

# **Interdisciplinary Humanities Graduate Group**

## **Ph.D. and M.A. Degree Requirements**

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## About the Program

Interdisciplinary Humanities (IH) is an innovative master's and doctoral program that incorporates anthropology, critical race and ethnic studies, global arts, history, languages, literature, world heritage and writing studies. An Interdisciplinary Humanities education is comprehensive, and also may include disciplinary specialization within integrative concepts and methods, that enrich all cultural research. The program exposes students to many humanities professions and prepares students to engage the public in scholarly activities.

The Interdisciplinary Humanities Graduate Group program offers courses of study leading to either a Masters of Arts (M.A.) or Doctor of Philosophy (Ph.D.) degree. Drawing on the expertise and interests of affiliated faculty, both M.A. and Ph.D. students develop coursework-based and research-based courses of study that encompass traditional seminar instruction and independent research. Students may either define their research around an interdisciplinary topic, or in primarily disciplinary terms with a comprehensive lens. This scholarship engages a variety of methods, ranging from fieldwork, narrative, hermeneutics, qualitative and quantitative analysis, to curation. Thus, the program offers a unique framework in which to approach core disciplines of scholarly study, while emphasizing an understanding of how similar issues and topics are addressed in multiple fields.

The IHGG is the marquee graduate program of a single interdisciplinary department. All of our faculty and graduate students read work from every one of our disciplines, and all of us utilize each other's frames of understanding. An interdisciplinary orientation allows IHGG faculty and students to illuminate grand challenges, within the World at Home/At Home in the World framework, since the task of humanists, artists and anthropologists is to explain and express cultural complexity and contingency. Our brief is the human condition as it has existed at all times and at all places, and our insights apply to problems also addressed by scientists and engineers. The IHGG challenges students to ask:

- How do social power, exploitation and hegemony function, from intimate to social scales, and how do individuals and groups resist and restructure power?
- What are individual and collective identity? What kinds of communication across identities create new and hybrid identities, while other kinds of interactions reify difference?
- How do states and other entities control territory, what are the limits of state power, and how do people, goods and ideas cross borders?
- What are creativity and transcendence? What do people find valuable, meaningful, sacred or beautiful, and what do they find ugly, worthless, profane, or distasteful?
- How does the human experience vary over time and across space, shaped by various structures of power and hierarchy, and how are slow processes of change disrupted by contingent events?
- How do humans interact with other life forms and the inanimate world in ways that are exploitative, sustainable, or resilient?

Students address these questions using methods that include fieldwork, description, narrative, hermeneutics, qualitative and quantitative analysis, curation, and an orientation toward ethics and politics.

In short, the IHGG Program is premised upon the conviction that the humanities and allied fields are an intellectually, historically, and institutionally coherent tradition. Humanities scholars utilize a range of methods, but have enough in common to allow for shared insights and discourses.

# Master's Degree Requirements

## 1) Admissions Requirements

Applicants must demonstrate a B.A. with minimum 3.0 average in a humanities discipline or allied field, or other preparation commensurate with that accomplishment. They must demonstrate a level of English language proficiency adequate for success in graduate level coursework in English. While we evaluate applications holistically, we will generally prefer a GRE verbal score above 180 (86<sup>th</sup> percentile). The IHGG GRE requirements and TOEFL requirements follow the Graduate Division guidelines as detailed in the *Graduate Advisor's Handbook*. Among qualified applicants, we will identify those who demonstrate a commitment to the interdisciplinary humanities approach and the World at Home/At Home in the World theme. We will seek to admit each class of students as a coherent cohort of individuals with complementary interests, who can peer-educate and reinforce the interdisciplinary character of the program. We will then evaluate whether we have appropriate faculty to support the proposed programs of study of the qualified students.

## 2) Degree Plan

The master's degree is attained by a Thesis option or a Comprehensive Examination option. A minimum of two semesters in academic residence is required prior to the award of a master's degree. All master's degrees have a capstone element that is satisfied by the requirement of thesis or comprehensive examination.

**Thesis Option.** This plan requires a minimum of 42 semester units in approved graduate-level courses and other credit bearing activities as detailed in the Course Requirements, including completion of one article-length research paper in addition to an M.A. thesis followed by an oral defense.

**Comprehensive Examination Option.** This plan requires a minimum of 50 semester units in approved graduate level courses and other credit bearing activities as detailed in the Course Requirements, including completion of at least one article-length research paper. A comprehensive oral and written examination in the major subject is required of each candidate. No thesis is required.

Students demonstrate breadth and emphasis by taking four or more Readings in the Interdisciplinary Humanities courses. At least two must be in one cross-disciplinary focus area, and at least one must be in another cross-disciplinary focus area. The three focus areas are:

- Past Worlds (IH210). This focus area emphasizes content and approach typical of history and archaeology courses.

- Social and Spatial Dynamics (IH220). This focus area emphasizes content and approach typical of cultural anthropology, linguistics, and geography courses.
- Expressive and Imaginative Works (IH230). This focus area emphasizes content and approach typical of literature, art, music, and religion courses.

All courses in the program follow a standard 4 credit hours. IHGG courses are extremely time-consuming classes that are intended to move students toward proficiency and independence in reading and writing, which are the core practices of the humanities. IHGG classes will generally meet for three hours per week, and will require at least 12 hours per week of outside preparation. IHGG Readings courses will typically require students to read one or two books per week or the equivalent in articles (a total of 250 to 500 pages of reading per week), to write weekly response papers analyzing what they have read, to prepare class presentations throughout the semester, and to write extensively. Instructors may require a 25- to 30-page seminar paper or a larger number of shorter writing exercises that allow students to practice various modes of scholarly communication. IHGG Methods and Research courses will require students to identify, acquire, read, critique and synthesize scholarship together with creative or archival works, to present their work in progress, and to offer an end-of-term presentation of their semester of work.

In addition to the breadth and emphasis offered by the Readings in Interdisciplinary Humanities requirement, students may optionally declare a specialization. The specializations are areas of significant student interest and a depth of faculty expertise. They showcase areas of interdisciplinary strength in the IHGG and are consistent with the vision of the program. Students who wish to declare a specialization must take 16 credits in classes designated for the specialization, have a committee chair who is affiliated with the specialization, and have at least one other committee member affiliated with the specialization.

- The Multicultural Luso-Hispanic World (MLHW). Latina/o, Latin American and Iberian Studies is an interdisciplinary concentration that examines the linguistic, literary, social, and cultural continuum of peoples and communities in the United States and in Spanish- and Portuguese-speaking countries, including Spain, Portugal, Brazil, and all the hispanophone countries of Latin America and the Caribbean. In addition, it encompasses the cultural production in the Spanish and Portuguese languages from areas and countries such as Morocco, the Philippines, Equatorial Guinea, Angola, Mozambique, and Macao. Students explore topics and themes related to these populations from an interdisciplinary perspective which links the approaches of the humanities, fine arts, and social sciences with special attention to such themes as colonialism and post-colonialism, race, ethnicity and nation, identities, border crossing, transculturation, diasporas and migrations.
- Transnational Americas Studies (TAS). The Transnational Americas Studies concentration offers multidisciplinary approaches to studying the connections between

migration, identity, culture, and economy with a geographic focus on the radiating links between California, the North American West, the Americas, and their Pacific and Atlantic connections. We welcome students with research foci based in the Americas, Pacific Rim, or Atlantic World in archaeological, historical, and contemporary contexts. We offer students the opportunity to investigate the intersectionality of race, gender, class, space, and cultural production as they dovetail with contests regarding belonging, boundaries, nations, polities, and citizenship. The M.A. and Ph.D. concentrations in Transnational Americas Studies create a framework within which to connect material, representational, and discursive analytical methods to bear on both academic production and civic engagement. Merced and the Central Valley are located at a geographic, cultural, and economic crossroads. Rather than a fringe area, Merced and the Central Valley have been critical nodes in layered and overlapping human migrations and interrelated economic, spatial, and cultural transformations during pre-colonial times and since the nineteenth century. Consequently, U.C. Merced offers an ideal vantage from which to explore in multidisciplinary ways notions of intersection, power, history, language, migration and movement within California and the Americas, and throughout the Pacific and Atlantic worlds.

Courses that can be used to fulfil the MLHW specialization will carry a “Z” suffix. Courses that can be used to fulfil the TAS specialization will carry a “Y” suffix.

### **3) Course Requirements - Core and Electives (42 total units for Thesis Option students and 50 total units for Comprehensive Examination Option Students)**

The IHGG program will train both M.A. and Ph.D. students, but will distinguish between standards of mastery for the two groups. M.A. students will learn the methods and practices by which knowledge is created in the humanities and will be able to communicate about the content and methods of the humanities in many organizational and institutional settings.

M.A. and Ph.D. students share a general set of Program Learning Outcomes:

1. Become proficient in selected theories and research methods appropriate to the study of the humanities.
2. Understand and apply both disciplinary and interdisciplinary approaches to humanities research.
3. Achieve domain expertise in a particular disciplinary or interdisciplinary field of the humanities.
4. Demonstrate proficiency in research, analysis, and critique in the humanities through exams, papers, and theses.
5. Display commitment to the research ethics and professional standards of the humanities and to the particular field of expertise.



The IHGG Program Learning Outcomes are aligned with the Learning Outcomes approved by the UC Merced Graduate Division, which appear in the UC Merced General Catalog.

The Standards of Mastery for the M.A. are:

1. Develop communication skills and strategies appropriate for explaining the content and methods of the humanities to a wide range of audiences.
2. Demonstrate proficiency in using one or more established research methods to address existing topics in a humanities field.

**a) Core Courses (total 20 units)**

Course Number	Course Name	Units
IH 201A	IH Theories and Approaches (A)	4
IH 201B	IH Theories and Approaches (B)	4
IH 203*	Pedagogy in IH*	4*
IH 205	Humanities in the World	4
IH 206	Methods and Research in IH	4

\*IH 203 is required for Ph.D. students and for M.A. students who are serving as teaching assistants, and is strongly recommended for all M.A. students.

**b) Elective Courses (total 22 units for Thesis Students or 30 units for Comprehensive Examination Students)**

Course Number	Course Name	Units
IH 202*	Study Plan Design*	2*
IH 210	Readings in IH: Past Worlds	4
IH 220	Readings in IH: Social and Spatial Dynamics	4
IH 230	Readings in IH: Expressive and Imaginative Works	4
IH 291	Seminar Series in the Humanities	1-4
IH294	Individualized Study in Pedagogy	1-4
IH 295	Graduate Research	1-12
IH 296	Research for M.A. Thesis	1-12
IH 298	Directed Group Study	1-12
IH 299	Directed Independent Study	1-12

\*IH202 is required for Ph.D. students and strongly recommended for M.A. students.

### **c) Summary**

All M.A. students are required to complete 20 units of core coursework. Thesis students are required to complete an additional 22 required units and Comprehensive Examination students are required to complete an additional 30 units, for a total of 42 or 50 units respectively. Full-time students must enroll for 12 units per semester including research, academic and seminar units. Courses that fulfill any of the graduate group course requirements may not be taken S/U.

All M.A. students are required to enroll in IH 201A, IH 201B, IH 203, and IH 206. IH 201A, IH 201B, and IH 203 are generally taken concurrently during the fall of the first year of matriculation. IH 205 and IH 206 may be taken at any time during matriculation. All M.A. students are also required to take four Readings in IH courses (selected from IH 210, IH 220, and IH 230). All Readings in IH courses are repeatable; themes will vary based on instructor expertise. Students must take at least two versions of one Readings course number and must take at least one Readings course of another number. M.A. students are strongly encouraged to take IH 202, although this course is a requirement only for Ph.D. students.

