

AMERICAN STUDIES GRADUATE PROGRAM

HANDBOOK

(Revised August 2004)

THE
COLLEGE OF WILLIAM AND MARY
IN VIRGINIA

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HANDBOOK: AMERICAN STUDIES GRADUATE PROGRAM THE COLLEGE OF WILLIAM AND MARY

This handbook provides an introduction to the structure and policies of the American Studies Graduate Program and supplements the information to be found in the current *William and Mary Graduate Arts and Sciences Catalog*, which should be consulted for a general description of the faculty, the degree programs, and the courses offered by the program as well as the College's special facilities and general regulations. While these texts are intended to be helpful in guiding the student, specific answers to individual questions may require personal inquiry on the part of the student. In the end, it is the student's responsibility to see that all requirements are met.

I. HISTORY OF THE PROGRAM

The American Studies Program began as an interdisciplinary M.A. course of studies in 1982. Under the direction successively of Robert J. Scholnick, Professor of English and American Studies, and of Bruce McConachie, Professor of Theatre and American Studies, the program developed its own curriculum, recruited faculty jointly with other departments, and gained approval from the state to offer the Ph.D. The first class of doctoral students entered the program in the fall of 1988. Since that time, the program has come to enroll about fifteen new students a year as candidates for M.A. and Ph.D. degrees. Our first doctoral students graduated in 1993. The faculty has expanded as well, numbering fourteen formal appointments in the program and including a director and five endowed chairs. In addition, American Studies draws on the talents of regular adjuncts, visiting scholars, and affiliated members with appointments in other departments. This faculty supports not only graduate courses but also a growing undergraduate program. In 1991, American Studies was inaugurated as an independent undergraduate concentration. On both the graduate and undergraduate levels the

program is committed to investigating, from an interdisciplinary perspective, aspects of life in the United States, the Americas, and the migratory and diasporic communities which have inhabited them, from the earliest period of occupation to the present time.

II. ORGANIZATION OF THE PROGRAM

American Studies Executive Committee

The American Studies Executive Committee is responsible for general oversight of the American Studies Program. It sets policy in curriculum and other matters and determines the broad directions of the program. It also reviews student admissions and progress, endorses awards of financial aid, nominates students for outside fellowships and prizes, authorizes the formation of qualifying examination and dissertation committees, and approves each dissertation prospectus.

Students should submit to the Executive Committee all individual requests and petitions. Generally this is done via the Director of Graduate Studies or the American Studies Graduate Students Association's representatives to the Executive Committee. A student may also approach the Executive Committee via the American Studies or the College Ombudsperson.

The membership of the Executive Committee consists of the Program Director, all faculty with appointments in the program, the American Studies Ombudsperson, and three representatives from various departments that cooperate with American Studies. The American Studies Graduate Students Organization (ASGSO) elects two representatives to the Executive Committee. The Executive Committee meets about once a month. (For more on the Ombudsperson and ASGSO, see below.)

Administrative Structure

The program has three administrative officers: Program Director, Director of Graduate Studies, and Director of Undergraduate Studies.

The **Director of American Studies** manages the flow of work in the program offices, supervises program support staff, monitors the budget, transmits personnel evaluations and recommendations to the Dean of Arts and Sciences, appoints program committees, and oversees the curriculum, searches, and the general operation of the faculty in its professional role. The Director reports to

the Dean of Arts and Sciences, but may also act as the program liaison to the Provost and members of the university administration. The Director joins with the DGS in the recruitment of students. The Dean of Arts and Sciences appoints the Program Director, upon consultation with the Executive Committee.

The **Director of Graduate Studies** is primarily responsible for the administration of the graduate program in American Studies. The DGS initially advises the incoming class and oversees academic advising. The DGS may serve as a substitute advisor in the case of faculty leave, illness, resignation or other absences. The DGS generally oversees the assignment and work of students in internships, research, and teaching assistantships and monitors student progress toward the terminal degree. These duties include the reporting of thesis, colloquium, qualifying exam, and dissertation committees for approval by the Executive Committee. The DGS alerts students if they are failing to make satisfactory progress toward the degree and presents student petitions for financial aid and other consideration to the Executive Committee and its appropriate sub-committees. The DGS serves on the Graduate Dean's Committee on Graduate Studies, which must consider applications for the extension of degree deadlines as established by the College, and will therefore present all such requests. As chief placement officer of the program, the DGS will assist students in assembling dossiers and in identifying employment and fellowship opportunities, and, although it is the responsibility of students to secure letters of recommendation from the relevant members of the faculty, the DGS may write supporting cover letters for the file. The DGS is elected by the Executive Committee and serves a three-year term.

The graduate program is administered by the DGS, in concert with the student's **academic advisor** at the M.A. level and the student's advisor and doctoral committee at the Ph.D. level. Upon entering the graduate program, students meet with the DGS to discuss their academic goals, plan of study, and course selections for the semester. Based upon this conversation, the DGS will recommend possible academic advisors for the coming year, whose academic expertise and scholarly interests, so far as is practicable, are pertinent to students' own. It is the student's responsibility to meet with faculty, and to formally notify the Program of the choice of advisor by submitting the Advising Form by September 15. The student must consult with this advisor before any making any changes in the course schedule. In the American Studies Program, the approval of the advisor is necessary to drop or add a course. Students must also gain the advisor's approval of course selections before registering for courses in the following semester(s).

The initial assignment of an advisor is intended to give students guidance and grounding in the program and to help students meet the tight schedule required for successful completion of the M.A.. However, as a student's academic interests develop or shift, students should feel free to change advisors. While these changes can occur at any time, they often occur in two transitional periods in continuing students' course of study: when they begin to organize a committee for the colloquium and Ph.D. exam, and when they undertake to present the dissertation prospectus. Such changes may also be required when faculty members take research leaves. In both cases, the student should consult with the DGS to secure either a temporary or a new permanent advisor. In the case of faculty leaves, the DGS can also substitute for the permanent advisor. The only time when students are not permitted to change advisors is the period between the colloquium and the Ph.D. qualifying exam. To preserve the intellectual integrity of the exam, students cannot alter the composition of their exam committee during this period. If a change must be made, students must hold a new colloquium.

Graduate students ordinarily will not have much formal contact with the **Director of Undergraduate Studies**, who serves a function similar to that of the DGS, but, of course, for the undergraduate program. The DUS will provide orientation for and advise students with teaching assistantships, though the DGS continues to oversee students in these positions.

Ombudsperson

The American Studies Program provides several avenues for students to pursue in the event they have problems with individual faculty members or with other students. The student can discuss such matters with his or her academic advisor, with the Program Director, the DGS, or the American Studies Ombudsperson. The office of Ombudsperson has been established in the program as an advising option. The Ombudsperson's role is to hear student concerns, offer information about program and College rules, explain the various courses of action that are available, and, under certain circumstances, be an advocate on the student's behalf. The Ombudsperson is a member of the American Studies Executive Committee, to which the Ombudsperson makes a general report each semester. To insure the independence and impartiality of the office, the Ombudsperson is a member of the faculty who does not concurrently hold a joint appointment in American Studies. **All conversations with the Ombudsperson remain confidential.** Students may also consult with the Ombudsperson in the office of the Graduate Dean of Arts and Sciences.

Students and Student Organizations

The total number of resident graduate students in the M.A. and Ph.D. programs is currently about 60. Generally the program admits about 15 new students each year.

The American Studies Graduate Students Organization (ASGSO) is composed of and represents the interests of all full- and part-time degree candidates in the program. Students elect members to the American Studies Executive Committee participate in searches for new faculty. They also elect a representative to the College-wide Graduate Students Association. ASGSA holds a variety of social and academic events during the year. The organization sponsors informal events ranging from small conferences, offering students the chance to present academic papers, to department dinners, providing settings to share intellectual interests. The events encourage communication between new students and those nearing completion of their dissertations and bring together individuals with varied fields of academic focus.

Students are encouraged to initiate conversations concerning any matter of policy that they feel needs to be addressed. They are welcome to talk individually with the Program Director, the DGS, their advisor(s), ASGSA, or the Ombudsperson about matters that concern them. A student may get his or her concerns on the agenda of the Executive Committee via the ASGSA representatives, the DGS, or the Ombudsperson.

Affiliated Research Institutes, Lectures, Symposia, Workshops

During the course of the year the American Studies Program and related departments offer lectures and symposia, which the academic community and especially the program's graduate students are encouraged to attend. These lectures and colloquia are designed to keep the academic and professional community abreast of current research in various fields and to provide exposure to a wider variety of material and methods than is available through the curriculum alone. They are considered an integral part of the graduate program. *This is especially true of the American Culture Lecture Series currently administered by the American Studies Program. It is an expectation of the program that graduate students in American Studies will regularly attend these events, which are normally held on Thursdays at 5 p.m. in various locations across campus.*

On a bi-weekly basis, the program hosts a brown-bag lunch, where graduate students and faculty present papers on ongoing research. In this informal setting,

held in the College Apartments Seminar Room, participants have the opportunity to learn about their colleagues' scholarship and to test their own ideas. The brown-bag lunches offer a forum where individuals can try out papers or job talks before giving them in other settings. Graduate students are encouraged to attend and participate in these lunches.

