

Indigenous, Race, and Ethnic Studies

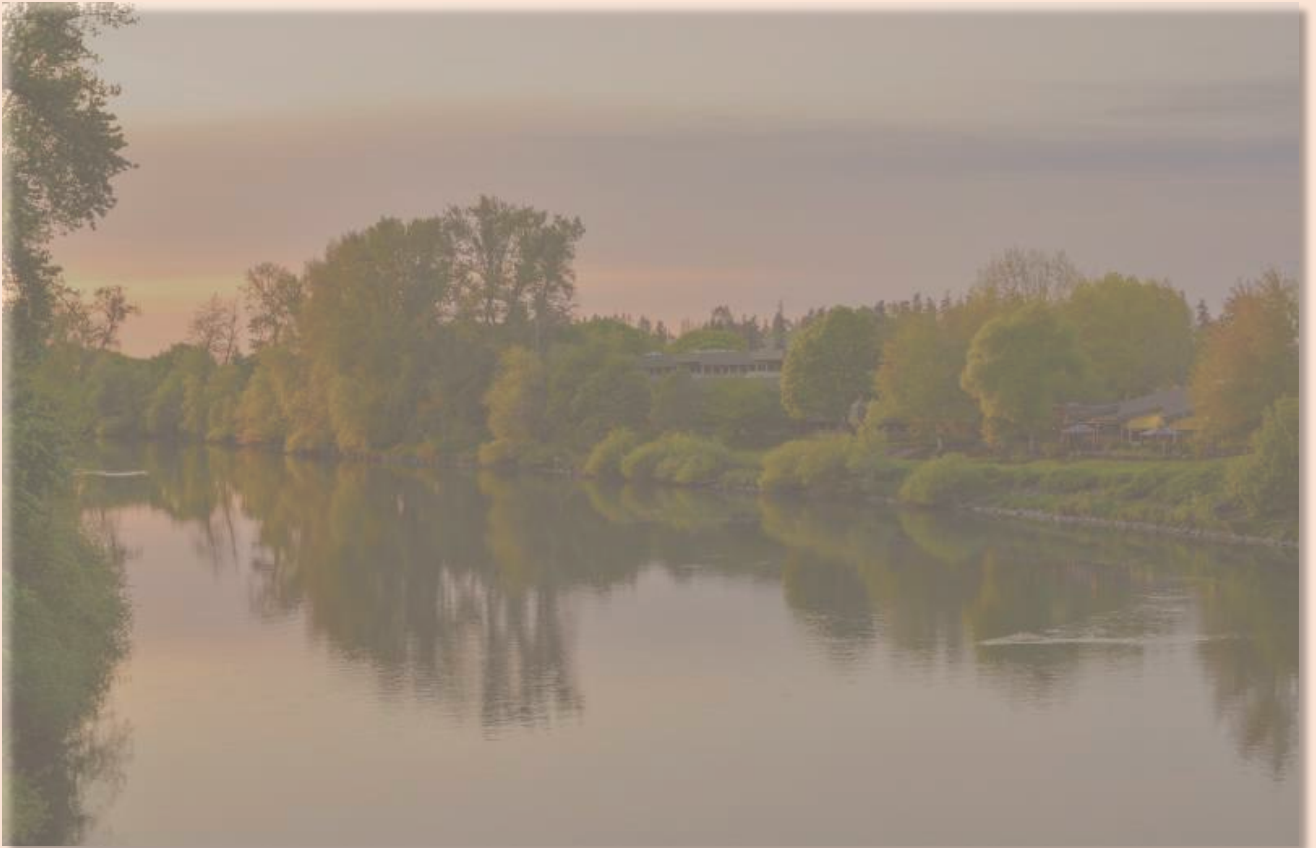
PhD Graduate Handbook

University of Oregon

2021-2023

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

Table of Contents

| | |
|--|----|
| Welcome From the Department Head | 1 |
| Staff and Administration | 3 |
| Who Does What in IRES | 3 |
| The PhD Program | 4 |
| Program Requirements | 4 |
| Course Work and Credits | 5 |
| Terminal Master's Degree | 8 |
| Qualifying Exams and Advancing to Candidacy | 8 |
| Dissertation | 10 |
| Overall Program Structure and Timeline | 16 |
| Program Elements | 17 |
| Funding, Financial Aid, and Fellowships | 18 |
| University Fellowships and Awards | 19 |
| Graduate School Information and Requirements | 21 |
| Graduate Faculty Directory | 23 |

Welcome from the Department Head

Łaxayam! 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.

