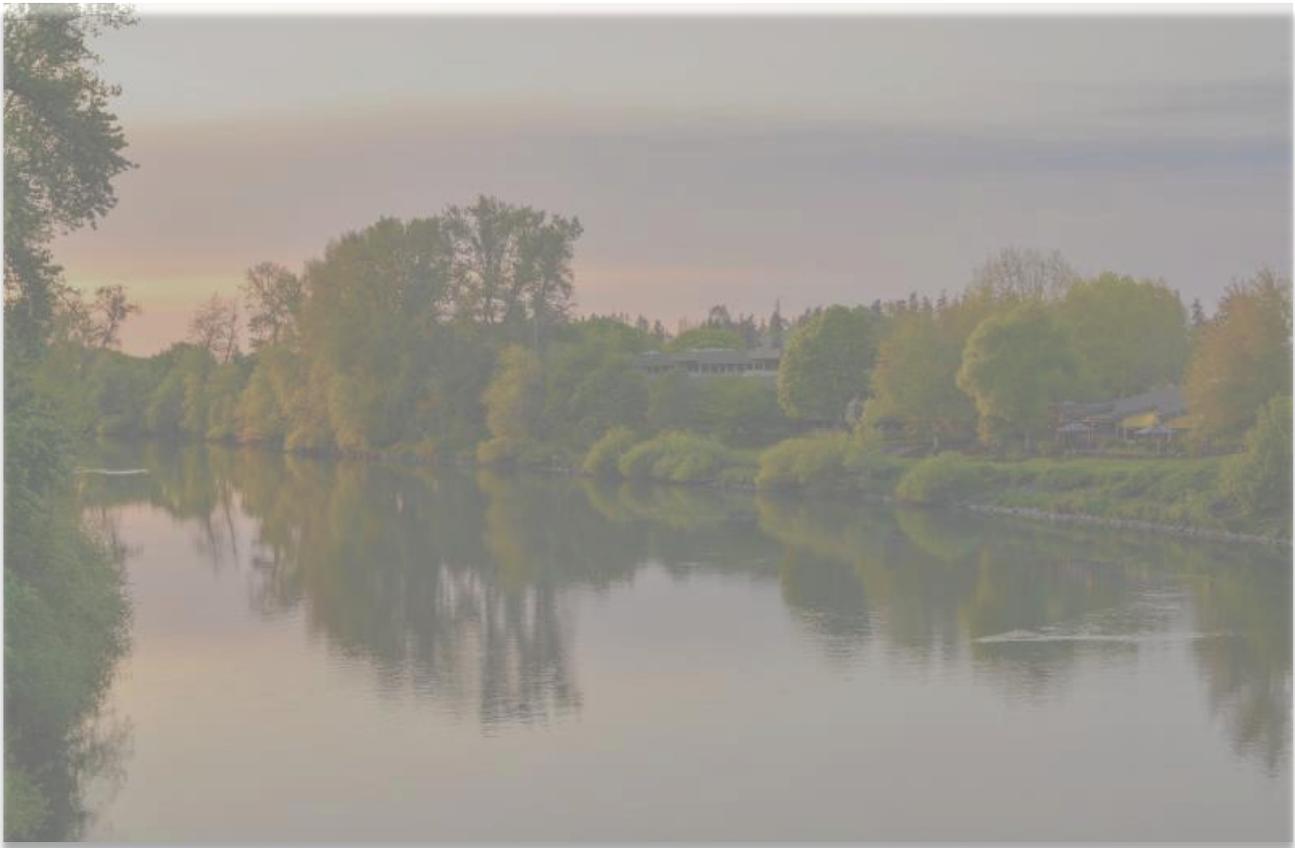


# Indigenous, Race, and Ethnic Studies PhD Graduate Handbook University of Oregon

*2023-2024*

## Mission Statement

We pursue the abolition of white supremacy through generating scholarship and creative expression, fostering community, and providing students with the intellectual tools to help fulfill their potential as historical actors creating a more just world.



DEPARTMENT OF  
INDIGENOUS, RACE,  
and ETHNIC STUDIES

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## WELCOME FROM THE DEPARTMENT HEAD

Laxayam! Humble greetings to you in Chinuk wawa, the intercultural language of the Pacific Northwest, based in the language of the Chinook people of the Lower Columbia River. We are here in Kalapuya ilihi, the homeland of the Chifin Kalapuya people. Descendants of Kalapuyan peoples of the Willamette Valley and Chinookan peoples of the Lower Columbia River are now enrolled as tribal citizens of the Confederated Tribes of the Grand Ronde, the Confederated Tribes of the Siletz Indian Reservation, and the Chinook Indian Nation, among others, and they maintain close ties to this place today despite policies of removal, genocide, termination, and non-recognition. Oregon began as ilihi. It became a territory and then a state with a “Whites-only” clause in its constitution, with various means of excluding Black, Asian, Latinx, Native American, and Pacific Islander peoples from full participation in civic life, and at times from living in Oregon at all.

What does that mean for us in IRES today?

Our work here is about making these historical threads of domination and resistance visible in the tapestry of contemporary life, explaining how they shape our lives not only here, but around the world. Our work here is coalitional, understanding and explaining how multiple forms of domination led to simultaneous ethnic cleansing and domination projects along with acts of resistance, joy, and community. Your training in the IRES PhD program is designed to help you understand and tell these stories yourself, as well as to engage in projects of resistance, research, and reimagining. But we all come to graduate school for our own reasons. Remember yours. Remember why you are here. Let this handbook be a tool to help you accomplish your goals and keep on track. And remember to ask the Director of Graduate Studies or your advisor if you need clarification on any elements herein.

