

Guidelines

For

American Studies
Graduate Students

Revised fall 2009

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I. GETTING STARTED — I'M IN IOWA CITY; WHAT DO I DO NOW?

- A. Getting registered
 - 1. A new student should make an appointment to see their American studies advisor, who besides providing advice will supply the number you'll need to log on the computer and register. Appointments may be made directly by e-mail.
 - 2. Log onto ISIS through the university's website to register; you may also register in person at 30 Calvin Hall (but to do so you will need your registration form to be signed by your advisor).
 - 3. ISIS provides information about the time and location of a class, whether it is open or closed, and usually also has a description of the course.
 - 4. Subsequently you will preregister for classes, in November for the Spring Term and in April for the Fall one.
- B. Be sure the secretary in 210 Jefferson Building has your local address, phone number, and email address.
- C. Start checking your mailbox in 726 Jefferson Building at least twice each week. Also check the bulletin boards for important notices.
- D. The small lounge in 726 JB (with refrigerator and microwave) is open to all American Studies students.
- E. The program sponsors several occasions during the year in which students, faculty, and visiting firepersons give talks on their current scholarly projects. "Floating Friday" gatherings will be held every two or three weeks during the semester, on Friday afternoons at 4 p.m. and usually in 704 JB; specific dates and speakers' topics will be announced by flyers in your mailbox, email, and posters on the 7th floor of JB. Sometimes American Studies also sponsors or co-sponsors lectures at other times by visiting scholars, and these will also be well publicized.

"Floating Fridays" and special lectures are occasions in which we share our intellectual interests with one another and thus are especially important for maintaining a lively atmosphere and the sense that we are a community and not just an agglomeration of classes and offices. Everyone in the program ought to be faithful in attending them, and friends are always welcome.

II. ADVISING — WHO IS MY ADVISOR IN AMERICAN STUDIES?

- A. Academic advisor
 - 1. Reasons to see advisor
 - a) For help in selecting courses;
 - b) For "Permit to Register" with registration time and registration number; and
 - c) For advice in formulating a plan of study
 - 2. A faculty advisor is assigned somewhat randomly to a new student and continues to advise unless the student decides to change.
 - 3. Changing advisors
 - a) A student deciding to change advisors is a normal circumstance (e.g., as studies focus on an area closer to the research of a particular faculty member, the times he or she is available fit better with the advisee's schedule, or just for compatibility)
 - b) Inform the secretary — no explanation needs to be offered, and no offense will be taken.

B. TA advisors

1. TAs in Rhetoric and Gen Ed. Lit. will be assigned faculty advisors by these programs. The faculty member teaching 45:1 will supervise TAs in it, and TAs in other lecture/section courses will be supervised by the lecturer. TAs in 45:5-85 will be assigned individual teaching advisors at the beginning of the academic year.

See the advisor whenever you could use some help – i.e., don't just hope that problems will go away or feel you must struggle through them on your own.

2. Be sure that you solicit confidential, written student evaluations in the last week of the term. Standard forms are available in the department office. Assign a student to bring completed forms to the department secretary in 210 JB, where they will be kept in the Teaching File for you and the advisor to review after grades are reported.

III. PICKING COURSES — WHAT DO I TAKE?

A. Iowa's course numbering system. It's archaic and there's talk about changing it, but it hasn't happened yet.

1. Each course number is prefixed by a number designating the department in which it is offered (e.g., you can tell that 45:xxx is American Studies because 45 is our department number).
2. The second set of numbers refer to the course level:
 - a) 001-099, for undergraduates—they carry no graduate credit—e.g., 45:1, 45:20
 - b) 100-199, for advanced undergraduates or graduate students, e.g., 45:123, 45:198
 - c) 200-999, exclusively for graduate students, e.g., 45:201, 45:240.
3. Finer distinctions (e.g., between a course numbered 105 and 195) are not reliable; the lower one will not necessarily be more elementary. Find out as much as you can about a course before you sign up.
4. A single course may be listed more than once, i.e., "cross-listed" by two or more departments. You may register for that course under either department without affecting how it is credited to your plan of study.

B. Graduate students may not take for credit courses taught by graduate students or courses from the Center for Credit Programs (Saturday/Evening, Correspondence) except by special permission from the Director of Graduate Studies.

C. All graduate students must enroll in 45:200-201 in their first and second years of residence.

D. Choosing courses.

1. Since the *General Catalogue* is only published biennially, its course descriptions are vague and many courses it lists are not offered on a regular or continuing basis.
2. ISIS on the university's website is the most up-to-date and accurate listing of courses to be offered in any given semester. Most listings will also include a course description; if one which interests you does not, email the instructor and ask for details.
3. Instructors offering new courses often send flyers for posting on the American Studies bulletin board.
4. Your student colleagues will be a good source of information about courses they've taken and instructors they've worked with.
5. Your advisor will also be a good source of information on individual courses and instructors, and about how a course will fit into your evolving plan of study.

6. Courses need **not** have "American" in the title or focus exclusively on the US. Courses that develop cross-cultural, theoretical, or methodological sophistication are often appropriate.
 7. Consider ways in which to "turn" a course that may be somewhat aslant of your special interests to make it serve them better; this can sometimes be done by planning to do your research/writing for the course on a topic that speaks to your special interests. If, for instance, you're working up an area in the history of the book, in a history course on "Immigrant America, 1845-1925" (16A:146) you might write about a publisher who specialized in books for immigrant readers, or about the network of publishing activity in a specific locale—say Chicago—where many immigrant groups lived.
- E. Independent study courses. You should know that these are always "overload" courses for faculty, so you want to strategize before you approach a potential instructor for one. Have in mind a well-defined focus for the independent study and perhaps some of the reading you think you ought to do for it, although you'll want to be open to his/her suggestions. You should usually only approach someone you've taken a "regular" course with—someone who doesn't know you isn't likely to agree to sponsor you in such a course. Finally, these courses are usually particularly helpful once you've nailed down your two areas for comps, taken with your examiner and comprising some of the works on which will be on your list for the area.
- F. What to do if a course is closed
1. The best way to avoid this problem is to pre-register.
 2. If a course is closed, find out if the instructor (or his/her department) is keeping a waiting list and put yourself on it. Email the instructor and tell him/her of your interest, and perhaps why you're interested.
 3. Go to the first class and let the instructor know you're there; someone may have dropped and a space opened. Keep going back unless the instructor tells you it's utterly hopeless.
- G. If Iowa does not offer a course you want, consider the CIC Traveling Scholar Program. The Committee on Institutional Cooperation (CIC — which includes the Big Ten universities and the University of Chicago) can help doctoral-level students take advantage of courses and research facilities at any other CIC university without change in registration or increase in tuition.
1. Traveling Scholars register through Iowa, paying its tuition
 2. Host universities provide Traveling Scholars access to their facilities on the same basis as their own graduate students.
 3. Credit earned by Traveling Scholars is automatically accepted at Iowa upon receipt of grade reports from the host university.
 4. Eligibility and Conditions
 - a) Applicant must be enrolled in a Ph.D. program.
 - b) Applicant must demonstrate that relevant opportunities are not available at Iowa and are available at the host university.
 - c) Applicant must have arranged the prior approval of a sponsoring faculty member in the host university.
 - d) Admission is granted upon approval of the application by the Traveling Scholar Liaison Officer at both the home and host universities.
 - e) Visits of Traveling Scholars may not exceed two semesters or three quarters, regardless of the number of courses taken.
 - f) For additional information and an "Application—CIC Traveling Scholar Program" contact the Traveling Scholar Liaison Officer (Associate Dean John C. Keller, 205 Gilmore Hall, 335-2137) or <http://www.cic.uiuc.edu/>