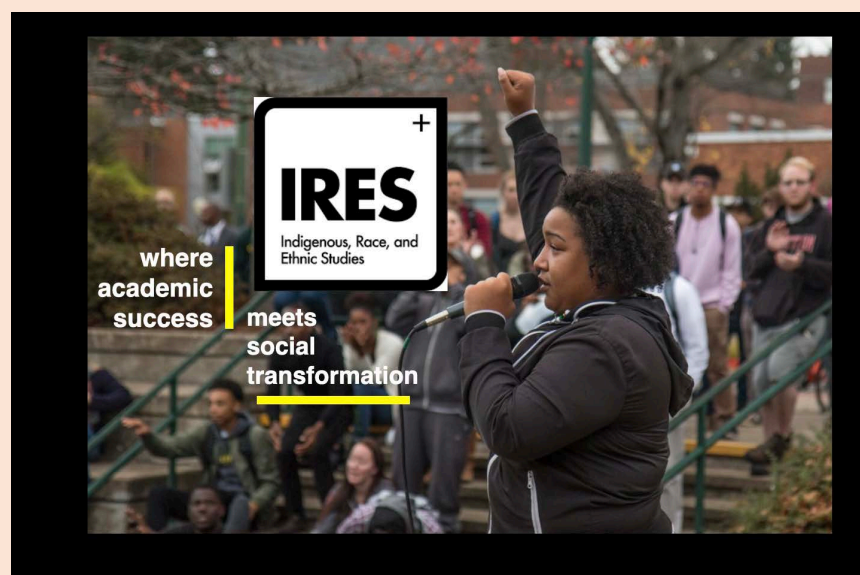
What does that mean for us in IRES today?

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,

Brian Klopotek

Associate Professor and Department Head



Staff and Administration

| | | |
|--|--------------|--|
| Department Head: Brian Klopotek | 541-346-0903 | klopotek@uoregon.edu |
| Director of Graduate Studies: Lynn Fujiwara | 541-346-0902 | fujiwara@uoregon.edu |
| Graduate Studies Coordinator: Donella-Elizabeth A. Cleveland | 541-346-0901 | donella@uoregon.edu |
| Departmental Assistant: Sydney Wensel | 541-346-0900 | swensel@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

Departmental Assistant

- ◆ Maintains web page
- ◆ Works with DGS to develop publicity materials for the program
- ◆ Processes travel reimbursements
- ◆ Assists Graduate Coordinator with class scheduling

Faculty Mentors

- ◆ Provide individual students with academic advising

THE PROGRAM

The Department of Indigenous, Race, and Ethnic Studies 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 Primary Areas of Study Seminars
- 15 credits of individual research or readings (ES 601 and ES 605, respectively)
- 18 minimum dissertation ES 603 credits
- 96 credits total

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

• 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 Spring quarter of the 3rd year
 - Dissertation years 4 and 5
 - Successful dissertation defense
 - Completion and filing the degree 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 in the first year*). Focuses on professional development, teaching and pedagogy, and mentorship. (1 credit)
2. **ES 615: Theoretical Foundations in Ethnic Studies** (*Fall of year 1*). Theoretical foundations and debates in Indigenous, Race, and Ethnic Studies. (5 credits)
3. **ES 616: Interdisciplinary Methodologies** (*Winter 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)
4. **ES 617: Genealogies of Ethnic Studies** (*Spring 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)

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)

Primary Areas of Study Seminars (25 Credits Total)

Primary Areas of Study 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 classes.uoregon.edu 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 toward Primary Areas of Study course credits. Graduate courses taught by Participating Graduate Faculty will be listed under ES Courses in the classes.uoregon.edu course 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]

HIST 569: Indian Removal [Jeff Ostler]

HIST 608: Genocide in World History [Jeff Ostler]

HIST 608: Native American History [Jeff Ostler]

SOC 552: Sociology of Migration [Jessica Vasquez]

SOC 644: Sociology of Race [Jessica Vasquez]

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]

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 QE's, they may earn a terminal Master's Degree. If they are to leave the program with an M.A., the filing deadline is in the Spring quarter of the second year. If they do not pass the terminal M.A. on their first attempt, they can retry one time by the following Fall quarter university deadline.