Additional credits may be used at a student's discretion for research, exam preparation, thesis writing, courses outside of IHGG, or deeper exploration of an area of interest.

Students who wish to seek an exemption to any IHGG requirement must: a) write a memo of justification explaining the proposed exception, a proposed substitution for the requirement, and the educational rationale for the request, and b) obtain a letter of support from their major advisor. The Graduate Advising Committee will review student petitions for exemption and make determinations about them.

Independent study courses should be kept to a minimum, and are not available to first year students who are expected to be actively engaging with fellow graduate students in small seminars, settings in which they can best develop the intellectual skills needed to continue in the program. Only students beyond the first year, who are in good academic standing, who are making timely progress toward their degrees, and who have fulfilled progress reporting requirements may take independent study classes. Independent study courses also may not substitute for the classes required by the curriculum.

The same rules apply to enrollment in courses outside of the IHGG program, either in other UC Merced programs or on other campuses. Given the interdisciplinary orientation of the IHGG program, students beyond the first year are encouraged to take courses and work with faculty in other programs at UC Merced and beyond.

Students in the first year who wish to enroll in independent study courses or courses outside of the program must obtain a letter of support from their advisor and petition to the Graduate Advising Committee. Students beyond the first year may freely use elective credits for courses outside of the program.

#### **4) Special Requirements**

All IHGG M.A. students are required to complete an article-length research paper. This may be completed at any time prior to advancement to candidacy. The student's major advisor will select a journal in the student's field that offers a model for the length, format, and standards of the research paper. The paper should be appended to the annual progress report for advisor approval and Graduate Advising Committee ratification.

#### **5) Committees**

The Graduate Group Chair will govern the business of the graduate group. The Executive Committee, the Graduate Advising Committee, the Curriculum Committee and the Admissions and Fellowships Committee are the standing committees of the IHGG. The chair of each standing committee is also a member of the Executive Committee, and the committees will generally have two additional members. The Chair and the Executive Committee, at their discretion, may constitute additional ad hoc or standing committees to recommend actions to the Executive Committee. The Executive Committee will review committee formation and appointments on an annual basis. The committees that are relevant to graduate education are:

##### **a) Graduate Advising Committee**

Graduate advising functions are performed by a standing Graduate Advising Committee with members appointed by the Executive Committee to staggered two year terms. Its responsibilities include advising students on initial enrollment, serving as interim major professors as needed, assisting students in identifying their major professor(s), approving programs of study, monitoring progress toward degree, reviewing the results of oral and final examinations, and making recommendations to the Dean of Graduate Studies in cases requiring adjudication. All student petitions and progress reports must be reviewed by the Graduate Advising Committee as well as by the student's own committee.

##### **b) Educational Policy Committee**

The Educational Policy Committee evaluates and guides the educational programs of the Group: reviewing programs, determining changes in programmatic requirements of the graduate group, reviewing applications for new courses and new specializations, guiding required annual and periodic assessment practices under the guidance of the relevant university committees, and managing course rotation.

### **c) Admissions and Fellowship Committee**

The Admissions and Fellowship Committee develops recruiting materials for the Group, reviews applications for admissions, makes recommendations for admissions to the Vice Provost and Dean of Graduate Education, explores graduate student support mechanisms, and allocates intramural financial assistance. Admissions procedures are as follows. Once the completed application, all supporting material, and the application fee have been received, the application will be submitted to the Admissions and Fellowship Committee for consideration based on the criteria described above. Based on a review of the entire application, a recommendation is made to accept or decline an application's request for admission. That recommendation is forwarded to the Vice Provost and Dean of Graduate Education for final approval of admission. Notification of admissions decisions will be sent by the Office of Graduate Studies. The IHGG Admissions and Fellowships Committee will assign each admitted student a faculty advisor based upon student and faculty interest and faculty availability. The committee will provide a first-year advisor of record to assure that each student is effectively acculturated into the program.

### **d) MA Thesis and Examination Committees**

By the end of the second semester of matriculation, each M.A. student, in consultation with his or her graduate advisor and (as needed) the Graduate Group Chair and members of the Graduate Advising Committee, is required to nominate a Thesis and Examination Committee. The student's committee will consist of a minimum of four members and is chaired by the student's advisor. At least three members must be core or affiliate members of the IHGG faculty. The committee must be chaired by an IHGG core faculty member. The Examination Committee will consist of three examiners who are proficient in each of three examination topics, and one who can examine the student's proficiency in the breadth of the World at Home/At Home in the World focus. Recommended committee membership is reviewed by the Chair of the Graduate Group and sent to the Vice Provost and Dean of Graduate Education for final approval.

### **6) Advising Structure and Mentoring**

The Graduate Advisor is the faculty member who supervises the student's research and thesis. Each student's Graduate Advisor, who is appointed by Graduate Group Chair, is a resource for information on academic requirements, policies and procedures, and registration information and is the Chair of the Thesis and Examination Committees. The Admissions and Fellowships Committee will assign each admitted student a faculty advisor based upon student and faculty interest and faculty availability. The program will provide a first-year advisor of record to assure that each student is effectively acculturated into the program. Students may subsequently switch advisors. The IHGG takes the Faculty Senate Graduate Council Mentoring Guidelines as the framework for an effective student-advisor relationship.

The Graduate Advising Committee and the Graduate Group Chair are additional resources for answering academic questions and for resolving conflicts between students and advisors. The Graduate Group Staff assists students with identifying appointments and general university policies.

The Mentoring Guidelines are appended to this document as Appendix C. Appendix B describes other entities that can provide useful advice and resolution to problems in various areas.

A graduate student is expected to maintain satisfactory progress toward the academic objectives defined by the IHGG and must do so in accordance with the Policies and Procedures of the IHGG and the policies of the Graduate Council and the University.

Students will write annual Progress Reports for approval by their advisors. The Progress Reports will indicate whether students are progressing toward their degrees and whether they are doing so within normative time. Students whose progress is behind normative time will be required to develop a plan, with advisor approval, to get back on track, and/or an explanation, also with advisor approval, of their slow progress. Students who do not meet these requirements will have the lowest priority for campus resources. For M.A. students, satisfactory progress is also determined on the basis of grades.

During the spring semester, the student and his or her advisor should meet to discuss the progress report. The student is responsible to submit the progress report, signed by the advisor, to the Graduate Advisory Committee. Students who do not submit a Progress Report will have the lowest priority for campus resources.

It is the responsibility of each student's advisor, committee members, and other supervising faculty to be attentive to student progress and to communicate expeditiously with the student and with the Graduate Advising Committee about potential problems.

Advisors and other supervising faculty should communicate with the Graduate Advising Committee as soon as they become concerned about a student's progress. The Graduate Advising Committee will determine appropriate steps, which may include heightened scrutiny, an informational warning, or a request that Graduate Division determine whether a formal communication of unsatisfactory progress is necessary on the basis of the criteria outlined in the *Graduate Advisor's Handbook*.

Communication about potentially unsatisfactory progress between IHGG faculty and IHGG students is strictly advisory. It is the responsibility of the Graduate Division to make a formal determination of unsatisfactory progress.

## **7) Advancement to Candidacy**

In accordance with University of California policy, students must be advanced to candidacy for their degree prior to the beginning of the final semester of enrollment. An Application for Advancement to Candidacy initiated by the student and approved by the Graduate Group should be submitted to the Vice Provost and Dean of Graduate Education before (preferably 30 days before) the opening of the semester in which the degree is expected. The Application must be accompanied by petitions for any course credits that have not already been approved by the Vice Provost and Dean of Graduate Education. If the master's degree requires a thesis (Plan I), membership of the thesis committee must be included, and the graduate group chair, and the graduate student must sign the Statement of Conflict of Interest form, which is included in the Application. Deadlines for submission and approval of the Application for Advancement to Candidacy are published each semester on the Graduate Division website. Students must pay the current Advancement to Candidacy in the Master's Degree fee. If the student has not advanced to candidacy before the beginning of the semester in which all requirements are completed, the degree will not be conferred until the end of the following semester. When the student is formally advanced to candidacy, the student and the Graduate Group are notified.

## **8) Comprehensive Examination and Thesis Requirements**

### **a) Thesis Requirements (Plan I)**

The candidate should plan to form a thesis committee and submit all required documents ratifying committee composition by the third semester of matriculation. The candidate and advisor should meet at least once a year with the other members of the thesis committee to discuss progress and any changes in research objectives.

Research for the Master's thesis is to be carried out under the supervision of a core member of the program faculty and must represent an original contribution to knowledge in the field. As a general guideline, an M.A. thesis is typically between 50 and 100 pages long. An outstanding thesis is a well written work that shows a deep knowledge of a topic and mastery of all the relevant prior work on a subject. It displays insightful thinking and makes important breakthroughs. It is the product of well-designed research and thorough work. Quality and care are evident in the analyses and presentation. The argument is focused, logical, rigorous, and sustained. A successful M.A. thesis includes a clear and cogent explanation of a significant question and a review of prior scholarship about it. It effectively applies an appropriate theoretical framework and research method to illuminate an original project and a body of source material associated with it.

The thesis research must be conducted while the student is enrolled in the program. The thesis is submitted to the thesis committee at least one month before the scheduled defense. All committee members must approve the thesis in its entirety and sign the title page before the thesis is submitted electronically to the Office of Graduate Studies for final approval. Should the committee determine that the thesis is unacceptable, even with substantial revisions; the

program may recommend the student for disqualification from the program to the Vice Provost and Dean of Graduate Education.

Submission of the thesis is followed by a thesis defense. The defense is the culmination of the graduate program. The student delivers a formal presentation of the thesis and fields questions about it from his or her committee. A successful defense demonstrates exceptional verbal communication skills, reveals the student's capacity to succinctly synthesize the entire thesis into a brief and clear presentation, and displays the student's ability to respond extemporaneously and persuasively to questions about the content, methods, and context of the thesis. If a student passes the defense, it means that he or she is ready to file the thesis, potentially following minor revisions.

The defense is a two hour exam that includes a public component open to all IHGG faculty and students, and a closed component limited to committee members. Students are advised to submit the thesis for committee review at least six weeks prior to the scheduled defense date.

The fully revised thesis must be submitted by the deadline in the semester in which the degree is to be conferred. Those students who complete requirements and submit the thesis after the end of the semester and prior to the start of the subsequent semester will earn a degree for the following semester, but will not be required to pay fees for that semester. Instructions on preparation of the thesis are available in the UCM Thesis and Dissertation Manual and a schedule of dates for filing the thesis in final form are published on the Graduate Division website in the calendar and deadlines section.

#### **b) Comprehensive Examination (Plan II)**

The M.A. Comprehensive Examination is based upon extensive and intensive reading. Each member of the student's committee will generally assign a list of between approximately 15 and 25 books and/or the equivalent quantity of reading in the form of articles, though these numbers should be considered as a general guideline, and will vary case by case.

For the written examination, each member of the committee will design a written question to prompt two hours of open-note writing resulting in an essay of approximately two to four pages. The exam may be spread over multiple days. For the written exam, each member of the committee will design a series of oral questions prompting approximately 30 minutes of give-and-take. The questions should be based upon the assigned readings, and, in the case of the oral exam, the answers to the written exam.