IV. PROGRESS TOWARD THE DEGREE — WHAT PACE IS EXPECTED?

- A. Students are expected to make consistent progress toward their degree. Outlined below are the faculty's minimum expectations for various stages in a student's career. Assessment of a graduate student's progress importantly figures in financial aid decisions, as well as in certifying progress to various agencies that require it.
- B. To be in good standing in the Graduate College, students must maintain a minimum of a 3.0 GPA.
- C. Pre-comp Ph.D. students should complete at least 15 s.h. for each calendar year (August-July) in residence. Falling below that figure, whether because of insufficient elections or incompletes, signifies inadequate progress. Part-time students are welcome in the program, but given limited resources, financial aid policy favors those who make the most marked progress.
- D. Grades of "I" (Incomplete) should be avoided; when unavoidable they should be completed before the deadline that turns them to an "F." Students may not be admitted to candidacy or take comprehensive examinations with an "I" on their record, or with a grade of "F" as a result of missing the deadline for completion of an incomplete.
- E. When doctoral students pass the threshold of 50 s.h. (including transfer credits, if applicable) they should sit for their comprehensive exams by the end of the next term after achieving this milestone. For students with all their graduate work at Iowa, this will ordinarily fall sometime during their third or fourth years of residence; for students with transferred graduate hours, it may come somewhat earlier.
- F. For post-comps students, the bibliographical essay and the prospectus should be satisfactorily completed by the end of the term following the one in which they took their comprehensive exams (excluding the summer term).
- G. Dissertation writers should make tangible, demonstrable progress that may be attested to by their dissertation director.
- H. Extraordinary circumstances can retard students' progress, such as illness or similar personal difficulty. The "Supplemental Application for Financial Aid" provides an opportunity to provide an explanation of such circumstances, and a student may also address a letter to the chair on these at any time. The program's faculty will be attentive to such explanations and if it finds them sufficiently compelling may overlook temporary inadequacies in students' progress toward their degrees. But resources are perennially in short supply and in the interests of equity it may not always be possible to provide support to those whose progress has been slowed, however beyond their own control it may have been. It will not be possible, either, for the Program to certify to external bodies that sufficient progress is being made when that is not the case, whatever its causes.
- I. An explanation will be required from students who exhibit poor progress in any of the following ways: by failing to register for three consecutive semesters; by failing to sit for comprehensive exams after completion of 60 s.h.; by failing to schedule a prospectus meeting within one year of the comprehensive exams; or by failing to schedule a dissertation defense nine terms after the comprehensive exams. If a satisfactory explanation is not forthcoming, the student may be removed from the program.
- J. A student who does not register for three consecutive academic years must reapply for admission to the program. This reapplication will be assessed according to the admissions standards currently being applied.

V. TRANSFER CREDIT — HOW CAN I CREDIT TRANSFER COURSES TOWARD MY AMERICAN STUDIES DEGREE?

- A. When a student is admitted, the Admissions Office evaluates transfer hours and designates the maximum number transferable: these will be all graduate courses elected in the past 10 years for which a passing grade has been reported.

The department conducts its own subsequent review and rarely allows the maximum designated by Admissions to be counted toward the American Studies degree. The Program bases its evaluation of the transfer hours' congruence with the student's MA or PhD plan of study.

- B. Ph.D. students request evaluation of transfer hours at the time of admission to candidacy, i.e., after 14 s.h. of work at Iowa. MA students may request assessment whenever their plan of study is formulated; they should write to the Director of Graduate Studies requesting assessment.

1. Transfer courses should be clearly indicated on the plan of study. Include a paragraph description of a course's relevance where its title may be uninformative, or for independent study, thesis credits, or internships. The Program reserves the right to request further information from the applicant about a course.
2. Transfer credits should not dominate a field; normally it should not have more than 3 transfer courses.
3. An applicant for candidacy may propose, or the Program may dictate, that only a portion of the hours of a course will be accepted, as, for example, when the subject matter includes American and non-American material but without a strong comparative perspective being indicated by the reading.
4. The maximum number of hours that may be accepted for a MA student is 18 s.h.; for a Ph.D. student, 36 s.h.

- C. The Program's faculty assesses the acceptability of transfer hours, for Ph.D. students as part of the deliberation about admission to candidacy, for MA students on an ad hoc basis. Its criterion is the relevance of a given course to the proposed plan of study (viz., would a student have taken such a course or a similar one at Iowa for his/her plan of study?).

VI. PLAN OF STUDY — HOW ARE THESE COURSES SUPPOSED TO GO TOGETHER?

- A. A plan of study is a verbal map of the curriculum you're devising to develop your competencies in the areas that interest you most. For PhD students, it lays out two areas of interdisciplinary inquiry, for MA students, one or two areas. Each area is titled and is composed of a minimum of six courses (those already taken plus those you anticipate taking); include a one-paragraph description of each area. The plan of study also lists separately the American Studies (45:) courses you have taken or plan to, although these may be included as part of the two major areas as well.

If the title of a course you're listing in an area isn't self-evidently related to the area, add a sentence or two to explain its relevance.