- In order 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 off of a term paper written for an ES course and should demonstrate solid research, coherent argumentation, and a cohesive command over 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 should be formed by Spring quarter of the second year.
- *The Qualifying Exam is a year-long process*, and 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.
- 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.
- Exam #3 [Winter Term recommended]: Prospectus Draft (10-15 pages). The prospectus draft for the Qualifying Exams gives students the opportunity to work through their dissertation ideas, methodological plans, and the contextualization of their research ideas within the existing field. The prospectus draft will be evaluated for its strength in coherence and feasibility for the dissertation. It is strongly recommended that students complete their prospectus draft by the end of the Winter term, to give ample time for necessary revisions in order for the qualifying exam committee to sign off on the dissertation prospectus draft.
- Students can work in consultation with the Chair and 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. All parts of the exam must be completed by the end of Spring term of the 3rd year.
- The Qualifying Exam will determine the degree to which a student has gained mastery over their areas of specialization, chosen and defined in conjunction with their qualifying exam committee.
- The Qualifying Exam committee will recommend one of the following to the department:
 - Pass

- Retake and resubmit (1 attempt per exam) for reconsideration by Spring quarter of their 3rd 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.
- Students who fail to pass the exam after two attempts will not be advanced but will have fulfilled the requirements to earn a terminal M.A. 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 should configure their dissertation committee by the Spring of their third year. The dissertation committee must be formally appointed by the graduate school, which is handled by the IRES Graduate Studies Coordinator.

The *Institutional Representative* member 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 School Dissertation Committee Policy page governing committee membership: <https://gradschool.uoregon.edu/committee-policy>.

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 their third year, students must defend their dissertation prospectus with their approved dissertation committee. Once the Qualifying Exams and coursework are completed, students are *Advanced to Candidacy* and will revise their dissertation prospectus in order to defend by the end of their third year. Students should work closely with their dissertation committee chair and other committee members to sufficiently revise their prospectus and prepare for the prospectus defense.

Research and Writing of the Dissertation

The *Dissertation* is a substantial written study that presents your independent research, and makes a contribution 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 as successfully completing the *Dissertation Defense*.

Dissertation Timeline

1. All PhD candidates must prepare and defend their Dissertation Prospectus by the end of the Spring term of their 3rd year.
2. A dissertation chapter must be submitted to the committee by January of the 4th year, and presented at the ES Colloquium by Spring of year 4.
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.
 - The oral defense application deadline is 2 weeks prior to the defense date.

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:
 - Failure
 - Conditional Pass with revisions and a second oral examination required
 - Pass with no or minor revisions and no second oral examination required
6. The Dissertation Chair will supervise the revision process after the oral examination and not sign the dissertation until these revisions are satisfactorily completed.
 - Deadline to upload the final dissertation is 2 weeks after the defense date.
7. Successfully defended dissertations must adhere to University of Oregon requirements for Graduate School submission, as specified in the current University of Oregon Catalog and the University of Oregon Style and Policy Manual for Theses and Dissertations (available online).

Graduate School Doctoral Defense procedures for departments effective Fall 2021

Oral defense application deadline: 2 weeks prior to the defense date.

- The student portion, all faculty confirmations, and the departmental approval should be completed by the 2 week deadline.
- 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 prior to 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 such time as 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. No requirement to submit a PDF of the oral defense application with signatures to the Graduate School.
- The Graduate Coordinator should follow their department/program's internal approval procedures before submitting the approval in GradWeb. For example, some departments require the Department Head or Director of Graduate Studies to approve all defenses, while in others the Grad Coordinator has authority to provide approval on behalf of the department. If Department Head/DGS approval is obtained, the expectation is that the Grad Coordinator will keep a copy of the approval in the student's departmental file.

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 in 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 in 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.

