

Culture and Theory Program – University of California, Irvine

Program Handbook

I. INTRODUCTION

- a. Program Description**
- b. Culture and Theory and its Historical Development**
- c. Distinctive Features of the Ph.D. Program at UCI**
- d. Program Goals**

II. PH.D. IN CULTURE AND THEORY

- a. Requirements for Admission and Application**
- b. General Program Requirements**
- c. Yearly Progress**

III. EMPHASES

- a. Asian American Studies**
- b. Critical Theory**
- c. Translation Studies**
- d. Visual Studies**

IV. GENERAL INFORMATION

- a. Academic Honesty**
- b. Incompletes**
- c. Independent Study**
- d. Progress Toward the Degree**
- e. Course Credit**
- f. Workload Credit**
- g. Faculty Advisor**
- h. Ph.D. Exam Committee**
- i. Advancement to Candidacy**
- j. Approval of the Dissertation**
- k. Report on Final Examinations**
- l. The Submission of the Dissertation**

V. FINANCIAL AID

8/9/10

VI. CONTACT INFORMATION

I. INTRODUCTION

a. Program Description

The Ph.D. Program in Culture and Theory provides a strong theoretical and critical approach to race, gender and sexuality studies. Drawing upon the strengths of critical theory in the interdisciplinary programs and departments (IDPs) in African American Studies, Chicano/Latino Studies, Asian American Studies, and Women's Studies, as well as the Critical Theory Institute, this program uses a problem-oriented rather than a disciplinary approach to issues of race, gender and sexuality in relation to diasporic, transnational and postcolonial contexts, all of which are topics broadly based in the humanities, social sciences and arts.

b. Culture and Theory and its Historical Development

In the past few decades, new approaches to the production and critique of knowledge have transformed the humanities and the humanistic social sciences. These approaches have developed all the more energetically through cross-fertilizations and reciprocal challenges within cultural studies, critical theory, area studies, and race, gender, and sexuality studies. The development of these overlapping fields has also drawn vigor from the tensions emerging within each of these fields. Cultural studies, reemerging in the 1980's from a British Marxist scholarly tradition, has moved beyond studies of popular culture to incorporate insights from feminism, critical race theory, ethnic studies, post-colonial theory, queer studies, and media studies. Issues of globalization, colonialisms, diaspora and immigration studies, as well as the study of new social movements, have created new interdisciplinary knowledge and theories. Critical theory, originally conceived at UCI to include European philosophy, Frankfurt School critique, post-structuralism, deconstruction, psychoanalysis, semiotics, and Foucauldian theories of history and discourse, has been transformed by interactions with post-colonial studies and the changing nature of ethnic and gender studies. Area studies, pushed beyond its former framework restricted to the nation-state, has become transformed through the study of diasporas, globalization, and transnationalism. Race, gender, and sexuality studies, emerging through distinct and related social movements, have fruitfully

8/9/10

pushed each other to consideration of their heterogeneity and interconnectedness.

While the established disciplines have incorporated many of these developments into their own objects of study, the tensions within the fields listed above have also produced new objects of study that demand interdisciplinary methods of inquiry. The complexity of these objects of study – for instance, the social conditions for the emergence and comprehension of cultural representations based on gender and race within and outside the US; the interdisciplinary study of these representations in visual, written, aural and gestural productions; or the focus of this study on popular rather than elite cultures – makes them irreducible to a single methodological approach or set of disciplinary assumptions.

Interdisciplinary bodies of theoretical, representational and empirical studies are now deployed both to re-investigate the philosophical traditions, be they European, Asian, African, Latin American or Native American, to which they trace their genealogies, and also to investigate critically social, political, historical constructions of identity, institutional formations, and a variety of cultural productions. These fields have separately or in selected combinations led to the emergence of interdisciplinary Ph.D. programs throughout the US in such areas as cultural studies, American studies, semiotics and media studies, women's studies, and ethnic studies.

c. Distinctive Features of the Ph.D. Program at UCI

Culture and Theory participates in the broad trend of new interdisciplinary programs that have emerged on the national and international scene, yet retains an important distinction that builds on the particular strength and reputation of the humanities at UCI. Unlike other interdisciplinary Ph.D. programs in the humanities and social sciences, the goal here is to examine productively the intersections of Critical Theory with race, sexuality and gender studies through a problem-oriented approach.

The Ph.D. Program is part of these new developments but also utilizes existing strengths at UCI. This Ph.D. is distinctive in that it combines the campus' strong theoretical traditions of critical theory with new approaches in race, gender, and sexuality studies and cultural studies that are being pioneered by a growing faculty in interdisciplinary programs and

8/9/10

departments (such as Women's Studies, the Critical Theory Emphasis, and Asian American, Chicano/Latino and African American Studies). The Ph.D. Program in Culture and Theory is designed to take full advantage of the combined expertise of the nationally and internationally prominent faculty at UCI whose work exemplifies the best in contemporary, critical, interdisciplinary studies in the humanities, social sciences, and the arts.

