For the University’s official policies please see the *USC Catalogue*, the document of authority for all students. The degree requirements listed in the *USC Catalogue* supersede any information that may be contained in any bulletin of any school or department.

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WELCOME LETTER FROM THE DEPARTMENT CHAIR

Congratulations and welcome to the Ph.D. program in American Studies and Ethnicity (ASE). You are now a member of an extraordinary multidisciplinary program and community of scholarship. This year is the first step in a long and rewarding journey and we are glad you have joined our community at ASE.

The purpose of the graduate handbook is to guide you through the work of a graduate student, the doctoral program expectations in American Studies and Ethnicity and your experience as a student at USC.

Students have three phases in their graduate program career. The first phase is coursework. The second is preparation for your qualifying examinations. And the third is your dissertation -- your original scholarly contribution and the pinnacle of achievement. In order to ensure a smooth progression, we have prepared this handbook to share the rules, expectations and common practices around these three phases of a graduate student career. This handbook will help you think about and plan for each of these periods.

Beyond the basic rules and requirements, there are many other aspects related to becoming a professional scholar the handbook addresses ranging from finding the courses you need, to professional development and developing and completing a dissertation. We expect that you also will be gathering information and advice from faculty and more senior graduate students in the program and at USC.

Viet Nguyen is the Interim Director of Graduate Studies and will be conducting the fall orientation. If you have any questions that your advisor cannot answer or administrative inquiries, do not hesitate to contact him (vnguyen@usc.edu).

Our support staff is also available to help out with procedures for registration and other logistical details. Kitty Lai is the Graduate Staff Advisor and your central contact person on the staff. Sonia Rodriguez is the Office Manager for the Department, and Jujuana Preston is the Administrative Assistant who coordinates appointments for you with Viet Nguyen and with myself. Please communicate with all of them individually by email. You may also reach them during business hours on the main department phone line: (213) 740-2426.

Once again, welcome to the department and wishing you a fantastic beginning to your graduate studies!

Nayan Shah
American Studies and Ethnicity
MISSION STATEMENT

The Department of American Studies & Ethnicity’s (ASE) mission is to educate in the comprehensive analysis of race and ethnicity and engage students and the public to understand diversity, the consequences of disparity and inequity, and the enactment of community and citizenship at multiple scales in Los Angeles, California, the United States and the world. We seek to investigate and explain stratification based on race, gender, sexuality, religion, and class and examine the texture of lived experience and imagination of varied communities and their struggles towards equity and justice.

Our signature department profile consists of:

Ethnic & Racial Studies
Power and Social Justice Studies
Gender & Sexuality Studies
Transnational/Global Studies

~ Adopted by ASE Core Faculty on March 28, 2013
GRADUATE STUDENTS

Incoming Graduate Students

Kadeja ALEXANDER: Kadeja Alexander is currently enrolled as an undergraduate at Prescott College, Arizona. Her BA is in Critical Race and Ethnic Studies and as an undergraduate, Alexander was interested in the global scope of Black power movements, the history of Latino education in Arizona. As a graduate student, she proposes to work on the presence or absence of Black cultural producers and Black images in animated film. Alexander is a motivated and innovative student. She wants to work with Keeling and Halberstam.

Christopher CHIEN holds a BA in English and Latin from the University of Toronto and an MA in Literature from Loyola Marymount University. He works at the intersections of queer studies, affect theory, postcolonial studies, transpacific and Asian American studies. Chien’s work traces the impact of western models of LGBT identities and communities on Asian societies and analyzes the forms of Asian queer identity. Chien would work with Professors Nguyen, Kondo and Halberstam.

Karlynne-Aila EJERCITO graduated from Reed College in 2011 with a degree in German Studies and then went to Germany to study at the Freie Universitat. She speaks three languages – English, German and Tagalog and has interests in the history of the American left and Third-Worldism during the Cold War and the formation and self-determination of the Asian-American middle class. Amelia Jones is very excited to work with this student.

