prospectus and bibliography due Sept 15
- WGS 891 (3 credits); schedule committee discussion by Dec. 15
- GSI or Fellowship
- Update Annual Progress Report

**Fifth Year**
- Eng or WGS 995 (8 credits)
- Continue work on the dissertation
- GSI or Fellowship
- Update Annual Progress Report

**Sixth Year**
- Eng or WGS 995 (8 credits)
- Jobseekers program and job search
- GSI or Fellowship
- Attend Rackham Pre-Defense Meeting
- Defend and complete dissertation
- Attend Rackham Post-Defense Meeting and file completed dissertation
English & Women’s and Gender Studies Requirements Checklist

Women’s and Gender Studies Coursework – 20 credits

- WGS 501 completed (1 credit): completed
- WGS 502 Completed (1 credit): completed
- WGS 530 completed: completed
- WGS 601 completed: completed
- WGS 891 completed: completed
- 3 required electives: completed
  completed
  completed

English Coursework – 25 credits

- Eng 520 completed:
- Eng 695 completed:
- 800-level completed:
- 800-level completed:
- Prospectus Writing Workshop (1 credit) completed
- 4 required electives: completed
  completed
  completed
  completed

Language Requirement – 2 basic or 1 advanced

Two Basic One Advanced

MA in English Requirements – completed fall or winter 2nd year

- 30 credits total
- 24 credits in English
- 6 credits from cognates (should be WGS coursework)
- Language requirement (one basic or one advanced)

Candidacy Requirements – completed by August following 2nd year

- 3rd Term Review (fall, year 2)
- Language requirement (2 basic or 1 advanced)
- two Eng 800-level courses
- Completion of 8 hours training in Responsible Conduct of Research and Scholarship
- 36 Credits (must include the required WGS and English course work: WGS 501, 502, 530, 601, Eng 520 and two 800 level English courses)
- GPA of B or higher
Other Requirements

- 3rd Eng 800-level in fall term of 3rd year (if not already taken);
- Prelims reading list (due May 1, year 2)
- Prelims oral exam (winter, year 3)
- Pre-Prospectus (April 1, year 3)
- Dissertation prospectus defense (due September 15, year 4)
- Dissertation committee filed with Rackham
- Dissertation defense and completion

PhD Program in Women’s and Gender Studies and English

ADVISING

The WGS Director of Graduate Studies is the primary advisor for first-year Joint PhD students and typically teaches WGS 501 and 502. The DPC liaison is considered a secondary advisor for first-year students. This person is familiar with both sets of requirements and should also be helpful in negotiating your path through the joint program. In English, students should aim to choose an advisor other than the WGS Director of Graduate Studies by the end of their first year; this faculty member will become the student’s primary advisor during their second year and, if all goes well, beyond. The English 520 (Introduction to Graduate Studies) instructor is also considered to be an English advisor. All fourth and fifth year students will be advised by their dissertation chairs or co-chairs. In all years, the WGS DGS continues to be an important resource. Students should know, however, that changes in advisors are common, even between the prelims and the dissertation; our primary goal is for students to be well served by their advisors; those who are struggling with mentoring relationships are encouraged to speak to the DGS or DPC liaison.

LANGUAGE REQUIREMENTS

PhD students in English and Women’s and Gender Studies must demonstrate either a basic proficiency in two foreign languages or an advanced proficiency in one. These requirements may be satisfied through coursework or by passing a departmental examination (graded on a pass/fail basis). There are two levels of language proficiency:

- BASIC-- equivalent to four semesters of college coursework
- ADVANCED -- equivalent to six or more semesters of college coursework

The language requirements must be satisfied on the U-M campus during the student's graduate course of study.

If a student's native language is one other than English but English is the student's primary language (i.e., the language of schooling), that student may take either a basic or an advanced examination in the native language. If a student's primary language is not English, we can waive the advanced examination, thus fulfilling the language requirement for that student.

THIRD TERM REVIEW

In the fall, the English department initiates a review of each second-year student's entire academic performance thus far. This review consists of a review of academic materials, an interview with a panel of three or four faculty members, and a recommendation by the panel to the Third Term Review Committee, which then completes a written report determining whether a student should continue in the joint PhD program. The three to four person faculty panel includes the English 3rd Term Review Committee Chair and the English/Women's and Gender Studies Departmental Liaison (typically, the WGS DPC member) who is appointed by the Chair of English; an additional representative from WGS is also sometimes appointed to the review committee, by the WGS chair or DGS. This sub-committee meets individually with each joint student, and then meets with the entire English Third Term Review committee; any lingering issues are discussed and a report is sent to the student. Students are invited to discuss the report with either or both graduate chairs.

The Third Term Review serves some of the same functions as the comprehensive or qualifying examinations.
often found in other programs. Taking into account this program's early candidacy requirement, Rackham treats the review as a necessary component of a student’s qualification for candidacy. In addition to its constructive advice and counseling, the review also serves as the point at which a student is granted or denied permission to continue in the program. We begin with the presumption that every student matriculated into the program is capable of passing through this review without difficulty.

Because the Third Term Review serves as the milestone for advancing to candidacy, if the Third Term Review Committee determines that the student’s work falls significantly below program expectations, a student may fail the review. This failure instigates either academic probation or dismissal from the program at the end of the Fall term of the second year. Any recommendations for probation or dismissal must be approved by both the English Department Graduate Chair and the WGS Doctoral Programs Committee.

A student who fails the Third Term Review and is placed on academic probation will be informed in writing of the specific requirements and expectations that must be met at the end of the Fall term to return to good academic standing. These requirements may include a second Third Term Review meeting. The student will meet with the WGS DGS and the chair of the Third Term Review Committee to discuss the requirements and expectations, as well the process by which these will be evaluated. A student who has not met these requirements by the end of Winter term of the second year of the program will be dismissed from the program.

Academic Advisement
In addition to serving as a qualification for candidacy, another purpose of the Third Term Review is to provide forthright response and counseling about the student’s early professional orientation, and to ensure that each student has begun to plan for the rest of their program in ways that are responsible, viable, practical, and professional. The Review will affirm strengths and, where necessary, identify weaknesses to be remedied. It is best to plan ahead during your first year with this review in mind; it is important, for instance, to seek out and receive forthright evaluation and advice from your instructors about the quality and direction of your work. Don’t avoid the professor who seems reserved about your classroom contributions—find out why and do your best to benefit from their constructive advice and criticism. You should also select courses thoughtfully, attempting to achieve, if possible, a balance between work in your intended area of concentration and in areas previously unfamiliar to you. The Review panel will consider breadth and reasonable coverage in coursework and the student's familiarity with the disciplines of Women’s and Gender Studies and English generally, as well as quality of work and plans for subsequent specialization.

Academic Materials
The materials considered in the Third Term Review include:
• academic records (graduate and undergraduate)
• brief written evaluations from all first-year instructors
• an unrevised essay chosen by the student from among those written in a first-year course •
  a brief written statement by the student about future plans.
Students must submit the unrevised essay as well as the written statement to the English Graduate Office by early August prior to their second year.

PRELIMS
The Prelim is a two-hour oral exam covering two fields (often subdivided into separate areas) that must completed by January 31 of the third year of the PhD program. When defining their fields, students are advised to delineate two broad areas in which they are committed to doing major research and teaching. Committee members and students should approach these fields as areas in which the candidate will need to be proficient in order to interview for academic and/or humanities careers, to teach in their professionally defined area of expertise, and to do research for the dissertation. The purpose of the two field exam is to assess such competence and to determine whether the student has achieved it. Passing the exam will
constitute a statement of qualification by the committee that is addressed to the student, to the department, and to the profession. Passing the exam will also qualify the student to proceed with the next stage of the program, namely the pre-prospectus and prospectus.

The English Graduate Office has extensive files of previous lists for students to consult in compiling their own lists. These lists are also available in the following section of the English Department website (User login required): User Services: Resources: Graduate Mentoring Resources: English Department Forms.

The student’s Prelims committee should be interdisciplinary and composed of three or four members. Its composition should be aimed toward relevant disciplinary and interdisciplinary expertise as well as representation from both units. Ideally, the committee will include at least:

- one member with a budgeted appointment in WGS but not English
- one member with a budgeted appointment in English but not WGS
- one member with relevant expertise from either department or who is jointly appointed in WGS and English

Students may also include relevant faculty from other units on their committees. Please contact the WGS Graduate Coordinator with questions.