UCI is particularly well-suited as a site for an interdisciplinary Ph.D. in Culture and Theory. The UCI Critical Theory Emphasis is well respected internationally. UC Irvine also has important strengths in gender and ethnic studies: many leading scholars in the field, who would not be interested in working in a traditional discipline, have come to UCI. For a list of these and other faculty and their areas of expertise, please check our core and affiliate faculty lists. Asian American Studies, Chicano/ Latino Studies and Women's Studies have recently become departments with faculty interested in the interdisciplinary projects that this Ph.D. includes. Women's Studies has made hires which make it a nationally recognized center for research on gender and transnationalism. African American Studies has also made notable hires in recent years and thus is able to contribute substantially to graduate training. In addition there are many faculty members in other departments in the Humanities, Social Sciences and the School of the Arts who have affiliated themselves with this new proposal.

This faculty, with disciplinary and interdisciplinary humanistic and social science training, has research interests that also cross the boundaries of the US, thus bringing an interest in globalization, transnationalism and postcolonial formations into the study of race, gender and sexuality.

d. Program Goals

Our goal is to produce students who can bring theoretical sophistication to addressing problems in the humanities, social sciences and the arts on topics related to race, gender and sexuality studies through interdisciplinary methodologies and practices. Unlike other Ph.D. programs, we do not see this program as following any disciplinary canons but instead we wish to encourage students to develop new modes of theorizing and problem-solving. We recognize that some students may seek disciplinary training; if so, our students can work with the core and affiliate faculty in disciplinary

8/9/10

departments to provide them with such training. Our emphasis, however, is on innovative and interdisciplinary research topics and approaches.

II. PH.D. IN CULTURE AND THEORY

a. Requirements for Admission and Application

Eligibility

Applicants must have earned a BA, BS, MA or equivalent degree in any relevant program.

To be admitted formally into the doctoral program, students must satisfactorily pass a program evaluation at the end of their first year of study; this includes students who entered with a Master's degree from another institution.

How to Apply

Applicants should use the university's electronic application process, available at the following website:

<http://www.rgs.uci.edu/grad/prospective/index.htm>

Applicants submit transcripts, statement of purpose, personal history, three letters of recommendation, aptitude scores from the Graduate Record Examination, and a sample of written work. In addition, an interview may be required.

Incoming students are admitted for fall quarter only and the deadline for applications is December 15th for the admittance in the following fall quarter.

8/9/10

Application Checklist:

1. The electronic application. Paper applications are no longer accepted at UCI.
 2. A \$80 application fee. Applicants applying electronically may use a Visa or Mastercard to pay the \$00 application fee, or \$100 for international students.
 3. Two official transcripts from each undergraduate and graduate institution previously attended (may be sent directly to the program from the Registrar's office in a sealed envelope or included in a sealed envelope with your supplemental material).
 4. Official **GRE** General test scores with R4859 code.
 5. Three letters of recommendation (in English)
 6. A single paper or essay from a university or college course of not more than 20 pages (submit in paper form only—also only in English).
 7. Personal History and Statement of Purpose (in English) – on-line only.
 8. Official TOEFL and TSE scores are also required for an applicant who is not a U.S. Citizen or Permanent Resident and whose primary language is not English. (The TOEFL requirement is waived only when the applicant has attended an upper learning institution for at least 2 years and has received a degree in the U.S.) There are no exceptions to these requirements.
- Items 3 and 6 are the only items that must be submitted directly to the program in hard copy - not electronically. Please address these materials to:

Janette Jovel, Graduate Program Administrator,
Culture and Theory Program
3000 Humanities Gateway Building
UC Irvine
Irvine, CA 92697-6950

b. General Program Requirements

- A. Basic to the curriculum is the Culture and Theory three-quarter core course sequence, Culture and Theory 200 A, B, and C, which is offered every year. These core courses serve to lay a solid foundation in critical and cultural theories, their philosophical genealogies and institutional histories and interdisciplinary methodologies. The core sequence also provides the space for an intellectual coherence and cohort building for CT graduate students who take most of their other courses in supporting departments and programs.
- B. Seven additional theoretical courses drawn from sets of offerings in

the IDPs, the Critical Theory Emphasis, and other course offerings by core and affiliate faculty, including Humanities 270 and 260. One of these courses must be focused on research methods. Working closely with a faculty advisor and committee, students will set up a coherent course of study related to one or more of the areas explored in the core courses. Typically the seven courses will revolve around a set of theoretical problems, e.g. feminist theory and practice, critical race studies, sexualities, postcolonialism, transnational circuits, globalization, theorizing the political, philosophical debates on ethics, the intersections of visibility and textuality, to name a few.

The theoretical problem courses are centered on the philosophical and theoretical approaches that form the basis of much work in critical, cultural and social theory regarding race, gender and sexuality studies.