In order to pass the examinations, students will have to demonstrate that they are familiar with the history and development of scholarship on each examination topic, the major theories and methods that its practitioners utilize, and the current questions and literature about it. In a successful comprehensive exam, a student will be able to:

- Accurately recall the titles, authors, methods, arguments, approximate dates of publication, details and contributions of a large number of works.
- Perform precise, sophisticated, original, and evidence-based analysis and critique of individual works.
- Synthesize information and ideas from multiple works to illustrate a concept or support an original idea.
- Demonstrate breadth and depth of knowledge and domain expertise regarding the content and methods of several disciplinary and/or interdisciplinary fields of the humanities.
- Display commitment to the research ethics and professional standards of the humanities and to a specific field of expertise.
- Communicate fluently, persuasively, clearly, and confidently.
- Demonstrate appropriate preparation for his or her readiness for the independent and creative work required to complete an M.A. thesis on a particular topic.

Students whose committees unanimously deem that their exams demonstrate exemplary recall of information and knowledge, exceptional written and oral communication, and highly creative analysis and synthesis will receive a Pass With Distinction.

The results of the examination must be reported to Graduate Studies using the Final Report for the Master's Degree Form found on the Graduate Division website. When students take the exam, they must be registered or in current filing fee status.

i) **Timing:** Students may take the comprehensive examination once they have advanced to candidacy. However, it is important that the timing of the exam satisfy the regulations as noted in the CCGA handbook<sup>1</sup>, which indicates that the capstone requirement be completed at or near the end of the coursework for the Master's degree.

ii) **Outcome:** Examinations can result in either a pass, fail, or partial pass by unanimous consensus of the Qualifying Examination Committee. The categories are described below.

a) A student has passed when the Qualifying Examination Committee unanimously votes that the student passed the entire examination with scholarship that is at least acceptable. The committee must report to the Graduate Council via the Vice Provost and Dean of Graduate Education within 30 days. If agreed unanimously by the committee the student may be allowed to make minor modifications prior to submitting the results of the examination.

b) A student has failed when the Qualifying Examination Committee votes unanimously that

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<sup>1</sup> Policies Affecting Graduate Degree Programs, page 1, of <http://senate.universityofcalifornia.edu/committees/ccga/CCGAHandbook2012-13FinalDraft.pdf>



the student failed the entire examination. The second examination may have a format different from the first, but the substance should remain the same. A student whose performance on the second attempt is also unsatisfactory, or who does not undertake a second examination within a reasonable period of time, is subject to academic disqualification. A third examination may be given only with the approval of the Graduate Group committee and the Vice Provost and Dean of Graduate Education.

- c) A student has partially passed when the Qualifying Examination Committee votes unanimously that the student passed some components but failed others. In this instance, the following apply:
- 1) The student has the option of taking a second examination as detailed in above on the components failed; and
  - 2) The chair of the committee must write a letter to the student, with a copy to the Graduate Division, conveying the information about the student’s performance (pass, fail, or partial pass) on each of the components covered during the examination.

## 9) Normative Time to Degree

Normative Time is the elapsed time (calculated to the nearest semester) that a student would need to complete all requirements for the degree, assuming that they are engaged in full-time study and making adequate progress. The student must advance to candidacy and complete the degree within the limitations established by the Graduate Group and approved by the Graduate Council. Normative time for the M.A. with an exam option is two years, and normative time for an M.A. with a thesis option is three years.

## 10) Typical Time Line and Sequence of Events

<b>Year One</b>	<b>Fall</b>	<b>Spring</b>
	IH201A Methods and Approaches (1)	IH210 Readings in IH: Past Worlds
	IH201B Methods and Approaches (2)	IH205 Humanities in the World
	IH203 Pedagogy in IH	IH206 Methods and Research
<b>Year Two</b>	<b>Fall</b>	<b>Spring</b> (Comprehensive Exam completed)
	IH220 Readings in IH: Social and Spatial	IH210 Readings in IH: Past Worlds
	IH230 Readings in IH: Expressive	IH206 Methods and Research

	and Imaginative Works	
	Non-IH Elective	IH299 Directed Independent Study

### 11) Sources of funding

Teaching assistantships have historically been readily available to all IHGG students in need of funding. Additional support is available through internal sources such as the Center for the Humanities and through USAP funds. Research assistantships have been available to students through the Center for Research on Teaching Excellence, extramural faculty grants, and faculty start-up grants. A number of our students receive UC systemwide and extramural fellowships and grants, and we are committed to assisting students in identifying and completing applications for such funding.

The IHGG has thus far been able to offer teaching assistantships and fellowship opportunities to both M.A. and Ph.D. students without regard for degree program. If resources become limited, the program will give preference to Ph.D. students. M.A. and Ph.D. students will be placed in a single pool for consideration as teaching assistants. In general we will seek to offer positions in rank order to: a) Ph.D. students in the first and second year, b) up to two M.A. students within normative time who are recent UC Merced B.A. graduates, c) advanced Ph.D. students within normative time, d) M.A. students within normative time, e) Ph.D. students beyond normative time, f) M.A. students beyond normative time. At the same time, we note that some courses require teaching assistants with particular subject expertise, and this consideration will also play a role in prioritization for student assignments. Ph.D. students will receive also priority for internal fellowship nominations, while also taking into account funder criteria and applicant merit.

### 12) PELP, In Absentia, and Filing Fee Status

Information about PELP (Planned Educational Leave Program), In Absentia (reduced fees when researching out of state), and Filing Fee status can be found in the Graduate Group Policies and Procedures available on Graduate Division website.

# Ph.D. Degree Requirements

## 1) Admissions Requirements

Applicants must demonstrate a B.A. with minimum 3.0 average in a humanities discipline or allied field, or other preparation commensurate with that accomplishment. They must demonstrate a level of English language proficiency adequate for success in graduate level coursework in English. While we evaluate applications holistically, we will generally prefer a GRE verbal score above 180 (86<sup>th</sup> percentile). The IHGG GRE requirements and TOEFL requirements follow the Graduate Division guidelines as detailed in the *Graduate Advisor's Handbook*. Among qualified applicants, we will identify those who demonstrate a commitment to the interdisciplinary humanities approach and the World at Home/At Home in the World theme. We will seek to admit each class of students as a coherent cohort of individuals with complementary interests, who can peer-educate and reinforce the interdisciplinary character of the program. We will then evaluate whether we have appropriate faculty to support the proposed programs of study of the qualified students.

## 2) Dissertation Plan

In accordance with University of California policy, a minimum of four semesters in academic residence is required prior to awarding the Ph.D. Typically, a longer period of study, five to six or more years, is required for completion of all degree requirements. It is the responsibility of the Graduate Group to inform the student upon admission to the program of the expected degree time. All graduate students are considered resident graduates, not candidates for a degree, unless admitted to candidacy after completion of all candidacy requirements and approval by the Graduate Division after formal application. A student advances to candidacy for the Ph.D. upon successfully demonstrating a high level of scholarship at the Ph.D. level, and upon completing all preparatory work and demonstrating readiness to proceed to the dissertation phase.

Students demonstrate breadth and emphasis by taking four or more Readings in the Interdisciplinary Humanities courses. At least two must be in one cross-disciplinary focus area, and at least one must be in another cross-disciplinary focus area. The three focus areas are:

- Past Worlds (IH210). This focus area emphasizes content and approach typical of history and archaeology courses.
- Social and Spatial Dynamics (IH220). This focus area emphasizes content and approach typical of cultural anthropology, linguistics, and geography courses.
- Expressive and Imaginative Works (IH230). This focus area emphasizes content and approach typical of literature, art, music, and religion courses.

All courses in the program follow a standard 4 credit hours. IHGG courses are extremely time-consuming classes that are intended to move students toward proficiency and independence in reading and writing, which are the core practices of the humanities. IHGG classes will generally meet for three hours per week, and will require at least 12 hours per week of outside preparation. IHGG Readings courses will typically require students to read one or two books per week or the equivalent in articles (a total of 250 to 500 pages of reading per week), to write weekly response papers analyzing what they have read, to prepare class presentations throughout the semester, and to write extensively. Instructors may require a 25- to 30-page seminar paper or a larger number of shorter writing exercises that allow students to practice various modes of scholarly communication. IHGG Methods and Research courses will require students to identify, acquire, read, critique and synthesize scholarship together with creative or archival works, to present their work in progress, and to offer an end-of-term presentation of their semester of work.

In addition to the breadth and emphasis offered by the Readings in Interdisciplinary Humanities requirement, students may optionally declare a specialization. The specializations are areas of significant student interest and a depth of faculty expertise. They showcase areas of interdisciplinary strength in the IHGG and are consistent with the vision of the program. Students who wish to declare a specialization must take 16 credits in classes designated for the specialization, have a committee chair who is affiliated with the specialization, and have at least one other committee member affiliated with the specialization.

- The Multicultural Luso-Hispanic World (MLHW). Latina/o, Latin American and Iberian Studies is an interdisciplinary concentration that examines the linguistic, literary, social, and cultural continuum of peoples and communities in the United States and in Spanish- and Portuguese-speaking countries, including Spain, Portugal, Brazil, and all the hispanophone countries of Latin America and the Caribbean. In addition, it encompasses the cultural production in the Spanish and Portuguese languages from areas and countries such as Morocco, the Philippines, Equatorial Guinea, Angola, Mozambique, and Macao. Students explore topics and themes related to these populations from an interdisciplinary perspective which links the approaches of the humanities, fine arts, and social sciences with special attention to such themes as colonialism and post-colonialism, race, ethnicity and nation, identities, border crossing, transculturation, diasporas and migrations.
- Transnational Americas Studies (TAS). The Transnational Americas Studies concentration offers multidisciplinary approaches to studying the connections between migration, identity, culture, and economy with a geographic focus on the radiating links between California, the North American West, the Americas, and their Pacific and Atlantic connections. We welcome students with research foci based in the Americas, Pacific Rim, or Atlantic World in archaeological, historical, and contemporary contexts. We offer students the opportunity to investigate the intersectionality of race, gender,

class, space, and cultural production as they dovetail with contests regarding belonging, boundaries, nations, polities, and citizenship. The M.A. and Ph.D. concentrations in Transnational Americas Studies create a framework within which to connect material, representational, and discursive analytical methods to bear on both academic production and civic engagement. Merced and the Central Valley are located at a geographic, cultural, and economic crossroads. Rather than a fringe area, Merced and the Central Valley have been critical nodes in layered and overlapping human migrations and interrelated economic, spatial, and cultural transformations during pre-colonial times and since the nineteenth century. Consequently, U.C. Merced offers an ideal vantage from which to explore in multidisciplinary ways notions of intersection, power, history, language, migration and movement within California and the Americas, and throughout the Pacific and Atlantic worlds.

Courses that can be used to fulfil the MLHW specialization will carry a “Z” suffix. Courses that can be used to fulfil the TAS specialization will carry a “Y” suffix.

### **3) Course Requirements - Core and Electives (total 54 units)**

The IHGG program will train both M.A. and Ph.D. students, but will distinguish between standards of mastery for the two groups. Ph.D. students will combine and extend multiple research practices, apply them to novel topics, and produce new insights about the humanities. They will be prepared to anticipate possible directions of change in an evolving knowledge economy, to play many roles in it, and to adapt methods and activities to meet both current and future needs.

M.A. and Ph.D. students share a general set of Program Learning Outcomes:

1. Become proficient in selected theories and research methods appropriate to the study of the humanities.
2. Understand and apply both disciplinary and interdisciplinary approaches to humanities research.
3. Achieve domain expertise in a particular disciplinary or interdisciplinary field of the humanities.
4. Demonstrate proficiency in research, analysis, and critique in the humanities through exams, papers, and theses.
5. Display commitment to the research ethics and professional standards of the humanities and to the particular field of expertise.