Each faculty member has a responsibility not to allow leaves/sabbaticals to have a negative effect on a student’s timetable for taking preliminary exams.

A student who fails their preliminary exams has the opportunity to retake the exam a second time. The Prelims committee chair, in consultation with the DGS from both departments, will set a date by which the student must re-take and pass the prelim exam. A student who does not pass the exam the second time will be placed on academic probation. The DGSs from both English and Women’s and Gender Studies will inform the student of the date by which they must successfully pass the prelims in order to return to good academic standing; if the student has not passed the exam by this date, they will be dismissed from the program.

**DISSERTATION PRE-PROSPECTUS, PROSPECTUS, and WGS 891**

In Winter term of the third year, the student registers for the Prospectus Writing Workshop (1 credit) offered through English Language & Literature. The student submits a copy of their pre-prospectus to both English and WGS by April 1, and they submit a copy of their prospectus to both units by Sept. 15.

**Pre-Prospectus:** The pre-prospectus is a preliminary plan of the dissertation that is approximately 5-8 double-spaced pages plus a bibliography. The pre-prospectus should articulate the central question and purpose/stakes of the dissertation, explain how the dissertation will participate in and contribute to particular scholarly conversations and/or debates, and begin to identify the primary materials that the dissertation will explore and the methods through which it may do so. By April 1, the dissertation chair should email the Graduate Office in English and in Women’s and Gender Studies to signal approval of the pre-prospectus.

**Prospectus:** The prospectus is a full plan for the dissertation, including descriptions of anticipated chapters. By Sept. 1, the student provides a copy of the prospectus to all members of their committee, and by Sept. 15, the dissertation chair and one other member of the committee should email the Graduate Office in English and in Women’s and Gender Studies to signal approval of the prospectus.

**WGS 891:** WGS 891 is an independent study that offers students an opportunity to draft a first chapter under the guidance of their dissertation committee. In Fall term of the fourth year, the student registers for WGS 891 (3 credits) under the INDI (individual instruction) number of the committee chair and schedules a two-hour discussion of the 891 draft with their full committee by the end of the fall term. This discussion serves as the preliminary examination in WGS and provides the student with formative feedback on their draft from
each member of their committee. The chair of the committee then assigns the student a letter grade for WGS 891.

Under exceptional circumstances, these deadlines can be extended upon the approval of the committee chair and WGS DGS.

**TRANSFERRING CREDITS**

All proposals to satisfy program requirements using coursework from a program outside University of Michigan must be discussed with the Director of Graduate Studies in both Women’s and Gender Studies and your department. Graduate credits cannot be transferred to the PhD, although they can be used to count toward a master’s degree. In addition, graduate work done elsewhere may in some circumstances be used to satisfy some PhD program requirements, although the courses for which transfer credit is granted will not appear on the University transcript.

In English, you may transfer a **maximum of 6 graduate credit hours** for English courses taken at other institutions, not used as credit toward another degree. These credits may not satisfy 800-level seminar requirements unless approved by the Director of Graduate Studies in both Women’s and Gender Studies and the English department. Transfer credits may not be used to satisfy the language requirement. Paperwork to transfer credits should be submitted at the same time as the application for the MA is submitted.

**ACADEMIC PROBATION AND DISMISSAL POLICY**

**Satisfactory academic progress and academic probation**

**Academic Probation for GPA below 3.0**

At the end of any term in which a student’s cumulative GPA falls below a B (3.0 on a 4.0 point scale), the Graduate School will place a notation of “unsatisfactory academic standing” on the student’s academic record. In accordance with Rackham’s policy on academic standing (**section 4.7.2**), the student will also be placed on academic probation. If by the end of the following term the student’s GPA does not meet the required 3.0 GPA, they are subject to dismissal from the program.

Please note that, as per Rackham policy, a student with unsatisfactory academic standing may not advance to candidacy and will not be awarded a degree or graduate certificate.

**Academic Probation for Failure to Pass the Third-Term Review or Prelims**

Failing either the Third-Term Review or Prelims constitutes grounds for academic probation; in some cases, failing the Third-Term Review may result in dismissal from the program. Please see the sections of the Grad Handbook concerning these milestones for more information.

**Additional Grounds for Academic Probation**

Subject to the procedure outlined below, a student may also be placed on academic probation if they do not complete coursework and other requirements (including language requirements, 800-level seminar requirement, and program milestones) in a timely way, or if they do not otherwise make satisfactory progress as outlined in the year-by-year summary of the program in the PhD handbook. Please see the handbook for the annual criteria for satisfactory progress. Grounds for probation include: failing the Third-Term Review or Prelims [please see the handbook concerning these milestones for further information]; failing to meet deadlines for program milestones (including deadlines for the prelims reading lists, prelim exam, pre prospectus, and prospectus); and failing to make demonstrable progress in research or writing of the dissertation.
Failing to meet one’s teaching obligations can also be grounds for probation, insofar as teaching is integral to the doctoral program and to one’s professional development. In addition to completing the appropriate training, teaching obligations include: preparing for class, holding office hours, responding in a timely way to student assignments, and arranging for an alternative instructor in the rare case that class must be canceled more than once in a term. Academic probation on these grounds (grounds other than a GPA below 3.0) is determined through the following procedure:

The DGS or the student’s advisor may recommend that a student be placed on probation on the basis of one or more of the grounds outlined above. The recommendation is then reviewed by the Graduate Advisory Committee (GAC), which makes the final determination. If the student is in the Joint Program for English and Women’s and Gender Studies, the DGS of WGS participates in the GAC discussion and decision as a voting member.

If the GAC places the student on academic probation, the student will be informed in writing. This letter will identify the requirements and expectations that must be met in order for the student to return to good standing. Students have until the end of the term or two calendar months, whichever is longer, to meet the criteria established by the Graduate Advisory Committee. If a student is placed on probation within two months of the end of the winter term, the probationary period may include the spring or summer half-terms or the following fall term, as per the determination of the GAC. A student may be placed on probation starting in the spring or summer half term for a minimum of two months and does not need to be enrolled during these half terms.

Notification of Academic Probation or Dismissal
When a student is placed on academic probation, the DGS notifies the student and Rackham OARD in writing before the probationary period begins, explaining the reasons and conditions of probation; the start and end dates of the probationary period; funding support; requirements for returning to satisfactory standing; and options for appeal (see below). A student who has been placed on probation may request a leave of absence from Rackham or withdraw (sections 2.2.2, 2.2.3). The leave or withdrawal will stop the clock on the probationary period, which resumes when the student returns to active status or is reinstated. Probation will remain in effect until the requirements outlined in the DGS’s written communication are met; if the GAC determines that the requirements have not been met during the probationary period, the student may be dismissed.

A student on academic probation retains their funding during the probationary period. [If a student withdraws or takes a leave of absence, they will not receive funding, as is the case with withdrawal or leave under other circumstances]. A student dismissed from the program will receive no further funding.

Dismissal
A student who has not returned to good academic standing by the end of the probation period may be dismissed from the program. The decision to dismiss a student is made by the Graduate Advisory Committee, or, for a Joint Program student, the GAC and the DGS of WGS.

Poor academic standing is not the only cause for dismissal from the graduate program. Students who fail to meet standards of academic or professional integrity or who have been found responsible for violations of other University standards of conduct may be dismissed in accordance with separate procedures described in Rackham Academic and Professional Integrity Policy (section 11).

Option to appeal academic probation or dismissal
A student may appeal probation or dismissal. If the student disputes the grounds for the decision, the student should submit a letter of appeal to the department chair that includes a statement of their current status and
progress to the degree, as well as the basis of their appeal. The Chair names a committee of three faculty members who are not members of the GAC to review the appeal. For students in the Joint Program for English and Women’s and Gender Studies, this committee will include at least one member with a budgeted appointment in Women’s and Gender Studies.

If a student believes the program or department has deviated from its probation and dismissal policy, or that they have otherwise been treated unfairly or unequally, they may appeal through the Graduate School’s Academic Dispute Resolution process. This process cannot be used to appeal academic grounds for probation or dismissal; it may only be used to appeal on procedural grounds.

FACULTY AFFILIATED WITH THE WOMEN’S AND GENDER STUDIES AND ENGLISH DOCTORAL PROGRAM

The faculty listed below are all eligible to serve as representatives of WGS for purposes of advising and graduate student committee service. Other gender studies faculty might also be appropriate, depending on the circumstances. If you have any questions about a faculty member’s eligibility, please consult the DGS. For a listing of all Women’s and Gender Studies faculty members, please review the website; for a listing of all English faculty, please review this website.