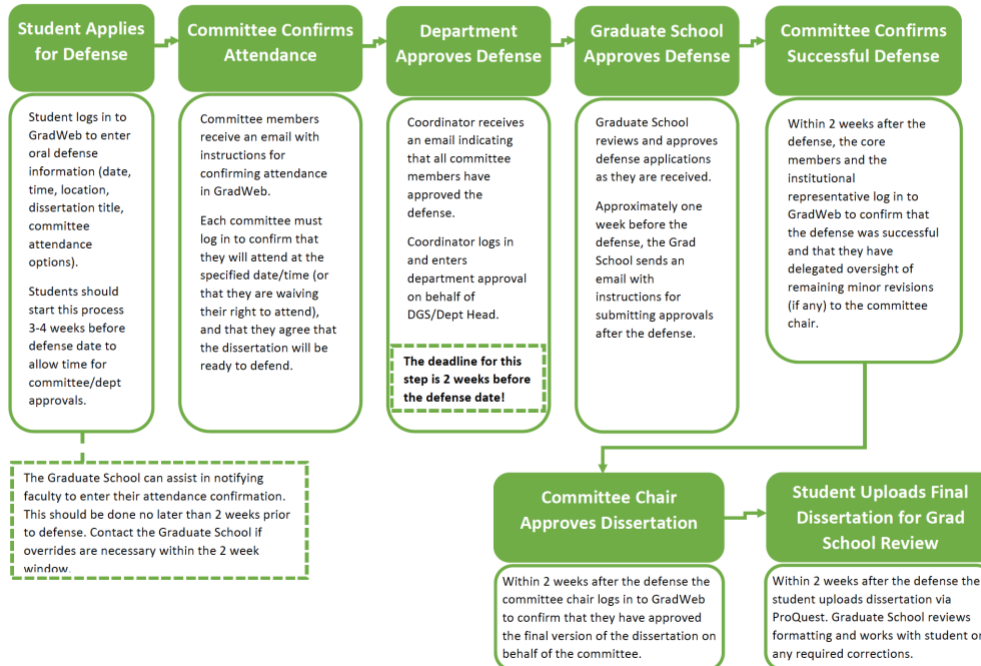
Policy for remote dissertation defenses:

- 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.



Doctoral Oral Defense Flow Chart

Questions? Contact the Graduate School gradsch@uoregon.edu



OVERALL PROGRAM STRUCTURE AND TIMELINE

The following table summarizes normative course of doctoral study:

| | Fall | Winter | Spring |
|---------------|---|--|---|
| Year 1 | * Coursework | * Coursework | * Coursework * Primary Advisor selected * Annual Student Review |
| Year 2 | * Coursework | * Coursework * Notification of terminal M.A. or continuation on PhD track | * Coursework * QE Exam Prep * Annual Student Review * Final deadline to complete a terminal MA paper * Qualifying Exam Committee approved; establish schedule for QE completion |
| Year 3 | * QE Reading or Research * Complete Qualifying Exam #1 (Subfield) * Complete Qualifying Exam #2 (Specialized Field) | * QE Reading or Research * Complete Qualifying Exam #3 (Prospectus) | * Dissertation Prospectus Reading/Research * Annual Student Review * Oral defense of final Dissertation Prospectus |
| Year 4 | * Dissertate | * Dissertate | * Dissertate * Annual Student Review * Students submit one chapter of dissertation for presentation at the ES Colloquium |
| Year 5 | * Dissertate | * Dissertate | * Completion of Dissertation and Graduation |

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, discuss their goals and upon a mutually agreed upon fit, should inquire with the faculty member. Once the Permanent Advisor is in agreement, the student should send notification to the Director of Graduate Studies. The Director of Graduate Studies will converse with the student and chosen faculty member, and make a formal decision.

Students should meet with their Permanent Advisor at least twice a 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 of 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 Advisors 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 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. Amount of available funding may vary from cohort to cohort.

Office of Student Financial Aid

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 has information on and applications for scholarships, grants, loans, and work-study programs. The Office of Student Financial Aid is located in 260 Oregon Hall; 346-3221; 800/760-6953;

<https://financialaid.uoregon.edu/>.