Welcoming you warmly,

Ernesto Martinez  
Associate Professor and Department Head

### ***Staff and Administration***

Department Head: Ernesto Martinez	541-346-5523	ejm@uoregon.edu
Director of Graduate Studies: Courtney Cox	541-346-8392	cmcox@uoregon.edu
Graduate Studies Coordinator: Emily Cornell	541-346-8293	ecornell@uoregon.edu

## **WHO DOES WHAT IN IRES**

### **Department Head**

- ◆ Manages departmental relationship with university administration
- ◆ Leads strategic visioning process for the department
- ◆ Oversees general operations of the department
- ◆ Oversees course scheduling, budget planning

### **Director of Graduate Studies**

- ◆ Oversees academic aspects of graduate program
- ◆ Directs the graduate admissions process
- ◆ Provides academic advising related to degree requirements for the program
- ◆ Oversees IRES Graduate ARC

### **Graduate Program Committee**

- ◆ Reviews program application submissions
- ◆ Chooses cohort members

### **Graduate Studies Coordinator**

- ◆ Assists DGS with tracking of program applicants, and accepted students
- ◆ Assists DGS with tracking of approvals, advancement to candidacy, applications to graduate, dissertation approval and dissertation defense
- ◆ Assists DGS with management of General Duties and Responsibilities Statement, PhD Handbook, and web page
- ◆ Assists with management of GE assignments; manages payroll paperwork, and contracts
- ◆ Manages class scheduling
- ◆ Preauthorizes course registration for graduate level courses

### **Faculty Mentors**

- ◆ Provide individual students with academic advising

## **THE PROGRAM**

The Department of Indigenous, Race, and Ethnic Studies (IRES) is a diverse and dynamic community of scholars dedicated to pursuing transformative knowledge through original research and community engagement. We train scholars in transdisciplinary, intersectional, and creative scholarship. Students receive a comprehensive course of study grounded in the lives of Indigenous communities and people of color. Graduate students work closely with faculty mentors to customize a program of study that enables a comprehensive breadth and depth within core fields of ethnic studies, and that prepares students for their post-PhD careers.

### **SUMMARY OF PROGRAM REQUIREMENTS**

- **Course Work and Credits**
  - 18 credits in ES Core Courses
  - 20 credits in Substantive Seminars
  - 25 credits in Elective Seminars
  - 15 credits of individual research or readings (ES 601 and ES 605, respectively)
  - 18 minimum dissertation ES 603 credits
  - 96 credits total
- **Qualifying Exams and Advancing to Candidacy**
  - Completion of Qualifying Exams by end of third year (one field paper, one specialized area plus syllabus, and preliminary dissertation prospectus)
- **Dissertation**
  - Final dissertation prospectus defense by end of Fall quarter of 4<sup>th</sup> year
  - Dissertation years 4 and 5
  - Successful dissertation defense
  - Completion and filing of dissertation in year 5

## COURSE WORK AND CREDITS

**Required Core Seminars (18 Credits Total)** Courses are taken and completed in year 1.

1. **ES 614: Colloquium: Pedagogical and Professional Development** (*Fall, Winter, Spring of year 1*). Focuses on professional development, teaching and pedagogy, and mentorship. (1 credit per term for a total of 3)
2. **ES 617: Genealogies of Ethnic Studies** (*Fall of year 1*). Examines the emergence and evolution of the discipline of Ethnic Studies, including major intellectual shifts in the field, particularly as they relate to changes in the social science and humanities; and the state of the discipline today. (5 credits)
3. **ES 618: Theoretical Foundations in Ethnic Studies** (*Winter of year 1*). Theoretical foundations and debates in Indigenous, Race, and Ethnic Studies. (5 credits)
4. **ES 619: Interdisciplinary Methodologies** (*Spring of year 1*). Examination of interdisciplinary methodologies in the various fields of IRES, with a focus towards students developing methodological approaches for their own work. (5 credits)

**Required Substantive Seminars (20 Credits Total)**

These courses will *typically be taken over the first two years in the program* depending on curricular offerings. These courses are topics courses, and can be repeated when the topics are different, however each topics course must be taken at least once.

1. **ES 620: Race, Space, and Power.** This course questions the variety of ways that social constructions of race and space are inextricable from one another and constitute, as much as they are constituted by, modern power relations. (5 credits)
2. **ES 621: Cultural Production.** Graduate introduction to the theories and methods utilized within Cultural Studies scholarship with attention to race, gender, nation, sexuality, and indigeneity. (5 credits)
3. **ES 622: Resistance and Dissent.** Surveys historical and contemporary methods people of color have used to subvert and challenge white power and privilege in the United States. (5 credits)
4. **ES 623: Race and Sexuality.** Examines the ways in which race is deeply intertwined with gender and sexuality in the production of racial, gender, and sexual violence since the inception of European settler colonialism in the Americas. (5 credits)

### **Elective Seminars (25 Credits Total)**

***Elective Seminars** are graduate level courses at the 500 and 600 level that are taught by Graduate Faculty Members. Below is a list of some of the courses that are typically offered. Please reference the [Class Schedule](#) and the IRES web page for current listings.*

- ES 507 Queer Ethnic Literature
- ES 510 Queer Migrations
- ES 540 Race, Literature, and Culture [Topics course; can be repeated]
- ES 550 Race and Incarceration
- ES 552 Race, Ethnicity, and the Law [Topics]
- ES 556 History of Native American Education
- ES 560 Race, Culture, Empire [Topics]
- ES 565 Feminist Theories of Race [Topics]
- ES 605 Reading and Conference [Topics] 6-9 Credits
- ES 607 Seminar [Topics] 1-5 Credits
- ES 607 Queer Ethnic Studies
- ES 610 Experimental Course [Topics]

**Graduate Courses taught by Participating Graduate Faculty:** *This partial list reflects many of the cross listed courses taught by IRES Graduate Faculty that can count towards unit requirements. Graduate courses taught by Participating Graduate Faculty will be listed under ES Courses in the [Class Schedule](#).*