The IHGG Program Learning Outcomes are aligned with the Learning Outcomes approved by the UC Merced Graduate Division, which appear in the UC Merced General Catalog.

The Standards of Mastery for the Ph.D. are:

1. Create scholarly and creative works that use multiple and diverse methods for communicating about the content and methods of the humanities with any audience.
2. Identify original topics in a humanities field and demonstrate proficiency in combining, modifying, expanding and critiquing existing research methods and theories in order to address them in an imaginative way.

Please note that courses taken toward a graduate degree at another institution cannot be transferred for credit toward a Ph.D. at UCM. However, a course requirement may be waived if a similar course was taken at another institution. The General Petition form should be used for all requests for waivers of course work.

**a) Core Courses (total 22 units)**

Course Number	Course Name	Units
IH 201A	IH Theories and Approaches (A)	4
IH 201B	IH Theories and Approaches (B)	4
IH 202	Study Plan Design	2
IH 203	Pedagogy in IH	4
IH 205	Humanities in the World	4
IH 206	Methods and Research in IH	4

**b) Elective Courses (total 30 units)**

Course Number	Course Name	Units
IH 210	Readings in IH: Past Worlds	4
IH 220	Readings in IH: Social and Spatial Dynamics	4
IH 230	Readings in IH: Expressive and Imaginative Works	4
IH 291	Seminar Series in the Humanities	1-4
IH294	Individualized Study in Pedagogy	1-4
IH 295	Graduate Research	1-12
IH 297	Research for Ph.D. Dissertation	1-12
IH 298	Directed Group Study	1-12
IH 299	Directed Independent Study	1-12

### **c) Summary**

A total of 54 units is required: 24 units of core courses, 16 units of Readings in the Interdisciplinary Humanities (4 courses) of which at least two are in one interdisciplinary area and at least one is in another interdisciplinary area. , Core and Readings classes must be taken for a letter grade. Students must also take an 14 additional units of credit bearing activities which may be taken for a letter grade or S/U. A minimum course load is 12 units each academic semester, and per UC regulations students cannot enroll in more than 12 units of graduate level courses per semester.

All Ph.D. students are required to enroll in IH 201A, IH 201B, IH 202, IH 203, IH 205, and IH 206. IH 201A and IH 201B and IH 203 are generally taken concurrently during the fall of the first year of matriculation, and IH202 is generally taken during the spring of the first year. IH 205 and IH 206 may be taken at any time during matriculation.

All Ph.D. students are also required to take four Readings in IH courses (IH 210, IH 220, and IH230). All Readings in IH courses are repeatable; themes will vary based on instructor expertise. Students must take at least two versions of one Readings course number and must take at least one Readings course of another number.

Additional credits may be used at a student's discretion for research, exam preparation, thesis writing, courses outside of IHGG, or deeper exploration of an area of interest.

Students who wish to seek an exemption to any IHGG requirement must: a) write a memo of justification explaining the proposed exception, a proposed substitution for the requirement, and the educational rationale for the request, and b) obtain a letter of support from their major advisor. The Graduate Advising Committee will review student petitions for exemption and make determinations about them.

Independent study courses should be kept to a minimum, and are not available to first year students who are expected to be actively engaging with fellow graduate students in small seminars, settings in which they can best develop the intellectual skills needed to continue in the program. Only students beyond the first year, who are in good academic standing, who are making timely progress toward their degrees, and who have fulfilled progress reporting requirements may take independent study classes. Independent study courses also may not substitute for the classes required by the curriculum.

The same rules apply to enrollment in courses outside of the IHGG program, either in other UC Merced programs or on other campuses. Given the interdisciplinary orientation of the IHGG program, students beyond the first year are encouraged to take courses and work with faculty in other programs at UC Merced and beyond.

Students in the first year who wish to enroll in independent study courses or courses outside of the program must obtain a letter of support from their advisor and petition to the Graduate Advising Committee. Students beyond the first year may freely use elective credits for courses outside of the program.

#### **4) Special Requirements**

##### **a) Language Examination**

All Ph.D. students must demonstrate proficiency in at least one language other than modern English or a linguistics-based skill (such as computer programming, stats, or GIS) that is relevant to their proposed course of study. At the end of the student's first academic year, the student and their advisor will fill out a standard form in which they identify a relevant language/skill, its purpose for the student's plan of study, the way in which they will demonstrate proficiency, and a timeline for completion. The form of demonstrating proficiency will be dictated by the way in which the proposed language/skill is to be used in the student's course of study. The form signed by the student and advisor will have a list of standard options from which to choose as well the opportunity to propose an alternative type of examination or proficiency demonstration. Both the language/skill and the form of the evaluation must be approved by the IH Chair prior to the exam. Any language/skills exam is pass/fail and may be taken repeatedly, though it must be passed prior to advancement to candidacy. The Graduate Division will be advised in writing about the date passed.

#### **5) Committees**

The Graduate Group Chair will govern the business of the graduate group. The Executive Committee, the Graduate Advising Committee, the Curriculum Committee and the Admissions and Fellowships Committee are the standing committees of the IHGG. The chair of each standing committee is also a member of the Executive Committee, and the committees will generally have two additional members. The Chair and the Executive Committee, at their discretion, may constitute additional ad hoc or standing committees to recommend actions to the Executive Committee. The Executive Committee will review committee formation and appointments on an annual basis. The committees that are relevant to graduate education are:

##### **a) Graduate Advising Committee**

Graduate advising functions are performed by a standing Graduate Advising Committee with members appointed by the Executive Committee to staggered two year terms. Its



responsibilities include advising students on initial enrollment, serving as interim major professors as needed, assisting students in identifying their major professor(s), approving programs of study, monitoring progress toward degree, reviewing the results of oral and final examinations, and making recommendations to the Dean of Graduate Studies in cases requiring adjudication. All student petitions and progress reports must be reviewed by the Graduate Advising Committee as well as by the student's own committee.

#### **b) Educational Policy Committee**

The Educational Policy Committee evaluates and guides the educational programs of the Group: reviewing programs, determining changes in programmatic requirements of the graduate group, reviewing applications for new courses and new specializations, guiding required annual and periodic assessment practices under the guidance of the relevant university committees, assigning teaching assistant appointments, and managing course rotation.

#### **c) Admissions and Fellowship Committee**

The Admissions and Fellowship Committee develops recruiting materials for the Group, reviews applications for admissions, makes recommendations for admissions to the Vice Provost and Dean of Graduate Education, explores graduate student support mechanisms, and allocates intramural financial assistance. Admissions procedures are as follows. Once the completed application, all supporting material, and the application fee have been received, the application will be submitted to the Admissions and Fellowship Committee for consideration based on the criteria described above. Based on a review of the entire application, a recommendation is made to accept or decline an application's request for admission. That recommendation is forwarded to the Vice Provost and Dean of Graduate Education for final approval of admission. Notification of admissions decisions will be sent by the Office of Graduate Studies. The IHGG Admissions and Fellowships Committee will assign each admitted student a faculty advisor based upon student and faculty interest and faculty availability. The committee will provide a first-year advisor of record to assure that each student is effectively acculturated into the program.

#### **d) Ph.D. Dissertation and Examination Committees**

By the end of the second semester of matriculation, each Ph.D. student, in consultation with his or her graduate advisor and (as needed) the Graduate Group Chair and members of the Graduate Advising Committee, is required to nominate a Dissertation and Examination Committee. Selecting a committee is generally conducted as part of the IH 202 Study Plan Design course. The student's committee will consist of a minimum of four members and is chaired by the student's advisor. At least three members must be core or affiliate members of the IHGG faculty. The committee must be chaired by an IHGG core faculty member. The

Examination Committee will consist of three examiners who are proficient in each of three examination topics, and one who can examine the student's proficiency in the breadth of the World at Home/At Home in the World focus. Recommended committee membership is reviewed by the Chair of the Graduate Group and sent to the Vice Provost and Dean of Graduate Education for final approval.

## **6) Advising Structure and Mentoring**

The Graduate Advisor is the faculty member who supervises the student's research and dissertation. Each student's Graduate Advisor, who is appointed by Graduate Group Chair, is a resource for information on academic requirements, policies and procedures, and registration information and is the Chair of the Dissertation and Examination Committees. The Admissions and Fellowships Committee will assign each admitted student a faculty advisor based upon student and faculty interest and faculty availability. The program will provide a first-year advisor of record to assure that each student is effectively acculturated into the program. Students may subsequently switch advisors. The IHGG takes the Faculty Senate Graduate Council Mentoring Guidelines as the framework for an effective student-advisor relationship.

The Graduate Advising Committee and the Graduate Group Chair are additional resources for answering academic questions and for resolving conflicts between students and advisors. The Graduate Group Staff assists students with identifying appointments and general university policies.

The Mentoring Guidelines are appended to this document as Appendix C. Appendix B describes other individuals and entities that can provide useful advice and resolution to problems in various areas.

A graduate student is expected to maintain satisfactory progress toward the academic objectives defined by the IHGG and must do so in accordance with the Policies and Procedures of the IHGG and the policies of the Graduate Council and the University.

Students will write annual Progress Reports for approval by their advisors. The Progress Reports will indicate whether students are progressing toward their degrees and whether they are doing so within normative time. Students whose progress is behind normative time will be required to develop a plan, with advisor approval, to get back on track, and/or an explanation, also with advisor approval, of their slow progress. Students who do not meet these requirements will have the lowest priority for campus resources. For Ph.D. students who have not yet advanced to candidacy, satisfactory progress is also determined on the basis of grades.

During the spring semester, the student and his or her advisor should meet to discuss the progress report. The student is responsible to submit the progress report, signed by the advisor, to the Graduate Advisory Committee. Students who do not submit a Progress Report will have the lowest priority for campus resources.

It is the responsibility of each student's advisor, committee members, and other supervising faculty to be attentive to student progress and to communicate expeditiously with the student and with the Graduate Advising Committee about potential problems.

Advisors and other supervising faculty should communicate with the Graduate Advising Committee as soon as they become concerned about a student's progress. The Graduate Advising Committee will determine appropriate steps, which may include heightened scrutiny, an informational warning, or a request that Graduate Division determine whether a formal communication of unsatisfactory progress is necessary on the basis of the criteria outlined in the *Graduate Advisor's Handbook*.

Communication about potentially unsatisfactory progress between IHGG faculty and IHGG students is strictly advisory. It is the responsibility of the Graduate Division to make a formal determination of unsatisfactory progress.

## **7) Advancement to Candidacy, Qualifications**

Advancement to candidacy is the culmination of a process, involving area papers, a qualifying exam (written and oral), and a dissertation prospectus.

To advance to candidacy a student must:

- a. Satisfy all requirements set by the graduate program, including coursework and language exam
- b. Maintain a minimum GPA of 3.0 in all course work undertaken
- c. Have passed unanimously the Qualifying Examination before their committee
- d. Have presented and defended the dissertation prospectus
- e. File the appropriate paperwork (Advance to Candidacy for the Degree of Doctor Philosophy Form and Conflict of Interest Form) with the Office of Graduate Studies and pay the candidacy fee in order to be officially promoted to Ph.D. Candidacy

As a pre-requisite to completing the qualifying exam, all course requirements and the Language Examination must be completed. The qualifying exam should be taken by the sixth semester and no later than the end of the eighth semester after admission to the Ph.D. program.