- C. Six courses on a focused area of study. This might include concentrations within and across a Department, within the Critical Theory Emphasis, or in an IDP. In the latter case, students will take the dedicated core courses of a Graduate Emphasis as well as Program courses approved for the Emphasis. Students could also choose to work on a coherent area of focused study devised with their advisor. The focused area of study courses address a particular field in which these theories have been applied, as well as a focus on groups, nations, regions: examples include globalization, racism and the welfare state, diasporas of particular kinds, human rights, anti-colonial resistance movements in particular regions, Muslim women and questions of the veil, the Harlem Renaissance, Asian American feminism, modernity and race.
- D. One individual study, CT 280. Students will take CT 280 during the second year with their faculty advisor. In this independent study, they will expand and develop a seminar paper into the Master's paper.
- E. Students will be Teaching Assistants or Teaching Associates in a Humanities or Social Science Department or an IDP, or participate in Humanities Out There, for a total of at least three quarters. They will also be required to take the Teaching Seminar and workshops associated with the course in which they teach.

8/9/10

- F. In the academic year following the Qualifying Exam, each student will take a 1-unit research and prospectus seminar, CT 290 (to be offered usually in the fall quarter), to enable a systematic progress towards the dissertation.

Master's paper: During the second year, each student will work with his or her faculty advisor to expand and develop a seminar paper into a Master's paper. A master's paper expands a seminar paper to a version that is of near-publishable quality. Upon completion of the paper, the faculty advisor and two other core faculty members will participate in an assessment of student's work to date.

Qualifying exam:

Students will work with a committee comprised of four faculty members, including one outside member, to draw up reading lists and headnotes on four topics. Three of these topics should relate to the major areas of study outlined in the 200 core course series, and one should relate to the student's area of disciplinary or focused study.

The Exam committee advisor may be different from the MA advisor or even from the dissertation committee. However, it must be someone from the CT core faculty. The exam committee will include at least two members from the student's discipline of concentration or focused area of study, one of whom could serve as the outside member; and at least two members from the Program's core and affiliate faculty, chosen with careful attention to match fields of interest of the student with the expertise of the faculty members.

At least twelve weeks before the exam is scheduled, and preferably six months beforehand, the student must provide the Program Administrator with the names of the committee members and the proposed topics and lists. Nine months before the exam, the student should identify an exam committee chair and potential members, and begin to formulate the headnotes and reading lists for the four topics. The number of works for the entire examination may be anywhere from 120 to 150. The headnote is a short essay that describes the topic's relevance to the student's work and his or her theoretical approach to the topic. The lists are compiled in close conversation with the exam committee; once the list has been compiled, the committee chair will convene the exam committee to finalize the list and the notes. As part of a student's preparation for teaching, some lists may

8/9/10

comprise a bibliography for a survey course or special seminar on the topic as well.

The Dissertation Prospectus: In addition to the headnotes and four lists, the dissertation prospectus is also to be submitted to the exam committee prior to the qualifying exam. The dissertation prospectus should be 20-25 double-spaced pages in length. The prospectus: 1) describes the student's proposed research project; 2) justifies the project; 3) justifies the methodology, and 4) gives an overview of the existing literature and states why this study moves beyond what has been written to date. The exam committee will review the head notes, lists, and dissertation prospectus prior to the exam. This will enable the committee to better assess the student's preparedness for pursuing the research and writing of the dissertation, and thus ensure greater "quality control" over the student's progress before the student advances to candidacy. The student is responsible for submitting to the Program Administrator the approved headnotes, lists, and dissertation prospectus at least three weeks before the qualifying exam.

The examination itself will be comprised of a written and an oral exam. The written portion will be a response to two to four questions posed by the committee. It will be a take-home exam, for which students take one week to write their answers. Once the written portion is submitted, the committee chair, in consultation with committee members, will take no longer than two weeks to assess the exam and decide on the appropriateness of holding the oral exam. If the committee agrees that it is appropriate, the exam will proceed to its oral component. In some cases, the committee may decide to postpone the oral exam if they deem that the student is unprepared.

The oral exam will cover all the lists, though committees may choose to focus on the written portion as they wish. The oral exam will last for two hours. At the end of the oral exam, the student will be asked to leave the room while the committee makes a final assessment of the written and oral work.

Candidates may pass, or be asked to retake any part or even the entire exam. In some cases, deficiencies may be made up with submission of a paper by a deadline. The qualifying exam may be retaken only once; a second failure requires withdrawal from the program. Any grievances may be resolved first with the committee, and thereupon, with the program director who will consult with the executive committee to adjudicate the problem. However, except under extraordinary circumstances, the exam committee has final authority.

8/9/10

Dissertation: The dissertation topic should be drawn from a focused area of study, chosen in consultation with the Dissertation Advisor and other committee members. Students will draw up their dissertation committees, which must each consist of at least three members, at least two of whom must be drawn from the Culture and Theory Core Faculty whose interests match the thesis topic. The dissertation committee must also include an outside member, who is not a core member of the Culture and Theory program. The formal written prospectus, prepared and submitted prior to the qualifying exams, must also be approved by the Dissertation Committee.

Dissertations must be approved by the students' Dissertation Committees and submitted to the Executive Committee.

Language/Symbolic Systems Requirement: By the time they qualify for candidacy, students must demonstrate through course work or examination the ability to do research one ancient or modern languages (other than English).