- ANTH 540: Activist Anthropology [Ana Lara]
- EDST 663: Education and Immigration [Edward Olivos]
- ENG 660: Race, Nation, and the Politics of Belonging in the Ethnic American Bildungsroman [Kirby Brown]
- ENG 660: Native American Writing from Allotment to the Renaissance, 1887-1968 [Kirby Brown]
- ENG 660: Ethnic Impersonation [Tara Fickle]
- ENG 660: American Literature: Ecocritical Approaches to Race and Ethnicity [Sara Wald]
- HIST 507: Global Migrations [Julie Weise]
- HIST 507: Crossing Borders: International and Transnational Histories [Julie Weise]
- SOC 552: Sociology of Migration [Jessica Vasquez-Tokos]
- SOC 644: Sociology of Race [Jessica Vasquez-Tokos]
- TA 670: Intercultural Theater [Michael Najjar]
- TA 670: Middle Eastern Theater [Michael Najjar]
- TA 670: Arab American Theater [Michael Najjar]

PS 549: U.S. Racial Politics [Joe Lowndes]

PS 607: Identities and Politics [Joe Lowndes]

PS 607: U.S. Political Culture [Joe Lowndes]

*Note: Students who have earned a master's degree from another program must consult the Director of Graduate Studies to assess the coursework that will transfer towards earning the PhD.*

### **Terminal Master's Degree**

IRES offers a terminal master's degree in cases where:

- Students are unable to complete their core and substantive seminars with a B or higher.
- Students encounter other forms of major academic challenges.

By January of the winter quarter of the second year, students are notified if they will be allowed to continue through to the qualifying exams. If students are unable to continue through to the exams, they may earn a terminal master's degree. If they are to leave the program with an MA, the filing deadline is in the spring quarter of the second year. If they do not pass the terminal MA on their first attempt, they can retry one time by the following Fall quarter university deadline.

- To achieve a terminal master's degree the student must have an approved committee of two faculty members (the chair must be an ES Core Faculty member), by the end of Winter quarter of year 2.
- The terminal master's paper should be based on a term paper written for an ES course and should demonstrate solid research, coherent argumentation, and a cohesive command of the relevant literature.

## QUALIFYING EXAMS AND ADVANCING TO CANDIDACY

### The Qualifying Examinations

The Qualifying Exam Committee will be composed of three ES Core and Graduate Faculty. Additional members can be added with approval. The qualifying exam committee must be formed by the end of the first week of Fall term in year 3.

- *The qualifying exam is a year-long process.* It will begin with a “kick-off” meeting with the committee members and the student. At that time, the order of the exams will be decided, as well as the role of the various committee members, and how the exam will proceed in general. By the end of the third year, students will have completed the following:
  - Exam #1: Subfield Analytical Examination, e.g., “environmental justice” “Women of Color feminisms” “race and sport” (written exam, 25-30 pages). Students present a coherent and focused synthesis of a primary subfield that discusses the genealogy of the field, major debates and tensions, and future directions. Students must submit to the committee chair a draft of the topic and reading list by the end of the first week of the term in which they will take the exam.
  - Exam #2: Specialized Field, e.g., “decolonial environmental organizing strategies” (syllabus and 15-page analysis). Thinking pedagogically, students will construct a syllabus of a selected specialized field demonstrating the translation of research-informed content into course material. In the fifteen-page analysis, students then discuss the logic and reasoning behind chosen texts, challenges, or tensions with excluded texts, learning goals, and teaching strategies through the chosen material. Students must submit to the committee chair a draft of the topic and reading list by the end of the first week of the term in which they will take the exam. While students are only required to submit these materials to the chair, it is strongly recommended that the student be in regular conversation with the full committee as the exam progresses.
  - Exam #3: Prospectus Draft (10-15 pages). The prospectus draft for the qualifying exams allows students to work through their dissertation ideas, methodological plans, and the contextualization of their research ideas within the existing field. Students must submit to the committee chair a draft of the dissertation proposal no later than the end of the third week of the spring term. This will ensure that you are able to sufficiently develop the proposal by the end of the term.

Note: The qualifying exam requires a coherent and feasible prospectus draft. Students have until the end of the fall term to finalize and defend the proposal.

- Students must work in consultation with the committee regarding their plan of completion. Options include completing 1-2 requirements per quarter, progressing cumulatively throughout the year, or some other process in accordance with the student’s method of timely progress. Whatever sequencing is chosen,

students must submit preliminary materials to the committee chair by the beginning of the term when the work will be completed, as stated above. All parts of the exam must be completed by the end of Spring term of the 3<sup>rd</sup> year.

- The qualifying exam committee will meet at the end of the spring term to determine the degree to which a student has gained mastery over their areas of specialization, as defined by the committee at the fall kick-off meeting. This meeting will also enable the student to receive critical feedback as they continue to develop the dissertation proposal.
- The qualifying exam committee will recommend one of the following to the department:
  - Pass
  - Retake and resubmit (1 attempt per exam) for reconsideration by the end of the summer quarter of their 3<sup>rd</sup> year
  - Fail (the student does not choose to retake the exam or fails after a second attempt)
- Upon passing the qualifying exam and advancing to candidacy, students will be awarded a master's degree.
- Once the qualifying exams and coursework are completed, students are *advanced to candidacy*.

*Note: A dissertation proposal defense is not required for advancement to candidacy.*

- Students who fail to pass the exam after two attempts will not be advanced but will have fulfilled the requirements to earn a terminal MA in Ethnic Studies.

## DISSERTATION

### Dissertation Committee

The doctoral dissertation committee will be composed of at least three ES core and graduate faculty members, including one who is an approved chair, and an outside member (institutional representative), for a total of four members. Additional members can be added upon request. Students must configure their dissertation committee by the start of the term they will be defending the dissertation proposal. For most students this will be in the fall term of year 4. The dissertation committee must be formally appointed by the graduate school, which is handled by the Graduate Coordinator.