Passing this exam makes the student eligible for advancement to candidacy, with successful completion of the dissertation prospectus as the final step in this comprehensive process. When, by unanimous vote, the Committee decides the student is qualified for the dissertation phase, it shall recommend advancement to candidacy to the Vice Provost and Dean of Graduate Education. The student must pay the current advancement to candidacy fee to the campus Cashier's Office that will validate the advancement to candidacy form. The student must then submit the advancement to candidacy form to the Graduate Division. The candidate and graduate program will be notified of formal advancement and the appointment of a Doctoral Committee.

Advancement to Candidacy begins with the first academic term following completion of all requirements (including submission of all forms).

Successful completion of the advanced to candidacy process in the Interdisciplinary Humanities graduate program means that students will have demonstrated familiarity with the history and development of scholarship on each examination topic, the major theories and methods that its practitioners utilize, and the current questions and literature about it.

Those skills and abilities include:

- Accurately recall the titles, authors, methods, arguments, approximate dates of publication, details and contributions of a large number of works.
- Perform precise, sophisticated, original, and evidence-based analysis and critique of individual works.
- Synthesize information and ideas from multiple works to illustrate a concept or support an original idea.
- Demonstrate breadth and depth of knowledge and domain expertise regarding the content and methods of given interdisciplinary and/or disciplinary fields of the humanities.
- Display commitment to the research ethics and professional standards of the humanities and to a specific field of expertise.
- Communicate fluently, persuasively, clearly, and confidently.
- Demonstrate appropriate preparation for his or her readiness for the independent and creative work required to complete a Ph.D. dissertation on a particular topic.

#### **a. Qualifying Exam components**

The Qualifying Examination has three parts: Area Paper(s), a Written Examination, and an Oral Examination.

- A core component of the qualifying exam are two to three area papers, which may be developed from seminar papers, study planning materials, independent study, exam reading lists, and humanities research projects.
- Area papers are about 15-20 pages in length and reflect the theory and methodologies of interdisciplinary and/or disciplinary humanities research. Unlike a dissertation prospectus, which would outline one future project, area papers should reflect a sustained analysis of study, which could be specific or wide-ranging in scope. These area papers should reflect the reading list.
- The written examination is a take home exam as reflection on the area papers, and is based upon the reading lists compiled in consultation with each member of the committee. Each member of the committee will design a written question to prompt two hours of open-note writing resulting in an essay of approximately two to four pages. The exam may be spread over multiple days.
- An Oral Examination. The two-hour oral examination is held following committee approval of the written examination. Each committee member will ask questions based upon the area papers, reading lists, and the written examination reflection responses.

#### **b. Conduct of the Exam**

The student's examining committee will consist of a minimum of four members. At least

three must be core or affiliate members of the IHGG faculty. The committee must be chaired by an IHGG core faculty member. While enrolled in the Study Plan class, the student will constitute a committee and identify committee members to develop Examination Topics supported by reading lists that represent the breadth and depth of knowledge in a particular area. The student's committee will consist of one examiner from each of the three Examination Topics, and one who can examine the student's proficiency in the breadth of interdisciplinary humanities.

Prior to convening a student committee for advancement to candidacy exam, the Faculty Advisor, the Graduate Group Chair, and the graduate student must sign the Statement on Conflict of Interest form that is included in the Advancement to Candidacy for the Degree of Doctor of Philosophy form.

The Committee follows the procedures of the IHGG to conduct the Qualifying Examination for candidacy. The Committee is subject to the rules of the program and those specified below:

- Administration of the Candidacy Examination must conform to the policies established by the Graduate Council.
- The Committee must meet to decide upon examination topics, protocol and scheduling, within program expectations (see above).
- The Committee must notify the students of these policies and the examination format, with adequate notice for the student to provide commentary.
- Note: The program's annual progress reporting is one important and routine process to communicate timelines and process, with mentoring support.

In partnership with their committee members, students determine their reading list. Each member of the student's committee will generally offer a list of between approximately 10-20 (for an external member) and 40-50 (for the major advisor) books and/or the equivalent quantity of reading in the form of articles, though these numbers should be considered as a general guideline, and will vary case by case.

Graduate Council policy specifies that although the formal oral Qualifying Examination for candidacy ordinarily is conducted in a single day, the Committee may meet intermittently over a longer period, and may decide to reexamine the student on one or more topics after a specified interval.

When the Committee meets to conduct the oral Qualifying Examination, it must report to the Graduate Council via the Vice Provost and Dean of Graduate Education within 30 days. Upon completion of the Qualifying Examination and all other Graduate Group requirements for Advancement to Candidacy, the results should be submitted to the Graduate Division on the Qualifying Examination Report form. The Qualifying Examination Report Form must be signed by all committee members at the time the candidacy examination is concluded and submitted even if the student failed the examination.

### **c. Outcome of the Exam**

Before voting upon its recommendation for or against candidacy, the Committee as a whole shall meet with the student, and any member of the Committee will have the right

to pose appropriate questions to the student. The Committee must conclude its examination when convened with the student present. The committee, having reached a unanimous decision, shall inform the student of its decision to:

- **Pass with Distinction:** Students whose committees unanimously deem that their exams demonstrate exemplary recall of information and knowledge, exceptional written and oral communication, and highly creative analysis and synthesis will receive a Pass with Distinction.
- **Pass:** A student has passed when the Qualifying Examination Committee unanimously votes that the student passed the entire examination with scholarship that is at least acceptable. The committee must report to the Graduate Council via the Vice Provost and Dean of Graduate Education within 30 days. If agreed unanimously by the committee the student may be allowed to make minor modifications prior to submitting the results of the examination.
- **Fail:** A student has failed when the Qualifying Examination Committee votes unanimously that the student failed the entire examination. The second examination may have a format different from the first, but the substance should remain the same. A student whose performance on the second attempt is also unsatisfactory, or who does not undertake a second examination within a reasonable period of time, is subject to academic disqualification. A third examination may be given only with the approval of the Graduate Group committee and the Vice Provost and Dean of Graduate Education.
- **Pass with Conditions:** A student has partially passed when the Qualifying Examination Committee votes unanimously that the student passed some components but failed others. In this instance, the following apply:
  - The student has the option of taking a second examination as detailed in above on the components failed; and
  - The chair of the committee must write a letter to the student, with a copy to the Graduate Division, conveying the information about the student's performance (pass, fail, or partial pass) on each of the components covered during the examination.

If a unanimous decision takes the form of "Pass with Conditions" or "Fail", the Chair of the Candidacy Committee must include in its report a specific statement, agreed to by all members of the committee, explaining its decision and must inform the student of its decision.

#### **d. Dissertation Prospectus**

Ph.D. students must constitute a four-person dissertation committee including at least three core or affiliate IHGG faculty members and chaired by a core IHGG member, and must complete and defend a 5- to 10-page dissertation prospectus. The dissertation prospectus should include: 1) a brief explanation of the dissertation topic, 2) its significance and likely impact on the field, including a brief literature review, 3) the research methodology and the student's readiness to conduct the needed research, and 4) a timeline for completion. The student should present the prospectus in a one-hour meeting with the entire dissertation committee. The meeting should take the form of a

formal presentation followed by a Q & A session. The committee must unanimously vote to approve the prospectus, disapprove it, or request revisions. Following approval of the prospectus, the committee completes the Prospectus Approval Reporting Form for submission to the Graduate Group Chair and notification of Graduate Division.

### **a) The Dissertation**

The dissertation is the culminating task of the Ph.D. student, and as such, a successful Ph.D. dissertation demonstrates that the student has achieved mastery in every Program Learning Outcome and is prepared for an independent professional career in the humanities. As a general guideline, a Ph.D. dissertation is typically 200 pages long or more.

Outstanding dissertations are well written works that show deep knowledge of a topic and mastery of all the relevant prior work on a subject. They display insightful thinking and make important breakthroughs. They are the product of well-designed research and thorough work. Quality and care are evident in the analyses and presentation. The argument is focused, logical, rigorous, and sustained.

The hallmark of a successful Ph.D. dissertation is its originality and significance. An original contribution asks a new research question or answers an old question in a new way. It may use novel sources or methods. It is of interest and importance to an entire specialist community. It pushes a field's boundaries and influences the field by changing the way people think about a question, method, or body of material.

Upon completion of the final examination and approval of the dissertation, the Doctoral Committee recommends, by submission of the Report on Final Examination of the Ph.D. Degree Form, the conferral of the Ph.D. subject to final submission of the approved dissertation for deposit in the University Archives. The Committee recommendation must be unanimous.

#### **1. *Final Examination***

The dissertation defense is the culmination of the graduate program. The student delivers a formal presentation about his or her dissertation and fields questions about it from his or her committee. A successful defense demonstrates exceptional verbal communication skills, reveals the student's capacity to succinctly synthesize the entire dissertation into a brief and clear presentation, and displays the student's ability to respond extemporaneously and persuasively to questions about the content, methods, and context of the thesis or dissertation. If a student passes the defense, it means that he or she is ready to file the dissertation, potentially following minor revisions.

The defense includes a public component open to all IHGG faculty and students, and a closed component limited to committee members. The format is as follows: 1) Student presents his/her work in a formal 30 minute talk open to all IHGG faculty and students. This is followed by 2), a 30 minute Q & A open to IHGG faculty and students, and then 3), a 60 minute closed session for committee questions, critique, and discussion. The student may request a waiver of the open session by submitting a memo and a letter of support from his/her advisor to the Graduate Advising Committee for evaluation at least one month before the scheduled examination date.

## **2. *General Requirements***

The submission of the dissertation is the last step in the program leading to the award of an advanced degree. All dissertations submitted in fulfillment of requirements for advanced degrees at UCM must conform to certain University regulations and specifications with regard to format and method of preparation. The UCM Thesis and Dissertation Manual is available at the Graduate Division website. The Doctoral Committee certifies that the completed dissertation is satisfactory through the signatures of all Committee members on the signature page of the completed dissertation. The doctoral committee chair is responsible for the content and final presentation of the manuscript.

Filing instructions are found in the UC Merced Thesis and Dissertation Manual.

## **3. *Dissertation:***

The research conducted by the student must be of such character as to show ability to pursue independent research. The dissertation reports a scholarly piece of work of publishable quality that solves a significant problem in the field and is carried out under the supervision of a member of program while the student is enrolled in the program. The chair of the doctoral committee must be a member of the program and must be immediately involved with the planning and execution of the work done to formulate the dissertation.



Students should meet regularly with their dissertation committee. The dissertation must be submitted to each member of the dissertation committee at least one month before the student expects to make the defense. Informing committee members of progress as writing proceeds helps the members to plan to read the dissertation and provide feedback. The dissertation must be approved and signed by the dissertation committee before it is submitted to Graduate Studies for final approval.

**8) Normative Time to Degree**

Normative Time is the elapsed time (calculated to the nearest semester) that students need to complete all requirements for the degree, assuming that they are engaged in full-time study and making adequate progress. There are two parts to Normative Time: Normative Time to Advancement to Candidacy and Normative Time in Candidacy. The first represents the number of semesters needed to complete all of course requirements and pass any required Qualifying Exams. This may be different for students entering with master’s degrees versus those who pursue the Ph.D. directly after the bachelor’s degree. The second represents the remaining semesters that are recommended for completion of the dissertation.

The normative time for the IHGG Ph.D. is six to eight years. The long end of this range is slightly below the nationwide average for the humanities, while the short end is significantly below the nationwide average. This represents the commitment of the IHGG to join the emerging national effort to gradually “bend the curve” of humanities Ph.D. education toward shorter times to degree, while recognizing the need to adhere to existing nationwide norms.