In addition, the Graduate School is a good resource for funding opportunities. They occasionally hold funding workshops, and have funding resources online at <https://gradschool.uoregon.edu/funding/awards>.

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 General Duties and Responsibilities Statement (GDRS), available online: [IRES GDRS](#). GEs absolutely must complete at least nine graduate credits during the term of employment.

By Spring of the current academic year, graduate students must submit their GE application and request. GEShips come in the form of discussion leaders, graders, research assistantships, and 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 have a 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 School'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 School, 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 School'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, 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. 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. 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. 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. See [Wayne Morse Graduate Research Fellowship Application Information](#).

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.

GRADUATE SCHOOL INFORMATION AND REQUIREMENTS

The Graduate School is the official source of information on university-wide graduate degree requirements. This section is a summary of Graduate School requirements, but check with the Graduate School web page for authoritative information. The Graduate School, not IRES, determines whether or not 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 School is located in 170 Susan Campbell Hall. Contact them at 541-346-5129 or <https://gradschool.uoregon.edu/>. Graduate School forms are available only from the Graduate School website. See also the degree checklist on the Graduate School web page at: <https://gradschool.uoregon.edu/academics/completing-degree/doctoral-graduation-checklist>.

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 school, 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 the Graduate School to maintain at least a 3.0 GPA at all times, and may accumulate no more than 5 credits of NP or F grades at any time. **NOTE: In IRES, in order to continue on 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 in graduate school, because the Incomplete often has a negative impact on their performance in subsequent terms as students try to complete it. 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 Studies 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 be registered for Summer term. 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 2027, they cannot use any credits obtained before Summer 2020.

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 School website. Leave requests are subject to approval by the DGS and the Graduate School.

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 e-mail or library privileges. Ask the Graduate Studies Coordinator to send a letter to the Graduate School explaining why the Program or faculty researcher needs to retain the student's access.

In the event that 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 School for approval in order to avoid the need to petition for reenrollment.

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 School. Questions about approval and guidelines for protocol should be directed to Research Compliance Services, 677 East 12th Avenue, Eugene. 541/346-2510. You may also check out their website here: <https://rcs.uoregon.edu/>.

Graduate Faculty Directory

Graduate Faculty

Areas of Specialization

| Core Faculty | |
|---|--|
| Charise Cheney Associate Professor ccheney@uoregon.edu | Black Studies, Comparative Ethnic Studies, Gender and Sexuality, Popular Culture, Whiteness Studies |
| Courtney Cox Assistant Professor cmcox@uoregon.edu | Race and Sport, cultural political and economic effects of global sport, girls and women competing in and covering basketball across the US Russia Senegal and France, advanced analytics in sport |

| | |
|--|--|
| <p>Lynn Fujiwara, Director of Graduate Studies</p> <p>Associate Professor</p> <p>fujiwara@uoregon.edu</p> | <p>Women of Color Feminisms, Asian American Studies, Immigration, Welfare, and Citizenship, Popular Culture</p> |
| <p>Michael Hames-García (<i>on leave, AY22</i>)</p> <p>Professor</p> <p>mhamesg@uoregon.edu</p> <p>hames.garcia@utexas.edu</p> | <p>Black Studies; Chicanx/Latinx Studies; Critical Theory; Justice Studies; Queer Studies</p> |
| <p>Brian Klopotek</p> <p>Associate Professor and IRES Department Head</p> <p>klopotek@uoregon.edu</p> | <p>Native American and Indigenous Studies, Indigenous Education, Native American/Latino/Black Comparative/Relational Studies</p> |
| <p>Sharon Luk</p> <p>Associate Professor</p> <p>sluk@uoregon.edu</p> | <p>Racism and Racial Capitalism, Ethnic Ontologies, Epistemology, Social Movements, Feminisms, and Ephemeral Archives</p> |
| <p>Ernesto Javier Martínez</p> <p>Associate Professor</p> <p>ejm@uoregon.edu</p> | <p>Comparative Ethnic Studies, Queer Studies, Women of Color Feminisms, US Latina/o Literature and Culture, Literary Theory</p> |