- B. Hints for conceptualizing an area

1. An area is defined by a title and the ground shared by at least 18 s.h. of course work, including at least six courses. To ensure proper depth and breadth of training, a student may elect or the faculty may require that a field contain more than the minimum of 18 s.h. for a field.
2. An area may designate a group of people, a body of material, a period of time, a theme, or some combination of these.
3. The plan should focus on one broad period of cultural history in order to assure that a student is prepared to discuss the changing context of a source, event, group, or topic over an appropriate length of time. "Broad" here is deliberately left vague, although usually it means a minimum of at least a half-century of cultural experience.
4. Each field (not just the plan as a whole) must be interdisciplinary. Normally each field must include courses from more than one department.

5. An area must include advanced-level training (200-level or above courses), although it may include a few 100-level courses if appropriate advanced ones are not available in the area.
6. The design of a field must include enough course work with a professor or two to assure her/his support in comprehensive examinations.
 - a) No field, then, should be comprised entirely of transfer credits.
 - b) Given unpredictable staff changes, it is wise to seek more than one potential mentor in each field.
 - c) A good way to schedule course work in a field is to aim for an independent study with the supervisor of that field just before comps.
7. To assure a preponderance of formal course and seminar work, a field should normally include no more than 6 s.h. of independent studies.
8. When proposed for consideration for admission to Ph.D. candidacy, the names of irregular courses (i.e., independent studies, internships, directed readings, tutorials, etc.) should be accompanied by a statement that includes a description of the course and its relevance for the student's plan of study.
9. If a course seems on the face of it aslant from the focus of the field, but you have made it more relevant by fulfilling its research and writing requirement with a paper that directly speaks to your field's focus, outline that with a brief explanation.
10. Since future course offerings are usually uncertain, applicants should list as many possibilities as seem reasonable (i.e., more than the minimum of six required), probably in descending order of desirability. The plan of study should also indicate the courses taken or to be elected that satisfy the four-course American Studies core requirement (these may be part of the two major fields as well). Finally, the applicant should list one or more potential examiners for the comprehensive examination in the two major fields.
11. All plans of study must attend to the diversity of American culture. The university's curriculum offers many courses centering on the experiences of women, of African-Americans, of American Indians, of Americans whose mother-tongue is Spanish, of gay Americans, to name only the most obvious. Courses with a more general emphasis on American diversity are also offered. It is the faculty's conviction that engaging American diversity is essential to the intellectual development of doctoral students, and thus it will closely scrutinize plans of study to make certain they reflect this conviction.
12. Every plan of study should include significant course work with the core faculty in American Studies.
 - a) At least 4 courses with a 45 prefix are required: 200, 201, plus at least two others taught by core faculty.
 - b) Normally this requirement cannot be met with transfer credits, independent studies, or thesis hours, or by 1 or 2 s.h. proseminars.
13. Students may earn up to 18 s.h. of dissertation credit.

C. Schedule

1. Students' first plans of study are the "statements of purpose" submitted with their applications. During their first year in residence, students should meet with their advisor at least once outside of the preregistration period to begin formulating a more precise plan of study. Doctoral students will submit a finalized plan of study as part of their application for candidacy after completing 14 s.h. at Iowa, usually in the first semester of their second year of residence. See Section X (part B) below for additional information about candidacy procedures.
2. If after admission to candidacy any major changes in the plan of study need to be made—that is, more than the substitution of a newly offered course or one the advisor deems as relevant as an initially listed one—a revised plan of study must be submitted to the entire core faculty.

D. Here are examples of areas recently approved by the faculty:

American Urbanization and Urbanism, 1900-1960

- 45:193 American Photography
- 44:135 Urban Geography
- 16:284 Seminar: History of American Women
- 45:198 American Communities
- 45:260 Seminar: History, Literature, and American Culture
- 102:203 History and Theory of Planning

20th Century African American Literature and Society

- 129:189 Themes in African American Culture
- 129:212 Advanced Readings in Black Culture
- 8:117 African American Literature II
- 8:106 Literature and Culture of 20th Century America
- 16:245 African American Historiography
- 16:246 Seminar: African American History

Music, Culture, and Identity in 20th Century United States

- 36M:623 Popular Music Seminar
- 113:208 Foundations of Ethnomusicology
- 33:179 Music and Nationalism
- 45:199 Interviewing Americans
- 45:198 American Communities
- 45:190 Geography of Popular Music and Cultural Politics

U.S. Cultures in International Perspective

- 45:185 International Views of America
- 45:285 Crossing Borders Seminar
- 131:215 Women's Issues: A Transnational View
- 16:233 Seminar: U.S. in World Affairs
- 16:278 Readings: American Foreign Relations
- 45:220 Readings in American Culture

The American Built Environment: Vernacular Architecture, Landscape, and History

- 16:264 Seminar: Social History of the American Working Class
- 16:272 Readings in the American Frontier
- 45:115 American Culture of the 1930s
- 45:260 Seminar: History, Literature, and American Culture
- 1H:385 Seminar: Problems in Architectural History
- 45:193 American Photography

The Construction of American National Memory, 1860-1920

- 8:465 Work, Labor, and Literature in the U.S., 1776-1900
- 45:152 Fairs and Amusement Parks
- 129:124 The African American Religious Experience
- 1H:267 American Visual Culture, 1830-1900
- 16A:165 The Gilded Age in America
- 45:161 Museums and the Politics of Representation

Religion in American Life, America in Religious Life

- 16:261 Seminar: American Colonial History
- 16A:162 American Revolutionary Period, 1740-1798
- 32:145 Ultraconservative and Radical Theologies in American History
- 45:198 American Communities
- 16:272 Readings in the American Frontier

129:124 The African American Religious Experience

Gender in Theory, Literature, and Popular Culture

45:260 Seminar: History, Literature, and Popular Culture
8:340 Popular Culture of the 19th Century
48:160 Film Genres
131:194 Introduction to Feminist Criticism
45:300 American Film and American Culture
45:140 The Cultures of American Women
45:157 Gender on Stage

20th Century Critical Theories of Culture in America

45:260 Seminar: History, Literature, and Popular Culture
45:155 Performing America Queerly
36M:335 Media and Modernity
16:268 Readings in Modern U.S. Cultural History
45:220 Readings in American Culture
8:333 Studies in Modernism and Postmodernism

U.S. Mass Culture/Popular Culture in the 20th Century

36M:138 Cultural History of American Television
45:300 American Film and Culture
19:203 Popular Culture and Mass Communication
45:115 American Culture of the 1930s
16:265 Seminar in American Social History
48:273 Advanced Film Theory