UC rules mandate a maximum of 12 semesters of TA employment for graduate students. UC rules also prohibit the campus from receiving a state subsidy for Ph.D. students who have advanced to candidacy more than three years previously. While this stipulation reinforces the desirability of efficient degree completion, it does not impose a specific mandate upon UC graduate programs.

**9) Typical Time Line and Sequence of Events**

<b>Year One</b>	<b>Fall</b>	<b>Spring</b>
	IH 201A Methods and Approaches	IH 210 Readings in IH: PW
	IH 201B Methods and Approaches	
	IH 203 Pedagogy in IH	IH 205 Humanities in the World
<b>Year Two</b>	<b>Fall</b>	<b>Spring</b>
	IH 202: Study Plan	IH 206 Methods and Research

	IH 220 Readings in IH: SS	IH 210 Readings IH: PW
	IH230 Readings in IH: EIW	IH 299 Independent Study
<b>Year Three</b>	<b>Fall</b>	<b>Spring</b> Advancement to Candidacy
	IH 295 Graduate Research	IH 295 Graduate Research
	IH 299 Independent Study	IH 297 Research for Dissertation
	Language Exam Qualifying Exams	Prospectus Submission
<b>Year Four-Six</b>	Dissertation	

## 10) Sources of Funding

Teaching assistantships have historically been readily available to all IHGG students in need of funding. Additional support is available through internal sources such as the Center for the Humanities and through USAP funds. Research assistantships have been available to students through the Center for Research on Teaching Excellence, extramural faculty grants, and faculty start-up grants. A number of our students receive UC systemwide and extramural fellowships and grants, and we are committed to assisting students in identifying and completing applications for such funding.

The IHGG has thus far been able to offer teaching assistantships and fellowship opportunities to both M.A. and Ph.D. students without regard for degree program. If resources become limited, the program will give preference to Ph.D. students. M.A. and Ph.D. students will be placed in a single pool for consideration as teaching assistants. In general we will seek to offer positions in rank order to: a) Ph.D. students in the first and second year, b) up to two M.A. students within normative time who are recent UC Merced B.A. graduates, c) advanced Ph.D. students within normative time, d) M.A. students within normative time, e) Ph.D. students beyond normative time, f) M.A. students beyond normative time. At the same time, we note that some courses require teaching assistants with particular subject expertise, and this consideration will also play a role in prioritization for student assignments. Ph.D. students will receive also priority for internal fellowship nominations, while also taking into account funder criteria and applicant merit.

## 11) PELP, In Absentia, and Filing Fee Status

Information about PELP (Planned Educational Leave Program), In Absentia (reduced fees when researching out of state), and Filing Fee status can be found in the Graduate Group Policies and Procedures available on Graduate Division website.

## **12) Awarding of M.A. Degrees within the Ph.D. Program**

Ph.D. students are qualified to receive an M.A. upon advancement to candidacy and achievement of Candidate of Philosophy status. M.A. students who wish to continue for the Ph.D. will need to go through the application procedure and be admitted to the Ph.D. program. However, M.A. coursework completed in the IHGG program may be used to satisfy Ph.D. requirements.

## Appendix A: Graduate Student Reporting Forms

Graduate Student Progress Reporting Form

*This form is to be filled out at the beginning of each spring semester and shared with the advisor **by March 15, 2018**. Advisors may choose to provide written feedback for the graduate student on the form, or verbal feedback.*

Student's Name:

Semester/Year Entered Graduate Program at UCM:

Advisor:

Degree:

Objective:

Major Steps in Program as Appropriate	Planned for (Sem./Yr.)	Completed in (Sem./Yr.)
Language Requirement (Ph.D. only) What Language:		
Qualifying Exam/MA Exam		
Dissertation prospectus (Ph.D. only)		
Dissertation/MA thesis defense		

Coursework (only for this academic year)	Semester /Year	Grade

I am done with coursework:

I am studying for exams:

I am writing my thesis/diss:

I am completing required coursework towards degree in norm time:

1. Any additional information regarding completed courses and grades:

2. Plans for Next Academic Year:

3. Teaching/TA Activities Completed this Academic Year:

4. Conferences you have attended this year (note whether you presented or not):

5. Research funding and research activities during this academic year:

6. Please provide information about your progress towards degree in the last year, e.g. research benchmarks or chapters of your M.A. thesis or Ph.D. dissertation already written:

***Inserting my name below indicates this is a true representation of my work:***

---

***Student's Name***

---

***Date***

Additional comments from Student:



*I have read this and have no concerns about this student's progress*

---

*Advisor's Signature*

---

*Date*

*I have read this and have concerns about this student's progress*

---

*Advisor's Signature*

---

*Date*

Feedback from Advisor:

Language Examination Reporting Form

Student Name:

Student Email Address:

Examiner:

Examiner Email Address:

Examiner Title and Institutional Affiliation: *(Examiners who are not IHGG Core or Affiliate Faculty please attach a CV)*

Language of Examination:

Examination Date:

Time Begun: \_\_\_\_\_

Time Completed: \_\_\_\_\_

**Result of the Examination:**

\_\_\_ Pass

\_\_\_ Fail

\_\_\_ Retake

**Comments:**

	Printed Name	Signature	Date
Examiner			
Major Advisor			
Grad Group Chair			

\*\*For the text translated and the translation, see attached.

Dissertation Prospectus Reporting Form

Student Name:

Student Email Address:

Prospectus Defense Date:

**Result of the Defense:** *(This report must be completed immediately after the defense and submitted to the Graduate Group Coordinator within 30 days of the defense.)*

\_\_\_ Pass

\_\_\_ Fail

\_\_\_ Retake

**Report of the Committee including details of the voting to pass or fail the student:** *(Attach additional sheet if necessary)*

--

	Printed Name	Signature	Date	Outcome
Major Advisor				Pass _____
				Fail _____
				Retake ____
Committee Member				Pass _____
				Fail _____
				Retake ____
Committee Member				Pass _____
				Fail _____
				Retake ____
Committee Member				Pass _____
				Fail _____
				Retake ____
Committee Member				Pass _____
				Fail _____
				Retake ____

\*\*For the prospectus, see attached.

Constitution of Committee Form

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Student Email Address: \_\_\_\_\_

Date: \_\_\_\_\_

---

Committee: \_\_\_\_\_ M.A.      \_\_\_\_\_ Ph.D.

Name	Title (Prof., Assoc. Prof., etc.)	Academic Unit (WCH etc.)	Signature
(Chair)			

---

Graduate Group Chair Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B: Useful Contacts

Beyond the formal lines of communication that are described in the body of this document, students should be aware of other entities that may be helpful for addressing particular circumstances.

### 1. Union Representative

Teaching Assistants and other Academic Student Employees (but not GSRs) at all UC campuses are represented by United Auto Workers Local 2865. The Union gives student workers the right and power to bargain with the University of California over salary, benefits, workload, grievance procedures, fair hiring processes and other issues.

### 2. Student Representatives

#### a. IHGG Student Representative

One graduate student representative from the Interdisciplinary Humanities program will be the liaison to the IHGG Graduate Group Chair. The student representative will be elected from current graduate students in the Interdisciplinary Humanities Graduate Group by their fellow students as per the IHGG Student Bylaws.

#### b. GSA Delegate

The GSA (Graduate Student Association) is a student-led organization that:

- provides a forum where matters of concern to graduate and professional students may be discussed,
- expresses opinions on actions and proposals of the university administration and graduate groups,
- initiates proposals of the Administration and graduate groups
- conducts programs and services of special interest to graduate students.

Any graduate student in good standing can run for office, or apply to sit on a wide variety of campus committees as a graduate student representative. Furthermore, each graduate group has an elected delegate that meets with the Vice President for Internal Affairs as part of the Delegate Assembly. The Delegate Assembly aims to increase consistent communication among individual graduate groups and Graduate Student Association officers. Representatives on the Delegate Assembly will be responsible for relaying graduate group-specific academic and non-academic grievances and working with GSA officers on improving graduate student satisfaction.

### **3. Staff and Administration**

#### **a. SSHA Graduate Program Coordinators**

The Graduate Program Coordinators work with graduate students to: 1) coordinate hiring paperwork for TA and GSR appointments, 2) help make TA assignments, 3) coordinate graduate student financial services, and 4) help with course registration. They report to the Dean of SSHA.

#### **b. Graduate Division Staff**

The Vice Provost and Dean of Graduate Education is the Academic Dean of all graduate students at UC Merced. The Graduate Division staff is knowledgeable about all procedures involving graduate education. Students may contact Graduate Division staff about Graduate Division fellowships or requirements.

#### **c. Office of the Ombuds**

The Ombuds is a neutral, informal and independent resource to assist in conflict resolution for the campus community. The Office of Ombuds Services is a confidential resource. Notifying the Ombuds does not constitute a notice to the campus or University.

## Appendix C: Graduate Mentoring Guidelines

Graduate Programs are responsible for providing mentorship throughout the career of every graduate student. While a student's faculty advisor will be the primary mentor during a student's career, some of the mentoring "functions" defined below may be performed by faculty other than the faculty advisor or may be further supported through programs offered through Graduate Division or other campus units. Faculty mentoring is broader than advising a student on the program of study; it transcends formal classroom instruction. A mentor provides students with wisdom, technical knowledge, guidance, support, empathy and respect that help students understand how to succeed in their graduate program, to excel in their field of study, and to recognize and choose among career options. Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. The qualities that distinguish excellent mentorship are highly variable across disciplines and Graduate Council recognizes that each discipline or program will provide its own special set of mentoring needs and challenges. We recommend that each graduate program meet to define what "good mentoring" means and develop its own set of mentoring guidelines for its faculty and graduate students.

At the most basic level, good mentoring involves treating students respectfully and objectively, providing reliable guidance, and serving as a role model for upholding the highest ethical standards. In turn, a good mentee understands that good mentoring is not the same thing as leniency, but that good mentoring should prepare the mentee for a productive and satisfying career. Both mentor and mentee should be aware of the following general common sense guiding principles:

- Mentors and students should discuss their expectations of the mentoring relationship upon entering it, to ensure clarity on expectations, roles and responsibilities.
- Either party has the right to withdraw from the mentoring "contract" if, despite genuine attempts to make it work, the relationship is not satisfactory.
- While often the mentor will have more experience in life or aspects of work, the relationship should be one of partners who jointly make decisions regarding the mentee's professional development.
- Meetings should be held in an appropriate meeting environment and placed where both parties feel they can speak freely without being overheard. If meetings are canceled or delayed, adequate warning of non-availability or delay should be given. A postponed meeting should be re-booked promptly.
- Information shared in mentoring meetings is subject to standard rules of professional confidence.
- Commitments made should be honored.
- Either party has the right to ask for a review of how the mentoring is progressing, or for agreements or plans made at an earlier stage to be reviewed.

Since it is unlikely that the student's faculty advisor can satisfy all of a student's mentoring needs, students should be encouraged by their advisor to seek assistance from multiple individuals and avail themselves of diverse campus resources to fulfill all aspects of mentoring described below.

To help guide the relationship between faculty and graduate students, the Graduate Council has outlined the following mentoring roles below.

### **Role of Faculty**

Faculty have a responsibility to mentor graduate students. Mentoring should be provided in three broad areas:

1. Guiding students through degree requirements. This means:
  - Providing a clear map of program requirements from the beginning, including coursework requirements and qualifying examination, and defining a timeline for their completion.
  - Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.
  