Time to Degree: Normal time to degree will be 7 years, including four years to candidacy, and three years in candidacy. This may be different for those coming in with a Master's degree and for those who are given credit for courses taken elsewhere.

c. Yearly Progress

Before You Arrive - After you receive your registration packet from the Registrar's Office, you can enroll for classes. Review the course offerings in Culture and Theory and also examine course offerings by core or affiliate faculty members in whose research you are interested. All students must have their course offerings approved by the Director. The Director is your default advisor for the first year if you have not been matched up with another faculty advisor. If you are TAing, be aware that you will need to enroll for the pedagogy course that takes place in the fall during the week before instruction begins. Please check with the Administrative Coordinator to enroll. Also keep in mind that if you are a U.S. citizen but not a California resident, you probably received an out-of-state tuition waiver. These cost the program a great deal since California charges out-of-state students as much as three times more tuition than residents. Thus you will

8/9/10

need to establish residency as soon as possible. Please go to <http://www.rgs.uci.edu/grad/> for additional information.

Year One - The CT program is planned so that you complete all courses by the end of the first two to three years. For those who are beginning to TA, you will need to attend a teaching workshop run the week before the beginning of instruction in the fall quarter. Full time student status is required for all students in the Culture and Theory program and equals at least (and not much more than) 12 units per quarter, and 8 if you are going to be a TA. Make sure you meet with the Director as soon as possible to go over your plan of courses for the year. You also will need to discuss how you will fulfill the foreign language requirements and how to petition if you have already achieved proficiency in one or two of them.

During your first year, you may enroll in the following courses:

- CT 200A: This is open only to CT students. (Required of Culture and Theory students)
- CT200B: This is open only to CT students. (Required of Culture and Theory students.)
- CT200C: (Required of Culture and Theory students.)
- Hum 270 or 260: These year long courses will help fulfill the Theoretical course requirements (4 units each). Note that UCI has distinguished visiting professors for particular quarters, usually in winter; check with the Director about these visitors.
- Teaching course for those who will begin as TA's.
- Foreign language requirement. If you need this taken care of, you may wish to enroll in an upper-division language course. Passing with a B+ or better will fulfill a requirement.

You should seek courses that fulfill the focused area requirements, but these may continue into the second year.

Executive Committee Year-End Evaluation: At the end of the first year you must submit final papers from CT 200A, CT 200B and final papers from two other graduate seminars to the program office for evaluation. An evaluation from CT 200C will also be submitted. Continuation in the Program after the first year is contingent upon the Executive Committee evaluation and approval of the papers and progress to date. Status in the program will be reported to the Graduate Division after the decision has been made.

8/9/10

Year Two - Find an advisor for the second year, based on your interests and compatibility. Please let the office know who this advisor is for the second year.

Courses to take:

- Most importantly, you need to find courses that fulfill your theoretical and focused area requirements. If you are TAing through this year, you can probably take two of these per quarter.
- Try to complete your foreign language requirement.
- TA courses—enroll in the department for which you will be TAing. You generally receive a P/NP grade for a TAship.
- CT 280 - In this independent study, typically taken in the spring quarter, you will expand and develop a seminar paper into a Master's paper.
- Teaching course for those who will begin as TA's this year.
- Remember that you must also take a methods course at some point before advancing to candidacy, preferably in your second year.

Upon completion of your Master's paper by the Spring of your second year, you will turn the Master's paper into the Program office by the last day of instruction. You will also turn in all papers written to date, with comments by the instructors. Your faculty advisor and two other core faculty members will participate in an assessment of your work. (This assessment may also include a review of your transcripts.) Upon a satisfactory review of your portfolio and an analysis of the progress made to date on all programmatic requirements, including the language requirement, you will be awarded an MA. This can be either a terminal MA (meaning that you can no longer continue in the program) or one that enables you to continue towards the Ph.D.

At this point you will also plan for the third year, so that you are on track to take your qualifying exams at the end of the third year.

Year Three – Courses to take:

- CT 290 – a 1-unit seminar to enable systematic progress toward the qualifying exam.
- Complete any required courses and undertake independent studies – these should be helping you prepare for the four topics required for your qualifying exam. Three must relate to areas of study outlined in the 200CT core series,

8/9/10

and one of them relating to area of disciplinary or focused study as it pertains to your research topics/interests.

- Complete any foreign language requirements if you have not already done so.

- You may also wish to take independent study courses relating to your four topics.

Early in the year, begin to identify at least four faculty members to serve as your qualifying exam committee. The director of the exam (who does not have to be your dissertation chair) has to be one of the Culture and Theory core faculty; other members may include Culture and Theory affiliate faculty. Please read the section on the Ph.D. Exam Committee (section h) carefully to understand the steps you must take for the exam. It is expected that students will take their qualifying exam during the third year; however, there might be circumstances (which require pre-approval by the Culture and Theory Director) which may necessitate that some students take their qualifying exams before or after the third year.

After passing the qualifying exam, a student is designated an ABD (All But Dissertation) which means that all they need for their degree is the dissertation.

If you already know your dissertation topic, begin writing your prospectus and applying for grants and fellowships for doing research. This is especially important if you wish to travel for research.

Year Four

This is an important year during which you begin substantial work on your dissertation by writing a prospectus and beginning research. You may also want to write for grants early in the fall so that you can complete research the following year.

CT 290 – a 1-unit seminar to enable systematic progress toward the dissertation.