Professors
David Gold
Sandra Gunning
David Halperin
June Howard
Petra Kuppers
Adela Pinch
Cathy Sanok
Valerie Traub

Assistant Professors
Ruby Tapia
Andrea Zemgulys

 Associates
Larry La Fountain-Stokes
Victor Mendoza
Megan Sweeney

Other Gender Studies Faculty in English
Anne Ruggles Gere
Aliyah Khan
Madhumita Lahiri Aida Levy-Hussen
Supriya Nair
Susan Najita
Alisse Portnoy Yopie Prins
Terri Tinkle
### Recommended Progress

**HISTORY AND WOMEN’S AND GENDER STUDIES**

**Please Note:** This timeline notes typical progress through the program for students entering Fall 2021. Your schedule may be slightly different depending on individual circumstances and when certain courses are offered.

#### First Year

**Fall**
- WGS 501 – Women's & Gender Studies Proseminar
- WGS 530 – Feminist Theory
- HIST 615 – Introduction to the Comparative Study of History
- HIST 807- Graduate School and Beyond
- 1 Elective in Hist or WGS

**Winter**
- WGS 502 -- Feminist Exposures
- WGS 601 – Feminist Methods
- HIST 600-level studies course (HIST 611 for US history students)
- HIST 715 research seminar
- HIST 808 pedagogy seminar I
- Fulfill one language requirement
- Fulfill Responsible Conduct of Research and Scholarship (RCRS) requirement
- Complete Annual Progress Report

#### Second Year

**Fall**
- Graduate Student Instructor (GSI)
- Register for at least 6 credits
- 2-3 electives in Hist or WGS
- Hist 809 pedagogy seminar II

**Winter**
- Graduate Student Instructor (GSI)
- Register for at least 6 credits
- 1 or 2 electives in Hist or WGS
- WGS research seminar of your choice
- Hist 810 pedagogy seminar III
- Fulfill second language requirement
- History Review
- Update Annual Progress Report

#### Third Year

**Fall**
- GSI
- Register for at least 6 credits
- 1 or 2 electives in Hist or WGS
- If no more courses to take, register for 3 credits of HIST 900 for your main field, and 3 credits (each) of HIST 803 for your other 2 fields
- If not a GSI, and need no more courses, register for 1 credit of HIST 900
- Prelim exams (early)

**Winter**
- GSI
- Register for at least 6 credits
- Take any remaining electives
- If no more courses to take, register for 3 credits of HIST 900 for your main field, and 3 credits (each) of HIST 803 for your other 2 fields
- If not a GSI, and need no more courses, register for 1 credit of HIST 900
- Prelim exams
- Update Annual Progress Report

**Spring/Summer**
- Candidacy achieved
- Present prospectus in early Fall

#### Fourth and Fifth Years

**Fall & Winter:** HIST or WGS 995 (8 credits) · Dissertation research
- WGS 891: Fall of year 4 (write prospectus) or Fall of year 5 (write first chapter)
- Update Annual Progress Report

#### Sixth Year

**Fall & Winter:** HIST or WGS 995 (8 credits) · Attend Rackham Pre-Defense Meeting
- Defend and complete dissertation
- Attend Rackham Post-Defense Meeting and file completed dissertation
History & Women’s and Gender Studies Requirements Checklist

Women’s and Gender Studies Coursework – 20 credits

- WGS 501 completed (1 credit):
- WGS 502 Completed (1 credit):
- WGS 530 completed:
- WGS 601 completed:
- WGS 891 completed:
- 3 electives:
  - completed:
  - completed:
  - completed:

History Coursework

History 807 completed: ______________

Two Studies Courses
- Hist 615 completed:
- Hist 611 completed: OR
- Hist 600-level completed:

Seminar Courses
- Hist 715 completed:
- WGS research seminar completed:

Three Pedagogy Courses (1 credit each)
- Hist 808 completed:
- Hist 809 completed:
- Hist 810 completed:

Language Requirement
- Two Languages for non-US-ists One Language for US-ists

Candidacy Requirements – completed before fall of 4th year
- Language requirement
- Required History and Women’s and Gender Studies coursework, including electives (automatically fulfills Rackham’s 2 cognates rule)
- Hist 715 & WGS research seminar (two seminar courses)
- Favorable screening (4th term)
- Prelims completed by end of 3rd year
- Completion of 8 hours training in Responsible Conduct of Research and Scholarship
Other Requirements
- WGS 891 (fall of year 4 or year 5)
- Dissertation prospectus defended (end of term after candidacy achieved)
- Dissertation committee form filed with Rackham
- Dissertation defense and completion

PhD Program in History and Women’s and Gender Studies

ADVISING
The WGS Director of Graduate Studies is the primary WGS advisor for first-year Joint PhD students and typically teaches WGS 501 and 502. The DPC liaison is considered a secondary advisor for first-year students. This person is familiar with both sets of requirements and should also be helpful in negotiating your path through the joint program. In History, a student is assigned an advisor in the student’s field. Second and third year students in both departments are generally advised by their preliminary exam chairs. All fourth and fifth year students will be advised by their dissertation chairs. In all years, the WGS Graduate Director continues to be an important resource. Students should know, however, that changes in advisors are common, even between the prelims and the dissertation; our primary goal is for students to be well served by their advisors; those who are struggling with mentoring relationships are encouraged to speak to the DGS or DPC liaison.

4TH SEMESTER REVIEW
The fourth semester review is an assessment of a student’s progress in the joint program, and favorable review signifies the faculty’s confidence in the student’s potential and faculty commitment to assist the student toward completion of the PhD. It is a positive achievement that students must earn, not a mere formality. Normally, students are reviewed after three semesters of full-time enrollment; however, students who enter the joint PhD program with an MA in History may ask to be screened after the completion of two semesters of full-time enrollment.

The following academic requirements must be met before the review:
- one foreign language requirement fulfilled
- successful completion of History 615 (designated studies course)
- successful completion of History 715; the final version of the research paper should be submitted to the graduate committee
- successful completion of one additional 600-level studies course (History 611 for US-ists)
- GPA of 3.5 or higher (between B+ and A- on a 4-point scale). If your GPA is below this standard, the graduate committee may still recommend positive screening on the basis of significant improvement over time
- Three faculty members (at least two of whom are in the History Department and one of whom is affiliated with Women’s and Gender Studies) willing to serve on your prelim committee
- One History faculty member willing to chair the prelims committee
- One History faculty member willing to chair the dissertation committee
- Prelim fields defined

Role of Faculty Advisor
One key to successful review is effective and ongoing consultation between the student and the faculty advisor with whom they will be working on the preliminary exams and the dissertation. Together, they should begin planning for prelims, determining the student’s prelim fields and the appropriate faculty members to serve on the prelim committee as well as an anticipated schedule for taking prelims. Students should initiate this discussion by the beginning of the fall term of the second year by meeting with their advisor and subsequently with the other members of the anticipated prelim committee.
During the second year, History and Women’s and Gender Studies students are given a review checklist from the History Department and asked to complete information on requirements, including courses, cognates (please see below information regarding cognates), Responsible Conduct in Research and Scholarship workshops, language requirements fulfilled and prelims information. If students have grades of “I” or “Y,” they must provide a timeline for completion. The Review Checklist also asks each student to list members of a prospective prelims committee, define examination fields, and determine an anticipated date (month/year) for taking prelims. Three faculty members (at least two of whom must be in the History Department) must agree to serve on the prelims committee and one faculty member must agree to chair the dissertation committee. The main advisor or prelims chair must sign a form (available in the graduate office) approving the prelim committee and the fields. In addition, each faculty examiner must also initial the form, signifying a commitment to serve on the prelims committee. The History Director of Graduate Studies provides final approval of the form.

The Review Procedure:
To initiate the review process, second-year students must submit the following to the History Department grad office:

- A completed Review Checklist
- A copy of the 715 paper
- A narrative self-assessment of no more than 1,000 words, addressing the following issues:
  - How would you define the area(s) of expertise that you plan to obtain during your graduate career?
  - How would you characterize your accomplishments so far in acquiring that expertise?
  - What challenges or obstacles have you encountered so far in the PhD program?
  - What are your ideal career goals, and what options have you explored to broaden your career prospects?