2. Guiding students through thesis or dissertation research. This means:
  - Advising students on the selection of a thesis or dissertation topic for successful completion within an appropriate time frame, and on the formation of the thesis or dissertation committee.
  - Evaluating clearly the strengths and weaknesses of the student's research while setting consistent high standards of professional scholarship.
  - Encouraging student's intellectual growth and independent, original and critical thinking through an open exchange of ideas.
  - Providing regular and timely feedback on the progress of students, including constructive criticism on progress and guidance on thesis or dissertation drafts.
  - Fostering the development of communication skills, written and oral, as appropriate for the students' discipline/program by critiquing written work and oral presentations.
  - Providing and discussing clear criteria for authorship of collaborative research.
  - Assisting in finding sources to support dissertation research such as, teaching assistantships, research assistantships, fellowships, etc.
  - Being aware of student's research needs and providing assistance in obtaining required resources.
  
2. Guiding students through professional development. This means:
  - Providing constructive advice and guiding the development of students as teachers.



- Providing guidance and serving as a role model for upholding the highest ethical standards.
- Encouraging participation in professional meetings of national and regional groups as well as of learned societies.
- Facilitating interactions with other scholars, on campus and in the wider professional community.
- Assisting with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline.
- Being the student's advocate in academic and professional communities.
- Providing career guidance, specifically assistance in preparation of CV and job interviews, and writing letters of recommendation in a timely manner.
- Recognizing and giving value to the idea that there are a variety of career options available to the student in her/his/your field of interest and accepting that the student's choice of career options is worthy of your support.

Faculty should also demonstrate willingness to communicate with and understand each student as a unique individual. This means:

1. Recognizing and understanding the various cultures of their students.
2. Building trust and fostering a comfortable working environment.
3. Respecting family responsibilities of each student and be cognizant of students who need extra support when having a child, raising a child alone, returning to school after child-rearing, caring for an elderly parent, etc.

### **Role of Graduate Students**

As partners in the mentoring relationship, graduate students also have responsibilities. As mentees, students should:

1. Be aware of their mentoring needs and how these needs change through their graduate tenure. Students should discuss these changing needs with their mentors.
2. Be aware of advertised mentorship workshops and resources, and proactively seek out mentorship as appropriate.
3. Recognize that one faculty advisor may not be able to satisfy all of a student's mentoring needs. Seek assistance from multiple individuals/units to fulfill all aspects of the mentoring roles described above.
4. Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments.
5. Be aware of and meet the deadlines associated with the degree program.

6. Maintain and seek regular communication with their mentors, especially their major professor.

### **Best Practices for Faculty**

- All faculty share the responsibility and should be encouraged to maintain a culture of effective mentoring.
- Each graduate program should draft a policy that establishes mentoring as a core component of the graduate student experience.
- If an advisor is not assigned, temporary advisors to help students initiate relationships with faculty during the first year of graduate school should be assigned.
- Establish peer mentoring in order to help new students become familiar with the culture of the graduate program and resources available at the UC Merced.
- Create multiple mechanisms for faculty mentoring such as faculty-graduate student lunches, rotating faculty mentors within a graduate program and increasing opportunities for enhancing professional socialization.
- Encourage mentee to attend appropriate campus-wide professional development programs offered by the Graduate Division and relevant campus units.
- Conduct initial meetings with student's interests in mind that encourage students to assess their needs.

The following questions may be used to guide the initial meetings:

#### Goals

- What does the student hope to accomplish with an advanced degree?
- Discuss your own research or creative projects and how they complement or diverge from the student's interests.
- Offer suggestions about courses, training and work experiences that would aid the student in reaching their goals.

#### Strengths and weaknesses

- Ask the student to describe broadly the skills he or she brings to graduate study.
- Share your impressions about their strengths and areas for improvement.
- Suggest courses or experiences the student needs to improve skill sets or gain broader exposure.

#### Work style

- Discuss what type of guidance the student needs to learn most effectively.
- Discuss your own work style and how you interact with graduate students.

No matter how formal or informal mentoring agreements may be, faculty mentors should frequently discuss the expectations with their mentees and revise their roles and responsibilities together. Some responsibilities to address at the beginning include:

1. Goals and work plans:

- Ask mentees to develop and share a work plan, including short- and long-term goals and timelines. Mentors should make sure these plans are feasible and meet the academic program's requirements.
- Ask for an update at least once a semester via a meeting, memo or e-mail on their progress and obstacles they have encountered.

2. Meetings:

- Mentors should be explicit with their mentees about how often they will meet and discuss alternative means of communication such as e-mail and live chats.
- Discuss what issues require a face-to-face meeting and those that can be dealt with in other ways.

3. Feedback:

- Mentors should discuss how often and what type of feedback will be given to mentees.

4. Drafts:

- Mentors should explain what first drafts should look like and if mentees submit successive drafts, explain how the drafts should be formatted.

5. Publishing and presenting:

- Mentors should discuss their co-authorship philosophy and expectations, including order of authorship, as well as their willingness to help mentees prepare submissions to journals and conferences.

6. Intellectual property:

- Mentors should discuss the ownership of any copyright and patent agreements that may result from a collaborative project.

7. Code of Conduct:

- Mentors should discuss the research integrity expectations within their discipline and field, as research has become more collaborative.
- Mentors should promote and discuss resources available on campus to educate mentees about research ethics to ensure compliance with legislation and regulations.

8. Confidentiality:

- Mentors should clarify the level of confidentiality expected from mentees.

9. Recommendation letters:

- Mentors should inform mentees of how much time they need to write letters on their behalf.

**The guidelines are based on the following:**

- *Mentoring Guidelines*, Graduate Council, University of California, Davis
- *Best Practices for Faculty Mentoring of Graduate Students*, Graduate Council, University of California, Berkeley
- *Mentoring: A Guide for Faculty*, The Graduate School, University of Washington

## Appendix D: Courses

### **IH 201: Theories and Methods in the Study of the Interdisciplinary Humanities [4]**

#### Catalogue Content:

Introduces graduate students to the different methods of research employed in the Interdisciplinary Humanities and its constituent disciplines.

*Letter grade only. Students will generally enroll simultaneously in a section of IH201A and IH201B during their first semester of study.*

#### Additional Description:

This course, designed for first semester graduate students, explores multidisciplinary perspectives on a thematic topic with reference to the theme of The World at Home/At Home in the World. Each week, students will read between 250 and 500 pages of scholarly humanities writing in the form of books, theses and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The course will offer the opportunity for student peer-instruction across program specializations. The semester may culminate with students completing a 25- to 30-page paper related to some aspect of the conjoined course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. Specific themes, readings, and assignments will vary based on instructor interests.

#### Course Learning Outcomes

At the completion of the semester, students will be able to:

1. Read humanities scholarship proficiently and critically.
2. Identify contours of scholarly debates over time
3. Understand similarities and differences between the theories, methods, writing styles, and questions posed across the disciplines and interdisciplinary fields of the humanities with respect to a given thematic question.
4. Complete a 25- to 30-page review essay that frames a question and integrates and evaluates multiple works of humanities scholarship in order to answer it.
5. Identify unanswered or controversial questions in an interdisciplinary humanities field.
6. Assess the strengths of various disciplinary and interdisciplinary humanities traditions and the possibilities for connections among them.

### **IH 202: Study Plan Design [4]**

Guides graduate students through the identification of an area of humanities research specialization and the completion of a Study Plan.

*Letter grade only. M.A. students will generally enroll in this course during their second semester of study, and Ph.D. students during their fourth semester of study.*

## Additional Description

The Study Plan course combines reading, writing, research, discussion, and lecture. It requires students to develop a tailored focus within the specialization and the broader IHGG program. It facilitates students' progress toward effective and timely degree completion and guides structured communication between students, their advisors, and their committees.

Completion and oral presentation of a Study Plan is the primary goal of the class, and is a signature exercise that is central to the vision of the IHGG Program. IH202 students meet weekly with one another and with an instructor of record (generally the director of the IHGG program), but they are also expected to work closely with their own advisors to define a particular field of research.

Students enrolled in the Study Plan course will read books and articles about the state of the humanities as an intellectual practice and institutional formation in order to learn about the field and about their career prospects and the reality of the humanities job market. With the support of career websites such as The Versatile Ph.D., and through potential visits from diverse guest speakers, they will explore career paths both inside and outside academia. The class will also introduce grant writing skills and prepare students to apply for grants for which they may be eligible.

In addition they will complete a Study Plan, a document that will include the following components:

- A Statement of Research Interests (approximately 15 pages). The Statement of Research Interests must identify a research field, explain its significance in relation to the institutional and intellectual structures of the humanities in general and the student's IHGG specialization in particular, and specify the topical, theoretical, and methodological areas that are significant to the project. The Study Plan is a pre-prospectus that will prepare the student to write a Ph.D. dissertation, complete an M.A. thesis or define M.A. exam fields in his/her area of interest.
- A Description of Examination Topics (approximately 5 pages). Each Examination Topic is a research and reading focus area: for example, Middle Period China, Caribbean Literature, or Spatial Theory. For each of three Examination Topics, the student will explain its relationship to the stated Research Interest, create a preliminary bibliography, and acquire the signature of one faculty member prepared to work with him or her on that area. M.A. students taking a thesis option will follow the same format to describe three interest areas.
- A Research Skills Plan (approximately 1 page) listing the languages necessary for completion of the proposed project and include a plan for achieving proficiency in them, as well as plans for achieving competence in any other specialized skills or methods that the research requires.

- A Normative Time Schedule (approximately 1 page) demonstrating the student’s capacity to complete the degree within normative time.
- A Funding Plan (approximately 1 page) listing particular grants and fellowships that can help to support the student’s graduate education.
- A Statement of Career Goals (approximately 3 pages). The Statement of Career Goals should include a statement about the set of marketable skills and areas of expertise the student expects to have attained upon completing the degree. It explains the student’s career objective, demonstrates that the student will be well positioned to meet his or her goals, documents potential difficulties in reaching the stated goals, and addresses contingency plans and methods for dealing with those potential challenges.
- A Committee Membership Document (1 page) listing a committee chair and committee members along with signatures that demonstrate the committee members’ willingness to serve and their approval of the research plan. Students who are not able to constitute a committee by the time they submit their Study Plan may not continue in the program except by special petition.

### Course Learning Outcomes

By the end of the semester students will have:

1. Completed a Study Plan to guide their graduate education and career development.
2. Developed an understanding of the humanities as an intellectual enterprise and institutional structure.

### **IH 203: Pedagogy in the Interdisciplinary Humanities: Theories, Methods, Practice and Assessment [4]**

#### Catalogue Content:

This course is designed to guide graduate students through a “teaching as research” paradigm, culminating in a teaching philosophy statement for humanities instruction. In addition, it is a practice and assessment course that provides graduate students with an applied experience with “teaching as research,” resulting in a set of teaching plans for humanities instruction.

*Satisfactory/Unsatisfactory only. M.A. and Ph.D. students will generally enroll in this course during their first semester of study.*

#### Course Learning Outcomes:

By the end of this course students will be able to:

1. Distinguish learner-centered from teacher-centered learning experiences, within review of humanities-based pedagogy methods.
2. Define measures of success, including designing learning outcomes and identifying a context for learning within and beyond the classroom.
3. Develop tools for communicating with students about learning expectations, including classroom management techniques, rubrics, webinars, etc.
4. Apply student learning goals to develop a teaching philosophy statement about humanities instruction.
5. Develop a teaching plan with a thesis about learning that is supported by a humanities-based pedagogy method.
6. Design measurements of student learning, based on both direct and indirect evidence.
7. Evaluate results and evidence of student learning.
8. Engage in reflection practices and applied activities to develop a set of teaching plans (syllabi, lesson plans, and/or assessment tools) for humanities instruction.