The *Institutional Representative* represents the university's intellectual community and participates on the committee to ensure that the student is treated fairly and that the dissertation meets university standards. Ideally, institutional representatives possess relevant expertise, which will help assure that the dissertation work is in dialogue with a wider academic community, giving students the benefit of an informed, outside perspective. We recommend that students consult the Graduate Division's [Dissertation Committee Policy](#) page which provides details on committee membership.

Scholars who are not tenure-track or not faculty members of the UO may occasionally serve on dissertation committees, should the student and advisor deem them to have special utility for the development of the student's project. To include such scholars on the committee, they must be appointed to the Graduate Faculty of the UO. Consult the DGS early if you anticipate including an NTTF (non-tenure track faculty) scholar or a scholar from another university. The DGS will oversee the process.

### Doctoral Dissertation Prospectus

By the end of the fall term of year 4, students must defend their dissertation prospectus with their approved dissertation committee. Although students will prepare a draft prospectus in the Spring, this additional time will allow students to prepare a more developed proposal. **Research and**

### Writing the Dissertation

The *Dissertation* is a substantial written study that presents original research and contributes to the body of knowledge on an interdisciplinary IRES topic. In writing the dissertation, students will design the research project, develop research methods appropriate to the project, undertake research that may require fieldwork, textual or media analysis, or travel to collect data or access sources, complete any analyses needed, and write the dissertation. Completion of the dissertation is a substantial effort *typically requiring more than one year of full-time effort to complete.*

While working on the dissertation, students register for ES 603; a minimum of 18 credits in ES 603 are required to graduate. To complete the dissertation, the written document is submitted to the *Dissertation Committee* for review, and often there are several rounds of editing. With the consent of the dissertation committee, students will present the dissertation to their committee in a public defense, where the committee will ask questions requiring responses and conversation. The committee will then decide whether to pass the candidate.

### **Dissertation Timeline**

1. All PhD candidates must prepare and defend their dissertation prospectus by the end of the fall term of year 4
2. A dissertation chapter and/or written progress report must be submitted to the committee in the spring term of year 4 and present preliminary findings at a departmental colloquium.
3. The dissertation must be successfully defended at a public oral defense no later than seven calendar years from the student's first term of enrollment.
4. All members of the dissertation committee must have a final draft of the dissertation in hand at least three weeks prior to the formal defense.
5. The dissertation committee will recommend one of the following to the department after the oral defense:
  - Pass with no or minor revisions and no second oral examination required
  - Conditional Pass with revisions and a second oral examination required
  - Fail
6. The dissertation chair will supervise the revision process after the oral examination and will not sign the dissertation until these revisions are satisfactorily completed.
  - Deadline to upload the final dissertation via [the Electronic Thesis or Dissertation \(ETD\) Administrator](#) is 2 weeks after the defense date.
7. Successfully defended dissertations must adhere to University of Oregon requirements for Graduate Division submission, as specified in the current University of Oregon Catalog.

### **Graduate Division Doctoral Defense procedures for departments**

The Graduate Division has strict deadlines for applying for the oral defense and final submission. It is up to the student to be aware of these deadlines and adhere to them. Up to date information can be found on the Graduate Division's webpage.

- The student portion, all faculty confirmations, and the departmental approval should be completed by the Graduate Division's deadlines.
- Students are still expected to provide the committee with a full draft of the dissertation at least 3 weeks prior to the formal defense. It is also generally expected that the committee has tentatively approved the

dissertation before the defense. If the committee has any reservations about the acceptability of the dissertation, aside from minor revisions that may be discussed at the defense, it is recommended that the defense be postponed until the committee is generally in agreement the defense will be successful.

**Process for departmental approval of oral defense:**

- The Graduate Coordinator will confirm departmental approval in GradWeb only. There is no requirement to submit a PDF of the oral defense application with signatures to the Graduate Division.
- The Graduate Coordinator should follow the department/program's internal approval procedures before submitting the approval in GradWeb.

**Post-defense approval process (this process will replace both the Certificate of Completion and the Dissertation Approval Form):**

- Within 2 weeks after the defense, the Core Members and the Institutional Representative will log on to GradWeb to confirm that the defense was successful and that they have delegated oversight of remaining minor revisions (if any) to the Committee Chair.
- Within 2 weeks after the defense the Committee Chair will log on to GradWeb to confirm that the defense was successful and that they have approved the final version of the dissertation on behalf of the committee.
- Instructions for this post-defense approval process will be sent to the Committee about a week before the defense.
- Doctoral students no longer need to submit a Thesis/Dissertation Approval form with their dissertation (note: master's thesis students will still need to submit a Thesis Approval Form).

**Deadline for student to upload final dissertation:**

- 2 weeks after the defense date

**Process for department to certify that student has met all other departmental degree requirements:**

- The Graduate Coordinator will submit a Statement of Completion in GradWeb using the same process and deadlines that are used for master's students. Instructions and deadline reminders are sent via email each term.

**Policy for remote dissertation defenses:**

- The preferred, best practice is to have the student and all members of the Dissertation Committee physically present at the final oral defense. However, it is permissible for one Core Member (not the Chairperson or the Institutional Representative) to waive their attendance and submit any questions to the Committee Chair in advance.
- It is also permissible for the student and/or Committee Members to participate remotely, provided the conditions below are met:

- a. Advance agreement of the student and all committee members has been obtained;
- b. All remote participants must join in with two-way audio and video connections;
- c. Any visual aids or other materials must have been distributed in advance to the remote participants;
- d. The Committee Members must participate in the complete meeting, discussion, presentation, and evaluation; and
- e. The student is responsible for making technological and logistical arrangements.