Avery EVERHART – Everhart holds a BA in Religious Studies and Gender Studies from University of North Carolina, Greensboro, and an MA in Gender Studies from Queen’s University, Canada. She is interested in questions of race and the human and would come to work with Professor Nayan Shah.

Divana OLIVAS holds a BA in Chicano Studies and Spanish from the University of New Mexico, Albuquerque. Olivas was a Ronald McNair program student and is fluent in Spanish and English. Olivas works on the relations between food production and the formation of community bonds as well as on the relations between food production and domestic relations. As a graduate student at USC in the department of American Studies and Ethnicity, Olivas would work with Professor Josh Kun to explore food-related identities on the US-Mexico border.

Continuing Graduate Students

Maytha Alhassen(alhassen@usc.edu) is a University of Southern California (USC) Provost Ph.D. Fellow in American Studies and Ethnicity, studying historical encounters between Black internationalism and the Arab diaspora, race & ethnicity, social justice & the arts, travel & global flows, gender, media and narrative healing. Alhassen’s dissertation The Delegate: A Post-1945 Transnational History of the Grammar and Geopolitics of Black-Arab solidarity explores the transnational intersections between Black and Arab sociopolitical projects and metaphysical imaginaries through historical-anthropological methods while being attentive to cultural studies theories. Studying social movements in the Middle East and North Africa in the 20th & 21st Century, Alhassen conducted research for Manuel Castells's critically acclaimed book Network of Outrage and Hope: Social Movements in the Internet Age. Her work bridges the worlds of social
Justice, academic research, media engagement and artistic expression. Artistically, Alhassen writes and performs poetry and has worked as a performer and organizer for the play "Hijabi Monologues." Alhassen regularly appears on Al Jazeera English social media focused program "The Stream" as a substitute co-host/digital producer. An unexpected foray into hosting and broadcast journalism began in 2007 with the Arab American TV variety show "What's Happening" on Arabic station ART. She shared what it means to be a US-born woman practicing Islam with CNN and regularly appears on HuffPost Live, Fusion Network and Pivot. Alhassen's writings have appeared in CNN, Huffington Post, Mic, Counterpunch and in academic journals. She has also been featured in the Los Angeles Times, Miami Herald, and The Nation. Alhassen received her B.A. in Political Science and Arabic and Islamic Studies from University of California, Los Angeles (UCLA) and a master's in Sociocultural Anthropology from Columbia University. While at Columbia, she researched Malcolm X's connections to the Arab world for the Malcolm X Project and worked with arts-based social justice organization Blackout Arts Collective. As a member of the collective, she has facilitated creative literacy workshops with incarcerated youth at Rikers Island, assisted in organizing a Hip Hop Film Festival in the prison's high school and wrote an introduction on the role of Love in dismantling the prison industrial complex for an anthology of the youth’s poetry and visual art titled One Mic. Alhassen recently co-edited a book on the Arab uprisings, youth and social media with HuffPost Live host Ahmed Shihab-Eldin, Demanding Dignity: Young Voices from the Front Lines of the Arab Revolutions, (White Cloud Press). Additionally, Alhassen, a certified yoga instructor through the Awakened Heart, Embodied Mind teacher training program, teaches yoga to people and communities seeking healing, is a committed global wanderluster, and pens poems sub rosa. She can be reached through her website, mayalhassen.com; by email at alhassen@usc.edu; or on Twitter @mayalhassen. Faculty Advisor: Sarah Gualtieri

Deborah Al-Najjar (alkaman@usc.edu) had a short piece of non-fiction, "No News," in Banipal: Magazine of Modern Arab Literature (summer 2010 special issue on Arab American writers) and with Dr. Najde Al-Ali has co-edited the book We are Iraq: Aesthetics and Politics in a Time of War (Syracuse University Press 2012). This work includes new pieces by Iraqi poets, visual artists, activists, and academics; contributors include Alise Alousi, Dunya Mikhail, Dahlia Petrus, Ella Shohat, Sinan Antoon, and Wafaa Bilal. Her previous publications include fiction in Indiana Review, Kenyon Review, and Michigan Quarterly Review. Faculty Advisor: Sarah Gualtieri