In addition to the American Studies brown-bag lunches, other programs and departments at the College host their own seminar series. Of particular interest are the Brown-Bag Lunches hosted by Black Studies and Women's Studies, and the History Department, which are announced in flyers and the William and Mary News.

Exchanges

The American Studies Program has established formal exchange agreements with universities at home and abroad. Through such exchanges, graduate students can supplement the curriculum of William and Mary, gain access to additional faculty in their chosen fields, and experience academic and social life in another region or country. Normally, a student can participate in an exchange by registering for full-time status and paying tuition at William and Mary. The exchange institution then issues a tuition waiver, permitting registration for its courses. By this means, graduate students who receive scholarships or other assistance in the American Studies Program can take part in such exchanges, at no financial loss. From time to time students will have the opportunity to participate in less extended interactions with other programs via lectures, colloquia, conferences, and institutes.

III. COURSES OF STUDY

A. General Policies

The "Grand Deadline"

In order to make the administrative life of students as simple as possible, the American Studies Program tries to tie as many of its applications as possible (e.g., for funding, leaves of absence, teaching assistantships) to a single deadline: **April 15**. There will be necessary exceptions to this rule, and students are responsible for keeping themselves informed of important deadlines. The program will announce all internal opportunities for students on the student

listserv and in postings on the program bulletin boards.

Admission

Admission to the graduate program is competitive. Preparation in a variety of fields—literature, history, art history, anthropology and sociology as well as American Studies—and experience with interdisciplinary studies provide appropriate background to aid in one's admittance. Admission is for the year specified and can only be deferred with permission of the program administrators. Students wishing to defer must petition the program before the commencement of the academic year for which they have been admitted, and update their record (with academic records and a report of interim activities) before the deadline for the year readmission is proposed. Financial awards are not deferrable.

Time to Degree

Rules Governing Time to Degree

According to the policies of the Graduate School of the College and Arts and Sciences, students must complete their Master's Degree in six years and the PhD in seven years. For Master's students, the clock begins upon entrance into the program, normally the first day of classes of their first semester. For PhD students, the clock begins at the colloquium for the qualifying examination.

Extensions

Students who do not complete the degree in the allotted time may petition the EC, who forward accepted petitions to the Graduate Dean for approval, for a one year extension. Students may petition for subsequent one year extensions. Extensions will be granted only with the support of the advisor, and the approval of the Executive Committee and the Graduate Dean. In petitioning for extensions, students will be expected to document progress on their thesis or dissertation.

Part-time Students

Part-time graduate students meet the same program requirements as full-time students but on a modified course schedule developed in consultation with the Director of Graduate Studies. Once PhD students hold their colloquium, they are subject to the same schedule as full-time students.

Leaves of Absence

A student may be granted a leave of absence from the program upon petition to the Executive Committee. Ordinarily, such requests will be considered at the close of an academic year and will be granted for up to one year only. (The deadline for leave applications is April 15.) At the discretion of the Executive Committee, students may be allowed to resume their funding at the conclusion of the year's leave. In order to qualify for those funding, students must inform the Executive Committee by January 15, the deadline for admissions applications that they intend to resume studies in the fall term. Should students wish to continue the leave for a second year, they must apply again to the Executive Committee. In no case is funding assured upon their return from a two-year leave. Students must communicate their decision to resume graduate work by January 15 to be considered in the spring competition for financial aid.

Students considering a medical leave or withdrawal should contact the Dean of Students Office; consult the Graduate Arts & Sciences Program Catalog for more information.

Honor System and Code of Conduct

Students at William and Mary agree upon matriculation to abide by the College's Honor Code in guiding their academic and personal behavior. Honorable conduct includes full and honest representation of one's own academic work, with conscientious citation to the language and contributions of others; adherence to the rules of assignments, as set forth by faculty in specific courses; and respect for the confidentiality of files, transcripts, and grades within academic offices. (See **Appendices A, B and C** for the College's Honor Code, Sexual Harassment Policy and Consensual Amorous Relations Policy.)

Research a student undertakes to satisfy one academic requirement may not be recycled or utilized to satisfy another assignment without explicit permission of the professor(s) involved.

More generally, students in the graduate program are encouraged to pursue courses and research in a spirit of collaboration with their peers. Despite their different levels of training and experience, faculty and students are colleagues within an intellectual community, joined together in the pursuit of knowledge about American history and culture. In this relation, students and faculty are mutually accountable to one another for their performance inside and outside of class. A similar ethos of collegiality ought to govern relations among students. The American Studies Program encourages students to cooperate in preparing

presentations to classes, in conducting research, and in sharing library and other materials necessary for the completion of assignments. Students are, of course, evaluated according to their individual work. But they should take advantage of opportunities to assist and learn from one another.

The American Studies faculty is committed to an intellectually ambitious and rigorous training of its students both inside and out of class. Students are encouraged to take advantage of the office hours of faculty and to make special appointments for extended conversation. They should also feel free to seek out opportunities for independent study with individual faculty. However, graduate work requires considerable initiative and autonomy. Students should respect the time and the privacy of advisors and instructors and consult with them at regularly scheduled times and places. Exceptions to this rule are, of course, a matter for discussion between individual students and faculty.

B. Tuition, Fellowships and Financial Aid

Tuition and Student Status

Tuition and fees for this academic year are outlined in the *Catalog of the Graduate Arts and Sciences Program*. This Catalog also defines the distinctions between full-time and part-time and in- and out-of-state residence. After students complete 45 credit hours beyond the M.A., they qualify for Research Graduate Student status, which maintains the student's full-time registration at the price of one credit hour. In certain cases, MA students may be qualified for Research Graduate Status. Funded research Graduate Students maintain their access to campus health services during the summer on a per-use basis, which will be anonymously billed to the Graduate Dean's office.

Fellowships and Assistantships

Fellowships and assistantships are awarded in the American Studies Program to full-time candidates for the M.A./Ph.D. and Ph.D. degrees. Most financial assistance is granted at the time of a student's acceptance into the program and is renewed for three (for Ph.D. students) or four (for M.A./Ph.D. students) years, provided the student makes satisfactory progress towards completion of the degree as set out in this handbook. The exact terms of the aid are specified in individual letters to students at the time of their admission. Annually, students sign contracts, issued by the Dean of Graduate Studies, confirming the amounts and provisions of these awards. Performance of an

assistantship is a contractual obligation assumed by the student in exchange for a stipendiary award. It is important to note that, while a student's standing in the program is always determined by academic performance, students are expected to fulfill the obligations of an assistantship with the same high standards of professionalism and accomplishment as is expected in their academic work; failure to do so satisfactorily can jeopardize the continuance of the financial award. Above all, in the conduct of such assistantships, students should recognize that they will be considered representatives of the American Studies Program.

Unless explicitly stated otherwise in the award letter, students who receive fellowships or other stipends are expected to reside locally and to undertake assistantships, involving an average of ten to twelve hours of work a week on scholarly or other projects during the academic year. Such projects may involve research or other work for a member of the faculty, or for the Program, work at local museums and historical agencies that collaborate with the program in the support of students, teaching assistantships, or for more advanced students, teaching a course. Generally, in order to prevent conflicts of interest, advisees are not permitted to work for their primary advisors.

The award of some fellowships can be highly competitive. Students should consult the American Studies web site and the Director of Graduate Studies for information on current assistantships.

Because the program considers teaching an important part of graduate training, doctoral students should, program resources permitting, expect to participate in undergraduate instruction. This may take the form of serving as a teaching assistant in a specific course, offering a section of an American Studies or another department's course, or developing a course of one's own, depending on the curricular needs and the student's preparation. Ordinarily, students will have the occasion to be a teaching assistant in an established course only after they have fulfilled the requirements for the Master's degree. They will be able, upon faculty approval, to offer their own courses, but only after fulfilling all course and language requirements and only after passing the qualifying examination. All students teaching as instructors of record must attend the yearly teaching seminars normally offered in the fall only by the Graduate Dean's office. Application for teaching assistantships occurs in the spring semester for courses to be offered in the following summer or academic year. The duties of a teaching assistant may be assigned as part of the work requirement attendant upon a fellowship or other stipend from the Program. The deadline for applications to teach in the next academic year is April 15.

Annual Review and Renewal of Financial Support

At its final meeting in the spring, the Executive Committee reviews the academic standing of all students and approves the renewal of awards of financial support. Approval of continued financial support for all students, whether they work for faculty members or for local museums or teach, will depend not only upon their conscientious conduct of assistantships, but also upon satisfactory progress toward the degree.