In the meantime, professors with whom the student has worked are asked to evaluate their academic performance and capabilities, indicating "recommend without reservations," "recommend with reservations," "do not recommend," or "no basis for judgment." It is expected that at least two professors with whom the student has worked will select "recommend without reservations"

The Review Checklist, Hist 715 paper, self-assessment, faculty evaluations, first-year progress report, and transcript constitute the basis for the Review Meeting which takes place between mid-February and the end of March. The Review Meeting brings together 4-5 people: the student, the student's current faculty advisor(s), one member of the projected prelims committee who is in the History department, a representative from the History Graduate Committee, and a representative of WGS (usually the WGS DGS or DPC member). The composition of the committee will be decided in consultation with the student. The meeting will last for roughly an hour, with the faculty consulting on their own for the first 15 minutes before bringing in the student for a 45-minute collective discussion. The goal of the Review Meeting is to have a rigorous discussion of the student’s work-to-date, strengths and areas for improvement, and projected prelims committee. The Screening Meeting serves as a chance for the key faculty working with the student to highlight strengths and places for growth, especially skills that still need work in order to complete prelims and write a successful dissertation. If the student’s dossier and in-class performance (over the previous 3 semesters) raise concerns, the Review Meeting offers a chance to flag potential problems, talk explicitly about the skills needed to complete prelims and a dissertation and to draw up a plan for improvement if needed. The Review Meeting is also a moment to begin a discussion of the student’s post-Ph.D. professional trajectories and how their training is preparing them for the job market(s) they envision entering.

At the end of the Review Meeting, the Graduate Committee representative will fill out a form that offers a recommendation for screening (positive or negative) and provides comments on the student’s progress and
areas for improvement (if necessary). This document will serve as the History portion of the annual progress report for second-year students. The representative from the Graduate Committee will report on the Review Meeting discussion to the History Graduate Committee as a whole, which will be augmented for purposes of that vote with one or more jointly-appointed faculty members, or by the WGS DGS designating a current member of the Committee as a temporary representative of the partner unit. Through such processes of augmentation, the voting members of the Graduate Committee will be divided equally between representatives of History and WGS.

The augmented Graduate Committee will consider the student’s dossier and Review Meeting form in making the final decision for positive, conditional, or negative screening. The augmented Graduate Committee may also contact and solicit feedback from other faculty the student has worked with, as appropriate. Final decisions on screening will generally be made at the April History Graduate Committee meeting. Occasionally a student who lacks only one requirement for screening (e.g., a completed seminar paper, one foreign language) may be screened favorably with the condition that the work be completed within a set timeframe. In some instances, a decision may be postponed until more information is available.

ACADEMIC PROBATION AND DISMISSAL POLICY

If a student does not pass the screening process, the History and WGS DGSS will immediately notify the student and Rackham OARD in writing, explaining the reasons for the negative decision, the procedures for appeal, and the details of any remaining financial support. Any student who does not pass the screening process will be dismissed from the program after a probationary period of two months, or at the end of the current term, whichever comes later. During this time, they may appeal the screening decision (see below). If this two-month period extends beyond the end of the current term, the student is not expected to maintain enrollment for the following term. All funding will continue during the grace period, in accordance with the specifications and procedures in the student’s initial funding package. The student may request a leave of absence from Rackham, in accordance with the procedures outlined in section 2.2.2 of the Rackham Handbook, in which case the grace period is extended until the end of the leave of absence.

The student may submit to the History and WGS Department Chairs a written appeal of a negative screening violation, presenting evidence of circumstances relevant to screening that appear to have been overlooked or incorrectly stated in the student’s screening dossier. The appeal letter must be submitted within two weeks of notification of the unfavorable screening. Appeals are considered by an ad hoc committee appointed by the two Department Chairs and consisting of one current faculty member from each of three History committees: the Graduate Committee, the Undergraduate Committee, and the Executive Committee. The ad hoc appeal committee will be augmented to ensure 50/50 representation for both units, either by adding one or more jointly-appointed faculty members or by requesting the WGS chair to designate a current member of the Committee as a temporary representative of the partner unit. The ad hoc Appeals Committee will report its recommendation to the entire voting (tenure-line, plus Lecturers III and IV) History faculty as well as to the WGS DPC for a final joint decision.

Candidacy Requirements – completed before fall of 4th year
- Language requirement
- Required History and Women’s and Gender Studies coursework (automatically fulfills Rackham’s 2 cognates rule)
- Hist 715 & WGS research seminar (two seminar courses)
- Favorable screening (4th term)
- Prelims completed by end of 3rd year
- Completion of 8 hours training in Responsible Conduct of Research and Scholarship
After attaining candidacy, students remain in good standing if they:

- register their dissertation committee and present a dissertation prospectus no later than the end of the first term after attaining candidacy;
- maintain continued enrollment;
- complete all degree requirements within seven years after entering the program, unless an extension has been granted by Rackham.

Students will be reminded by the History Director of Graduate Studies, no later than two months before the deadline, to present their dissertation prospectus and submit their dissertation committee form, which should be submitted to the WGS Graduate Coordinator. If a member of the dissertation committee withdraws, the student must find a replacement as soon as possible, but no later than six months after being notified of the withdrawal. Failure to complete these steps could lead to dismissal from the program, unless both the History and WGS Director of Graduate Studies grant an exception.

Failure to maintain enrollment or to complete the dissertation within the allotted time could result in dismissal, in accordance with Rackham regulations and procedures.

COGNATES

Because of the interdisciplinary nature of the History and Women’s and Gender Studies program, Rackham’s cognate requirement is waived for joint program students. Women’s and Gender Studies required coursework takes the place of cognate coursework and the WGS 891 paper constitutes the fourth (or cognate) field in the preliminary examination.

LANGUAGE REQUIREMENTS

PhD students in History and Women’s and Gender Studies cannot advance to candidacy without meeting the language requirement for their program. Basic reading knowledge of one language other than English is required of students in United States history; two languages are required for students in all other fields, including transnational fields. The purpose of this requirement, in addition to the relevance it may have to primary research, is to minimize scholarly provincialism and facilitate exposure to historical literature in languages other than English.

Students may establish their ability to use a foreign language in one of the following ways:

- By passing a written examination administered by our faculty, requiring translation (with the aid of a paper dictionary) of two passages selected as representative examples of scholarly historical writing in that language.
- For Spanish, by taking the LSA Spanish placement exam and placing in Spanish 232 or above.
- By completing with the grade of B or above, one semester of courses in U-M language departments on the model of French or German 112, Spanish 113, or Spanish 231 or 275.
  
  (Note: Enrollment in 112 is normally predicated on successful completion of 111. In rare cases, a student can petition the instructor to take 112 without having first taken 111. Students who take only 111 must pass the departmental written language exam to demonstrate proficiency.)
- By completing two language courses at second-year level with a grade of B or above and approval of the advisor. If taken at another university, the courses must have been taken during a graduate program and appear on the student transcript.
- By satisfying a language requirement similar to our own and administered in similar ways for a Master’s degree at this or another university.
Students are expected to fulfill one language requirement during the first year of residence. By the end of the second year, they should have fulfilled the second language requirement as well. Tests in French, German, Russian and Spanish are offered by the History Department at the beginning of fall term and, as needed, during winter term. Tests in other languages can be arranged on an ad hoc basis by contacting the History Graduate Office. The History Associate Chair has oversight of the departmental language examinations, and the History DGS certifies fulfillment of the language requirement.

**Speakers of English as a Second Language**

Students from countries in which English is not the standard language of secondary school and university instruction (and whose family language is not English), may satisfy the language requirement by demonstrating competence in one foreign language in addition to English and their native language.

**Statistics Option for History & Women’s and Gender Studies Students**

The Department of History regards statistics as an important research tool that is useful for some graduate students. With the permission of the History DGS, students not in U.S. History may substitute statistics in lieu of one foreign language. To meet this requirement, a student must complete, with a grade of B or better, a two-course sequence designed to provide the basic statistics competence needed to undertake quantitative studies in history, and take one course which provides an initiation into the practical application of statistics.

**PRELIMS** (See also: History Portal)

The preliminary exams ("prelims") are designed to ensure that students have acquired the necessary background for teaching and scholarship in History and Women’s and Gender Studies. Field requirements for the preliminary examinations therefore encourage a combination of breadth and depth. The preliminary exam has both written and oral components. Like other History students, joint students complete a written exam in their major field. The oral exam covers this field and two other fields described below.

- A major field which is geographical/temporal/topical
- Gender/Women’s/Sexuality History
- A comparative field distinctly different from the major field geographically, temporally or disciplinarily

Note: If the Gender/Women’s/Sexuality field is comparative, then the third field does not have to be comparative, but it cannot overlap with or simply be a subset of either of either the major or the WGS field
Note: Students “course off” the cognate field with WGS 530 and 601.