Floridalma Boj Lopez (bojlopez@gmail.com) is a doctoral candidate in USC's Department of American Studies and Ethnicity. Self-identified as a 1.5 generation Maya-Kiche and raised in Los Angeles, she uses her family history and life experiences to guide her research project. Her research examines forms of cultural maintenance among Guatemalan Maya migrants and second generation Mayas in Los Angeles, especially as they relate to envisioning and living just, decolonial and indigenous politics. She earned a B.A. in Ethnic Studies from UC Santa Cruz, and a Master's in Chicana/o Studies from Cal State Northridge—home to one of the oldest and largest Chicano Studies Departments in the country. During her two years in the M.A. program, she produced an outstanding thesis, "Retaining a Maya Epistemology through Culture and Identity: Voices of Maya Youth in Los Angeles." Her doctoral project will examine how Maya cultural production addresses issues of memory making in the diaspora and articulates indigenous forms of belonging that contest settler-colonial politics. Mentor: Macarena Gómez-Barris

Cecilia Caballero (caballec@usc.edu) graduated from UC Berkeley with degrees in English and Chicana/o Studies. During her time at Berkeley, she was a Mellon Mays Undergraduate Fellow, an Institute for the Recruitment of Teachers Associate Fellow, and a Summer Research Opportunity Program Scholar. Under the direction of Professor Genaro Padilla, Cecilia wrote her undergraduate honors thesis, “Indigeneity, Mythistory, and la Virgen de Guadalupe in Sandra Cisneros's Caramelo,” a version of which was published in the national Mellon Mays Undergraduate Fellowship Journal. In this project, Cecilia examined the representation of Chicana feminist spirituality in literature and visual art. At USC, Cecilia is interested in 20th and 21st century literatures of the Americas, decolonial feminist thought, Chicana/o Latina/o literatures, historiography, visual art, cultural production, and spiritualities (particularly spiritual mestizaje and spiritual activism). Cecilia is also a published poet and short fiction writer. MENTORS: Macarena Gómez-Barris, George Sanchez
Jolie Chea (jchea@usc.edu) completed her undergraduate studies in Ethnic Studies and Sociology at the UC Riverside and received a master's degree in Asian American Studies at the UCLA. Her master's thesis, *Refugee Acts: Articulating Silences Through Critical Remembering and Re-Membering*, is an experimental performance piece that challenges dominant narratives that position the Cambodian refugee figure as a prospective embodiment of success and the “American dream.” It highlights the irony and problematic understanding of “refuge” in the US and the erasure of the violent displacement and mass destruction that were direct consequences of US bombings of Cambodia in the early 1970s. Her research interests focus on the racialization of Cambodian refugees and Cambodian Americans in the US. Her dissertation, *Agents of War: Cambodian Refugees and the Containment of Radical Opposition*, examines the performativity of the “refugee” in a range of cultural works (including autobiographical documentary films and memoirs) and argues that the incorporation of the Cambodian refugee into the US body politic is an extension of ongoing efforts to discipline and contain radical opposition to a US nation-building project founded on racism, genocide, war, and the colonization of racialized bodies. In doing so, she provides a critical genealogy of the “refugee” that does not reinforce or reimpose normative understandings of citizenship and belonging but rather, traces it back to a history of global racialized warfare and imperialist state violence. Mentor: Dorinne Kondo

Athia Choudhury (anchoudh@usc.edu) received an honors distinction for her thesis in Interdisciplinary Studies and made the Dean’s list multiple times while an undergraduate at the University of Central Florida. Choudhury’s thesis on Asian American feminisms, postcolonial theory and the politics of home makes her a perfect fit for ASE and once here she wants to work on immigration and gender. She is particularly interested in examining the role that female Asian students and activists play in debates over immigration policy. Athia’s first year mentor is Juan De Lara.