"**Satisfactory progress**" requires the maintenance of at least a 3.3 quality point average (a B+ average). It also requires timely accomplishment of degree requirements. For students in the M.A./Ph.D. track, this means the completion of all M.A. degree requirements, including the language exam, before the end of the third semester of enrollment. Continuing financial aid is contingent upon a student's completion of all requirements by this deadline.

Non-funded Students, Partial Funding, and Year-to-Year Funding

The American Studies Program is as committed to the education of students who enroll using their own resources as to those whom it supports with fellowships and assistantships. While most of the graduate aid budget is reserved for continuing students who have been guaranteed support for successive years, the program does attempt to aid those who arrive without aid and demonstrate high achievement in their studies. As funds are available, the Executive Committee may make annual awards to such students. Students may also petition the Executive Committee for consideration for financial support. In such cases, students may need to present evidence of financial need. The deadline for applications is April 15, for aid in the following year.

Fifth-Year Fellowships

Budget permitting, the American Studies Program awards a limited number of fifth-year fellowships (assistantships and tuition for students who have finished the fourth year [MA/PhD] or third year [PhD] of their education). These are awarded on a competitive basis and are not linked to students' previous funding status. Students may apply for fifth year funds only once, and, if they receive an award, are expected to be in residence in Williamsburg and to devote the academic year to full-time study and writing. Once students have received fifth-year funding, they are no longer eligible for awards by the American Studies Program

The program considers these awards very important and makes every effort to maintain them. However, students should not rely on their availability. These awards are in no sense guaranteed. Students should energetically cast a wide net for funds that come from outside the program and the College. The deadline for applications for the following year is April 15.

Other Funding Sources and Opportunities

Most years the program awards a limited number of small travel grants to enable students to attend conferences, where they are presenting papers, or to acquire first-hand knowledge of collections, archives and similar resources. These funds are administered by the DGS and the Awards Committee of the Executive Committee, which seeks to distribute awards as widely as possible. Student requests for support can be submitted at any time during the academic year; grants are made on a case-by-case basis, and all students, regardless of funding status, are eligible to apply for these funds

Whenever available, the American Studies Program also provides funds for summer research fellowships. Ordinarily, these grants will cover the price of round-trip travel and other research expenses, but not daily subsistence. To obtain such funds, students must apply to the program's Committee on Awards by the announced deadline, usually April 15. Normally no application will be considered from students with incomplete grades or from those not making satisfactory progress toward the degree.

The Dean of Graduate Studies, the Grants Office, the Graduate Students Association and the Student Activities Office at the College also offer minor research and travel grants. Students are strongly encouraged to watch for notices of these and other funding opportunities and to apply for funding from these sources. The DGS must be notified in writing of such applications.

Students are also encouraged to acquaint themselves with outside funding sources and to exert themselves to obtain portable fellowships appropriate to their area of study and their career goals. ASGSO and other campus organizations sponsor occasional workshops to help students in their grant and fellowship searches.

For information about loans and other forms of financial aid, students should consult the William and Mary Financial Aid Office.

C. Courses of Study: General Issues

Performance

Periodic reviews of all students are conducted by the faculty. Students who fail to make satisfactory progress towards the degree or who fail to maintain the grade point average required by the College (3.0) are automatically placed on probation and are subject to dismissal.

Grade of I

No student may have more than one "I" grade outstanding, and the grade must be resolved during the semester following the one in which it was given.

Language Requirements

Reading knowledge of foreign languages is essential to teaching and research in American Studies. Students who are candidates for the Ph.D. in the American Studies Program must demonstrate proficiency in at least one language of relevance to American Studies scholarship. Students demonstrate proficiency in one of two ways: (a) a translation exam authorized by the American Studies program for which students translate a passage in a foreign language into idiomatic English, or, (b) the grade of B or higher in the fourth semester of the college language sequence, taken within the two years directly preceding enrollment in the American Studies Ph.D. or M.A./Ph.D. course of studies.

So that they can concentrate on their academic studies and have immediate access to course and research materials in languages other than English, students are required to either (a) provide transcript evidence of coursework satisfying the requirement, or (b) take a language exam at the commencement of their graduate program. There is no penalty for failing the exam but students who do fail should immediately take steps to further their language studies, pass the exam as soon as possible, and thus maintain satisfactory progress in the program. Professor Alan Wallach administers the language exams, and they are offered at regular intervals established by the program. Students interested in language instruction should contact Graduate House for information about language exam courses.

Students may not convene the colloquium to plan the qualifying examination until they have met the language requirement. At the dissertation colloquium, prior to passage of the student's dissertation prospectus, committee members will determine whether or not the student has met requirements for any

additional proficiency that the committee judges necessary for successful completion of the proposed research project.

D. MASTER OF ARTS

Course of Study

The Master of Arts program seeks to provide the student with a broad perspective on American Studies as an interdisciplinary field and a focused competence in one of its constituent disciplines. The course of study has three principal elements: (1) an introductory seminar that provides a general framework for the interpretation of American history and culture and the development of American Studies as a field; (2) an exploration of a major area or theme in American culture through a series of related courses taken in consultation with the student's advisor; and (3) independent research in primary sources, addressing a significant problem or issue in American Studies and culminating in the presentation of an M.A. thesis.

The requirements for the M.A. degree normally can be satisfied in one full year of study. These include 24 semester hours of graduate course credit, the thesis, and the defense of the thesis. A full-time program for the M.A. student (and for the first year of the M.A./Ph.D. track) typically follows this pattern:

Full-time M.A. and First Year M.A./Ph.D Course of Study

Part-time students should only register for 1 credit hour of thesis instead of 3 credit hours

<i>1st Term</i> (15 credit hours)	<i>2nd Term</i> (15 credit hours)	Summer
Intro seminar 661	Seminar	Submit thesis
Seminar	Seminar	
Seminar	Seminar	
AMST 695.02 for thesis	AMST 695.02 for thesis	
AMST 700.01 (3 credits)	AMST 700.01 (3 credits)	

The M.A. Thesis, Thesis Committee, and Thesis Defense

The M.A. thesis must address a topic proposed by the student and approved by the student's faculty advisor. It should demonstrate independent thinking and scholarly competence in the investigation of a limited but significant interdisciplinary problem. The thesis can be on any subject within the broad domain of American Studies. Bound copies of all American Studies M.A. theses are available for review in the American Studies Program Library in College Apartments.

Students will commence the M.A. thesis under the supervision of their faculty advisor. The thesis often grows out of and amplifies readings and research undertaken in an ongoing graduate seminar, but it may also represent a separate project independent of existing courses. In either case, students will meet regularly with the advisor on a mutually agreed upon schedule (generally once every week or two weeks). In the early meetings, students will work with their advisors to formulate a topic, identify research sources, develop a bibliography, and plan a schedule of research and writing. Should it happen that the student's topic is remote from the advisor's area of expertise and that a more appropriate advisor is available, a change of advisor may be made, upon application to the DGS. Such a change will not, however, alter the deadlines for submitting and defending the thesis.

Reading, research, and writing of the thesis will be undertaken within the course framework. The student will register for three credits of Independent Research (American Studies 695) in the fall term and for another three credits in the spring. As work on the thesis progresses, the student, in consultation with the advisor, will select two additional readers to form the thesis committee. This committee must be approved in writing by the DGS and must be formed the semester before the student expects to defend the thesis. Once the thesis is completed, the committee and the student convene for an oral defense either late in the second term or as soon as possible thereafter. In scheduling the defense, the student needs to permit the committee at least one month's advance notice. Full-time students must complete and defend the thesis no later than three terms after their original registration at William and Mary. Students failing to submit a draft by the agreed-upon deadline will receive an "incomplete" grade for the thesis course. In accordance with College regulations, that incomplete will turn to a failing grade if the work is not completed by the end of the succeeding semester. Additionally, students who do not defend their thesis by the end of their third semester of full-time enrollment may lose continuing financial aid, at the discretion of the Executive Committee in consultation with the M.A. advisor.

The length of the thesis is itself variable. Depending on its primary concentration (e.g., art history, literature, history, material culture, sociology) the requirements of the project may differ considerably. Nonetheless, the thesis generally may not be fewer than 35 pages or more than 65 pages (exclusive of bibliography, charts, graphs, and illustrations). The purpose of this strict limitation is to encourage students to conceive of their theses as article-length scholarly essays or reasonable-length dissertation chapters.

E. DOCTOR OF PHILOSOPHY

Course of Study

The doctoral program, building on the breadth of knowledge represented by the Master's degree, seeks to provide students with more specialized training and to develop their potential to pursue original research. They are expected to attain a thorough grounding in their chosen field of specialization, competence in a second field, and a broad understanding of the field of American Studies as a whole.