Technology and American Culture

45:220 Technology and American Culture
36M:366 The Public Sphere
16A:158 American Society, 1850-1917
8:460 Aesthetics and Poetics of Space
45:293 Seminar in American Visual Culture
36R:303 Rhetoric and Philosophy

VII. INTERNSHIPS — HOW DO I GET SOME REAL-WORLD EXPERIENCE?

A. Potential benefits of an internship

1. Learn things that are not taught in the university
2. Make a contribution to the non-academic world
3. Develop professional competence and a record of achievement
4. Learn from/with a diverse group of people
5. Meet people who might be able to help you get a job after graduation
6. Get paid! — some internships provide a salary

B. Variety of internships available

1. Museums, libraries, historical societies, community action programs, performance troupes, historic preservation/restoration, printing, archeology, film making, journalism, governmental research, social work, law.
 2. The summer is a particularly convenient time for many internships, but they may be arranged during the academic year, instead of or in addition to regular course work.
- C. Eligibility — General requirements of the Graduate College demand a prerequisite of 15 s.h. and a 3.0 GPA.
- D. Procedures
1. For internship without academic credit or transcript recognition — you're on your own. No permission or registration is required beyond that which a sponsoring institution may require.
 2. For internship to appear on your transcript but without credit (0 s.h.)
 - a) Consult your advisor, who may be able to suggest a site and some conditions to request.
 - b) Visit the Career Center, 100 Pomerantz Center, to consult its list of internships available.
 - c) Register for "Cooperative Education Internship" (45:000). Since the course does not carry credit, no additional tuition may be required.
 - d) Advisor will report a grade of "R" (registered) on completion of the internship or "W" (withdrawn) if it is not completed.
 3. For internship to appear on your transcript and to receive academic credit (1-6 s.h.)
 - a) Consult your advisor and receive his/her agreement to your pursuit of internship credit.
 - b) Visit the Career Center, 100 Pomerantz Center, to consult its list of internships available.
 - c) Negotiate an agreement with a member of the American Studies faculty who will supervise and evaluate the internship (e.g., conditions for an "S" or "U" grade for a specified number of semester hours). Generally faculty will only agree to supervise internships which they feel qualified to evaluate.
 - d) Register for "Independent Study" (45:320) or "Material Culture Internship (45:350). The section number should be the faculty supervisor's number.

VIII. FINANCIAL AID — HOW CAN I GET FINANCIAL AID?

- A. For aid that doesn't come from the department or Graduate College, consult the Financial Aid Office (for loans, work-study) and/or Special Support Services (for students from underrepresented groups).
- B. Graduate College Funds
1. Dean's Graduate Fellowships. By nomination of the department at the time of admission.
 2. Graduate Presidential Fellowships. By nomination of the department at the time of admission.
 3. Dissertation year fellowships (Ballard/Seashore Fellowships). By nomination of the department after a dissertator has held a prospectus meeting.
 4. Irregular funds for research and travel, especially for American citizens from groups under-represented in US universities.
 5. Conference travel funds available through the Graduate Student Senate.
- C. Awards administered or recommended by the Department

1. Research Assistantships
 2. Teaching Assistantships
 - a) American Studies (about 24 sections in the lecture version of 45:1, a varying number of sections in lecture courses such as *Sex and Popular Culture*, four independent sections of 45:1, and 2 sections of 45:5-85)
 - b) Gen Ed Lit (about 12 sections)
 - c) Rhetoric (about 18 sections)
 - d) Occasional grader assignments in American Studies courses
 3. Kern Conference Travel Awards and Kern Dissertation Travel Awards. The competition for these is announced yearly. Also small ad hoc grants for conference or research travel may be available on application to the chair.
- D. Determination of teaching assignments
1. Normally the program must balance the requests for assignments on the student's Supplemental Application for Financial Aid with a number of other considerations including varying interests and abilities of TAs, fixed resources, the number of "open slots" in any teaching program, and curricular demands.
 2. Assignment as a section leader in a lecture course is likely to be a student's first teaching assignment, although prior teaching experience may qualify a new student to teach an independent section in Rhetoric or Gen Ed. Lit.
 3. Assignments to "topics" in American Studies (45:5-85) are based on a competition, emphasizing the qualifications of the prospective TA and the quality of the proposal.
 - a) Since preference will be given to well-developed course proposals, prospective TAs should take advantage of advice from faculty or experienced TAs and consult syllabi from prior years (on file in 210 JB). Generally it is better to submit one or two strong proposals than a larger number of more superficial ones.
 - b) Preference will be given to courses that complement the curriculum as a whole and that include the experience of women, diverse ethnic groups or classes, and/or peoples of color in particular.
 - c) Normally preference will be given to TAs who propose a course close to the area of their dissertation.
- E. Application procedures
1. There are two forms to fill out: the "Application for Graduate Awards" is the university's and the "Supplemental Aid Form" is the department's (requests for specialized 45: courses [5-85] must also be accompanied by course proposals). Both forms are due in 210 JB on or before February 1 for assignments in the next academic year.
 2. One or two summer assignments of independent 45:1 sections are usually made, and an announcement of them will be made as soon as the department receives the summer school budget (usually in late winter/early spring). Anyone may apply for these, but priority is given to experienced and successful teachers in 45:1—because supervision is light during the summer—and to those to whom a bit of additional aid will be instrumental in moving them close to finishing their degrees. Summer school assignments do not count in a student's five-year eligibility for aid.
- F. General considerations
1. TA and RA awards are normally reserved for Ph.D. students.
 2. RAs are normally reserved for incoming students.
 3. Doctoral students are eligible to apply for five years of aid, four years if they transfer 18 or more s.h. All forms of aid controlled by the department—fellowships, RA appointments, and TA appointments in American Studies,

Rhetoric, Gen Ed. Lit, as well as any the department may subsequently negotiate with other departments or programs—are counted in determining the eligibility remaining to students.