Sarah Fong (sarahfon@usc.edu) has a BA from UC Berkeley in Ethnic Studies. She graduated with honors in 2009 after working on a research project on youth violence and youth violence prevention. Her work as a lead investigator in this project has lead Sarah to questions about the relationships between race, class and the child welfare system. Crafting an intersectional methodology and using her training in critical ethnic studies, Sarah will theorize the role of the family both in supporting and in resisting state inscriptions of racial logics and gender hierarchies. Sarah’s work make original and vital contributions to ongoing discussions of children and state power. [ADVISOR: MACARENA GOMEZ-BARRIS]

Rebekah S. Garrison (rsgarris@usc.edu) received her MA (2010) and BA (2006) from the University of Hawai’i Mānoa Department of Languages & Literature of Europe & the Americas, Spanish Division. Since 2003 she has lived between Hawai’i, Vieques, and Puerto Rico studying their historical connections to the global switch of power between Spain and the United States in 1898. Her current research explores island resistance comparatives and imperial legacies connecting Viequense and Hawaiian solidarity movements to the bombings of Kaho‘olawe, HI, and Vieques, PR by the United States Navy since the 1940s. Mentor: Macarena Gómez-Barris

Emmett Harsin Drager graduated from the University of Colorado at Boulder with a double major in Ethnic Studies and Humanities. Em’s primary research interests lie in gender studies, specifically trans* studies involving the medical industrial complex, the policing/surveillance of bodies, and trans* representations in popular culture. Em will focus on the relationships between the notion of “progress,” colonial temporality, and trans* embodiment. As an activist, Em is interested in connecting this research to the larger political project of anti-assimilationism, anti-capitalism, and social justice. Em’s first year advisor is Jack Halberstam.

Huan He graduated from Dartmouth with a bachelor’s in English literature, and comes to us deeply versed in queer, cultural, and Asian American studies. His project examines how the Asian American queer subject unsettles the insidious narrative of American citizenship. Drawing from theories of queer kinship, queer diasporas, and affect studies, he proposes a model of
“ghostliness” that challenges dominant, linear narratives of nation, family, and canon. He is especially interested in how these issues emerge in Asian American speculative fiction. His first year advisor is Viet Nguyen.

Heidi Hong (xingyaoh@usc.edu) holds a BA in Politics and International Relations from Scripps College where she spent much time on the Dean’s list and graduated Magna Cum Laude. Heidi is fluent in Mandarin, and knows Spanish too. As an undergraduate student, Heidi was a fellow of the Institute for International Public Policy in 2010 and helped to draft a report on the negative impact of neo-liberal politics on Mexican women in Juarez, Mexico. She has also conducted research in Spain. Heidi’s interests are many and varied and span across: critical race theory, gender, and sexuality studies, contemporary Asian American and comparative ethnic literature, labor, and transnational migration, queer theory, trauma studies, oral history. Here at ASE she wants to focus on the politics of memory and racial trauma. Professor Viet Nguyen serves as her first year mentor.

Khadeejah Avvirin Gray graduated with a master’s of arts in American Indian Studies with concentration in Gender Studies from the University of California, Los Angeles in 2014. She holds a B.A from Sarah Lawrence College, where she concentrated in studio arts, literature and creative writing. Her master’s work theorized Native and Afro American women artists’ representation of skin and scars as commentaries on and interventions into settler colonial and post-plantation geographies. Her first year advisor is Kara Keeling.