**Prelims Committee Composition**

The committee for the preliminary examinations consists of three or four faculty members, each representing a field in which the student chooses to be examined. At least one faculty member must be affiliated with History, and one with Women’s and Gender Studies (usually the WGS 891 advisor); overall, WGS and History should be equally represented on the committee.

Students should work closely with the prelims committee in preparation for the exams. At least six months prior to the examination, students must discuss with each committee member a provisional but specific draft list of readings that includes scholarship in History, interdisciplinary Women’s and Gender Studies, and feminist theory. This list should also be discussed with each committee member to gain insight into the expected process of preparation.

Each faculty member has a responsibility not to allow leaves/sabbaticals to have a negative effect on a student’s timetable for taking preliminary exams and achieving candidacy. **The preliminary exam must be**
completed by the announced Rackham candidacy deadline at the end of winter semester in the student’s third year. When determining the schedule, students should remember that the exam itself may take several weeks to complete (see below).

**Definition of a Prelim Field**

A field is both a body of knowledge and a terrain of inquiry. Fields vary greatly in breadth and thus in depth. Avoid defining fields so narrowly that they are little more than bibliographies for a research paper. Avoid defining them so broadly that you can do little more than scrape the surface of scholarship.

In identifying and preparing a field for prelims, consider the following:

1. What are the parameters of the field?
2. What different methodologies or approaches have contributed to the development of the field?
3. What are the perennial questions that historians and feminists in this field have tried to answer? How have their answers differed?
4. What are the most important topics or themes in the field today?
5. What are the debates among historians and feminist scholars that animate the field today?
6. What are the major works that anyone who wants to make a contribution in this field ought to read?
7. What directions for future research are the most interesting or promising?
8. What kind of impact has feminist scholarship made on this field? What scholarship in Women's and Gender Studies might be pertinent to this field?

Students should come away from this experience with a feeling of accomplishment and confidence that they understand the fields they have studied and could explain them to others, develop syllabi for courses about them, and pursue research in them.

**Schedule your preliminary examination using the following guidelines (Adapted from the History Portal):**

**Preliminary Exam Information Form**

The Preliminary Exam Information form is used to identify members of your prelims committee, define the subject matter of each field, and record an anticipated prelim date. It is also used to ensure that there are no problems with committee composition or with the fulfillment of other requirements. Students and their advisors are urged to consult as early as possible with the History DGS and WGS/History liaison (DPC member) about any uncertainties regarding fields, committee composition, or examination dates. Each faculty examiner must initial the form, signifying his or her commitment to serve on the prelim committee. The prelims chair and the History DGS must sign this form indicating their approval. This form is distributed to all third-year students at the beginning of the fall term.

Students who plan to take prelims during the fall term of their third year should turn this form in to the History graduate office at the beginning of fall term. Students who plan to take their prelims during the winter term of their third year (as do most joint WGS/History students) should turn this form in by the end of the fall term of their third year. Once this form has been approved, any changes in fields or examiners require that a new form, signed by the prelims chair, be submitted to the History graduate office for final approval by the History DGS.

**Preliminary Exam Check In and Scheduling Request Form**

A Prelim Exam “Check In” meeting with your prelim committee must be held at least six weeks prior to your proposed exam date to determine whether you will be ready to take the exam on the scheduled date.

Once you and your committee have agreed upon a date and time for the prelim exam, file the Preliminary Exam Check In and Scheduling Request Form with the History graduate office no later than six weeks before the exam date to obtain final approval from the History DGS. At this time, all members of the
Prelim committee must certify in writing the student’s readiness to take the exam on the proposed date. The chair of the committee notifies the History DGS if the full committee agrees that the exam can go forward on the scheduled date. In the event that the student is found not to be ready, an alternative date (within the deadline guidelines) must be set and the History DGS notified.

The check-in meeting may be conducted in whatever way the student and committee members mutually agree on. Once students have secured their committee members’ signatures, staff will reserve a room and send a confirmation notice to the committee members. If students experience difficulties scheduling the exam, please contact the History graduate office for assistance.

**Prelim Exam Part One—The Written Exam**

For the written prelim component, students have a choice of preparing either a state-of-field historiographic paper or a four-hour written exam (see below). Whichever format is elected, the exam is read and evaluated by the chair of the prelim committee and one other committee member. In special cases, a faculty member who is not a committee member may be asked to serve as the second reader. The prelims chair must notify the Graduate Office that the written exam is acceptable at least 24 hours in advance of the scheduled oral exam. Passing of the written exam is required to proceed with the oral exam.

The topic of the historiographic paper will be established by the prelim chair. It should be approximately twenty pages in length and should critically analyze current directions and methods of scholarship in your major field. It is due to the prelim chair and second reader two weeks before the oral exam and must be graded at least 24 hours before the oral exam. Passing is required to proceed with the oral exam. The two week period of time can be shortened to no less than two days if both graders agree to meet the 24-hour grading deadline.

Instead of the historiographic paper students may choose to take a timed written exam covering the major field of the dissertation. The written exam is taken within two weeks of, and at least two days before, the oral prelim. It may be “open” or “closed” book or a combination of the two, in accordance with the examiner’s choice. The chosen format must be made explicit to the student well in advance of the examination and indicated clearly, in writing, on the *Preliminary Exam Information Form*. The written exam typically consists of one question to be answered in four hours or two questions to be answered in two hours each. The prelims chair usually devises the written exam, although in some cases the prelims chair and a second committee member will each contribute one question.

The exam is read and evaluated by the chair of the prelim committee and one other committee member. In special cases, a faculty member who is not a committee member may be asked to serve as the second reader. The exam is generally four hours, with 30 minutes additional time for breaks. During the exam, consultation with another person or cutting and pasting from previously written documents is not allowed. The prelims chair must notify the graduate office and the student of the exam results. If the written exam is not acceptable, the graduate office must be notified at least 24 hours in advance of the scheduled oral exam. If the student does not pass the written portion, the oral portion is not taken.

**Email Option.** With committee agreement, you may take the exam at home, receiving the questions via email. In this case, the prelims chair should provide the questions to the History Graduate Office at least 48 hours before the exam. On the day of the exam, you should contact the History Graduate Office between 10 AM and noon so the questions can be transmitted as email attachments. At the end of the exam time period, you will email your answers to the committee as well as the graduate office.
**Prelim Exam Part Two—The Oral Exam**

The oral exam, approximately two hours in length, covers three fields and should be taken within two weeks of a successful written exam or historiographic paper. Forty minutes should be spent on each field. The prelims chair and the other committee members conduct this exam. After the conclusion of the exam, each member of the committee grades the student’s performance in his or her own field by ballot. There are three possible grades: “pass,” “low pass,” and “failure.” Automatic failure results when a student receives all “low pass” grades, or one grade of “failure” and two grades of “low pass.” If grades in the individual fields exceed these minimum standards, the committee discusses the student’s overall performance, including whether to pass or fail the student on the exam as a whole. In rare cases, a grade of “pass with distinction” may be awarded for the entire examination, though not for individual fields.

It is the prelim chair’s responsibility to inform the student of the result, and to state the committee’s consensus in a final report, the *Prelim Exam Results Record*. The final report records a grade for the written exam, the three individual grades of the oral exam, one overall grade, and a description of the student’s general performance. A student who fails one or more portions of the prelim exam must submit a petition to all members of the prelim committee requesting re-examination (or, in the latter case, to take the exam), if they wish to remain in the program. The petition should outline concrete steps the student plans to take to address problems identified by the prelim committee and a timeline for completing those steps. The views of each member of the prelim committee will be solicited and collected by the prelim chair. On the basis of the petition and committee member’s opinions, the prelim chair has the option to recommend re-examining the student (in a format decided upon by the committee chair), or to terminate the student from the program. The student’s petition, along with the prelim committee chair’s recommendation and documentation of the other committee members’ views, should be sent to the History and WGS DGS and Graduate Committee for review and a final decision.

A student who is allowed to retake the exam must do so before the beginning of the fourth year in order to be eligible for department fellowship support.

**Prelim Exam Part Three – The Teaching Portfolio**

History and Women’s and Gender Studies students are exempt from the History Department Teaching Portfolio requirement since the prelims already cover the extra Women’s and Gender Studies field.

**Prelim Exam Part Four – The Reading List**

Following the completion of prelims, students must provide an electronic copy of the reading list(s) to the graduate program staff for inclusion in a departmental CTools site available to other students in both programs.