Course work leading to the Ph.D. degree includes the introductory seminar, taken in the first year of study, and formal courses and independent readings (American Studies 795), chosen in consultation with the faculty advisor and designed to prepare the student to present Major and Minor fields for the qualifying examination. The full-time program for the Ph.D. student typically follows this pattern:

*Full-time Ph.D and 2nd Year M.A./Ph.D Course of Study **
Part-time Ph.D students should only register for 1 credit hour of dissertation instead of 3 credits

*Second Year Course of Study**

<p><i>1st Term</i> (15 credit hours) Seminar or Intro seminar 661</p> <p>Seminar</p> <p>Seminar</p> <p>AMST 795-02 – qualifying exam preparation (3 credits)</p> <p>AMST 800.01 (3 credits)</p>	<p><i>2nd Term</i> (15 credit hours) Seminar</p> <p>Seminar</p> <p>Seminar</p> <p>AMST 795-02 – qualifying exam preparation (3 credits)</p> <p>AMST 800.01 (3 credits)</p>
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*In the program, all students with an M.A., whether from the College or elsewhere, are "second year" students.

Third Year Course of Study

<p><i>1st Term</i> (15 credit hours)</p> <p>*AMST 795.02 - qualifying exam preparation (6 credits)</p> <p>Seminar</p> <p>Seminar</p> <p>AMST 800.01 (3 credits)</p> <p>[Colloquium (by 4th week)]</p>	<p><i>2nd Term</i> (Research Graduate Student)</p> <p>AMST 800.01 (12 credits)</p> <p>*[Qualifying Examination]</p>
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*Students must pass the language exam before scheduling the colloquium and the qualifying examination.

Fourth Year Course of Study
 (Research Graduate Student status)

<p><i>1st Term</i></p> <p>AMST 800.01 (12 credits)</p>	<p><i>2nd Term</i></p> <p>AMST 800.01 (12 credits)</p>
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Emphasized Fields

While students should use courses and independent studies to explore a range of disciplines and fields, they should also build their program of study toward preparing for their major and minor field(s) of the qualifying examination. Generally, students should think of their major field as defining their primary teaching and research expertise. In their preparation, students may choose to emphasize certain historical periods, methods, or materials within the field. However, every student should engage that field comprehensively and critically, ultimately mastering both its content and the debates and practices that give it shape. Minor fields are defined as unified, but often interdisciplinary explorations of periods, themes, issues, methods, and practices that complement and develop the major field. At least one minor field may not be in the same general discipline as the major field.

The following brief descriptions of possible fields are intended as starting points to help students establish guidelines for taking courses and, in consultation with their advisor, formulating reading lists for the qualifying examination. The fields will be formally determined at the colloquium and approved by the Executive Committee.

African American Studies Specialization:

African American Studies, broadly defined, is the interdisciplinary study of African-descent populations, cultures, institutions, communities, and movements in the United States in comparison and contrast with African and African-descent peoples in other areas of the world. With advice from the African American Studies advisors, students can specialize in historical, literary, social-scientific, or interdisciplinary approaches to African American Studies. By employing integrative theoretical and methodological approaches to African American Studies research problems, students will be encouraged to engage in creative inquiries that would be difficult to accomplish in traditional, discipline-specific frameworks. Also, students are expected to analyze their research problem in a comparative context, both in terms of the African Diaspora and the experiences of other ethnic populations relevant to their research.

American History Specialization:

A fundamental understanding of U.S. social and cultural history, as well as of developments in the economy and is indispensable for scholarship and teaching

in this area. Students are also advised to range across the American past, even as they select particular eras or themes on which to concentrate. They will take care to consider the diversity of historical experience—as reflected in class, gender, racial, and regional identities—within the United States and where possible, to view American life in comparative perspectives. Specific programs of study will vary with the individual and will be worked out in consultation with the student's advisor.

American Literature Specialization:

Students electing a Major field in American literature are encouraged to build a general familiarity with the broad range of American writings extending from the seventeenth through the twentieth centuries. As well as mastering a survey of key texts, students should also attain competency in the major critical practices and debates shaping scholarship in American literature.

In preparing for their qualifying examination, students should master the major texts of American literature and develop a firm grasp of other forms of writing, both popular and elite, that are most relevant to their interests. Finally, they should integrate these texts historically with other forms of culture and with the relevant social history of their chosen period of concentration.

Students electing to minor in American literature should prepare a coherent field of texts, criticism, theory, and history that best serves the interests defined by their major field.

In all cases students are expected to organize their fields, in consultation with their advisors, around those particular genres, themes, social and theoretical issues they find most pertinent to their long-term research and teaching interests.

Visual and Material Culture Specialization:

This specialization focuses on visual and material modes of expression that are shaped by American culture and history. The visual and material culture encompasses wide-ranging approaches to artworks, images, films, material objects, built environments, and technical processes in cultural context, past and present, as well as theories of interpretation and representation.

Specific programs of study and particular emphases in the field will take into student needs and special interests. Overall, the specialization builds on the insights of several traditional areas of endeavor, particularly art history, cinema studies, and material culture studies, each of which makes specific contributions to the field and poses special challenges to students. For example, study of the

history of American art minimally requires achieving familiarity the significant literature on American art as well as the grasp in detail of a wide range of works of art (painting, sculpture, architecture) from the seventeenth through twentieth centuries (including conventional formulations of genre and periodization). To this end students are encouraged to seek museum internships and are expected to take courses that will enhance their understanding of the social, historical and cultural contexts of art. Cinema studies challenge students to grapple with "moving pictures," technologies of mass reproducibility, and formal analysis. A fundamental contribution drawn from material culture study is "object competence" which entails thorough, hands-on familiarity, coupled with mastery of the history, design, production, conservation, classification, function, and sociocultural significance, of a given site or corpus. Students develop such competence through internships, practicums and independent study projects.

Because visual and material culture is a broad rubric, students majoring or minoring in the field and preparing for colloquia, qualifying exams, and dissertation research will benefit from varied courses but should also plan early to focus on one or more of the following areas of inquiry:

- History of American Art
- Decorative Arts
- Architecture
- Archaeology
- Vernacular and Ethnic Studies
- Media Studies

These areas are supported by courses in American Studies. Depending on the objectives of the individual student, relevant courses may also be available in other departments. While students concentrating in visual and material culture must demonstrate knowledge of theory and practices in their chosen fields, the program also encourages students to combine expertise from different areas through interdisciplinary research. Those who undertake a minor field in visual and material culture must meet similar, though more limited expectations. However, the minor must also be designed to contribute to work in the student's major field, most especially in history, literature, and cultural studies. The extent of object competency required for the minor field depends on the student's overall plan of study and will be determined during the Ph.D. colloquium.

Social and Cultural Studies:

The social and cultural studies specialization involves methods and theories from gender and ethnic studies, anthropology, cultural studies, sociology, performance studies, folklore and folklife, and other fields. Areas of study include local, regional, and ethnic cultures, mass and popular culture, lifestyles, demographic trends, migration and diaspora, interaction patterns and networks of cultural production. Social and cultural studies collect and coordinate the tools to describe, compare, and critique facets of American life "on the ground" and in theory.

F. Advanced Graduate Study: Preparing for the Colloquium, Qualifying Examination, Preliminary Dissertation Prospectus, and Dissertation

The purpose of advanced graduate study in the American Studies program is to establish a thorough foundation for professional work in research, teaching, museum work or any career where advanced research and communication skills are important and where sustained investigation of American life is of value. From a personal standpoint, the students best served by this process are those who have developed a clear sense of their goals, both through exploration of new fields and ideas, and through courses that relate specifically to their interests. From an institutional standpoint advanced graduate study involves three major steps: (1) the colloquium and qualifying exam; (2) the preparation of a dissertation prospectus; and (3) the completion of a dissertation. Each step involves extensive work with a faculty advisor and committee.

Roles of the Advisor

Students work closely with their faculty advisors through all phases of graduate study. The academic advisor chairs the colloquium and the qualifying exam. Students may choose to retain the advisor with whom they worked during the period of coursework or they may decide to select a new advisor prior to the colloquium to chair both the colloquium and exam. This advisor may or may not also serve as dissertation sponsor. The change of advisors and also of committee membership must be proposed in advance to the DGS and confirmed by the executive committee.

Committees

Students should assemble a qualifying examination committee and arrange a colloquium to confirm plans for the exam no later than the fourth week of the third year of study. Most committees have four or five members. In general, students choose faculty members with whom they have taken courses and whose interests and expertise will contribute to the foundation for professional life which students build through intensive study before (and after) the qualifying exam. More specifically, committee members help students prepare to be examined orally or in writing in their major and minor exam fields. Ordinarily, three members of the committee will represent the Major field of concentration, one or two the Minor field. Committee members may be members of the American Studies faculty or of other programs and departments. Either way, students should recognize that faculty can decide whether or not to serve on the committee, and should ascertain well in advance of the colloquium their willingness to serve, and whether they will be available for regular meetings during the period of colloquium and exam preparation. Most students also choose some of the same faculty as members of their dissertation committee. Because students outline initial dissertation ideas for the colloquium and present a dissertation prospectus during the semester following the exam, it is prudent to begin exploring resources and topics for the dissertation with faculty at this time.