8/9/10

Take your Qualifying Exam if you have not already done so.
Continue to TA.

You may also want to do more independent study courses if you have identified an area of research for your dissertation. It is a good idea to write a scholarly literature review as your assignment for the independent study since that will help you prepare for the dissertation.

Years Five and Six

In the fifth and sixth years, you will be researching and writing your dissertation. Seek dissertation writing fellowships. Keep in touch with the Program Coordinator and your advisor. Form dissertation writing groups with others in the university since some structure helps. Seek guidance regarding the job application process, and apply for postdoctoral fellowships.

III. EMPHASES

Graduate emphases are available to students wanting to concentrate on related disciplinary or interdisciplinary fields. Each emphasis has its own requirements which are listed on its host department or program's website. These emphases will enhance scholarly training and broaden marketability during job searches. Their course requirements will also usually fulfill CT requirements toward the seven "theoretical problems" courses, and/or the six courses on a focused area of study. Possible emphases for CT students include, but are not exclusive to, the following four examples:

a. Asian American Studies

Designed to complement existing graduate degree-granting programs by providing interdisciplinary training in Asian American Studies, the Graduate Emphasis is comprised of four courses: two foundation courses introducing theories, methods and historical and contemporary special topics in Asian American Studies; one elective course in Asian American Studies; and one related elective course in a student's specific discipline or area of study.

8/9/10

For more on this emphasis, see

<http://www.humanities.uci.edu/aas/grad/grad.php>

b. Critical Theory

Although this emphasis is available, your degree includes the term “Theory” and thus you may not need this emphasis. You will also be taking the courses from this Emphasis for your CT requirements and thus you will generally be better off taking some other Emphasis.

The Critical Theory Emphasis (CTE) graduate program is the curricular arm of UCI's Critical Theory Institute (CTI). Scholars of Critical Theory explore and develop theoretical models to analyze and critique cultural forms from literature and art to more general systems of information, social relations, and symbolic categories of race, gender, and ethnic identity. The goal of the CTE is to promote the study of shared assumptions, problems, and commitments of the various discourses in the arts, humanities and social sciences.

The CTE and CTI draw on the most prominent scholars of critical theory as measured by our national and international reputation, the prominence of the faculty, and our ability to attract graduate students and post-doctoral scholars from around the world. Some of the world's most erudite scholars of Critical Theory who have been affiliated with UCI include Murray Krieger, J. Hillis Miller, Jacques Derrida, Gayatri Chakravorty Spivak, Etienne Balibar, Jean Francoise Lyotard, and Wolfgang Iser. As a result, UCI is known nationally and internationally as an institution with particular expertise and stature in critical theory. This distinction has defined the special character of the Arts, Humanities and Social Sciences at UCI and has contributed to UCI's national reputation for scholarly excellence.

Designed to provide an institutional framework for teaching critical theory, the CTE is responsible for organizing advanced theory seminars and for administering the Emphasis program requirements. An emphasis in Critical Theory, under the supervision of the Critical Theory Committee, is available for graduate students in all departments, including M.A. and M.F.A. candidates.

8/9/10

For more on this emphasis, see <http://www.hnet.uci.edu/cte/about/about.html>

c. Graduate Feminist Emphasis

Women's Studies offers an emphasis in Feminist Studies, which is available in conjunction with the Ph.D. programs in the Humanities, Arts and Social Sciences. An emphasis provides training in feminist theory and enables students to apply for positions in women's studies and related fields as well as positions within disciplines that focus on gender and sexuality.

For more on this emphasis, see

<http://www.humanities.uci.edu/womensstudies/grad/>

d. Translation Studies

Students pursuing this emphasis take five courses that deal with issues of translation theory, the practice of translation, and the student's specific area of study: 1 Theories of Translation seminar, 3 translation workshops (2 workshops + 1 independent study), and 1 course specific to field and literature of choice. Students electing the emphasis will be working in languages in which the supervising faculty has competence.

More detailed information is available in the Comparative Literature Graduate handbook on page 12 and 13. See

<http://www.hnet.uci.edu/complit/graduate/GraduateHbkWinter2007.pdf>

e. Visual Studies

The Emphasis in Visual Studies exposes students to a variety of contemporary methodologies in the Humanities, and helps train a generation of scholars capable of engaging in cross-disciplinary inquiry and responding to the emergence of new research paradigms. Students explore an ever-expanding array of objects and visual experiences produced in a variety of media including painting, sculpture, architecture, photography, film, television, video, and digital technologies. The student who satisfactorily completes the emphasis will be given a letter of certification from the Director of Visual Studies after certain requirements have been met.

8/9/10

For more on this emphasis, see

http://www.humanities.uci.edu/visualstudies/program/grad_em.html

IV. GENERAL INFORMATION

a. Academic Honesty

As apprentice and practicing teachers, graduate students are expected to be familiar with standards of academic honesty generally and as articulated on the Web at

http://www.senate.uci.edu/9_IrvineManual/3ASMAppendices/Appendix08.html

and of course they are expected to uphold these standards in their own work. Plagiarism or cheating are only under the most extraordinary circumstances questions among graduate students. However, one aspect of academic honesty deserves attention.