Jenny Hoang (jennyhoa@usc.edu) graduated from Cal State LA summa cum laude. Jenny has written a beautifully conceived ethnographic project on Chinese transnational tomboys, that smartly deploys cutting-edge feminist and queer theories. Her proposed graduate research on the “politics of intimate belonging” expands this undergraduate research, locating it even more deeply in San Gabriel Valley as a transnational space. This research topic locates her at the intersection of two research directions in ASE: one concerning queer sexualities and the other concerning transnational approaches to American studies. [ADVISOR: JACK HALBERSTAM]

Sabrina Howard (smhoward@usc.edu) is fluent in French, and a winner of Williams College’s American Studies Prize. She exhibits a cosmopolitan curiosity about the world, having studied in Paris and Rome, and now teaching in Manila. This worldliness is fused with an interdisciplinary orientation, exhibited in her sociological research into black entrepreneurship in Chicago and her literary work on Francophone literature. Sabrina has research experience in her project area and also has explored health and migration issues in Africa and the Caribbean with much success. She has written on black hair salons and politics and her proposed research is an interdisciplinary ethnography of black female entrepreneurs. [ADVISOR: FRANCILLE WILSON]

Colby Lenz (clenz@usc.edu) is a permanent resident of the U.S. from Canada, and received a B.A. in International Relations from Wellesley College in 1999. Over the past ten years, Colby has been an organizer for the California Coalition of Women Prisoners and coordinated homeless youth crisis centers, and these experiences have led to an interest in non-profit institutions and their relationship to social movements. At USC, Colby is interested in exploring the intersections of race and gender, prisons, surveillance, memory and trauma, victim’s rights and social movements more generally. Colby is interested in "how U.S. national and transnational governance employs ideologies of crisis through a series of projected enemies (the young, the immigrant, the transgender, the homeless, the black radical, the terrorist) deemed socially and economically suspect. More specifically, Colby wants to historicize California’s dominant victim's rights movement as a coercive state project. Mentor: Juan DeLara

Jessica Lovaas (lovaas@usc.edu) (BA with Highest Honors in Political Science, Williams CollegeMSC in Medical Anthropology, Oxford University) Jessica's work focuses on the policing of high school youth, both mentally, through curriculum censorship and media discourse, and physically, through visual surveillance and legal criminalization. Her dissertation, "Fostering neoliberalism: the politics and power of the child welfare system in Southern California," seeks to situate Los Angeles' foster care system within a
longer history of racialized and gendered child removal practices in the United States and within more recent neoliberal economic policies and militarization practices in Southern California. A former guidance counselor in the New York City public school system, she continues to work for increased college access and the decriminalization of youth in California, running critical college prep programming, coordinating the Trojan Guardian Scholars program for current and former foster youth, and organizing for legislative reform. Mentor: Manuel Pastor

**Joshua Mitchell** ([mitc153@usc.edu](mailto:mitc153@usc.edu)) holds a BA in Spanish and Portuguese from the University of Iowa and an MA in Ethnic Studies from the University of California - Riverside. He is beginning a dissertation that examines cinema and mass imprisonment as technologies that regulate the experience of time. The project includes research on film screenings inside U.S. prisons, industries of filmmaking that use prisons as settings, and philosophies of punishment. His most recent writing analyzes the production of documentary films at Angola Prison in Louisiana to discuss memory, death, and histories of slavery and abolition. His chair is Kara Keeling.

**Alexis Montes** ([aamontes@usc.edu](mailto:aamontes@usc.edu)) received a BA in History from UCLA and an MA in Latin American and Caribbean Studies at NYU. As an undergraduate and a master’s student, he received awards and fellowships for foreign language study and field research. Montes is a Spanish native speaker and is also fluent in English and has skills in French as well as in the indigenous language, Quecha. He has already laid out a wide-ranging project in twentieth-century U.S. and Latin American History on the struggle for racial equality in the Americas. As a McNair student, Montes has already conducted fieldwork on race, memory and social movements in Cuba and Bolivia. His research in these areas matches him perfectly with Professors Gómez-Barris in ASE and Professor Gómez-Barris serves as his first year mentor.