The constitution of qualifying and dissertation committees in the American Studies Program is a formal act of the faculty, which is reported directly to the Dean of Graduate Studies. The Executive Committee of the American Studies Program approves all qualifying and dissertation committees; it likewise must be petitioned, via the DGS, whenever students wish to alter the membership of their committees. This is a procedural step, necessary to insure that committees have official authority to decide upon a student's performance in required academic exercises (qualifying examinations, theses, and dissertations). It is also a substantive measure, designed to insure the academic integrity of our processes. The student is expected to discuss his or her plan with the DGS before setting a date for the colloquium. Only after the colloquium is held and its result approved by the Executive Committee is the student's qualifying examination committee formally constituted.

The Colloquium

Students must take the initiative in seeking faculty guidance, preparing written materials, and scheduling meetings. Preparation for the colloquium is, in effect, an extensive assessment by students of what they have accomplished and where they wish to go. To this end, students must prepare three documents to be distributed to all members of the exam committee at least two weeks prior to the colloquium. These are:

- (1) reading lists defining major and minor fields of study for the qualifying exam. These should be preceded by a one-paragraph statement describing the field's main theme and/or broad scope.
- (2) an intellectual autobiography (not to exceed 1000 words in length), which traces the student's development through coursework, reading, internships, independent research, etc., from entry into the program to the final preparation for the colloquium; and
- (3) a one-page summary of the dissertation topic or topics that the student proposes to address.

One useful way to subdivide reading lists is to conceive of each list as a potential resource for the construction of syllabi for courses that the student might wish eventually to teach. This approach helps to ensure lists that are broad, yet coherent, and that cover contemporary scholarly approaches to a central theme and problem in various fields and disciplines; it also helps students prepare for eventual job applications. Students should begin as early as possible to build their lists; in general, for the entire qualifying exam, the total number of books and article-equivalents of books generally run between 200 and 250.

The colloquium itself is an advisory meeting of the committee that will administer the exam. Its purposes are: to help students to confirm the exact scope of the qualifying examination fields (based on reading lists which the student has prepared in concert with the advisor and individual committee member), to determine any further coursework, language study (beyond that required by the program), or to suggest additional independent study that students may need in order to pass the exams in the selected fields; and to help students plan an approach toward a fully developed prospectus.

Usually, the colloquium takes place four to six months prior to the qualifying examination. The chair of the qualifying exam committee will distribute

to the Executive Committee a brief written report (either in hard copy or on the faculty listerv) of the colloquium, indicating the personnel, fields of coverage, and areas of concentration. A copy of the student's final reading list must be made available to the Program for consultation by students and faculty.

The actual date or a target date for the qualifying exam is set at the colloquium in order to help students budget their study time effectively.

Preparing for the Qualifying Exam

Preparing for the qualifying exam necessarily involves at least three components: (1) the acquisition of a general familiarity with the subject fields, which may often be accomplished by auditing undergraduate and graduate courses; (2) the mastery of the literature of the student's chosen fields, as specified in the reading lists; and (3) learning to assess fields critically and to articulate arguments concerning their histories, theoretical premises, and potential utility in understanding diverse aspects of American life—in other words, study for the exam builds on and concentrates the work students have already done.

Students determine how best to prepare. Some may wish to prepare alone; others will establish study groups with peers; many set up periodic conferences with members of their examining committee. However, faculty advisors should not be expected to lecture, to provide syllabi, or to take the initiative in discussion. Students are responsible for determining the content and shape of these conferences and should come to conferences prepared to talk about specific issues relevant to their concerns. Faculty members, in turn, will counsel students regarding the state of their preparation and, ideally, approve the scheduled undertaking of the exam.

The Qualifying Exam

The qualifying examination requires that students display their command of the fields that they have identified as their principal intellectual domains. The exam can take written or oral form. Students choose the exam format that they prefer. The oral format is a two-hour examination, wherein the members of the committee put questions on a wide range of subjects within the Major and Minor fields, as confirmed during the colloquium. Normally, examination of the Major field will occupy ninety minutes, to be divided up among the three examiners equally; the Minor field will comprise the remaining half hour. A student may also present in advance course syllabi (no more than two) in the Major or Minor fields, to be discussed in this setting. Alternatively, a student may choose to answer

questions in writing, prepared by members of the examining committee, as well as to submit the aforementioned syllabi. If the student elects the written exam, the Major field will normally involve three parts, the Minor field one. The student may take four hours to respond to each part (total of 16 hours) and may freely consult notes and books. Once students have completed the written examination, they will meet with the examining committee (one to two hours) to discuss their responses and the syllabi they have submitted. All members of the committee will attend and read, and may comment on, the entire examination.

Successful performance on the qualifying examination is evaluated as Pass or Pass With Distinction. Passage marks the formal progression of the student to candidacy for the Ph.D. degree. Upon completion of the examination, the committee will deliberate and inform the student of its judgment. Should the student fail any part of the examination, the chair of the committee will explain the reasons for that failure in person. In this event, students will have one opportunity to retake the section no later than the end of the following semester. During re-examination, the students must demonstrate proficiency in the field in question, and may be required to address its place in the larger context of all exam fields. If students fail to pass more than one section of the general exam, they must retake the entire exam; reexaminations must be scheduled no less than six months and no more than twelve months after the initial date of the exam. The Executive Committee will review such students' performance in light of "satisfactory progress" toward the degree and may at its discretion determine to suspend or revoke financial aid in the intervening period.

The Dissertation Prospectus, the Dissertation Committee, and the Dissertation Defense

The dissertation provides students the opportunity to establish themselves as accomplished scholars, to gain extensive professional research experience, and to demonstrate the ability to conduct research and present the results in an effectively organized and well-written form. One may achieve this goal in several ways, but all dissertations share common elements: a director, a prospectus, a committee, the completed manuscript itself, and a dissertation defense.

Often students' dissertation director and at least some members of their dissertation committee carry over from the qualifying examination committee. If this is not the case, the student should actively seek out supporting faculty. The DGS and Program Director may advise, but the responsibility for cultivating and securing a director and committee ultimately resides with the student.

Students should submit a dissertation prospectus no later than the sixth week of the semester following the successful completion of the qualifying exam. Students will compose this document under the supervision of the dissertation director. It will give a full description of the inquiry to be undertaken. It will identify an issue or problem, explain how this bears upon or intervenes in a particular field of scholarship, relate the topic to previous and ongoing works, detail the several parts of the project and show their interrelations, name the key primary sources, outline the principle methods, and suggest a timetable for completion. Such a prospectus should be about 3500 words and should include as a supplement a bibliography of the principle primary and secondary sources. Preparation of the prospectus is designed to facilitate the submission of application to outside agencies for dissertation fellowships and will help in securing committee members.

After the dissertation director approves the prospectus, the student will forward it to an advisory dissertation committee of three faculty members assembled in consultation with the DGS. The student and the committee will then convene to discuss the prospectus. This meeting is not an examination, nor does it constitute a second review of the prospectus for Program approval. Rather, the meeting acquaints the student—and the readers—with the views of all the participants in the project. Following the dissertation colloquium, the student will submit the prospectus to the DGS, who will in turn present it to the Executive Committee for formal Program approval.

Following the colloquium, primary responsibility for overseeing the dissertation remains with the advisor. Committee members may be consulted throughout the process of dissertation writing, but they are not obligated to read

draft chapters until the advisor recommends the submission of part or the entire dissertation to them for comment.

For a variety of reasons, membership of the advisory committee will sometimes change as the dissertation develops. To add or substitute a member of the committee, the student and director communicate with the relevant member(s) and then formally notify the DGS of the change. To change dissertation director, students must propose a new committee; if appropriate, reconvene the Dissertation Colloquium; and submit the prospectus for formal Program approval. The DGS may serve as a substitute advisor in the case of faculty leave, illness, resignation or other absences.

The formal dissertation committee—including a reader from outside William and Mary, who is secured through the collaborative efforts of the student, dissertation director, DGS, and Program director—must be constituted *no later than* the fourth week of the semester preceding the one in which the student *expects* to defend the dissertation. The constitution of this committee is a formal act of the faculty, and must be approved by the Graduate Dean of Arts & Sciences.

After students have produced an acceptable draft of the dissertation, they will schedule, in consultation with their advisors and the DGS, a dissertation defense. The defense must be scheduled at least a month in advance. The American Studies Dissertation defense is an oral exam that focuses on the dissertation. It is usually about two hours in length. The dissertation director convenes the committee; the outside reader may participate via teleconference or by submitting written questions and comments to be read at the defense.

As part of a successful defense, a student may be required to make changes in the dissertation. These must be submitted to the dissertation director for approval. The final results of the dissertation defense are submitted to the Executive Committee, and the dissertation itself is submitted to the Dean of Graduate Studies, Arts and Sciences, following the guidelines laid out in the Graduate Arts and Sciences Program Catalog.