From time to time, students may find work they are doing in separate courses converging towards related projects or even a single project, and this is not only to be expected, but positively desirable when there is some real overlap in material. In cases where some of the same work might reasonably be submitted in different courses, a couple of principles need to be followed: first, that the permission of every instructor involved be sought in advance of beginning such a project; second, that the total amount of work reflect the number of courses involved. In the case of converging topics, faculty will probably want to see the work submitted in each course. In the case of the single paper submitted in two courses, the faculty in each course will probably want to confer with one another as well as with the student, and the final product should be a project which at least from the perspectives of research, subject matter, and, perhaps length, is doubly substantial. In the more problematic (and much less easy to justify) case of submitting revised versions of work previously handed in for an earlier course, faculty will certainly need to see both early and current versions of the work. Since all of these cases entail extra work for faculty, students should expect that sometimes permissions of this kind will be turned down even when they have intellectual merit. Once faculty approvals have been obtained, a record must be put in the student's file that details the nature of the project with the signatures of the faculty involved; forms for this purpose are available from the Graduate Coordinator.

8/9/10

It is the policy of the Academic Senate that "Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved" constitutes "Dishonest Conduct," the consequences of which are likely to be disastrous to a graduate student's career. When in doubt, therefore, graduate students should consult their instructors and inform them of all relevant circumstances.

b. Incompletes

Students who received an Incomplete in the program have up to one quarter to complete and hand-in the required course assignment. The Instructor has the right to require an earlier due date on Incompletes. **Should the Incomplete occur in the spring quarter, the student has until late August to complete all required coursework in order to be eligible to TA in the fall quarter based on the School of Humanities' policy.** Students must file with the Graduate Coordinator a "Contract" appropriately completed and signed by both the student and professor by the last day of electronic grade submission for the applicable quarter. This contract should be honored no later than the ninth week of the quarter following the request for an Incomplete, so as to allow the professor enough time to evaluate the work and document the change of grade. During the academic year, to remain or be appointed TAs, students must have "Incompletes" made-up by the end of the following quarter.

A student who requires an Incomplete must negotiate a contract with the instructor and fill out a form available from the Graduate Coordinator. The contract must indicate reasons for the Incomplete including the status of the work in progress and give a due date for completion of the work. The student and the instructor must sign the contract, which goes into the student's file.

Incompletes made up before the beginning of the succeeding quarter usually cause no special difficulty. A due date after that will receive greater scrutiny and require more substantial justification. Failure to meet the new deadline can generate correspondence with the Associate Dean and jeopardize appointment to a teaching assistantship, which by University policy requires the satisfactory completion of eight units of courses each quarter in addition to the four attached to an assistantship. **Beyond the contractual deadline, the School of Humanities makes the last business day of August a checkpoint for Incompletes for the preceding academic**

8/9/10

year. The School will not allow those with outstanding Incompletes at that time to hold Teaching Assistantships, and may recommend disqualification for students who still have not submitted the required work.

For an Incomplete Agreement Form go to:

<http://www.humanities.uci.edu/cultureandtheory/requirements/Incomplete%20Agreement.pdf>

c. Independent Study

Independent Study Course (280): 280 contracts must be signed by the student and instructor and submitted to the Graduate Coordinator by the second week of classes. The Graduate Coordinator will secure the Director's signature and then place copies in the respective student's and instructor's mailbox.

Evaluation of 280s must be submitted to the Graduate Coordinator one week after grades are submitted for the applicable quarter.

To see a complete 280 Independent Study Form go to:

<http://www.humanities.uci.edu/cultureandtheory/requirements/280%20Grad.pdf>

d. Progress Toward the Degree

The UCI Graduate Council has approved the following for the program:

* normative time to advancement: 4years*

* normative time to degree: 7years

* maximum time to degree: 8 years

*This may be different for those coming in with a Master's degree and for those who are given credit for courses taken elsewhere.

Everyone associated with the Ph.D. Program in Culture and Theory has an interest in seeing degrees completed as soon as is consistent with sound professional achievement. Graduate students, especially, gain financially and professionally by finishing in a timely fashion. To prolong the degree is to risk flagging intellectual interest and energy, and there is strong evidence that a long, drawn-out degree makes the candidate less competitive on the job market.

8/9/10

Each stage of our Ph.D. degree is designed to be reached in a normative period, and it is to every student's advantage to move forward according to those periods. Obviously, illness and unforeseen personal circumstances may cause delay, but where these are not an issue, the program does exert some pressure on the side of normative progress. Students should be aware that lack of reasonable progress is a consideration in the awarding of TAs. In extreme cases it can result in disqualification from the program.

e. Course Credit

A maximum total of six graduate-level courses taken prior to admission to the program may be credited toward fulfillment of certain Ph.D. requirements. A maximum of three courses may be substituted toward fulfillment of the seven theoretical problems courses; and a maximum of four courses may be substituted toward fulfillment of the six courses on a focused area of study.

A student must make a formal request for course credit by the end of his or her first year in the CT program. The request should clearly indicate the CT requirements for which prior courses are being substituted, and it should include copies of the syllabi and all written work completed for the prior courses being submitted for credit. The request will be reviewed by the program's Executive Committee, which will determine, on a case by case basis, whether to grant the requested course credit fully or partially, or to not grant credit at all.