Upon advancement to candidacy, students receive a letter from the History DGS outlining the next steps of the dissertation process. A Certificate of Candidacy may be obtained from the Office of Academic Records & Dissertations at Rackham Graduate School.

**Failure to Pass Prelims**

Students who do not pass their prelims are not placed on probation, but they may submit a petition to retake the exam. The petition should outline concrete steps the student plans to take to address problems identified by the prelim committee and a timeline for completing those steps. Each member of the prelim committee should submit their opinion on the petition to the prelim chair. On the basis of the petition and committee members’ opinions, the prelim chair may recommend re-examining the student (in a format decided upon by the committee chair), or terminating the student from the program. The student’s petition, along with the prelim committee’s recommendation, will be sent to the DGSs of both units, and the History Graduate Committee for review and a final decision within two weeks from the date of the prelim exam, but no later than the conclusion of that semester. At least one faculty member with a joint appointment in both units must
be included in considering such appeals, with ad-hoc, case-specific additions to the History Graduate Committee if needed. A student who is allowed to retake the exam must do so before the beginning of the fourth year in order to be eligible for department fellowship support.

**WGS 891**

WGS 891 is an independent study that offers students an opportunity to draft either a prospectus (if taken in Fall, year 4) or a first chapter (if taken in Fall, year 5) under the guidance of their dissertation committee. In either Fall term of the fourth year or Fall term of the fifth year, the student registers for WGS 891 (3 credits) under the INDI (individual instruction) number of the committee chair and schedules a two-hour discussion of the 891 draft with their full committee by the end of the fall term. This discussion serves as the preliminary examination in WGS and provides the student with formative feedback on their draft from each member of their committee. The chair of the committee then assigns the student a letter grade for WGS 891.

**DISSERTATION PROSPECTUS/PROPOSAL (Adapted from the History Portal)**

The prospectus is a student’s proposal or plan for dissertation research and writing. Please file a copy of your prospectus with the Women’s and Gender Studies Graduate Office.

In History, the prospectus is typically a document of 10 to 20 double-spaced pages. It defines the subject, central question, and methodological approach to the dissertation topic, including the importance of the proposed work to advancing the understanding of the discipline. It should relate the proposed research project to previous literature on the question and include a bibliography. It might also include a chapter plan and/or a tentative timetable. The prospectus must be distributed to the dissertation committee and will be used as a basis for discussion in an arranged prospectus presentation.

The prospectus presentation must be completed no later than the end of the first term after attaining candidacy.

**TRANSFERRING CREDITS**

All proposals to satisfy program requirements using coursework from a program outside University of Michigan must be discussed with the Director of Graduate Studies in both Women’s and Gender Studies and History. Although course credits cannot be transferred to your PhD program and will not appear on the official university transcript, graduate work done elsewhere may be used to satisfy certain requirements for the PhD.

In History, an MA thesis may be counted toward the 700-level research seminar requirement with approval by the student’s advisor and the History DGS. In any case, only one seminar course may be waived (but not WGS 891); the other must be taken at U-M. A language requirement fulfilled in an MA program at another institution will be accepted toward fulfillment of your language requirements at Michigan.

**FACULTY OF THE HISTORY AND WOMEN’S AND GENDER STUDIES DOCTORAL PROGRAM**

The faculty listed below are all eligible to serve as representatives of Women’s and Gender Studies for purposes of advising and graduate student committee service. Other gender history faculty listed might also be eligible, depending on the circumstances. If you have any questions about a faculty member’s eligibility, please consult the Director of Graduate Studies. For a listing of all Women’s and Gender Studies faculty members, please review the website; the History faculty, review their website.

**Professors**

Katherine French
Dena Goodman
Mary Kelley
Helmut Puff
Mrinalini Sinha
Hitomi Tonomura
Valerie Traub
Wang Zheng
**Associate Professor** Yi-Li Wu
Lakisha Simmons

**Assistant Professors** Jennifer Jones

**Other Gender History Faculty** Paulina Alberto
Sueann Caulfield
Geoffrey Eley

Joel Howell
Kali Israel
Valerie Kivelson
Tori Langland
Farina Mir
Regina Morantz-Sanchez Martin Pernick
Scott Spector
Recommended Progress

PSYCHOLOGY AND WOMEN’S AND GENDER STUDIES:
GENDER & FEMINIST PSYCHOLOGY and PERSONALITY & SOCIAL CONTEXTS (P&SC) AREAS

Please Note: This timeline notes typical progress through the program for students entering the program in Fall 2021. Your schedule may be slightly different depending on when certain rotating courses (e.g. Psych 654) are offered, and likewise on individual circumstances.

First Year

Fall
- WGS 501 – Women’s and Gender Studies Proseminar
- WGS 530 – Feminist Theory
- Psych 609 – Teaching Academy (option to take it in Fall term of Second Year)
- PSYCH 613 – Statistics I
- PSYCH 619 – Individual Research
- PSYCH 653 – P&SC Orientation
- PSYCH 654 – Classical and Modern P&SC Theories (offered in even years)
- PSYCH 506 -- Research Ethics

Winter
- WGS 502 -- Feminist Exposures
- WGS 602 – Feminist Methods
- PSYCH 614 – Statistics II
- PSYCH 854 – Advanced P&SC Methods I (P&SC Methods II may be substituted)
- PSYCH 619 – Individual Research
- Complete the Annual Progress Report

Second Year

Fall
- Psych 609 – Teaching Academy (if not already taken in Fall term of First Year)
- PSYCH 619 – Individual Research
- 2 Electives in WGS
- PSYCH 654 – Classical and Modern P&SC Theories (if not taken in first year-offered in even years)
- GSI for Psychology

Winter
- PSYCH 619 – Individual Research
- 1 Elective in WGS
- 1 area seminar (by end of second year)
- GSI for Psychology
- Update Annual Progress Report

Other requirements
- Prelim portfolio in Psych due in May
- Continue working on Psych 619 (summer)
- Teach two terms (typically in Psych)
- Advance to candidacy no later than end of fall term, third year

Third Year

Fall
- Fifth Term Review (includes 2-3 page outline of WGS 891 project plans)
- Finish coursework if necessary
- Begin working on dissertation prospectus
- Psych or WGS 990 or 995
- GSI in WGS

Winter
- WGS 891 (winter term)
- Psych or WGS 990 or 995
- GSI in WGS
- Update Annual Progress Report

Fourth Year

- Psych or WGS 995 (8 credits)
- Dissertation Research
- GSI or Fellowship (either Psych or WGS; students should have taught for Psych at least two terms and WGS at least two terms for a total of five terms)
· Update Annual Progress Report

**Fifth Year**

· Psych or WGS 995 (8 credits)
· GSI or Fellowship
· Attend Rackham Pre-Defense Meeting
· Defend and complete dissertation
· Attend Rackham Post-Defense Meeting
and file completed dissertation

**Psychology & Women’s and Gender Studies**

**Requirements Checklist**

**Women’s and Gender Studies Coursework** – 20 credits

- WGS 501 completed (1 credit):
- WGS 502 completed (1 credit):
- WGS 530 completed:
- WGS 602 completed:
- WGS 891 completed:
- 3 Required electives:
  - completed:
  - completed:
  - completed:

**General Psychology Coursework**

- Psych 506 completed:
- Psych 609 completed:
- Psych 613 completed:
- Psych 614 completed:
- Psych 619 completed:

**Personality & Social Contexts Coursework**

- Psych 653 (Orientation) completed:
- Psych 654 (Theories) completed:
- Psych 854 (Methods) completed:

**One P&SC Elective Seminar (600-level or above) †**

- Psych completed:

**Candidacy Requirements** – completed no later than end of fall 3rd year

- 5th Term Review (fall term, year 3)
- Required coursework in WGS & Psychology as outlined above
- Prelims completed by start of Fall, year 3
- P&SC Brownbag presentation #1
Other Requirements

- Dissertation Prospectus Defense (by end of year 4)
- Dissertation committee filed with Rackham
- Five terms as a GSI
- P&SC Brownbag Presentation #2
- Dissertation defense and completion

† Joint students need only take one semester of P&SC Methods and one P&SC elective seminar, but they are encouraged to take or audit the second semester of methods and a second seminar.