4. Students who have exhausted their five-year eligibility for aid may apply for aid when other students do, although they normally will not learn if it has been awarded until sometime after April 1 and perhaps not until the semester is over. Unpredictably but fairly often there are last-minute needs in American Studies, Rhetoric, and/or Gen Ed. Lit., as resignations occur or the College provides additional sections. Students in this post-eligibility category will be considered for an appointment if such opportunities occur; they should recognize, however, that they will not receive a response to their application unless there is a positive opportunity at hand.
5. A TA appointment or RA appointment of 25% or more over an academic year constitutes one year of aid. In the case of year-long appointments of less than 25%, one-half year's eligibility is used up. Most fellowships count as one year of aid; occasionally, a smaller award, for a single term, will count as only one-half year of aid.
6. Occasionally American Studies students teach in departments other than the ones the Program has long-standing arrangements with. Frequently these appointments are in foreign language classes and are taken up by a native speaker of the language. Some of these appointments are the result of an arrangement between the Program and foreign language departments, and others are arranged independently by the students involved. When these appointments have been arranged by the Program, they count against the sum total of a student's eligibility for financial aid; when they are arranged on a student's own initiative, they do not.

In the case of appointments brokered by the department other departments and programs, these count against the sum total of a student's eligibility for financial aid unless they bear no relation to his/her orientation in American Studies.

7. Balancing attention to teaching and graduate study
 - a) Your teaching is important, for your students as well as for your professional development. It is also usually gratifying. Be prepared for teaching absorbing much time and energy, and try to lay out a schedule that allows you to mediate between your teaching and student responsibilities and doesn't allow one of them to overwhelm the other.
 - b) It is important that TAs keep making good progress toward the degree. An assistantship is a way of supporting graduate study, not vice versa.
 - c) Preference in aid decisions is given to students whose record suggests that an assistantship will support continued progress toward the degree.
- G. Most office assignments are arranged by the department's office staff and/or the secretariat in Gen Ed. Lit and Rhetoric.

IX. DEGREE REQUIREMENTS FOR THE M.A. — WHAT DO I HAVE TO DO?

- A. Be sure to consult your advisor and the university calendar. Each semester important dates are highlighted on a poster, "Graduate College Deadlines." The Graduate College website also lists them.
- B. M.A. Course requirements
 1. Total of 12 courses totaling at least 36 s.h.
 2. Must include 45:200-201 plus at least two other courses that count toward the core requirement as indicated on ISIS, totaling 12 s.h. of courses with a prefix of 45:. 45:400 does not count as one of the four required courses taught by core faculty, nor do proseminars.
 3. Must include at least one interdisciplinary field of 6 courses totaling 18 s.h.

- C. Normally must include some course work in both humanities and social sciences (including history as a social science). The plan of study should include attention to American diversity.
- D. M.A. Final Examination — In consultation with an advisor at least one semester in advance, any student may elect one of two options for completing the M.A. degree requirements: a two-part written examination; or a thesis and oral defense of the thesis.
1. For two-part written examination — to be written over the course of the last semester of enrollment.
 - a) The M.A. Examination Committee is comprised of three members from the core faculty in American Studies, who write and evaluate the examination.
 - b) The two parts of the examination — each part to be evaluated with equal emphasis
 - (i) The hypothetical — about 20 pages
 - (a) By the end of the third week in each semester in which an examination is to be taken, the M.A. Examination Committee presents all degree candidates with a single hypothetical situation.
 - (b) The hypothetical portion of the exam challenges students to describe how they might handle an imaginary situation that American Studies M.A.s might actually face, such as responsibility for a planning a conference or an exhibition under particular circumstances. Students may consult previous examples on file in the office.
 - (c) The assignment may require varying forms of response (e.g., some combination of outlines, annotation, and prose). Normally it will require about 20 pages of expository writing.
 - (ii) The bibliographic essay — about 20 pages
 - (a) This portion of the exam challenges students to identify and discuss works in and around American Studies that best engage their interests in the field. Students are encouraged to address a variety of sources, but the essay must center on about ten books of the student's choosing.
 - (b) The essay should explain how these ten books develop concerns that are critical for the student and should be critical for other Americanists. Hence, the book list should include works both that are personal favorites and that might attract people with different specialties or more general interests in American culture.
 - (c) Since the emphasis is on the connections between students' interests and published scholarship, the essay should be organized around the issues that link the two. Abstracts of books, for example, should be kept to a minimum.
 - (iii) "Masters Preparation" (45:400) is an independent study during which the student writes the two parts of the examination. This course is only for students whose objective as an M.A. in American Studies and who do not elect to write a thesis.
 - (a) This course is normally offered only in the Fall or Spring terms and only when students signal their intention to take the examination by registering for the course. Normally, then, the course cannot be added after the close of the regular registration period and the examination cannot be scheduled for the summer session.
 - (b) The course is graded on S/U basis by a majority vote of the M.A. examination committee.
- E. What steps do I need to take to set in motion the process of being awarded an MA if I'm not writing a thesis?
1. Not later than the end of the first week of classes in the last semester of enrollment, prepare for and arrange a meeting with the chair of the M.A. Examination Committee.

2. Prepare for this meeting by grouping the courses you have taken under one or two rubrics that best describe your main interests in American Studies. Also prepare a list of the ten books that will most likely be the focus of the bibliographic essay. You will probably want to consult with your regular advisor in preparing this information.
 3. Apply for your degree on the form available from the Registrar. Be sure to do this well in advance, because the deadline for doing so is about 8 weeks prior to commencement.
 4. In consultation with an advisor, the student is responsible for filling out a "Plan of Study" form that must be submitted to the Graduate College. Another form required by the Graduate College is the "Request for Examination"; the departmental secretary will help file this with information provided by the student. Both forms must be submitted to and approved by the Graduate College at least about 2 weeks before the examination and 6 weeks before commencement.
 5. Submit the bibliographic essay and the response to the hypothetical to the chair of the M.A. Examination Committee by the stated due date, usually about 3 weeks before the end of each term's classes.
 6. The entire exam is evaluated by the MA Exam Committee on a Pass/Fail basis; a majority is required for a pass. In the event of a failure, the entire MA exam may be retaken once.
- F. What steps do I need to take to set in motion the process of being awarded an MA if I am writing a thesis?
1. Consult "Graduate College Deadlines" poster or the Graduate College website to plan each of the following steps well in advance of graduation.
 2. At least one and preferably two semesters before the semester in which you expect to graduate, formulate a proposal for a thesis with an advisor drawn from the core faculty in American Studies.
 3. Register for 0-6 s.h. of "M.A. Thesis" (45:450) under your advisor's section number and begin work on the thesis itself. The 6 s.h. may be spread over 2 or even 3 semesters.
 4. Apply for degree
 - a) Application form available from Registrar
 - b) Application must be filed at least about eight weeks before anticipated commencement
 5. Establish a thesis committee of three faculty members.
 - a) In consultation with advisor (who will chair) obtain the consent of two additional professors to constitute your committee, which advises on the thesis and participates in the defense.
 - b) Normally the committee is entirely composed of members of the core faculty in American Studies. Through a letter to the advisor, a student may petition to substitute for an American Studies professor another member of the faculty of the university who is willing to serve, but in all cases at least two examiners must hold appointments in the program. The core faculty will decide if a substitute is permissible.
 6. In consultation with advisor, fill out a "Plan of Study." The program secretary will complete the "Request for Examination" with information supplied by the student. Both forms must be submitted to and approved by the Graduate College at least about 2 weeks before the examination and 6 weeks before commencement
 7. At least six weeks in advance, consult members of the examination committee to set a date and time for the oral defense of the thesis. The program secretary will help reserve a room and mail reminders to the committee.
 8. At least three weeks in advance of the examination distribute a copy of the completed thesis to each member of the committee.
 - a) Consult the Thesis Manual available from the Graduate College to be sure it meets submission standards.