A student entering with a Master's degree in a related field may also submit a revised version of his or her Master's thesis toward fulfillment of the CT program's Master's thesis requirement. The thesis should be revised in close consultation with the student's advisor, and must be submitted by the last day of instruction of the student's second year. Thereafter it will be reviewed by the student's advisor and two core faculty members.

In the rare event that a student entering with a Master's degree seeks to take his or her Qualifying Exam by the end of the second year, the student must submit the revised Master's thesis at least twelve weeks prior to the start of the take-home written exam, to allow sufficient time for its review.

f. Workload Credit

8/9/10

All graduate students must enroll for a minimum of 12 units or three courses each quarter. At least 8 units must be in regularly scheduled graduate courses. Any exception must be approved by the Associate Dean of Graduate Studies. It is program policy that part-time graduate students must enroll for 8 units. Students on a fellowship or grant are responsible for meeting the specific requirements of their individual situation. International students must check with the [International Center](#) to ascertain whether part-time study is commensurate with their visa status.

g. Faculty Advisor

Upon acceptance to the doctoral program and in consultation with the Program Graduate Director, the student is assigned a primary Faculty Advisor (typically the Program Director) for the first year and an alternate Faculty Advisor (in case the primary advisor is temporarily absent). In the second year, the faculty advisor may be chosen. In accordance with the student's stated interests on the application for admission, the Faculty Advisor will help the student map out an appropriate course of study that prepares the student for the qualifying exams and the writing of the doctoral thesis. The Faculty Advisor will, if applicable, evaluate the transcripts of students who transfer from other graduate programs in order to determine which courses will apply toward requirements for the Ph.D.

All students are required to meet quarterly with their Faculty Advisor no later than the second week of instruction. The purpose of these meetings is to advise students in their courses of graduate study, monitor their progress towards the timely completion of the Ph.D. degree, and keep them up-to-date on Program and university requirements. If necessary, the Faculty Advisor may convoke a meeting of professors with whom the student has studied to evaluate academic progress and performance.

The Faculty Advisor will head the Ph.D. Exam Committee and may or may not direct the dissertation. The Faculty Advisor chairs the Ph.D. Exam Committee and organizes and coordinates the qualifying exam. In addition, the Faculty Advisor informs the Program Graduate Director and Graduate Coordinator about the qualifying exam (dates, committee membership, outcome). The student may petition the Graduate Director for a change of advisor or committee (except between the qualifying exam and any retake); any change must be approved by the Program Graduate Director.

h. Ph.D. Qualifying Exam Committee

As the date of the Qualifying Examination approaches, the Faculty Advisor will work with the student to form the Ph.D. Exam Committee. The Ph.D. Exam Committee comprises at least four faculty members, including a professor who will serve as the "outside member". The majority of the Ph.D. Exam Committee members must hold core or affiliate appointments in the program. The committee, chaired by the Faculty Advisor, will read the student's written exams and participate in the oral exam. The Ph.D. Exam Committee, by unanimous vote, will determine if the student passes the Qualifying Examination.

Upon completion of the Qualifying Examination, the results should be submitted to the Office of Graduate Studies on the Report of the Ph.D. Candidacy Committee, Ph.D. Form I. The Ph.D. Form I must be signed by all committee members at the time the candidacy examination is concluded, and submitted even if the student failed the examination. If the unanimous recommendation of the Committee is favorable, the \$65 Advancement to Candidacy Fee must be paid to the campus Cashier's Office by the student (which validates the Ph.D. Form I), after which it should be submitted to the Office of Graduate Studies. The signed and validated Ph.D. Form I serves as the application for advancement to candidacy. The candidate and graduate program will be notified of formal advancement and the appointment of a Ph.D. Dissertation Committee by the Office of Graduate Studies.

After successful completion of the qualifying exams, some members of the Ph.D. Exam Committee may comprise the Ph.D. Dissertation Committee, which is made up of at least three members and chaired by the Dissertation Director. A majority of the committee shall be affiliated with the program. The main functions of this committee are to participate in the dissertation proposal, read drafts of the dissertation distributed by the Dissertation Director, submit commentary to the Dissertation Director to be relayed to the student at the Director's discretion, participate in the defense of the dissertation, and to ultimately accept the finished dissertation by signing on the title page.

i. Advancement to Candidacy

8/9/10

Students who complete the qualifying examinations successfully will become ABDs, i.e. advance to candidacy for the Ph.D. degree. They will then write a doctoral dissertation on a topic developed in consultation with the Dissertation Committee. Some period of study abroad, for enhancement of language proficiency and/or dissertation research, is strongly encouraged.

j. Approval of the Dissertation

Typically, a dissertation should not be less than 200 double-spaced pages in length. The Dissertation topic should be drawn from a focused area of study, chosen in consultation with the Faculty Advisor and Executive Committee. Students will draw up their dissertation committees, which must each consist of at least two members from the Core Faculty in the Program whose interests match the topic chosen for the thesis. The dissertation committee must also include an outside member, who is not a core member of the Culture and Theory program.. Students must also prepare a formal written prospectus to be approved by the Dissertation Committee. Dissertations must be approved by the students' dissertation committees and submitted to the Executive Committee.