ADVISING

The Women’s and Gender Studies Director of Graduate Studies is the primary advisor for first-year Joint PhD students and typically teaches WGS 501 and 502. The DPC liaison is considered a secondary advisor for first year students. This person is familiar with both sets of requirements and should also be helpful in negotiating your path through the joint program. In Psychology students also work with their PSYCH 619 advisor, who is assigned during recruitment. If the 619 advisor does not have an appointment in WGS, joint students may see additional mentoring from a faculty member who holds a joint appointment in WGS and Psychology. In their second and third years, WGS and Psychology students will continue to be advised by their 619 advisors and/or their joint program advisor, as well as the DPC liaison. All fourth and fifth year students will be advised by their dissertation chairs. In all years, the WGS Graduate Director continues to be an important resource. Students should know, however, that changes in advisors are permitted, even between the prelims and the dissertation; our primary goal is for students to be well served by their advisors; those who are struggling with mentoring relationships are encouraged to speak to the DGS or DPC liaison.

PRELIMS

The goals of the Preliminary Examination, held in the second year, are: to (1) demonstrate students’ independence as researchers and teachers, and (2) provide a benchmark for advancing to candidacy, which is required for continuation in the doctoral program. In early January, area chairs meet with students to go over the prelim process; by March 15th, students submit course topics to area chair(s) for approval (via email); and by May 15th the Prelim components are due (via Google Drive). The Prelims consist of two major components: A Course Portfolio and a Research Proposal. Both components are due by May 15 of the student’s second year. Students should consult with area faculty, other faculty, and peers to discuss their ideas and strategies for approaching the prelims. Faculty are available for feedback and may read early drafts (e.g., as part of assigned coursework), but the final products should be the students’ own independent work. All prelim components should be submitted in either Word or PowerPoint format to Google Drive (links will be provided).

Course Portfolio

Students will develop an undergraduate psychology course related to Personality & Social Contexts (P&SC). The course content should include perspectives from Psych 654 (P&SC theory) as well as Psych 854/855 (P&SC research methods). In addition, the course should cover perspectives from Personality & Social Contexts and Gender & Feminist Psychology. Course choices and plans should reflect integration of materials from both Psychology and interdisciplinary Women’s and Gender Studies, (e.g., drawing on theories, methods, or topics from both disciplines). Through this portfolio, students should demonstrate breadth of knowledge in their fields.

In order to ensure that students do not spend time developing a course that doesn’t meet expectations, students must receive approval of their course topic from the prelim coordinator by March 15 of their second
year. The prelim coordinator will evaluate whether the course topic sufficiently incorporates issues that are relevant to both fields.

The course portfolio should include the following elements:

- A detailed syllabus that includes a course description and specifies the level (e.g., 100, 200) of the course, course format (e.g., lecture, seminar), what other courses students should have taken (e.g., prerequisites), course goals and objectives for each class period, major assignments, and a schedule of readings and topics to be discussed throughout the semester. Some course proposals might logically be cross-listed with other departments or programs; if you think yours should, indicate that and specify how that might affect prerequisites, if it would.

- PowerPoint slides, with lecture notes, for two of the course periods. Choose course periods (other than Day 1 when you introduce the syllabus) that demonstrate some of the broad-based theories that underlie the course.

A detailed explanation of your learning goals for each individual week of the course (or each class, if that makes more sense), including a description of how each of the readings helps advance the learning goals. The text for these explanations should be about a paragraph for each week. Be sure to carefully consider and discuss how the students’ level of preparation and the level required by the readings will be handled; if the readings are technical and students will be first or second-year students, how will you help them learn how to read and understand such material?

**Research Proposal**

Students should develop a proposal for a research project that you would like to conduct but have not yet carried out (i.e., this should not be your 619). It is fine (and encouraged) to propose a study that you have discussed in another course, such as Research Methods or Feminist Methods, or something that you have discussed with your advisor, other faculty, or other students. However, what you turn in as your prelims needs to be your own independent, student-initiated work, and should be substantially revised from what has been previously submitted for any course assignment. Projects can involve secondary analyses of existing datasets as long as there is a substantial independent student-initiated contribution. (You are welcome to consult with your advisor or the area chair if you have questions about what constitutes substantial revision and/or independence.)

Proposals should integrate interdisciplinary perspectives into their proposals. This may include the material covered in any or all sections of the proposal (background theories and literature, methods, interpretation perspectives, etc.). The proposal should include a literature review, specific aims or hypotheses, proposed methods, and a budget. Below are the required sections, with recommended lengths. The proposal should be 10-12 pages total, single-spaced, 12-point font.

- **Project Overview:** This is like an abstract or overview of the project, stating briefly, in simple terms, the overall goals of the research and the research questions it will address. Your specific aims can be included here (½ to 1 page total).

- **Background/literature review:** This section should show that you understand the literature. It should also logically lead up to the aims and/or hypotheses that will follow (4-6 pages).

- **Method:** This section should include participants, procedures, materials/measures, and analytic framework. Be sure to include enough detail that the reader can be confident in your ability and
knowledge to implement these methods. Make clear that the methods are feasible, and be sure to address any ethical considerations. You should also include a detailed analysis plan specifying how you will analyze your data to answer your research questions and/or test your hypotheses. (4-6 pages).

- Project Budget: Include a table of all budgeted expenses, with language that justifies specific expenses (1-3 pages).

- References

Evaluation Process

Personality & Social Contexts faculty will evaluate all aspects of the prelim portfolio. Two faculty evaluators will be assigned to each part of the prelim, and none of these will include the student’s primary advisor. At least one faculty member associated with the joint doctoral program with Women’s Studies or Social Work (as relevant) will be assigned to each part of the prelim prepared by joint program students, given that they are expected to integrate both WS/SW and PSC perspectives. All evaluators will use a rubric that will be provided to students in advance, and will provide feedback to students within four weeks. Feedback will consist of a grade of pass or revise. Students who are asked to revise any part of their portfolios will be given a deadline by the area chair for submitting revised materials. Revisions should include a response letter that details any changes that were made based on faculty feedback (from both reviewers, regardless of whether that reviewer has given a grade of “revise” or “pass”), and the reasons why any changes may not have been made. Not every student will be asked to revise one or both of their prelim components, but revision should be viewed as part of the learning and mastery process. As such, students are welcome and encouraged to discuss their revisions with area faculty, including with those who provided feedback. (Faculty are encouraged to identify themselves in their comments but some may wish to remain anonymous.) After revision, the prelim sections will be reevaluated by the original two reviewers.

Students must have all materials in the portfolio reach a grade of pass before they will be considered to have fulfilled the preliminary exam requirement. In the event that any component of the prelim portfolio is not considered to be passing after the second round of revisions, area faculty will review the exam and feedback and vote on the recommended course of action. Based on this vote, the area will decide to: (1) give the student an additional opportunity to revise, (2) pass the revision without further revisions, or (3) uphold the original reviewers’ assessment that the prelims are not of passing quality.

Failure to successfully complete the prelim requirement will result in discontinuation of the student from the program. Students should refer to the Department’s Due Process Policy for further information on satisfactory progress and the consequences of failing to meet departmental milestones.

Students should aim to complete their preliminary exam requirement and all of the other requirements for candidacy before the beginning of the fall semester of their 3rd year in order to ensure funding and satisfactory standing in the program.

Please note: While it is helpful to talk with your peers and senior students about prelim processes and examples, ultimately the process is unique to each student and dependent on the student's advisor and area norms at the time of the specific prelim exam. Therefore, any such advice should be taken with caution and deference given first to whatever is recommended by the advisor and area leadership.

Each faculty member has a responsibility not to allow leaves/sabbaticals to have a negative effect on a student’s timetable for taking preliminary exams.
FIFTH TERM REVIEW

Women’s and Gender Studies reviews all joint Psychology and Women’s and Gender Studies students after or near the completion of PSYCH 619; the review will be held during the Fall term of the third year. This meeting is intended to offer the student and faculty members an opportunity to discuss the student’s progress in the program and plans for future research. It is not a screening; rather, it is part of the mentoring process.

The review has two main purposes: to assess the student’s progress in the program and to map out a plan for the dissertation. The committee will ask questions about any gaps in the record to date; whether the student has any concerns about the training received and if so, what additional training the student might need; and the direction of the research. The meeting can be thought of as part evaluative and part mentoring about the future.

The student:

1) Selects a committee. The review committee should include equal representation from WGS and Psychology, and will include:
   - At least one faculty member affiliated with Women’s and Gender Studies
   - At least one faculty member affiliated with Psychology
   - At least one faculty member with relevant expertise from any department including WGS and Psychology

If faculty members are unfamiliar with the process, the WGS DGS will designate a committee chair, generally the joint person, and meet with them to discuss procedures.