- b) Timely preparation, duplication, and distribution of the thesis is the student's responsibility. Again, consult the various deadlines for submission to the Graduate College of a copy of the complete dissertation in final form. (It's earlier than you might think!)
9. Pass an oral examination (about one hour).
- G. If all course work for the M.A. has been completed, the student can register for 000:001 "Master's Final" -0- s.h. in order to meet the requirement that a student must be registered in the term in which he or she receives a degree.

X. DEGREE REQUIREMENTS FOR THE PH.D. — WHAT DO I DO?

- A. Course requirements (72 s.h. minimum)
1. American Studies core (45:200-201 plus at least two more courses with a 45: prefix that count toward the core requirement as indicated on ISIS). (Readings courses and 1-2 s.h. proseminars do not count toward this total.)
 2. Two interdisciplinary fields, each of at least six courses and 18 s.h., which may (and probably should) include at least one independent reading course. Students and American Studies advisors work out the configuration of these fields and they are subject to the approval of the entire faculty, which may ask that they be enlarged, amended, or reconfigured.
 3. The American Studies Program expects that doctoral plans of study will reflect attentiveness to American diversity—to race, gender, and social class. Ordinarily students will elect some class work that focuses specifically on aspects of American diversity.
- B. Admission to candidacy
1. What's needed: a plan of study, evaluations of course work by the applicant's Iowa instructors, a completed form, the "Petition for Admission to Ph.D. Candidacy," and, if relevant, a letter requesting acceptance of transfer credits. For fuller details about the plan of study see Section VI above.
 2. Schedule
 - a) Doctoral students must apply after completing 14 s.h. at Iowa. For most students this will be at the beginning of their second year in residence.
 - b) No student will be admitted to candidacy or be permitted to take the comprehensive exam with a course incomplete or one in which an incomplete has become a failing grade.
 - c) Since the faculty may demand changes in the plan of study, it is important that work on the plan begin early. Advisors, other students, and previously approved plans on file in 210 JB can be helpful.
 3. Steps to follow for admission to candidacy.
 - a) Obtain a "Petition for Admission to Ph.D. Candidacy" from the program secretary and fill in the names of all your Iowa instructors, not including those in the present term. The secretary will give you an evaluation form to be distributed to each instructor after you fill in certain requested information on it.
 - b) Submit to the program secretary a plan of study to be forwarded to the faculty.
 - c) Once these materials are in its hands, the faculty will endeavor to respond expeditiously. Following the faculty's preliminary assessment of the written materials, the applicant will be invited to meet with the entire faculty to discuss details of the plan of study and any other matters that relate to the application. Following this meeting, the applicant may expect a written response to the application.
 4. The faculty's scrutiny of these materials has the following purposes:
 - a) To evaluate candidates on the basis of their total course work at Iowa;

- b) To assess prospects for successful and reasonably prompt completion of the degree and particularly of the dissertation with its demands for independent research and writing;
 - c) To expedite progress towards the comprehensive exams and thesis; and
 - d) To provide the student with a modestly circumstantial progress report on his/her work and a tentative prognosis of future prospects.
5. This process will lead to one of three actions: the plan of study is accepted and the applicant is admitted to doctoral candidacy; the faculty requires revision of the plan of study and the application for doctoral candidacy is deferred until a satisfactory plan is approved; or candidacy is not approved and the applicant's participation in the doctoral program is terminated. The first two of these possibilities are far more typical than the third.

C. Comprehensive Examinations ("Comps")

1. Ph.D. candidates should normally sit for their comprehensive exams when they have completed 50-55 s.h. of coursework (not including the 3 s.h. allowed for writing the position paper). This will ordinarily fall sometime around the end of their third or beginning of their fourth years of residence, if all their graduate work has been at Iowa; for students with significant transfer hours it will come somewhat sooner.
2. Elements in the examination
 - a) The Position Paper
 - (i) Normally about 30 typed pages (7500-9000 words); this constitutes the explicitly American Studies portion of the exam.
 - (ii) The Position Paper has two components, each of about equal length: first, a discussion of the examinee's general approach to American cultural studies (methods and models), which may include a brief intellectual autobiography; and, second, an exemplification of this approach as outlined below. Position paper writers should make the two parts of the position paper relevant to one another.
 - (iii) The exemplification should occupy at least half of the paper. In it the examinee lays out a specific problem in American culture studies that particularly interests him or her and discusses how it might be addressed, adducing materials and methods that are particularly relevant to it and outlining its most important issues and difficulties. This exemplification need not, therefore, arrive at the kind of certainty of conclusions that, say, a seminar essay might require; what is most important in it is the sophistication with which the question(s) is/are framed, the evidence of alertness to the kinds of materials that would need to be consulted to solve it, the formulation of a working hypothesis about the topic, and the delineation of methods particularly appropriate to such an interdisciplinary enterprise. While this exemplification is not a dissertation prospectus, ideally it looks forward to the dissertation, not as a whole but by taking up some discrete problem that might find a place in it.
 - (iv) The position paper is approved by the supervising faculty member, who must be a core faculty member of American Studies, before the oral examination.
 - (v) It may (but need not) be prepared through registration in "American Studies Position Paper" (45:500) — a 3 s.h. independent study.
 - b) Written examination in fields
 - (i) Each examiner and the examinee negotiate the form the written exam will take. A timed written exam should be not less than four hours, and some examiners prefer longer exams. An examiner may also prefer to have the examinee do a take-home exam with a set time for completion; this may be overnight or over a weekend, for example, but it should not be longer than a week.
 - (ii) The examiner and examinee negotiate in advance a bibliography for the exam. Specification of its length is impossible, since fields vary so greatly. Such a bibliography ought to focus on a significant and broadly