**Sergio Muñoz Bata** ([munozbat@usc.edu](mailto:munozbat@usc.edu)) came back to USC after a thirty-year hiatus as a graduate student. He holds a Master of Arts degree and passed the qualifying exams for a Ph. D. at USC's Spanish Department in the late 1970’s. His doctoral project explores Thomas Mann’ life in America between 1937 and 1952. From his letters, diaries and public speeches we know that in the aftermath of World War II, Mann felt the political atmosphere in America was “more and more unbreathable”. Sergio’s project seeks to answer why the most famous novelist in Germany, who fled his country at the height of his fame to live in the United States, would leave the U.S. for many of the same reasons he left Germany? Why did Mann, who was widely rumored to be Franklin Delano Roosevelt’s candidate for president of Germany, feel at risk living in the U. S.? In what way did Mann see the rise of Senator Joe McCarthy to a position of power in America parallel what he witnessed in Germany with the rise of Adolf Hitler? Mentor: George Sanchez

**Rebekah Park** ([rebekahp@usc.edu](mailto:rebekahp@usc.edu)) holds a BA from and completed a senior honor’s thesis in the Department of Social and Cultural Analysis at NYU. Her background in interdisciplinary American and Ethnic studies makes her an exceptional candidate for doctoral level graduate work. Rebekah speaks Korean and Spanish and wrote a brilliant undergraduate thesis titled: “Kijich’on Prostitute, G.I. Bride, and Mail-Order Bride: Affective Agents of the U.S. – South Korean Relationship.” This thesis both bodes well for her ability to carry out research at the graduate level and it forms the foundation for advanced research that she proposes to carry out here at USC under the able mentorship of Professors Nguyen and Shah. Building on the work of Grace Cho, Crystal Parikh and others, Park proposes to continue studying the impact of militarism upon the varieties and forms of Korean femininity that developed in South Korea and in the US following the Korean War. Park’s first year mentor is Professor Nayan Shah.

**Nic John Ramos** ([nicjohnr@usc.edu](mailto:nicjohnr@usc.edu)) received a BA in Asian American Studies and a BA in Political Science at the University of California, Irvine. His dissertation, “Worthy of Care: Community Medicine, Emergency Medicine, and Public Hospital Construction in late 20th Century Los Angeles” examines how King Medical Center in the Watts-Willowbrook district of Los Angeles was built in response to the the 1965 Watts Riots. Using the hospital as an exemplar of the spirit of medical and social change during the 1960s and 1970s, Ramos considers how medical concepts of "comprehensive care" and the national political policy of "community participation" collude around the indigent and poor to construct the terms in which bodies are considered "worthy" of care. In 2014, he served as the Managing Editor for *American Quarterly*. Mentor: Nayan Shah
Emily Raymundo (eraymund@usc.edu) received a BA summa cum laude in English and American Literatures from Middlebury College in 2010, and advanced to Ph.D. candidacy at USC in 2014. Her dissertation, tentatively titled “Racial Feeling: Reorientations in Asian American Culture,” draws on the growing fields of affect theory, queer of color critique, and racial formation in multicultural neoliberalism to advance a theory of “racial feeling,” a methodology capable of describing the changes wrought in racialized living and feeling within “colorblind” neoliberal social structures. At the same time, the project’s focus on Asian American literature and culture interrogates how and when “race” signifies on Asian American bodies in the contemporary moment, and how that connects to previous modes of Asian American racialization. Emily has published reviews in Theatre Journal and Women and Performance, and her paper, ”Reading Pleasure and Shame: The Limits of Intersectionality and Assemblage” was runner up for the best graduate student paper at the 2012 California American Studies Association Conference. Her advisor is Viet Nguyen.

Nicole Richards (ndrichar@usc.edu) completed a BA in English at the University of Pennsylvania and an MA in African American Studies from Columbia University. She is also a McNair Scholar and she has been trained in qualitative methods and in Gay and Lesbian History giving her PhD level preparation for her continuing graduate career. Richards works on “Black fatherhood,” and this rich and original project conceives of fatherhood first, as a relational concept that cannot be detached from other formulations of family roles—like mother or child or sibling—but second, she includes transgender and female fathers in her expansive understanding of the masculine parenting role in Black families. Nicole’s first year advisor is Professor Jack Halberstam.