## OVERALL PROGRAM STRUCTURE AND TIMELINE

The following table summarizes normative course of doctoral study:

Year	Fall	Winter	Spring
1	Coursework	Coursework	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• Primary Advisor selected</li> <li>• Annual Student Review</li> </ul>
2	Coursework	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• Notification of terminal M.A. or continuation on PhD track</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• QE Exam Prep</li> <li>• Annual Student Review</li> <li>• Final deadline to complete a terminal MA paper</li> </ul>
3	<ul style="list-style-type: none"> <li>• Qualifying Exam Committee approved; Convene Kick-off meeting</li> <li>• QE Reading or Research</li> <li>• Complete 1st Qualifying Exam</li> </ul>	Complete 2 <sup>nd</sup> Qualifying Exam	<ul style="list-style-type: none"> <li>• Complete 3<sup>rd</sup> Qualifying Exam</li> <li>• Annual Student Review</li> <li>• Qualifying Exam Committee decides if student passed Exams</li> </ul>
4	<ul style="list-style-type: none"> <li>• Oral defense of final Dissertation Prospectus</li> <li>• Work on dissertation</li> </ul>	Work on dissertation	<ul style="list-style-type: none"> <li>• Work on dissertation</li> <li>• Annual Student Review</li> <li>• Submit one chapter of dissertation or progress report for presentation at the ES Colloquium</li> </ul>
5	Work on dissertation	Work on dissertation	<ul style="list-style-type: none"> <li>• Complete Dissertation and graduate</li> </ul>

## PROGRAM ELEMENTS

### Permanent Advisors

Based upon general academic interests, all students are assigned temporary *First Year Advisors*. The First Year Advisor works closely with their advisee to guide their student's curriculum plan, make suggestions for other faculty to reach out to given areas of interest, and to provide support with first-year academic acclimation. Once students arrive and have a year to get familiar, student interests may shift, so a *Permanent Advisor* needs to be selected and approved by the chosen advisor and Director of Graduate Studies by the Spring of the first year.

The role of the Permanent Advisor is to assist and support the student through the PhD requirements. The Permanent Advisor may (or may not) be a committee member in the Qualifying Exams or Dissertation. The Permanent Advisor is ideally a core IRES faculty member who knows the PhD program closely so that the student can work their way through the requirements successfully.

To select a Permanent Advisor, the student should meet with the faculty member and discuss their goals to determine if the partnership will be a good fit. Once the Permanent Advisor agrees, the student should submit the Appointment of Advisor form to the Director of Graduate Studies. Students should meet with their advisor at least three times per academic year to establish and follow up on their line of study and progress toward the degree.

### Academic Expectations and Maintaining Good Academic Standing

- Students must pass all their Core and Substantive Seminars with a B or higher to continue in the program.
- All required UO coursework, passing the milestone examinations required for advancement to candidacy, and completion of the doctoral dissertation must all be accomplished within a seven-year period.

### Annual Evaluations

- Annual evaluations of all cohort members are conducted in the Spring quarter and are kept in the student's departmental file. These evaluations consist of a *self-assessment (Student Statement)* written by the graduate student, a *meeting to discuss the annual review* with the student's advisor, and an *official written response (Advisor's Assessment)* from the advisor evaluating the student's progress.

- **The Student Statement.** Students will write a brief statement discussing their academic progress and achievements over the course of the year. Through self-assessment, students should describe what went well, what was challenging, and their future vision or plans for the upcoming year.
- **The Advisor's Assessment.** The Advisor will also write a brief assessment of their advisee's annual progress based on input from instructors and committee members. The purpose of this response is to provide feedback and guidance for each student as they make their way through the Program.

## FUNDING, FINANCIAL AID, AND FELLOWSHIPS

### Departmental Funding

All incoming IRES PhD students receive financial support primarily in the form of graduate employment for five years, including tuition and fees.

### Gateway Excellence Award

Students may receive up to \$1000 per year, for five years, of travel, research, and professionalization support for conferences, research expenses, and other professionalization opportunities. Students submit a request to draw from their travel, research, and professionalization funds to the DGS and Graduate Studies Coordinator for approval. The amount of available funding may vary from cohort to cohort and will be subject to the Resource Aid Requisition (RAR) process.

### Office of Student Financial Aid Scholarships

Financial aid, loan funds, and work study monies are not administered by the Department of Indigenous, Race, and Ethnic Studies. The Office of Student Financial Aid Scholarships has information on and applications for scholarships, grants, loans, and work-study programs. The Office of Student Financial Aid is located at 287 Oregon Hall.

In addition, the Graduate Division is a good resource for funding opportunities. They occasionally hold funding workshops and have funding resources online.

### Graduate Employee (GE) Appointments

Graduate Employee positions are promised as a primary form of funding for five years. The Graduate Studies Coordinator administers payroll for IRES students with GE positions. Conditions of employment for GEs are covered in the (GDRS). GEs must complete at least nine graduate credits during the term of employment.

By Week 1 of the spring term, graduate students must inform the DGS if they do not wish to be considered for departmental graduate employment for the upcoming academic year. Graduate employment includes discussion leaders, graders, research assistantships, and/or administrative positions.

### University Fellowships and Awards

*NOTE: If you receive federal financial aid, any award may affect your financial aid eligibility. Students who receive federal aid bear the responsibility to report all awards earned to the UO [Office of Financial Aid and Scholarships](#).*

Questions about general scholarships, loans, and financial aid information should be addressed to the Office of Financial Aid, (541)-346-3221. Information about financial aid for graduate students is also available on the Graduate School website, under [Scholarships, Awards and Fellowships](#). For information on funding opportunities for international students, contact [International Student and Scholar Services](#), (541)-346-3206.