#### Catalogue Content:

*Satisfactory/Unsatisfactory only. M.A. and Ph.D. students will generally enroll in this course during their second semester of study.*

#### **IH 205: Humanities in the World [4]**

##### Catalogue Content

Teaches students about socially engaged scholarship

*May be repeated for credit.*

##### Additional Description

The Humanities in the World course is intended to teach IHGG students about socially engaged scholarship. While the theme of the course will vary depending on instructor interest and expertise (and students may take the course at any time during coursework in order to select a topic of personal interest), the course, in every iteration, is intended to provide students with an understanding of the fact that humanities scholarship draws inspiration from the world outside the university, and that the products of our scholarly inquiry can circulate back to the world. The course teaches IHGG students how to incorporate social engagement into their research, their teaching, and their articulation of the university's mission. In all iterations, students in this course study the various ways in which humanities scholarship engages with the public. Depending upon instructor interest, topics may include topics such as writing for non-academic audiences, digital archive design, introduction to museum studies, cultural resource management, or community based ethnography. Students may, for instance, learn to



curate photography exhibits, create web-based digital museum installations, write popular media articles and white papers about historical instances of climate change, use literary analysis to critique human rights law codes, conduct ethnography to understand barriers to healthcare access, or produce music and theatre in a performance context.

### Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain how the world outside the university shapes research and writing in the humanities.
2. Identify and frame a research and writing project such that it can reach at least one kind of non-academic audience.
3. Understand and apply at least one technique that is appropriate to communicating with a non-academic audience.

### **IH 206: Methods and Research in the Interdisciplinary Humanities [4]**

#### Catalogue Content

This course is intended to instruct students in a specialized set of methods and research skills that will directly inform and benefit their own research.

*May be repeated for credit.*

#### Additional Description

The Methods and Research course will vary in topic based upon instructor interest and expertise. The course will be offered at least once per academic year, students may take it any semester based on personal interest, and they may repeat it. In all versions, the course is intended to instruct students in a specialized set of methods and research skills that will directly inform and benefit their own research. Based upon student need and instructor expertise, the course may, for instance, introduce the use of geographic information science for analyzing and depicting past landscapes, it may teach students how to read a particular corpus of musical notation, it may explain how to use photography and video in ethnographic research, or it may teach students how to apply a certain approach to literary theory to a body of texts. After taking this course, students will be prepared to independently apply the methods they have learned to their own research. If the outcome of the course is the production of a completed work of publishable scholarship (or a website, database, performance, or exhibit) in a particular genre, the course will guide students through the process of completing and circulating such a work.

## Course Learning Outcomes

At the end of this course, students will be able to:

1. Understand at least one research method pertinent to the interdisciplinary humanities.
2. Explain its genesis, applications and limitations.
3. Apply it to a work of original research.

## **IH 210: Readings in the Interdisciplinary Humanities: Past Worlds [4]**

### Catalogue Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict in the past.

*May be repeated for credit.*

### Additional Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict in the past. Each week, students will read between 300 and 600 pages of published humanities writing in the form of books and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The semester will often culminate with students completing a 25 to 30 page paper related to some aspect of the course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. The course is intended to assist students in developing exam field reading lists and dissertation or thesis prospectuses. As such, the development of a bibliography surveying the topic is also an important outcome. Specific themes, readings, and assignments will vary based on instructor interests.

## Course Learning Outcomes

By the end of the semester, students will be able to:

1. Assess the strengths of various approaches to a topic of vital interest to the study of the past, as well as its connections to the interdisciplinary humanities as a whole.
2. Read relevant scholarship proficiently and critically and identify unanswered and/or controversial questions in a topic vital to inquiry about the past.

3. Identify how a body of theory, a methodological approach, or a field of content has generated scholarly debate and evolved over time.
4. Develop a comprehensive bibliography in a field of interest and using it as the basis for a 25-30 page review essay, or the equivalent, that frames an original question and uses it to explain and critique the current state of research on a particular topic.

## **IH 220: Readings in the Interdisciplinary Humanities: Social and Spatial Dynamics [4]**

### Catalogue Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as manifested in social or spatial dynamics.

*May be repeated for credit.*

### Additional Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as manifested in a topic in social or spatial dynamics. Each week, students will read between 300 and 600 pages of published humanities writing in the form of books and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The semester will often culminate with students completing a 25 to 30 page paper related to some aspect of the course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. The course is intended to assist students in developing exam field reading lists and dissertation or thesis prospectuses. As such, the development of a bibliography surveying the topic is also an important outcome. Specific themes, readings, and assignments will vary based on instructor interests.

### Course Learning Outcomes

By the end of the semester, students will be able to:

2. Assess the strengths of various approaches to a topic of vital interest to the study of social or spatial dynamics, as well as its connections to the interdisciplinary humanities as a whole.
5. Read relevant scholarship proficiently and critically and identify unanswered and/or controversial questions in a topic vital to inquiry about social or spatial dynamics.

6. Identify how a body of theory, a methodological approach, or a field of content has generated scholarly debate and evolved over time.
7. Develop a comprehensive bibliography in a field of interest and using it as the basis for a 25-30 page review essay, or the equivalent, that frames an original question and uses it to explain and critique the current state of research on a particular topic.

### **IH230: Readings in the Interdisciplinary Humanities: Expressive and Imaginative Works [4]**

#### Catalogue Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as reflected in the production, reception or content of expressive and imaginative works.

*May be repeated for credit.*

#### Additional Description

This course will offer a cross-disciplinary perspective on a thematic topic with broad implications for the humanities, taking the perspective of the study of culture, human social organization, cultural projection, and sources of conflict as reflected in the production, reception or content of expressive and imaginative works.. Each week, students will read between 300 and 600 pages of published humanities writing in the form of books and articles that address aspects of the theme, and they will synthesize and react to the reading assignments through reading response papers, seminar presentations, and guided seminar discussions. The semester will often culminate with students completing a 25 to 30 page paper related to some aspect of the course theme. Alternatively, students will complete approximately the same amount of writing by submitting a larger number of shorter assignments. The course is intended to assist students in developing exam field reading lists and dissertation or thesis prospectuses. As such, the development of a bibliography surveying the topic is also an important outcome. Specific themes, readings, and assignments will vary based on instructor interests.

#### Course Learning Outcomes

By the end of the semester, students will be able to:

3. Assess the strengths of various approaches to a topic of vital interest to the study of expressive and imaginative works, as well as its connections to the interdisciplinary humanities as a whole.

8. Read relevant scholarship proficiently and critically and identify unanswered and/or controversial questions in a topic vital to inquiry about expressive and imaginative works.
9. Identify how a body of theory, a methodological approach, or a field of content has generated scholarly debate and evolved over time.
10. Develop a comprehensive bibliography in a field of interest and using it as the basis for a 25-30 page review essay, or the equivalent, that frames an original question and uses it to explain and critique the current state of research on a particular topic.

### **IH 291: Seminar Series in the Humanities [1 – 4]**

#### Catalogue Content:

Attendance and participation in a seminar series offered by the Humanities Center or another campus research institute.

*Permission of instructor required. May be repeated for credit.*

#### Additional Description:

This course offers students one credit for attending and participating in seminars by visiting scholars under the guidance of an instructor of record. At the discretion of the instructor, students may earn additional credits by serving as discussants, assisting in organizing seminar series or conferences, or completing works of writing in conjunction with the seminar series.

#### Course Learning Outcomes:

1. Identify ways that humanities scholars address scholarly questions.
2. Learn the standards and expectations for scholarly presentations in the humanities.
3. Compare the methods and questions that guide scholarly communication in a wide range of humanities fields and disciplines.
4. Participate in intellectual exchange with visiting scholars.

### **IH 294: Individualized Study in Pedagogy [1 – 4]**

#### Catalogue Content:

Supervised pedagogy research.

*Permission of instructor required. Satisfactory / Unsatisfactory grades only. May be repeated for credit.*

#### Additional Description:

In this independent study course, graduate students will partner with an instructor of record, dissertation advisor, or teaching specialist to develop evidence for a teaching portfolio in humanities instruction. Portfolios should reflect evidence of scholarly engagement with teaching and learning from current teaching responsibilities; items could include signature assignments, classroom observation reports, brief articles (peer-reviewed or newsletters), or digital projects.

Course Learning Outcomes:

1. Maintain a teaching portfolio reflective of humanities-based pedagogy theory and practice
2. Develop evidence of teaching effectiveness, specific to curriculum design and student learning outcomes in humanities courses
3. Engage in the professional activities of a teaching community by reading the literature, observing classes, or participating in scholarly forums

**IH 295: Graduate Research [1 - 12]**

Catalogue Content:

Supervised research.

*Permission of instructor required. May be repeated for credit.*

Additional Description:

This course allows students to engage in an independent research project under the guidance of a faculty member. The specific scope, content and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of this course, students will have demonstrated their ability to:

1. Identify, frame and execute a program of humanities research.
2. Communicate research results in a manner appropriate to the topic in question.

**IH 296: Research for M.A. Thesis [1 - 6]**

Catalogue Content:

Research and writing of M.A. thesis.

*Permission of instructor required. Satisfactory/Unsatisfactory grading only.*

Additional Description:

This course allows students to receive graduate course credit while conducting research for an M.A. thesis under the guidance of a faculty member, normally the student's major professor. The specific scope, content, and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of the course, students will have demonstrated their ability to:

1. Identify, frame and execute a program of research and writing leading toward the completion of an M.A. thesis in the humanities.
2. Communicate research results in a manner which is appropriate to the topic in question and which contributes to the completion of the M.A. thesis.

**IH 297: Research for Ph.D. Dissertation [2 - 12]**

Catalogue Content:

Research and writing of Ph.D. dissertation. At least one 297 course is required during each year following completion of qualifying examinations.

*Permission of instructor required. Satisfactory/Unsatisfactory grading only. May be repeated for credit.*

Additional Description:

This course allows students to receive graduate course credit while conducting research and writing for an Ph.D. dissertation under the guidance of a faculty member, normally the student's major professor. The specific scope, content, and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of the course, students will have demonstrated their ability to:

1. Identify, frame and execute a program of research and writing leading toward the completion of Ph.D. dissertation in the humanities.
2. Communicate research results in a manner which is appropriate to the topic in question and which contributes to the completion of the Ph.D. dissertation.

**IH 298: Directed Group Study [1 - 12]**

Catalogue Content:

Group project under faculty supervision.

*Permission of instructor required. Satisfactory/Unsatisfactory grading only. May be repeated for credit.*

Additional Description:

This course allows a group of students under the guidance of a faculty member to engage in independent or group research, learn a technique of research or communication suitable to the humanities, or read a body of scholarly work. The specific scope, content and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of the course, students will have:

1. Completed a research project, learned a technique, or read a body of humanities scholarship.
2. Communicated the results of their efforts in a manner appropriate to the topic in question.

**IH 299: Directed Independent Study [1 - 12]**

Catalogue Content:

Independent project under faculty supervision.

*Permission of instructor required. Satisfactory/Unsatisfactory grading only. May be repeated for credit.*

Additional Description:

This course allows an individual student under the guidance of a faculty member to engage in independent research, learn a technique of research or communication suitable to the humanities, or read a body of scholarly work. The specific scope, content and outcome of the research are determined by the student and the faculty member.

Course Learning Outcomes:

By the end of the course, students will have:

1. Completed a research project, learned a technique, or read a body of humanities scholarship.



2. Communicated the results of their efforts in a manner appropriate to the topic in question.