Rosanne Sia (rsia@usc.edu) holds a BA in History and English Literature and an MA in History from the University of British Columbia. Rosanne is fluent in French and English and has worked on Chinese Canadian history. She has also served as a researcher for the city of Vancouver on Aboriginal and immigrant groups in the city. Rosanne’s MA thesis, “Making and Defending Intimate Spaces: White Waitresses Policed in Vancouver’s Chinatown cafes” explored cross-racial intimacies between working women and Chinese men. She now wants to expand her research by exploring similar intimacies in cities across early twentieth century North America. [Mentor: Nayan Shah]

Jennifer Tran (jennifkt@usc.edu) (Annenberg Fellow) received two BAs in Urban Studies/Planning and Ethnic Studies from the University of California, San Diego in 2010. She is entering her second year in the doctoral program of American Studies and Ethnicity under the direction of Viet Nguyen and Lanita Jacobs. Her current research explores radical articulations of freedom across the Transpacific region during the Vietnam War, 1954-1975. Tran is particularly passionate about this specific time period because it marked an epoch of cultural, political, and media transformation for the United States, while igniting political youth uprisings around the world. This transnational project takes on a nuanced trajectory by analyzing and comparing Vietnamese feminist rhetoric with black feminist thought. With such work, she wishes to complicate notions of social justice by stressing the implications of race, gender, war/memory, imperialism and political economy as it relates to our current ambivalent state of global capitalism. Mentor: George Sanchez

Jessica Young (jessicey@usc.edu) is originally from Baton Rouge, Louisiana and came to the Department of American Studies & Ethnicity (ASE) in 2010. Prior to enrolling at USC, she spent a year working as Coordinator of the YWCA of Greater Baton Rouge's Dialogues on Race. Young received her B.A. from Vassar College in 2005, where she double-majored in Africana Studies and Psychology, and was awarded Vassar's Paul Robeson Prize for the best senior thesis in Africana Studies. She went on to work for Gay & Lesbian Advocates & Defenders (GLAD) as a litigation assistant from 2005 to 2007. Young received her M.P.S. from the Africana Studies Research Center (ASRC) at Cornell University in 2009. She was awarded Cornell's Moses Coit Tyler Prize for best essay by a graduate student in the fields of American history, literature, or folklore that same year for one of her Master's Thesis chapters, " Lessons From James Baldwin: Demystifying the Legal, Rethinking Black Queerness." Young will continue to emphasize the use of interdisciplinary tools for social justice work as a graduate student at ASE, where she plans to
study the relationship between black popular music, policy, and dance and drug cultures in southern Louisiana. Mentor: John Carlos Rowe

Shannon Zhao (shanmuzh@usc.edu) completed her BA in English, Psychology, and Fine Arts at the University of Toronto, and her MA in English and Cultural Studies at McMaster University. She is interested in the intersection of Asian American Studies and popular culture as many dominant ideas about race and ethnicity circulate through popular culture, and thus it has enormous implications for questions of national identity. She is especially interested in Asian American comics as they are examples of Asian American achievement in popular culture, and also because comics provide unique affordances of a hybrid medium for questions of minority experience. MENTORS: Viet Nguyen, Kara Keeling

American Studies and Ethnicity Graduates

SOPHIA AZEB, Ph.D. 2016

CRYSTAL BAIK, Ph.D. 2014
Dissertation: Mechanisms of Visibility: Korean Militarized Subjects, Critical Sensing, and The Decolonial Archive
Current Position: Assistant Professor of Ethnic Studies, UC Riverside

LAURA BARRACLOUGH, Ph.D. 2006
Dissertation: Rural Urbanism: Land Use Activism and the Cultural Politics of Spatial Exclusion
Current Position: Assistant Professor, American Studies Program, Yale University

JUNGMIWHA BULLOCK, Ph.D. 2010
Dissertation: Multiracial Politics or the Politics of Being Multiracial?: Racial Theory, Civic Engagement and Socio-Political Participation in a Contemporary Society
Current Position: Visiting Scholar (Faculty Sponsor: Michael Omi), University of California, Berkeley; Founder, J.S. Bullock & Associates, LLC – Washington, D.C.