**University of Oregon Doctoral Research Fellowships.** This fellowship offers support (currently an \$18,000 stipend plus tuition waiver) for a student in the final year of doctoral work; two students per year will be nominated by the department based on the prospectus and other materials. Check the Graduate Division's [Awards and Fellowships webpage](#).

**Target of Opportunity Laurel Awards.** The TOLA offers tuition waivers for students of color with strong academic records (U.S. Citizens/Permanent Residents only). Contact the Graduate Division, at (541)-346-5129.

**Margaret McBride Lehrman Award.** The McBride Lehrman Awards (\$9,000 stipend plus tuition waiver available in alternate years) support graduate students who have extreme financial need in fields emphasizing communication, especially writing. Departments nominate candidates. Check the Graduate Division's [Awards and Fellowships webpage](#).

**Center for the Study of Women in Society Graduate Awards** are for graduate students whose area of specialization involves research or creative work on gender, feminist theory, or aspects of women's experiences. This includes: travel grants, \$100-\$400; research grants, \$100-\$2,000; the Jane Grant 47 Dissertation Fellowship, \$10,000; International Laurel Research Award, \$2,500; Laurel Research Award, \$2,500. Contact CSWS, at (541)-346-5015, or the [CSWS Funding page](#).

**Humanities Center Fellowships.** The Oregon Humanities Center offers support for advanced dissertation research and for research travel with humanistic emphasis. Contact the [Humanities Center](#) at (541)346-1001.

**College of Arts & Sciences (CAS) Scholarships.** The Everett D. Monte Scholarship (\$1,000) goes to one graduate student in the dissertation year; the Mary Chambers Brockelbank Endowed Assistance Fund (\$500-\$1,000) is available to students of limited means; the Risa Palm Graduate Fellowship (\$1,000) goes to one or more graduate students. Contact [CAS Department Scholarships](#) at (541)-346-3950.

**University of Oregon Center on Diversity and Community (CoDaC)** and the Graduate School provide ten \$1,000 summer stipends for outstanding UO graduate student research projects on issues relating directly to the Center's mission. Applications may be for a portion of research projects already underway (such as theses or dissertations), or to launch a new project. See [CODAC](#).

**The University of Oregon Diversity-Building Scholarship** recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. These scholarships are an integral part of the university's effort to meet the educational diversity needs of its students, and they complement other programs in the UO Campus Diversity Plan. The Diversity-Building Scholarship is a tuition-remission scholarship with awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable. The duration of each award depends on the recipient's class standing at the time of initial award. Recipients must meet specific scholarship-renewal requirements to retain their scholarships. For more information, see [Diversity Excellence Scholarship](#).

**The Center for Asia and Pacific Studies (CAPS)** offers travel and research grants to students whose areas of study are Asia and the Pacific. CAPS Small Professional Award (up to \$500) has application deadlines in Fall and Spring terms for the following purposes: travel to conferences for presentation; travel to libraries, museums and archival collections; expenses related to book and article production and publication. **Foreign Language and Area Studies Fellowships (FLAS)** provide academic year (\$15,000 living stipend plus tuition and mandatory fees) and summer fellowships (\$2,500 plus up to \$5,000 tuition and mandatory fees) to students with US citizenship or permanent residency in foreign language or international studies. Other grants are also available; for more information, see [CAPS Funding](#).

**The Center for Latino/a & Latin American Studies (CLLAS)** offers funding for field research in Latin America (Spanish or Portuguese speaking countries). CLLAS also offers graduate student summer research grants. The summer awards support research-related activities that center Latinx Studies or Latin American Studies carried out during the summer. For more information, see [CLLAS Funding](#).

**The Wayne Morse Graduate Research Fellow Program** was established to support graduate student research on the Wayne Morse Center's current theme of inquiry or the priorities of the center's Program for Democratic Governance. Awards of \$3,000 are given to one or more University of Oregon graduate students each year. For more information, see [Wayne Morse Graduate Research Fellowship Application](#).

**Graduate School Scholarships, Awards, and Fellowships.** For information on these and other internal and external funding opportunities (such as Ford Foundation Fellowships, Fulbright Fellowships, NSF Fellowships, Woodrow Wilson Grants in Women's Studies, etc.), students may visit the [Graduate School Awards and Fellowships](#) webpage.

The University of Oregon has a subscription to Pivot, an online external funding data tool. Go to the [External Funding Opportunities](#) page to sign up.

## DIVISION OF GRADUATE SCHOOL INFORMATION AND REQUIREMENTS

The Graduate Division is the official source of information on university-wide graduate degree requirements. This section is a summary of Graduate Division requirements but check its web page for authoritative information. Graduate Division, not IRES, determines whether you have met these requirements. In addition, they provide information on fellowships, scholarships, and research grants, and maintain a list of GE positions available from academic departments, administrative offices, and special programs. The [Graduate Division](#) provides a [degree checklist](#) and is located at 170 Susan Campbell Hall; their number is (541)-346-5129.

### Credits, Grades, P/NP (Pass/No Pass), Incompletes

Students are required to complete a year of residency, which consists of three consecutive terms in which you complete at least 9 credits applicable to your degree each term. The 9 credits per term must be graduate level.

To remain in good standing with the graduate division, you must be registered for at least 3 graduate credits each term. ***Students with GE appointments must complete a minimum of 9 graduate credits applicable to their degree per term.***

Students are required by both the IRES Program and Graduate Division to always maintain at least a 3.0 GPA and may accumulate no more than 5 credits of NP or F grades at any time. **NOTE: In IRES, to continue to the Qualifying Exams, all Core and Substantive Courses must be passed with a B or better.** In the IRES Program, courses taken to fulfill a requirement for advancement should be taken for a grade, unless only the P/NP option is offered. Exceptions may be made with approval of your Advisor and the IRES DGS.