GUIDELINES FOR ASSISTANTSHIPS

While the American Studies Program requires assistantships of all funded graduate students, also, it is committed to insuring that these assistantships are of high quality. In pursuit of this goal, the Program often develops new graduate student assistantships and phases out some old ones. Graduate student assistantships are of three types: service, co-curricular, and teaching. Every effort will be made to insure that graduate students have a balanced distribution of these types of assistantships in the course of their funding years of funding.

A. NOTIFICATIONS

1. The American Studies Program will inform graduate students in a timely fashion of their assignment to specific assistantships. Students must be aware, however, that on occasion specific assistantships may not be available and that new ones may arise over the course of the summer. It should be noted that the Graduate Dean's office will issue formal contracts, whose terms are based upon the original award offer, according to its own schedule
2. In every case, the Graduate Director will inform graduate students by email within one week following the Grand Deadline meeting (usually early-mid May) of their assistantship status (ie.: Whether or not they have been awarded an assistantship generally). A subsequent letter will be placed in graduate student mailboxes or mailed to their home address if the student does not have a mailbox in American Studies.
3. As part of this initial notification (outlined in A.2 above) the Graduate Director will inform those graduate students who have been selected for specific assistantships during the Grand Deadline meeting of their assistantship assignment. At the same time, the Graduate Director will notify supervisors of assistantships of these assignments. Before the assistantship begins, the Graduate Director will provide students and supervisors a copy of the American Studies "Guidelines for Assistantships" and the description and objectives of the specific assistantship as agreed to by the assistantship supervisor and the Program Director. Supervisors must familiarize themselves with the American Studies Graduate Student Handbook available online at:
<http://www.wm.edu/CAS/ASP/grad/handbook.php>

4. The American Studies Program strongly recommends that, whenever possible, graduate student assistants contact their supervisors upon notification to discuss the particular requirements of their assistantship in the fall.

B. GENERAL GUIDELINES FOR ASSISTANTSHIPS

1. The Program will make the strongest effort to balance the educational needs of graduate students and the specific needs of any given assistantship; however, graduate student assistants must recognize that not all assistantships are equally relevant to their particular professional training. The diverse character of American Studies graduate student assistantships may place unusual demands on graduate student assistants.

2. Any individual or agency proposing an assistantship must submit a written proposal to the Director of American Studies outlining the objectives and requirements of the assistantship. The American Studies Executive Committee must approve all such assistantships.

3. All relevant sections of the American Studies Graduate Handbook regarding the Program or College Ombudspersons apply to assistantships as well.

4. The designated representative of the graduate students should make an annual formal report to the American Studies Executive Committee regarding students' experiences of the year's assistantships. The form of the annual report will be chosen by American Studies graduate students and in all cases will preserve, as much as possible, the anonymity of the graduate students whose experiences are the basis for the report.

5. The Program Director will regularly communicate with supervisors of assistantships.

C. GUIDELINES FOR NON-TEACHING ASSISTANTSHIPS

1. In general, the terms of graduate student assistantships coincide with the duration of the academic year (through the final exam period of each semester).

2. The expectation of the American Studies Program is that student assistants will not commit more than 10-12 hours per week to the assistantships and that this labor will distribute itself evenly throughout the academic term.

3. At the same time, supervisors must be sensitive to the nature of the work that these student assistantships require of graduate students. Most important, these are not “work for hire” positions. Graduate student assistantships are an integral element of the training of professionals in a variety of disciplines and with diverse career expectations. Supervisors must require that students undertake work that contributes to this training, but also be aware that students may bring varying levels of expertise to the particular tasks at hand. This emphasis on training requires, to the degree any given assistantship can offer such opportunities, that supervisor should direct student work toward learning rather than “make-work” tasks.

D. GUIDELINES FOR TEACHING ASSISTANTSHIPS AND GRADUATE TEACHING FELLOWS

1. TEACHING ASSISTANTSHIPS

a. The American Studies Program assigns teaching assistants to introductory level courses to give them an apprenticeship experience in the classroom, and to provide faculty of record with assistance in running and teaching the course. Beyond those teaching duties outlined below, faculty may ask students to perform tasks necessary to the success of the course such as copying, scanning, screening films, and putting materials on reserve.

b. Students are employed for one semester only as teaching assistants in fulfillment of their funded assistantships. Faculty may not ask students to work either before the first day of classes or beyond the grading period of the relevant semester. Students should expect at times during that semester to substantially exceed the 10-12 weekly hour limit for assistantships described in the Handbook.

c. The teaching assistant's responsibilities include: attend all lectures; read the course material; lead discussion session with students; grade quizzes, exams and papers; give a lecture in the course (optional). In addition the TA will meet with the faculty member regularly to discuss the course, discussion sessions, grading, and student issues.

d. The faculty member will: make explicit her/his expectations for the course; have regular meetings to discuss matters related to the course; make clear the criteria for grading and oversee TA grading; provide the TA with feedback about his/her performance by attending some of the discussion sessions.

e. The faculty member will also: provide a reasonable turnaround time for work to be completed; be sensitive to the total number of hours required by the assistantship and the student's academic workload.

2. GRADUATE TEACHING FELLOWS

a. The recommendations of assignments of graduate teaching fellows are made by the Undergraduate Director in consultation with the Curriculum Committee, Graduate Director, and Program Director.

b. The Executive Committee of the American Studies Program assigns graduate teaching fellows with attention to specific curricular needs of the American Studies Program and specific requests from outside programs and departments.

c. The Executive Committee of the American Studies Program assigns graduate teaching fellows with the goal of maximizing and increasing the number and range of teaching opportunities for students.

d. Graduate students requesting assignment as teaching fellows should submit an American Studies Graduate Teaching Fellow proposal to the Undergraduate Director by the stated deadline. The AMST Graduate Teaching Fellow form is located online in the AMST graduate handbook at:

<http://www.wm.edu/CAS/ASP/grad/handbook.php>.

To be eligible for assignment as a graduate teaching fellow, graduate students must have passed their doctoral qualifying examination before the beginning of the semester they begin teaching. They must also have attended the yearly workshop for graduate students on teaching offered by the Office of the Dean of the Graduate School.

e. The teaching fellow is a member of the faculty, and thus is required to fulfill all the responsibilities related to the course she/he offers as outlined in the College faculty handbook. The Graduate Director will provide copies of the relevant section of the faculty handbook to graduate instructors when they are notified of their selection.

E. EVALUATION PROCESS

1. NON-TEACHING ASSISTANTSHIPS

The diverse nature of American Studies Program graduate student non-teaching assistantships precludes any detailed assessment equivalent to that of student course evaluations. In general, the American Studies Program is committed to insuring that these assistantships conform to the same high standards as regular offerings in the curriculum. To this end, supervisors and graduate student assistants alike should be prepared at the end of the assistantship term to address the following areas of interest to the Program.

- a. Description of the graduate student's assistantship.
- b. Did the conduct of this assistantship meet their expectations? Why or why not?
- c. General description of the distribution of work throughout the course of the academic year in terms of time required or allotted.
- d. Concrete suggestions of the ways in which this assistantship might be improved or revised better to meet the stated objectives of the assistantship.
- e. To facilitate this reporting, non-teaching graduate assistants and supervisors shall each submit an evaluation form describing their experiences to the Graduate Director at the conclusion of the assistantship. These forms are located online in the AMST graduate handbook at: <http://www.wm.edu/CAS/ASP/grad/handbook.php>. The Graduate Director will keep these evaluations on file but these reports will not transfer to graduate student files. These reports will not be used for evaluative purposes except under the circumstances outlined in Section III. "Courses of Study," Subsection B. "Tuition, Fellowships, and Financial Aid," Paragraph Two, "Fellowships and Assistantships," of the American Studies Graduate Handbook. The relevant sentence reads: "It is important to note that, while a student's standing in the program is always determined by academic performance, failure to complete an assistantship satisfactorily can jeopardize the award of financial aid."

f. The Graduate Director will make an annual report to the American Studies Executive Committee, which may make recommendations to both supervisors and graduate student assistants in regard to the conduct of the assistantship.

g. The American Studies Program Executive Committee encourages supervisors and graduate student assistants to contact the Director of Graduate Studies or the Program Director with any question or concerns about the assistantship. All relevant sections of the American Studies Graduate Handbook regarding the Program or College Ombudpersons apply to assistantships as well.