2) Arranges an agreeable meeting time with their committee. The meeting should be 1.5 hours in duration. The student also coordinates a meeting space (in Psych or WGS). The WGS Graduate Program Coordinator can assist if necessary. The student must inform the WGS Grad Program Coordinator of the confirmed meeting time/place and committee members.

3) Submits the following materials to the WGS Graduate Program Coordinator at least one week before the proposed meeting:
   - short self-appraisal/statement about progress and future plans (2-3 pages)
   - copy of current version of PSYCH 619
   - detailed (2-3 pages) outline of proposed WGS 891 paper, including:
     - the focus of the paper (i.e., a topic, theory, method, or debate to be explored from a feminist perspective),
     - 3-5 key scholars relevant to the paper’s focus, some of whom should be from outside the discipline of Psychology,
     - suggested readings from each key scholar, which will form the basis of the 891 paper.
   - updated C.V.

The WGS Grad Program Coordinator will collect comments from all faculty who have taught the student in a course, print out an updated transcript, and create a 5th term review packet with all relevant information. The WGS Grad Coordinator will distribute the packet to members of the student’s committee in advance of the meeting. The meeting will be an opportunity to:
   - review and discuss the student’s academic record
   - discuss the student’s PSYCH 619 project
· discuss the student’s progress in the joint program and future research plans

At the conclusion of the meeting, the requisite form (Psych Fifth Term Review Form) should be completed and filed with the Women’s and Gender Studies Grad Program Coordinator.

**WGS 891**

WGS 891 is an independent study that offers students an opportunity to draft a research plan under the guidance of their dissertation committee. The student’s WGS 891 paper may relate to their PSY 619 paper, or it may focus on a different research project (past, current, or future). WGS 891 serves as the preliminary examination in WGS.

During Fall of year 3, three weeks before the Fifth Term Review, the student shares with their committee members a detailed (2-3 page) outline of their proposed WGS 891 paper. The outline should include: 1) the focus of the paper (i.e., a topic, theory, method, or debate to be explored from a feminist perspective), 2) 3-5 key scholars relevant to the paper’s focus, some of whom should be from outside the discipline of Psychology, and 3) suggested readings from each key scholar, which will form the basis of the 891 paper. During the Fifth Term Review meeting, each member of the dissertation committee will offer formative feedback on the student’s WGS 891 outline.

During Winter of year 3, the student registers for WGS 891 (3 credits) under the INDI (individual instruction) number of the committee chair. At the end of winter term, the student submits their 891 paper (8-12 pages, double spaced) to the committee chair, who assigns a letter grade for WGS 891, completes the requisite form (WGS 891 Form, available from the WGS Graduate Program Coordinator), and submits the form to the WGS Grad Program Coordinator to be included in the student’s file.

**DISSERTATION PROSPECTUS/PROPOSAL**

The prospectus is a student’s written proposal or plan for dissertation research and writing that is approved by the dissertation committee. Students should file an approved copy of their prospectus with the WGS Graduate Office. A dissertation prospectus should contain: (1) an abstract of the specific aims of the investigation; (2) the background and significance of the proposed research, including the conceptual framework; (3) the research design and methods of procedure, including measurement techniques to be used, if applicable; (4) analysis strategies to be followed; (5) a tentative timetable. (Faculty in each Area and Joint Program will determine the length and detail of these sections).

In the Personality and Social Contexts area of Psychology, there is no set deadline for defense of the prospectus although students are strongly encouraged to have their prospectus successfully defended by the end of their fourth year in the program.

**TRANSFERRING CREDITS**

All proposals to satisfy program requirements using coursework from a program outside University of Michigan must be discussed with the Director of Graduate Studies in both Women’s and Gender Studies and Psychology. Graduate credits may be transferred to Master’s degree programs only. However, although course credits cannot be transferred to your PhD program, graduate work done elsewhere may be used to satisfy certain requirements but will not appear on the University transcript.

In Psychology, students must discuss with their area chair whether it is possible to use an MA thesis to fulfill a research seminar requirement or to count a cognate or statistics requirement taken elsewhere towards the
Overview

The Department of Psychology at the University of Michigan is committed to the success of our graduate students. Proper navigation through our graduate program necessitates clear guidelines about the program’s academic requirements and the conduct expected of our students as future researchers, clinicians, and professionals. To this end, the department has developed guidelines to define the academic and professional integrity expectations of our students and procedures to assist students who do not meet these expectations.

Expectations of the Psychology Department

The department is expected to provide students with guidelines regarding the department’s expectations across all areas of academic life including progress towards the degree, research productivity, teaching, and academic and professional integrity. The department is also expected to provide guidelines about how deviations from these expectations are identified and addressed. Specifically, the department will provide due process guidelines that define the rights and responsibilities of students who fail to meet the expectations defined in this document. To this end, the department will provide students with opportunities to rectify the identified problem behavior(s) through the development of a performance plan and the provision of appropriate resources to help the students regain compliance with these expectations. However, in the event of severe violations, dismissal procedures may be followed without undergoing a performance plan or probation. Finally, the department will provide a structured appeal process for students who are placed on academic probation or recommended for dismissal.

Academic & Professional Expectations

The following represents a constellation of expectations that students should meet as graduate students in the program in Psychology and Women’s and Gender Studies. Students will be evaluated in their progress towards meeting these expectations across all domains in a holistic and equitable manner considering contextual factors including physical and mental health difficulties that can impact performance. When students have difficulty meeting one or many of these expectations, the department will help the student regain Satisfactory Academic Status by following the processes described below.

Psychology and WGS each have their expectations and policies. We expect students to meet the expectations of both units. In cases when WGS has its own due process policy approved by the Rackham Graduate School, students will follow that policy. Otherwise, the Psychology Department’s due process policy described below will apply. In cases impacting joint students, the two departments will always collaborate in assessing the academic standing of students and will always include joint program representatives in the implementation of these policies as described below. Students in these programs should consult any documents those units have prepared addressing student expectations and due process.

Progress towards degree

Students are expected to:
- Obtain a B- or above in all graduate courses and maintain a 3.0 or above GPA.
- Complete all required courses during the first two years of residency.
- Maintain a working relationship with an eligible faculty mentor who is willing to chair the student’s 619 and dissertation.
• Complete the 619 project and reach candidacy by the beginning of the third academic year according to the deadlines stipulated in the graduate student manual. This expectation may vary for students in joint programs and for students who require an extension for reasons other than poor academic performance.
• Defend the dissertation by the end of the 5th or 6th year.

Research productivity

Students are expected to maintain an appropriate level of research productivity as determined by the advisor and faculty in their area. Students are encouraged to define the research productivity expectations with their advisors during their initial mentoring plan meeting and to review such expectations at least twice per academic year.

Teaching performance expectations

Students are expected to:
• Teach a minimum of 4 terms.
• Fulfill all roles and obligations required of the GSI appointment.
• Receive satisfactory teaching evaluations from students, including a score of 3.7 or above the following 5 core questions:
  1. This course advanced my understanding of the subject matter
  2. My interest in the subject has increased
  3. I knew what was expected of me
  4. The instructor seemed well prepared
  5. The instructor treated students with respect

Academic and professional misconduct

Students are expected to know and comply with the Rackham Academic and Professional Integrity Policy, which can be accessed at: http://www.rackham.umich.edu/policies/academic-policies/section11

FACULTY OF THE WOMEN’S AND GENDER STUDIES AND PSYCHOLOGY DOCTORAL PROGRAM

The faculty listed below (and whose rank is provided) are all eligible to serve as representatives of WGS for purposes of advising and graduate student committee service. Other gender studies faculty in Psychology listed below might also be eligible. If you have any questions about a faculty member’s eligibility, please consult the Director of Graduate Studies. For a listing of all Women’s and Gender Studies faculty members, please review the website. For a listing of all Gender & Feminist Psychology faculty research areas, please visit the Psychology website.

Professors
Elizabeth Cole
Terri Conley
Lilia Cortina
Denise Sekaquaptewa
Abby Stewart

Associate Professors
Ramaswami Mahalingam
Sara McClelland
Monique Ward
Other Gender Studies Faculty in Psychology
Toni Antonucci
Jill Becker
Jacinta Beehner
Susan Gelman
Lorraine Gutierrez
Fiona Lee
Donna Nagata
Sheryl Olson
Colleen Seifert
Natalie Tronson
Brenda Vollin