Students should avoid receiving Incomplete (I) grades, because the Incomplete often has a negative impact on their performance in subsequent terms as students try to complete it. As of Fall 2023, students must file an Incomplete Request form. Students have one calendar year to convert any course incompletes into passing grades. Failure to do so will affect satisfactory progress, as well as GE and financial aid eligibility. If more than a year has passed and the student wishes to remove an Incomplete, they may still be able to do so by submitting a *Petition to the Graduate School* form along with the instructor's paper Supplementary Grade Report (SGR) to the Registrar for approval. This is a procedure that must be handled by the Graduate Coordinator, as students are not allowed access to SGRs. At no time should a student have more than 7 credits of Incompletes.

If a student is planning to complete any degree requirements during summer term, they must register. However, faculty generally are not on payroll during the summer, and therefore they are not expected to grade, evaluate assessments of competence, etc. during summer session. Students must obtain advance approval from their advisor or other involved faculty member if they plan to complete requirements during the summer.

All course work must have been completed within the seven years prior to degree conferral. For example, if a student intends to graduate in Spring 2030, they cannot use any credits obtained before Summer 2023.

### Continuous Registration and Leaves of Absence

Students are required to be registered (for a minimum of three credits; nine if they have a GE appointment) continuously in the doctoral program unless they have an approved Leave of Absence. If a student is using faculty assistance, services, or facilities, they must register each term for at least 3 graduate credits to compensate for usage. This includes students who are taking only comprehensive or final examinations or defending dissertations. Likewise, students living elsewhere while writing a dissertation and sending chapters to an advisor for review must register for a minimum of 3 graduate dissertation credits each term. Students are not required to register for classes during summer session.

Doctoral students are eligible for a maximum of six terms of on-leave status during their course of study at the UO. If a student travels away from Eugene for a term or longer to do independent research, they will typically request

on-leave status for that period. Leaves also may be taken for medical reasons, parenting, and other reasons. The *Request for On-Leave Status* form is filled out and submitted on the Graduate Division website. Leave requests are subject to approval by the DGS and The Graduate Division.

If the on-leave student is keeping some sort of substantial link with the University (e.g., is under contract to teach a course the following term, is on a committee, or is actively doing research for a faculty member), they may be able to retain email or library privileges. Ask the Graduate Coordinator to send a letter to the Graduate Division explaining why the Program or faculty researcher needs to retain the student's access.

If additional time off is needed beyond the time requested on the original leave form, it is necessary to submit another leave request form to the Graduate Division for approval to avoid the need to petition for re-enrollment.

Leave requests are not required for summer term absences.

### **Research Clearance (Human Subjects Compliance)**

Students must have prior approval to engage in **any** research project involving human subjects. This may include surveys, questionnaires, focus groups, and interviews, as well as any other sort of research that involves living persons about whom you obtain data through direct intervention or interaction. It applies not only to thesis or dissertation research, but also to research for class projects and internships, if there is a possibility that data will be published or maintained for later use. *Approval cannot be given after the research has been started.* [Required Clearance Forms](#) are available from the Graduate Division. Questions about approval and guidelines for protocol should be directed to [Research Compliance Services](#).

## GRADUATE FACULTY DIRECTORY

<b>Core Faculty/Areas of Specialization</b>	
<p><b>Charise Cheney (she/her)</b> Associate Professor Director of Black Studies ccheney@uoregon.edu</p>	<p>Black Studies, Comparative Ethnic Studies, Gender and Sexuality, Popular Culture, Whiteness Studies</p>
<p><b>Courtney M. Cox (she/her)</b> Assistant Professor Director of Graduate Studies cmcox@uoregon.edu</p>	<p>Cultural Studies, feminist theory, race, gender, and sport, critical data studies, STS, popular culture, labor studies, Black Studies</p>
<p><b>Lynn Fujiwara (she/they)</b> Associate Professor fujiwara@uoregon.edu</p>	<p>Women of Color Feminisms, Asian American Studies, Immigration, Welfare, and Citizenship, Popular Culture</p>
<p><b>Brian Klopotek (he/him)</b> Associate Professor klopotek@uoregon.edu</p>	<p>Native American and Indigenous Studies, Indigenous Education, Native American/Latino/Black Comparative/Relational Studies</p>
<p><b>Abigail Lee (she/her)</b> Assistant Professor ajinju@uoregon.edu</p>	<p>Race and media, Asian American representation, women of color feminisms, Black/Asian relational studies, Asian American Studies, space and place</p>
<p><b>Lana Lopesi (she/her)</b> Assistant Professor llopesi@uoregon.edu</p>	<p>Pacific Studies, Diaspora Studies, Indigenous and Women of Color Feminisms, Contemporary Pacific Art, Global Indigeneities</p>
<p><b>Ernesto Javier Martínez (he/him)</b> Associate Professor Department Head ejm@uoregon.edu</p>	<p>Comparative Ethnic Studies, Queer Studies, Women of Color Feminisms, US Latina/o Literature and Culture, Literary Theory</p>
<p><b>Jennifer O'Neal (she/her)</b> Assistant Professor Director of Undergraduate Studies joneal@uoregon.edu</p>	<p>Native American and Indigenous history; American West history; Decolonizing Methodologies; Cultural Heritage Archives</p>

<p><b>Laura Pulido (she/her)</b> Professor lpulido@uoregon.edu</p>	<p>Critical Human Geography, Race, Environmental Justice, Comparative and Relational Ethnic Studies, Chicax Studies, Popular Education and Cultural Memory</p>
<p><b>Cera Smith</b> Assistant Professor cera@uoregon.edu</p>	<p>U.S. Black Literatures, Radical Protest Literatures of the U.S., Black Studies, Critical Race Theories, Affect Theory, Gender and Sexuality, Histories of Science and Medicine, Health Humanities</p>