- relevant area of the field the examinee has defined, but it will be unlikely to include all relevant texts in the field.
- (iii) A field may be supervised by any appropriate professor in the university, subject to approval by the American Studies Department.
- c) Oral examination
This is the final portion of the comprehensive exam and is administered by a "comps committee" of five: the supervisor of the position paper, the two field examiners, and two additional members of the faculty whose expertises overlap and/or bridge and/or augment those of the three who have directed written work for the exam. The oral exam lasts about two hours. Each member of the committee considers the exam as a whole—the quality of the position paper, the two field exams, and the oral examination—and assesses the total performance. Four affirmative votes are required for a pass.
3. Establishing a comprehensive examination committee
- a) In consultation with advisor, obtain the consent of five professors to help with preparation for the examination, to draft questions, and to evaluate answers.
- b) Normally members of the committee must be professors at the University of Iowa.
(i) Normally they represent several departments.

(ii) Rarely (and only with prior approval of the core faculty and the Graduate College) arrangements may be made for the appointment of a member drawn from outside the University of Iowa. Travel funds for such examiners are not ordinarily available.
- c) The committee must include at least two members of the American Studies core faculty, one of whom serves as committee chair and supervises the writing of the position paper.
- d) The five members of the examination committee will share responsibility for evaluating the examination as a whole, but three of them will also be individually responsible for supervising the three parts of the examination that precede the oral portion: the position paper and two field examinations. No examiner may supervise more than one part of the examination.
4. At least six weeks in advance, consult with the committee chair (supervisor of the position paper) to set an approximate date for the oral exam and the written examinations in the two major fields. Then consult members of the examination committee to set a date and time for the exam. The program secretary will help reserve a room and e-mail reminders to the committee.
5. Committee members who are not part of the American Studies core faculty are given copies of "The Comprehensive Examination in American Studies."
6. In consultation with advisor, fill out the Graduate College's "Plan of Study" form (not to be confused with the document of the same name you submitted at the time of admission to candidacy). The secretary will complete a "Request for Doctoral Comprehensive Examination" form with information supplied by the student. Both forms must be submitted to and approved by the Graduate College about four weeks before the examination and six weeks before commencement for those receiving a MA *en passant*.
7. Secure the supervising faculty's approval of the position paper at least one month prior to the oral examination and submit it to the department's secretary. Failure to make this deposit by this date cancels the entire examination. The department's secretary will distribute copies of the position paper and the written exams to all members of the committee.
8. Written and oral examinations
The two written examinations should be taken within a two-week period. The oral examination ordinarily follows by about a week the last written exam, and not more than two weeks should elapse between the last written and the oral.

9. A Ph.D. student who passes the comprehensive exam may apply for a M.A. degree “en passant” to be awarded at the next commencement. To do so the student prepares the Graduate College’s “Plan of Study” form (distinct from the plan of study for Ph.D. candidacy) with his or her advisor; it should include at least 36 s.h. but need not include all the course work taken to the time of the comprehensive exam. The student must also make a formal application for the degree with the University Registrar.

D. The Bibliographical Essay and Dissertation Prospectus

1. Following the comprehensive exam, a doctoral student prepares a bibliographical essay of no more than 15 pages and centering on four to six book-length works of scholarship, chosen by the student for their exemplary value—positive or negative—in using materials and/or methods and/or rhetorical strategies that are germane to those the student is going to employ in the dissertation. The purpose of this essay is to provide the dissertation writer with an occasion to reconstruct and evaluate how scholarly projects are imagined and then put together. It is meant to be an exercise in scholarly self-consciousness, not necessarily as a review of the relevant scholarship in the subfield that the student will be working in with his or her own dissertation. Therefore the books adduced need not be directly relevant to the dissertation (or related to one another by a common subject matter), although some or all of them may be. Some questions the writer may wish to address include: how do authors formulate their problem and thus position it within a wider realm of scholarship? What kinds of materials (biographical, textual, visual, statistical, etc.) are foregrounded and most (or least) successfully employed? Where may these materials be found (archives, printed documents, popular culture, secondary works, interviews and personal testimonials, etc.)? What presentational strategies do authors employ, and with what success (structure, including chapter divisions and sub- divisions within chapters, introductions and conclusions; epigraphs; use of quotation; denotative and figurative language; use of symbols and metaphors to tie different parts of an argument together; utilitarian footnotes and ones that are more substantive; and so on)? With any single book the writer examines it won’t be necessary to address all of these questions; what he or she ought to do is center discussion on some feature(s) of the book that is/are particularly exemplary for the dissertation the writer is planning. An overlap of subject matter between the books addressed and the dissertation topic is less important than a self-conscious examination of how—and how successfully—the books’ writers have brought their subjects to fruition. The bibliographical essay also might be imagined as an extension of the part of the position paper that elaborates on methods and models, with now a tighter focus on methods and strategies relevant to the dissertation. The supervisor of this essay will be the American Studies core faculty member who will also serve on the dissertation committee; if more than one core faculty member is on the committee, the student chooses one to be the supervisor. This essay ought to be completed and approved by the advisor no later than the end of the semester following the one in which the comprehensive exam has been taken (excluding summer sessions). It is then circulated, with the dissertation prospectus, to all the members of the dissertation committee. Members of the committee may wish to question the student closely about the bibliographical essay, but once it is accepted by its advisor it need not be revised. *This requirement ends with the cohort who entered in Fall 04. Those who entered between Fall 05 and Fall 08 under the expectation of fulfilling this requirement have the option of doing so or not. For those who enter in Fall 09 and after, the Bibliographic Essay is no longer a requirement.
2. Simultaneously, the doctoral student prepares a dissertation prospectus in consultation with the five faculty members who will serve on the dissertation committee, and especially with the faculty member whom the student wishes to be the director.
3. Since dissertations can be very diverse and since faculty may have distinct ways of working with dissertation students, the prospectus itself may vary considerably in length, form, and detail. It is normal that some of the viewpoints and material in the bibliographical essay may appear in the prospectus as well.
4. Often the prospectus is about 15 pages in length and includes:
 - a) A thesis statement, the main argument or interpretation that the dissertation will advance;
 - b) A rationale, including a survey of relevant literature and ways in which the dissertation promises a contribution to it;
 - c) An introduction to sources and methods;
 - d) A chapter outline; and

- e) A schedule for completing the dissertation.
5. The prospectus might be imagined as an aerial view of the topic to be examined, a large-scale map that highlights the most apparent contours of the project and proposes a route through them. Once the dissertation is actually underway, previously-unseen features will no doubt appear, and the ground may look different than in the aerial view, in which case the procedures outlined in the prospectus may have to be somewhat altered. If that turns out to be the case, the student need not revise the prospectus, but he or she does need to discuss any such revisions with the dissertation director and to keep the other members of the committee informed as well.