2. TEACHING ASSISTANTSHIPS

a. A specific question regarding teaching assistants' performance will be placed on the general student evaluation forms for each course that includes a teaching assistant.

b. The faculty supervisor shall meet with teaching assistants at the end of the course to discuss these evaluations and will submit a letter assessing the graduate teaching assistant's performance. This signed letter shall be submitted to the Graduate Director who will place the letter in the student's file. A copy of this letter will also be sent to the graduate teaching assistant who may or may not choose to use it for his/her teaching portfolio. These letters will not be used for evaluative purposes except under the circumstances outlined in Section III. "Courses of Study," Subsection B. "Tuition, Fellowships, and Financial Aid," Paragraph Two, "Fellowships and Assistantships," of the American Studies Graduate Handbook. The relevant sentence reads: "It is important to note that, while a student's standing in the program is always determined by academic performance, failure to complete an assistantship satisfactorily can jeopardize the award of financial aid."

c. The Graduate Director will ensure faculty compliance with the procedures governing the supervision of graduate teaching assistants. In addition, the Graduate Director will meet individually with graduate teaching assistants at the beginning of the semester following their fall TA assignments or the end of the spring semester following their spring TA assignments to discuss their experiences in the course. The Graduate Director shall make a biannual report to the Executive Committee regarding these experiences. Graduate students may, at any time during the course of the semester during which they are TAing, meet with the

Graduate Director or Program Director to discuss issues relating to their teaching assistantships.

d. The American Studies Program Executive Committee encourages supervisors and graduate student assistants to contact the Director of Graduate Studies or the Program Director with any question or concerns about the assistantship. All relevant sections of the American Studies Graduate Handbook regarding the Program or College Ombudspersons apply to assistantships as well.

**APPENDIX A
AMST GRADUATE TEACHING FELLOW PROPOSAL**

1. COURSE INFORMATION

Course Number:

First semester course will be taught:

Course Title:

Abbreviated title to appear in registration bulletin (20 or less characters):

Credits, or min-max for variable (e.g. 1-4):

Course Hours:

Lecture Hours:

Laboratory (Or Viewing) Hours:

Other Hours:

Anticipated Maximum Enrollment:

Semester(s) offered:

Instructor(s):

Course Description (1-2 paragraphs):

Is proposed course similar in content to courses offered in other departments or programs? Yes No

If yes, please indicate which course(s) and include a statement from the department(s) involved concerning this overlap and how it will be resolved:

Course Justification (1 paragraph):

Why are you suggesting this course be added to the American Studies curriculum?
Who might the audience be for such a course?

Why will this course draw students?

Course Syllabus

Attach a draft of the syllabus for the course you are proposing to this form.

2. GENERAL INFORMATION:

Individual Submitting this Application:

Email :

Phone:

APPENDIX B

**NON-TEACHING ASSISTANTSHIPS
GRADUATE STUDENT EVALUATION FORM**

Date: _____

In the spirit of assisting those who may follow, we ask that you take a moment out of your busy schedule to reflect and share your knowledge concerning your current non-teaching assistantship.

1. SUPERVISOR CONTACT INFORMATION (NAME, PHONE, EMAIL)

2. DETAILED DESCRIPTION:

a. Project

b. Type of Work Assigned

c. With whom did you usually work?

3. **HOURS:** In general describe the distribution of work throughout the course of the academic year in terms of time required or allotted.

a. **Days and Hours Usually Worked Per Week**

b. **Were you assigned regular hours or were your hours “bunched up?” Explain.**

4. **FEEDBACK:**

a. **Did the conduct of this assistantship meet your expectations? Why or why not?**

b. **Suggest, as concretely as possible, the ways in which this assistantship might be improved or revised better to meet the stated objectives of the assistantship.**

APPENDIX C

NON-TEACHING ASSISTANTSHIPS SUPERVISOR'S EVALUATION FORM

Date: _____

1. SUPERVISOR CONTACT INFORMATION (NAME, PHONE, EMAIL)

2. DETAILED DESCRIPTION:

a. Project

b. Type of Work Assigned

3. HOURS: In general describe the distribution of work throughout the course of the academic year in terms of time required or allotted.

a. Days and Hours Usually Worked Per Week

b. Was your graduate assistant assigned regular hours or were her/his hours "bunched up?" Explain.

4. FEEDBACK:

a. Did the conduct of this assistantship meet your expectations? Why or why not?

- b. **Suggest, as concretely as possible, the ways in which this assistantship might be improved or revised better to meet the stated objectives of the assistantship.**

APPENDIX 1A

THE HONOR CODE (GRADUATE STUDENTS)

The College of William and Mary has traditionally operated in all departments of instruction under an Honor Code administered entirely by students. The basic premise of the Code is, in the simplest terms, intellectual honesty, the sine qua non of scholarship. It is assured that, to students embarking upon professional academic study, the absolute necessity of adhering to this principle in their professional lives and insisting upon it in the professional lives of others is self-evident.

The undergraduate and each of the graduate student bodies separately administer the Honor Code for its own members. Among graduate student bodies, differences in professional requirements and organization occasion variations in procedure, which are described below, but all conform to the principles established in the "Statement of Rights and Responsibilities."

A. For Graduate Students under the Faculty of Arts and Sciences, the School of Marine Science, and the School of Education

The Graduate Student Association of Arts and Sciences, the Graduate Student Association of Marine Science, and the School of Education Graduate Student Association shall each appoint an Honor Council from among their members, at the beginning of every fall semester, to serve for one year. The number of members and the manner of selection shall be prescribed by each association's bylaws. The appointment authority shall designate one Council member as chairperson; and the president of each association shall report the names of the members chosen to the Dean of Graduate Studies of Arts and Sciences or the Dean of the School of Education, as is appropriate.

Allegations of honor violations shall be reported to the Chairperson of the appropriate Honor Council, who shall arrange for a hearing.

In conducting a hearing, the Council shall follow the same procedures as prescribed in the foregoing section for a discipline committee, with the exception that the Council Chairperson shall act in place of the Dean and shall have a vote. A majority of the Council shall determine the verdict and, if the finding is "guilty," may recommend penalties ranging from reprimand to dismissal to the Dean of Graduate Studies of Arts and Sciences or to the Dean of the School of Education or of Marine Science, as is appropriate. The accused shall have the right of appeal as prescribed in the foregoing section on a discipline committee.

The person who charges another with violation of the Honor Code has the right to be present at the trial during presentation of the evidence and the questioning of witnesses, in order to be satisfied that the complaint is properly heard, and to be informed by the Dean of Graduate Studies of Arts and Sciences or the Dean of the School of Education or of Marine Science, as appropriate, of the Council's finding and the penalty imposed, if any.

No one except the members of the Council hearing the case shall be present while the Council deliberates its finding and the penalty to be imposed, if any.

Infractions of the Honor Code

Infractions of the Honor Code are defined as follows:

1. Cheating.

Fabricating written assignments, giving aid to any student or receiving aid without the consent of the professor on tests, quizzes, assignments, or examinations, and the act of plagiarism with intent to deceive are violations of the Honor Code. Consulting unauthorized materials on tests, quizzes, assignments, or examinations shall constitute prima facie evidence of the intent to subvert the purpose of the exercise and shall be interpreted as cheating.

Plagiarism is the act of presenting the information, ideas, or phrasing of another person as if they were one's own. Such an act is plagiarism whether by ignorance of proper scholarly procedures, failure to observe them, or deliberate intent to deceive. Plagiarism with intent to deceive is a violation of the Honor Code. The

presence of a significant amount of plagiarized work shall constitute prima facie evidence of this intent.

Regardless of the reason, plagiarism is a violation of the standards of scholarship which the College endeavors to teach. While these standards encourage the constructive use of materials for reference and research, they also demand the honest acknowledgment of all sources of help. If the instructor should determine that such acknowledgment is not made according to the accepted procedures in the scholarly discipline involved, he/she may take into consideration such lack of scholarly standards when assigning a grade for the course.

2. Stealing in Academically Related Matters.

Stealing in academically related matters is the act of taking, or appropriating, without right or leave, that which belongs to another with intent to achieve an unfair advantage in academic matters.

Removing books from the College Library without checking them through the proper channels is stealing. Student use of the College Library is subject to the principles of the Honor Code. The open-stack system is in effect; that is, students may browse in the stacks, and the students themselves assume responsibility for checking out books at the circulation desk. The alternative to the open-stack system is a closed-stack, under which students are not free to browse but, rather, must give the titles of books they are interested in to a clerk who located the books. The advantage to the students of the open-stack system in terms of ease of research and intellectual stimulation makes the open-stack system preferable. The System can continue, however, only so long as students assume their obligations under the Honor System to obey Library regulations.

3. Lying.

Lying is the intentional statement of an untruth made with deliberate intent to mislead another about other than trivial matters. If an individual tells an untruth concerning some matter but, later, on his/her own initiative, tells the truth concerning the same matter

before he/she is confronted with committing a breach of honor, this shall be considered in his/her favor in dealing with hi/her case and determining the penalty.

Forgery is considered an act of lying. It includes the unauthorized signing of a College document.

Falsely testifying before an Honor Council is itself an honor offense. If an individual is being tried for an offense of the Honor Code on one count and, in the opinion of the Council, lies while appearing before an Honor Council he/she shall be accused of committing an additional breach of honor. In such cases, a new trial shall be held to determine the guilt or innocence of the accused on the additional charge of lying.

Amendment

The Honor Code for graduate students under the Faculty of Arts and Sciences, the School of Education, and the School of Marine Science may be amended upon the recommendation of the appropriate graduate student association, with the concurrence of the President of the College, upon the advice of the Graduate Dean of Arts and Sciences or the Dean of the school involved.