The Ph.D. candidate **must allow Dissertation Committee members at least three weeks from the time the manuscript is received until the committee members signatures are needed**; the faculty will not assume responsibility for missed deadlines and additional enrollment fees if this three-week reading period is not provided by the candidate. The Dissertation Committee certifies that the completed dissertation is satisfactory through the signatures of all committee members on the signature page of the completed dissertation.

k. Report on Final Examinations

Upon completion and approval of the dissertation, the Dissertation Committee recommends, by submission of the **Ph.D. Form II**, the conferral of the Ph.D. subject to final submission of the approved dissertation for deposit in the University Archives

l. The Submission of the Dissertation

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 UCI must conform to certain University

8/9/10

regulations and specifications with regard to format and method of preparation. The Dissertation Director and student are responsible for the content and final presentation of the manuscript. Students are encouraged to attend [information sessions](#) offered each quarter, which discuss manuscript preparation and filing procedures.

After the dissertation has been approved by the committee, the original and the photocopy are submitted with the appropriate forms to University Archives (Main Library, Room 525, (949) 824-7227). The librarian will inspect the manuscript for completion and proper preparation (e.g. appropriate paper type, margins, pagination) according to the [UCI Thesis and Dissertation Manual](#). The librarian will also verify that the committee signatures have been obtained and the degree paperwork has been completed. Library Archives has the responsibility of insuring that the established procedures and standards for manuscript preparation are upheld.

The advanced degree manuscript is expected to be submitted by the deadline in the quarter in which the degree is to be conferred. **Friday of the tenth week of classes is the deadline for submitting theses and dissertations during each quarter.** However, those students who complete requirements and submit dissertations after the end of the tenth week of classes and prior to the start of the subsequent quarter will earn a degree for the following quarter, but will not be required to pay fees for that quarter. In order to avoid payment of fees, manuscript, all forms, and degree paperwork must be submitted prior to the first day of the quarter in which the degree is to be earned. Please refer to the Office of Graduate Studies [Filing Deadlines](#) form for up-to-date information.

V. FINANCIAL AID

There are several opportunities for financial aid at UCI for students of Culture and Theory.

Teaching

Teaching assistantships are an important way in which financial support is available at UCI. Depending on previous training, students can work as TA's

8/9/10

in the participating programs in African American, Asian American, Chicano/Latino Studies and Women's Studies. Often summer teaching is also available in these units. After completion of qualifying exams, students are eligible for teaching in the Humanities Core Course.

Doctoral students can be eligible for up to 18 quarters of total teaching support (this is a campus wide limit). Appointments are made on the basis of academic progress and performance as well as funding. All other considerations being equal, students making normal progress toward the degree have a more compelling claim to support than those who do not. For instance, although students can receive up to 18 quarters of support, priority is normally given to those who have not yet used 12 quarters.

Renewal of an appointment is made on the basis of satisfactory teaching performance, satisfactory progress toward the degree, and funding.

The Program discourages students from assuming other jobs while holding teaching assistantships. **Students who hold fellowships are not permitted to take other jobs.** Only exceptionally can students enroll less than full time after advancement to candidacy.

In addition, it is NOT possible to teach (as a lecturer) at another UC campus while enrolled at UCI.

Students can expect program support to drop off after the completion of the qualifying examinations. Students at this stage become eligible for a variety of fellowships granted by outside agencies, and for TAships offered by the Humanities Core Course. The program will do its utmost to assist students in locating and applying for these awards, but students should also take the initiative to locate opportunities on their own.

Other financial support

Apart from teaching assistantships, there are a number of other awards that support the graduate program. Chancellor's Irvine, Regents', Cota Robles and Humanities Pre-Doctoral Fellowships can be awarded to entering students. Students who are advanced to candidacy and are working on their dissertations are eligible for an In-Candidacy Fee Offset Grant through their eighteenth quarter of registration. These students may also apply for one-quarter Regents' Dissertation Fellowships, Humanities Dissertation Fellowships and Summer Dissertation Fellowships. Humanities Research

8/9/10

Grants, which are awarded for specific research projects, are also available for continuing students. These grants are usually awarded for summer travel. Through the Diversity Fellowship Program, the University offers the Faculty Mentor Program Fellowship and the President's Dissertation Fellowship. The Humanities Research Institute offers fellowship opportunities for advanced UC graduate students to work in collaboration on interdisciplinary topics

[Humanities Research Institute UC Graduate Student Fellowships](#)

[UCI -School of Humanities Fellowships/Awards](#)

[UC Pacific Rim Research Program](#)

VI. CONTACT INFORMATION

Culture and Theory Ph.D.

Director – James Lee (jkl@uci.edu)

(949) 824-8716

3012 Humanities Gateway Building, UCI, Irvine, CA 92697

Administrative Coordinator – Janette Jovel (jjovel@uci.edu)

(949) 824-0578

3012 Humanities Gateway Building, UCI, Irvine, CA 92697