E. Prospectus Meeting

1. The purpose of the prospectus meeting is to discuss the dissertation which the prospectus anticipates.
 - a) The bulk of the discussion focuses on ways to prepare the best possible dissertation and avoid problems that the prospectus may foreshadow.
 - b) The meeting often begins with a statement by the student identifying the sorts of suggestions that might be most helpful. Unlike the orals in comps or the defense of the dissertation, then, it is less a test than a brainstorming session.
2. The participants in the discussion are the Ph.D. candidate and the five members of the faculty who will constitute the dissertation committee.
 - a) Normally the dissertation committee is composed of one chair and four readers, though co-chairs are acceptable.
 - b) The committee must include at least TWO American Studies faculty.
 - c) The Dissertation Committee and Approval of Prospectus form listing the names of the committee members and their disposition as to the acceptability of the prospectus must be signed at the prospectus meeting and submitted by the committee chair to the DEO, who also must sign the form, which will be kept in the student's departmental file. Any subsequent changes to the committee must be proposed in writing by the student to the DGS for approval. Changes, especially late in the process, are not advised and can only be made for a legitimate reason. If the changes are approved, the DGS will notify the relevant faculty.
 - d) The chair of the dissertation committee normally moderates the prospectus meeting.
 - e) Anyone in the university may attend the prospectus meeting. In fact, it is a good idea to attend others' to help anticipate the occasion.
 - f) Students often find it useful to ask a friend to take notes during the meeting.
3. Schedule
 - a) A prospectus meeting should take place at least by the end of the semester following the one in which comprehensives have been taken (excluding the summer session).
 - b) Such meetings are difficult to schedule. It is best to begin by suggesting a date and time at least about six weeks in advance. Consult members of the examination committee to set a date and time for the meeting. The program secretary will help reserve a room and mail reminders to the committee.
 - c) Give your committee members and the program secretary copies of your prospectus at least two weeks before the prospectus meeting.
4. The committee will discuss whether that the prospectus is acceptable and agree on procedures (e.g., the kinds of consultation that will go on among members of the committee, the chair, and the student).
 - a) A variety of procedures for consultation are possible, ranging from quite diffuse (e.g., every member of the committee sees drafts and revisions of every chapter) to centralized (e.g., only the chair reviews chapters until the dissertation is complete).

- b) Usually the committee will accept the prospectus with the understanding that only modest changes will be considered or required. No additional meeting before the defense need occur.
 - c) On rarer occasions, the committee will agree that it cannot accept the prospectus, that such profound changes are required that they will need to see a revised prospectus and meet again to discuss it.
 - d) Also on rare occasions (e.g., a dissertation that appears to be diverging significantly from the prospectus that the committee originally accepted) the committee may request additional meetings before the defense.
5. No forms are required, but please inform the program secretary when a prospectus has been approved and provide a copy of the accepted prospectus for the Program's files.

F. Writing the Dissertation

1. A dissertation is a book-length work of interdisciplinary scholarship. For students who aim to become professors, it is also the one piece of graduate work that will be most likely to define professional promise. Given, too, prevailing tenure requirements, the dissertation must be very near publishable quality and form.
2. Consult Thesis Manual (<http://www.grad.uiowa.edu/Students/ThesisResources/Manual.htm>) available from the Graduate College to be sure the dissertation meets submission standards.
3. Up to 18 s.h. may be elected for writing the dissertation. Permission to continue electing dissertation hours is contingent upon making tangible and documented progress (i.e., completion of significant portions, as certified by the dissertation supervisor).
4. The Graduate College requires continuous registration until the defense is held (excluding Summer Terms).

G. Petitioning for extensions of the "five-year rule" for completing the dissertation.

1. The Graduate College requires that no more than five years pass between comps and the defense.
 - a) The Dean of the Graduate College sends out warning letters in the fourth year.
 - b) After the fifth year, a defense will be allowed only if the student passes comps again or is granted an extension.
2. Extensions are granted by the Graduate College only to complete a dissertation which the departmental chair can verify is already well under way and can be completed in a timely fashion. To determine if this is the case, the department chair will ask the dissertation supervisor to provide details and to indicate the degree of his or her support for a petition to the Graduate College.
3. To request an extension, submit a letter to the chair of American Studies that includes:
 - a) A description of the circumstances that account for the delay in scheduling a defense;
 - b) A summary of work completed to date; and
 - c) A realistic schedule for completion of the degree.

H. Dissertation Defense

1. The dissertation defense is the final examination in American Studies, focusing on the quality of the dissertation.
 - a) Often students are challenged to justify source selections, methods, or substantive interpretations and to explain the dissertation's relationship to scholarship in adjacent areas.
 - b) Even for superb dissertation, members of the committee are likely to suggest revisions to consider in preparing the dissertation for publication.

- c) In order to share impressions of the dissertation and the defense, the committee will usually ask the student and others to leave the room for a few minutes before and after the defense itself.
 - d) The chair of the dissertation committee moderates the defense.
 - e) Defenses are public occasions and open to the all, although participation in questioning is limited to the examinee and members of the committee.
2. Schedule
Defenses can be difficult to schedule, especially near the end of a term, so it's wise to try to arrange a date as soon as practicable. Consult members of the examination committee to set a date and time for the oral defense of the dissertation. The program secretary will help reserve a room and mail reminders to the committee.
3. Forms
- a) File "Application for Degree" before posted deadline.
 - b) See the program secretary to fill out the "Request for Final Examination."
 - c) The "Request" must be submitted to and approved by the Graduate College at least about eight weeks before commencement during the Fall and Spring terms and near the beginning of the Summer Session.

XI. EXCEPTIONS— WHAT DO I DO WHEN THERE ARE SPECIAL CIRCUMSTANCES, WHEN OBEYING THE RULES JUST DOESN'T MAKE SENSE?

- A. Students may always petition the faculty for exceptions through a letter to the chair.