| | |
|---|---|
| <p>Jennifer O’Neal</p> <p>Assistant Professor</p> <p>joneal@uoregon.edu</p> | <p>Native American and Indigenous history; American West history; Decolonizing Methodologies; Cultural Heritage Archives</p> |
| <p>Laura Pulido</p> <p>Professor</p> <p>lpulido@uoregon.edu</p> | <p>Critical Human Geography, Race, Environmental Justice, Comparative and Relational Ethnic Studies, Chicanx Studies, Popular Education and Cultural Memory</p> |

| Graduate Faculty / Areas of Specialization | |
|--|--|
| <p>Angela Addae</p> <p>Assistant Professor, UO Law School</p> <p>aaddae@uoregon.edu</p> | <p>Civil Rights Law, Social Enterprise Law, and Race & the Law</p> |
| <p>Oluwakemi "Kemi" Balogun</p> <p>Associate Professor of Women’s Gender and Sexuality Studies and Sociology</p> <p>kbalogun@uoregon.edu</p> | <p>Gender, Globalization, Nationalism, Race/Ethnicity, and Migration</p> |

| | |
|---|---|
| <p>Kirby Brown</p> <p>Associate Professor of English</p> <p>Director of Native American Studies Program</p> <p>kbrown@uoregon.edu</p> | <p>Native Writing, Indigenous Critical Theory, and Nation/Nationalism and Sovereignty/ Self-Determination Studies</p> |
| <p>Dayna Chatman</p> <p>Assistant Professor of Media and Intersectionality</p> <p>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>Christopher Chávez</p> <p>Associate Professor in Journalism and Communication</p> <p>cchavez4@uoregon.edu</p> | <p>Advertising, Popular Culture, Media Studies and Globalization</p> |
| <p>Tara Fickle</p> <p>Associate Professor of English</p> <p>tfickle@uoregon.edu</p> | <p>Asian/Asian American Literature, Digital Humanities, Game Studies, Graphic Fiction and Comics</p> |
| <p>Habib Iddrisu</p> <p>Assistant Professor of Dance and Ethnomusicology</p> <p>hiddrisu@uoregon.edu</p> | <p>West African Music, African Dance, Performance</p> |
| <p>Michelle Jacob</p> <p>Professor of Education</p> <p>mjacob@uoregon.edu</p> | <p>Indigenous Studies, Indigenous Educational Frameworks, Health, Native feminisms, and Decolonization</p> |

| | |
|--|--|
| <p>Ana Lara</p> <p>Associate Professor of Women's, Gender and Sexuality Studies</p> <p>amlara@uoregon.edu</p> | <p>Black Feminisms, Afro-Latinx and Afro-Diasporic Queer Identities and Aesthetics</p> |
| <p>Krystale Littlejohn</p> <p>Assistant Professor of Sociology</p> <p>klittlej@uoregon.edu</p> | <p>Fertility, Race, Gender, Class, Health and Medicine, Body and Embodiment, Science, Knowledge, Technology, Mixed Methods</p> |
| <p>Raoul Lievanos</p> <p>Associate Professor of Sociology</p> <p>raoull@uoregon.edu</p> | <p>Environment, Health, Risk, Community and Urban Sociology, Race, Ethnicity, Immigration, Science and Technology</p> |
| <p>Joe Lowndes</p> <p>Professor of Political Science</p> <p>jlowndes@uoregon.edu</p> | <p>American Political Development, Racial Politics, Conservatism, Political Culture, Discourse, Visual Rhetoric</p> |
| <p>Audrey Lucero</p> <p>Associate Professor of Education Studies</p> <p>alucero@uoregon.edu</p> | <p>Literacy, Bilingualism, Dual-Language Schooling</p> |
| <p>José Meléndez</p> <p>Assistant Professor of Planning for Engaging Diverse Communities</p> <p>jmelende@uoregon.edu</p> | <p>Civic engagement, Design-based research, Designing for equity, Designing learning environments, Designing participatory processes, Discourse analysis, Activity systems, Latino/a/x immigrants, Collective & system level</p> |