<b>Affiliated Faculty / Areas of Specialization</b>	
<p><b>Angela Addae (she/her)</b> Assistant Professor of Law aaddae@uoregon.edu</p>	<p>Civil Rights Law, Social Enterprise Law, and Race &amp; the Law</p>
<p><b>Oluwakemi "Kemi" Balogun (she/her)</b> Associate Professor of Women's Gender and Sexuality Studies and Sociology kbalogun@uoregon.edu</p>	<p>Gender, Globalization, Nationalism, Race/Ethnicity, and Migration</p>
<p><b>Kirby Brown (he/him)</b> Associate Professor of English Director of Native American Studies Program kbrown@uoregon.edu</p>	<p>Native Writing, Indigenous Critical Theory, and Nation/Nationalism and Sovereignty/ Self-Determination Studies</p>
<p><b>Dayna Chatman (she/her)</b> Assistant Professor in Journalism &amp; Communication dchatman@uoregon.edu</p>	<p>Intersections of Media Industries and Media Audiences in the Age of Social Media, Feminist Theory, Critical Race Theory and Cultural Studies in Media Research</p>
<p><b>Christopher Chávez (he/him)</b> Associate Professor in Journalism &amp; Communication cchavez4@uoregon.edu</p>	<p>Advertising, Popular Culture, Media Studies and Globalization</p>
<p><b>Habib Iddrisu (he/him)</b> Associate Professor of Dance/Ethnomusicology hiddrisu@uoregon.edu</p>	<p>Dance, West Africa, cultural studies, post-colonial independence history, political economy, oral history, African diaspora, new internationalism</p>

<p><b>Michelle Jacob (she/her)</b> Professor of Education mjacob@uoregon.edu</p>	<p>Indigenous Studies, Indigenous Educational Frameworks, Health, Native feminisms, and Decolonization</p>
<p><b>Isabel Millán (she/her)</b> Assistant Professor of Women's, Gender, and Sexuality Studies imillan@uoregon.edu</p>	<p>Latinx/Chicanx Studies; Transnational Feminist, Women of Color, and Queer of Color Theory; Children's Literature, Television, Film and Comics</p>
<p><b>Lanie Millar (she/her)</b> Associate Professor of Spanish and Portuguese lmillar@uoregon.edu</p>	<p>20<sup>th</sup>-21<sup>st</sup> century Caribbean, Latin American, African, and Lusophone literatures; Global South studies, Postcolonial studies; Critical Theory</p>
<p><b>Michael Malek Najjar (he/him)</b> Associate Professor of Theatre Arts mnajjar@cas.uoregon.edu</p>	<p>Contemporary Arab American Theatre and Performance, Critical Race Theory, Arab-American Studies</p>
<p><b>Kari Marie Norgaard (she/her)</b> Professor of Sociology/Environmental Studies norgaard@uoregon.edu</p>	<p>Gender, Place and Environment, Social Psychology and Interaction, Sociology of Culture, Theory Knowledge Science, Qualitative Approaches</p>
<p><b>Edward Olivos (he/him)</b> Associate Professor of Education emolivos@uoregon.edu</p>	<p>Bilingual Education, Critical Pedagogy, and Bilingual Issues of K-12 Classrooms</p>
<p><b>Jeffrey Ostler (he/him)</b> Professor of History (<i>Emeritus</i>) jostler@uoregon.edu</p>	<p>History of the American West, American Indian History</p>
<p><b>Priscilla Ovalle (she/her)</b> Associate Professor of Cinema Studies povalle@uoregon.edu</p>	<p>Film and Media Studies, Representations of Race, Dance, and Sexuality in Film, Archival Research and Media Production</p>
<p><b>Yvette Saavedra (she/her)</b> Associate Professor of Women's, Gender, and Sexuality Studies yjs@uoregon.edu</p>	<p>19<sup>th</sup> Century US History, Borderlands History, History of the US West, Chicana/o History, and Gender and Sexuality History</p>
<p><b>Leilani Sabzalian (she/her)</b> Associate Professor of Education leilanis@uoregon.edu</p>	<p>Indigenous Studies in Education, Indigenous Teacher Education, Elementary Social Studies, Indigenous Self-determination in Public Schools</p>

<p><b>Gerard Sandoval (he/him)</b> Associate Professor of Planning, Public Policy, and Management gsando@uoregon.edu</p>	<p>Immigration, Urban Planning, Undocumented Workers, Immigrant Neighborhoods, Transportation Planning</p>
<p><b>Lynn Stephen (she/her)</b> Distinguished Professor of Arts and Sciences (Anthropology) stephenl@uoregon.edu</p>	<p>Gender, Race and Ethnicity, Migration, Indigenous Peoples, Americas, Legal Pluralism, Social Memory, Testimony</p>
<p><b>Jessica Vásquez-Tokos (she/her)</b> Associate Professor of Sociology vasquezj@uoregon.edu</p>	<p>Race/ethnicity, Mexican Americans/Latinos, Gender, Family, and Intermarriage</p>
<p><b>Sarah Wald (she/her)</b> Associate Professor of English/Environmental Studies sdwald@uoregon.edu</p>	<p>Race and the Environment, Immigration and Citizenship, Food Studies, Environmental Justice and Nature in Popular Culture; Comparative Asian American and Latinx Literature and Culture</p>
<p><b>Julie Weise (she/her)</b> Associate Professor of History jweise@uoregon.edu</p>	<p>Identity, Citizenship, Migration, Race, and Nations in Hemispheric and Global Context</p>
<p><b>Priscilla Yamin (she/her)</b> Associate Professor of Political Science pyamin@uoregon.edu</p>	<p>Marriage and Family, American Political Development and Institutions, Race, Gender, and Sexuality Studies and Feminist Theory, Political Culture and Identity</p>

# APPENDIX