Constitutional Provisions Regarding Selection of an Honor Council

1. Bylaws of the Graduate Student Associations for Arts and Sciences and for Marine Science Regarding Selection of an Honor Council

The Council of the Graduate Student Association for Arts and Sciences and the Council of the Graduate Student Association for Marine Science, in September of each year, shall each appoint five of its members to serve as its Honor Council, designating from among them a Chair and a Vice Chair, and shall appoint two of its members in addition to serve as alternates for its Honor Council. The Presidents of the Graduate Student Associations shall inform the Dean of Graduate Studies of Arts and Sciences or the Dean

for the School of Marine Science, as appropriate, of the names and addresses of the persons appointed.

2. Article X of the Constitution of the School of Education Graduate Student Association Relating to the Appointment of an Honor Council

The President of the School of Education Graduate Student Association shall be the Chair of the School of Education Honor Council. The Chair shall appoint four additional members to the Honor Council when an infraction has been referred to the Council for action. If possible, at least one member shall be appointed from each program in the School of Education.

Reporting of Honor Violations

Suspected Honor Code infractions may be reported to the Dean of the School of Education or the Chairman of its Honor Council.

APPENDIX 2B

SEXUAL HARASSMENT

(an excerpt from the Student Handbook)

The following policy statement on sexual harassment has been approved by all the Faculties of the College:

The College of William and Mary desires to provide a positive, discrimination-free education and working environment. In this spirit, sexual harassment in the educational setting or work place is unacceptable and will not be tolerated. This policy applies to all members of the university community including students, classified employees and members of the instructional, administrative and professional faculty.

Sexual harassment is a form of sex discrimination prohibited by Title IX of the Educational Amendments of 1972 and Title VII of the Civil Rights Act of 1964. For purposes of this policy, sexual harassment is defined as unwelcome conduct of a sexual nature, physical or verbal, by a member of the university community when:

- a. submission to such conduct is made explicitly or implicitly a term or condition of work or academic performance, or,
- b. submission to or rejection of such conduct is used as a basis for an employment decision, performance evaluation, or academic performance evaluation concerning a member of the university community, or
- c. such conduct is known or should have been known to interfere with an individual's work or academic performance, or to create an intimidating, hostile, or offensive working or educational environment.

It is a violation of university policy for any faculty member, administrator, student or staff employee, hereafter referred to as members of the university community, to seek or offer gain, advancement or consideration in return for sexual favors.

It is a violation of university policy for any member of the university community to make an intentionally false accusation of sexual harassment.

It is a violation of university policy for any member of the university community to initiate a negative personnel or academic action against an individual in retaliation for reporting an incident or allegation of sexual harassment, except in cases of intentionally false accusations of sexual harassment.

In determining whether the alleged conduct constitutes sexual harassment, those charged with such determinations will consider all relevant information including the nature of the alleged sexual conduct and the context in which the alleged conduct occurred. Such determinations will be based on fact and will be made on a case-by-case basis.

Students who believe that they have been subjected to harassment by other students are advised to use the judicial procedures described in the Student Handbook. Student against student complaints are not in the purview of the procedures described below. Penalties for violation of this regulation range from warning to dismissal.

Procedures Governing Cases of Alleged Sexual Harassment

These are the internal procedures to be used by members of The College of William and Mary community to process complaints alleging sexual harassment where a member of the instructional, administrative or professional faculty is a party as complainant or accused.

A member of the university community who believes that he or she is or has been the victim of sexual harassment, as defined by university policy, and who wishes to seek a remedy by using the informal or formal procedures must contact a member of the Sexual Harassment Committee within 30 days from the end of the semester or term during which the alleged sexual harassment occurred.

These procedures are not intended to impair or to limit the right of anyone to seek remedies available under state or federal law. Since federal and state procedures require that complaints be filed within specific deadlines from the onset of the behavior construed as sexual harassment, individuals who pursue the internal complaint procedures described below may fail to meet state and federal guidelines for filing a complaint. A complaint may be filed with an external agency in order to meet state and federal agency deadlines without jeopardizing one's right to a university hearing. However, if relief is sought outside the university, the university is not obliged to continue processing a grievance while the case is being considered by an outside agency or civil or criminal court.

A student who believes he or she has been a victim of sexual harassment may pursue formal or informal resolution by contacting a member of the Sexual Harassment Committee, the Director of Affirmative Action, or the Dean of Students. This consultation is confidential and informal. The staff member will describe the College's informal resolution process and the formal grievance process, as well as remedies available under state and federal laws. The student will then have the responsibility to decide whether to pursue informal procedures, formal procedures, or take no action. Detailed information about informal and formal procedures is available in the Affirmative Action Office.

Sexual Misconduct

Sexual misconduct includes sexual assault or sexual intercourse, without consent. A person's mental or physical helplessness or impairment shall constitute evidence of the person's inability to give consent.

Sexual assault includes (but is not limited to) any intentional touching by the accused, either directly or through the clothing, of the victim's genitals, breasts, thighs, or buttocks without the victim's consent. Sexual assault also includes touching or fondling of the accused by the victim when the victim is forced to do so against his or her will. Sexual assault is punishable by penalties ranging from probation to dismissal.

Sexual intercourse without consent, including rape (whether by acquaintance or stranger), sodomy, or other forms of sexual penetration is prohibited and is punishable by either contingent dismissal or permanent dismissal.

Verbal conduct, without accompanying physical contact as described above, is not defined as sexual assault. Verbal conduct may constitute sexual harassment, which is also prohibited under College regulations.

Because of the serious nature of acts of sexual misconduct, the judicial procedures have been modified to insure that such cases are pursued with sensitivity as well as fairness. See *BELOW for information about these procedures. As a matter of policy, the institution encourages the accuser in these cases to also pursue appropriate remedies in the State judicial system.

*** Modified Procedures for Violations of the Sexual Misconduct Policy**

The following special procedures apply in cases of sexual misconduct.

1. Both the accuser and the accused are each entitled to declare whether the hearing will be by judicial panel or administrative staff. Each will be consulted individually about the preferred type of hearing. If the accuser and the accused do not select the same type of hearing, the Vice President for Student affairs, or designee, will determine the type of hearing to be held. The administrator who makes this decision will not hear the case.
2. If an administrative hearing is selected, the hearing will be conducted by two members of the administrative staff, one male and one female, appointed by the Vice President for Student Affairs or designee.
3. The accuser may have present at the hearing a personal advisor of his/her choosing. The advisor will not participate in the hearing process and will be bound by the rules of confidentiality governing the hearing.
4. The accuser is permitted but not required to be present throughout the hearing. The accuser may present the case in whole or in part, in lieu of the college presenter. The accuser and college presenter may not ask repetitive questions of any witness. Upon prior consultation, either the accuser or the presenter may make summary comments in the hearing.
5. The accuser and the accused have a right not to have his or her unrelated past sexual history discussed in the hearing. The hearing officers or chair of the judicial panel will make the determination.
6. The accuser will receive written notification of the verdict of the hearing and any penalty imposed.

APPENDIX 3C

POLICY ON CONSENSUAL AMOROUS RELATIONS

(The following Policy Statement on Consensual Amorous Relations was approved by the Board of Visitors at its June 28, 1991 meeting after being reviewed and endorsed by the Faculty Assembly and the Personnel Policy Committee.)

POLICY

The appearance of a compromising conflict of interest, or of coercion, favoritism or bias in educational or academic evaluation is prejudicial to the interests of the College of William and Mary, its members, and the public interest which it serves. Amorous relations between faculty members and students with whom they also have an academic evaluative role create such an appearance, even where the relationship is genuinely consensual. Such relationships are particularly susceptible to exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have consented, the development of such a relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty and students.

Therefore, faculty members are advised against participating in amorous relationships with students enrolled in their classes or with students whom they otherwise evaluate, grade or supervise. Similarly, faculty members should avoid situations requiring them to evaluate, grade, or supervise students with whom they currently have an amorous relationship. Whenever such a situation arises or is foreseen, the faculty member shall report the situation promptly and seek advice and counsel from an appropriate administrative superior. That superior shall take effective steps to insure unbiased supervision or evaluation of the student.

For purposes of this policy, "faculty" shall include all full- or part-time college personnel who teach or carry out research, including graduate students and administrators with faculty status. Evaluative situations may include, but are not limited to, supervising instruction; evaluating academic performance; or serving on committees for awards, prizes or thesis supervision.

PROCEDURES

Members of the university community who believe themselves to be affected adversely by a violation of this policy may initiate a complaint with the appropriate dean. A complaint alleging that a dean or other academic administrator has violated this policy may be filed with the Provost or other appropriate administrative authority. Complaints must be filed within 19 calendar days of the time at which the complainant becomes aware of the adverse effect of an alleged violation of this policy, but not more than four years after the alleged violation.