| | |
|---|--|
| <p>Isabel Millán</p> <p>Assistant Professor of Women's, Gender, and Sexuality Studies</p> <p>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>Lanie Millar</p> <p>Associate Professor of Spanish and Portuguese</p> <p>lmillar@uoregon.edu</p> | <p>20th-21st century Caribbean literature, Latin American literature, African literature, Lusophone literatures, Global South studies, Postcolonial studies, Critical Theory</p> |
| <p>Michael Malek Najjar</p> <p>Associate Professor of Theater Arts</p> <p>mnajjar@cas.uoregon.edu</p> | <p>Contemporary Arab American Theatre and Performance, Critical Race Theory, Arab-American Studies</p> |
| <p>Kari Marie Norgaard</p> <p>Professor of Sociology and Environmental Studies</p> <p>norgaard@uoregon.edu</p> | <p>Gender, Place and Environment, Social Psychology and Interaction, Sociology of Culture, Theory Knowledge Science, Qualitative Approaches</p> |
| <p>Edward Olivos</p> <p>Associate Professor of Education</p> <p>emolivos@uoregon.edu</p> | <p>Bilingual Education, Critical Pedagogy, and Biliteracy Issues of K-12 Classrooms</p> |
| <p>Jeffrey Ostler (<i>Emeritus</i>)</p> <p>Beekman Professor of Northwest and Pacific History</p> <p>jostler@uoregon.edu</p> | <p>History of the American West, American Indian History</p> |

| | |
|--|--|
| <p>Priscilla Ovalle</p> <p>Associate Professor of Cinema Studies</p> <p>povalle@uoregon.edu</p> | <p>Film and Media Studies, Representations of Race, Dance, and Sexuality in Film, Archival Research and Media Production</p> |
| <p>Yvette Saavedra</p> <p>Assistant Professor of Women's, Gender, and Sexuality Studies</p> <p>yjs@uoregon.edu</p> | <p>19th Century US History, Borderlands History, History of the US West, Chicana/o History, and Gender and Sexuality History</p> |
| <p>Leilani Sabzalian</p> <p>Assistant Professor of Indigenous Studies in Education</p> <p>leilanis@uoregon.edu</p> | <p>Indigenous Studies in Education, Indigenous Teacher Education, Elementary Social Studies, Indigenous Self-determination in Public Schools</p> |
| <p>Gerard Sandoval</p> <p>Associate Professor of Planning Public Policy and Management</p> <p>gsando@uoregon.edu</p> | <p>Immigration, Urban Planning, Undocumented Workers, Immigrant Neighborhoods, Transportation Planning</p> |
| <p>Lynn Stephen</p> <p>Distinguished Professor of Arts and Sciences (Anthropology)</p> <p>stephenl@uoregon.edu</p> | <p>Gender, Race and Ethnicity, Migration, Indigenous Peoples, Americas, Legal Pluralism, Social Memory, Testimony</p> |
| <p>Jessica Vásquez-Tokos</p> <p>Associate Professor of Sociology</p> <p>vasquezj@uoregon.edu</p> | <p>Race/ethnicity, Mexican Americans/Latinos, Gender, Family, and Intermarriage</p> |

| | |
|--|---|
| <p>Arafaat A. Valiani</p> <p>Associate Professor of History</p> <p>valiani@uoregon.edu</p> | <p>Decolonization of</p> <p>Biomedicine/Biotechnology; Genomics;</p> <p>Indigenous Science and Technology Studies</p> |
| <p>Sarah Wald</p> <p>Associate Professor of English and</p> <p>Environmental Studies</p> <p>sdwald@uoregon.edu</p> | <p>Race and the Environment, Immigration and</p> <p>Citizenship, Food Studies, Environmental</p> <p>Justice and Nature in Popular Culture;</p> <p>Comparative Asian American and Latinx</p> <p>Literature and Culture</p> |
| <p>Julie Weise</p> <p>Associate Professor of History</p> <p>jweise@uoregon.edu</p> | <p>Identity, Citizenship, Migration, Race, and</p> <p>Nations in Hemispheric and Global Context</p> |
| <p>Priscilla Yamin</p> <p>Associate Professor of Political Science</p> <p>pyamin@uoregon.edu</p> | <p>Marriage and Family, American Political</p> <p>Development and Institutions, Race, Gender,</p> <p>and Sexuality Studies and Feminist Theory,</p> <p>Political Culture and Political Identity</p> |