ADAM BUSH, Ph.D. 2014
Dissertation: Passing Notes in Class: Listening to Pedagogical Improvisations in Jazz History
Current Position: Provost for College Unbound, Founding Director of Curriculum for College Unbound, and the Co-Founder of the Center for the Transformation of Higher Education

UMAYYAH CABLE, Ph.D. 2016
Dissertation: Cinematic Activism: Film Festivals and the Exhibition of Palestinian Cultural Politics in the United States

GENEVIEVE CARPIO, Ph.D. 2013
Dissertation: From Citrus Belt to Inland Empire: Race, Place and Mobility in Southern California, 1880-2000
Current Position: Assistant Professor of Chicana/o Studies at UCLA. 2013-15 Clay Postdoctoral Fellowship at Yale University

JIH-FEI CHENG, Ph.D. 2015
Dissertation: AIDS and its Afterlives: Race, Gender, and the Queer Radical Imagination
Current Position: Assistant Professor, Department of Feminist, Gender and Sexuality Studies, Scripps College
WENDY CHENG, Ph.D. 2009
Dissertation: Episodes in the Life of a Place: Regional Racial Formation in Los Angeles’s San Gabriel Valley
Current Position: Assistant Professor of American Studies, Scripps College

HUIBIN AMELIA CHEW, Ph.D. 2016
Dissertation: The Revolution Will Come Home: Gendered Violence and Transformative Organizing from the Philippines to the U.S.
Current Position: Independent Scholar

MICHELLE DENISE COMMANDER, Ph.D. 2010
Current Position: Associate Professor, Africana Studies & English, University of Tennessee at Knoxville. Fulbright Scholar 2012-13, University of Ghana.

MICHAN CONNOR, Ph.D. 2008
Dissertation: Conceptions of Cityhood: Municipal Boundaries, Place Entrepreneurs, and The Production of Race in Los Angeles County, 1926-1978
Current Positions: Assistant Professor, Interdisciplinary Studies Program, University of Texas at Arlington.

ANH THANG DAO-SHAH, Ph.D. 2012
Dissertation: Writing Exile: Vietnamese Literature in the Diaspora
Current Position: Senior Research Advisor at Creative Equity Research Partners and ACLS Public Affairs Postdoctoral Fellow, San Francisco Arts Commission

JENNIFER DECLUE, Ph.D. 2015
Current Position: Assistant Professor, Women and Gender Studies Department, Smith College

CAROLYN MARIE DUNN, Ph.D. 2010
Dissertation: Carrying the Fire Home: Space, Place and Citizenship in the Diaspora Narratives of Joy Harjo, Arigon Starr, and Gayle Ross
Current Position: Assistant Professor of English at Central Michigan University

ROBERT EAP, Ph.D. 2014
Dissertation: Contested Commemorations: Violence and Memory in Cambodia
Current Position: Program Manager, In-Prison Program, Defy Ventures at San Francisco, California

TREVA ELLISON, Ph.D. 2015
Dissertation: Towards a Politics of Perfect Disorder: Carceral Geographies, Queer Criminality, and Other Ways to Be
Current Position: Assistant Professor, Departments of Geography and Women’s Studies, Dartmouth College. Postdoctoral fellowship, Dartmouth College, 2015-16

ARACELI ESPARZA, Ph.D. 2010
Dissertation: Activist Imagining and Imagined Solidarities: Chicana Literature, Central America, and Political Violence, 1981-2005
Current Position: Assistant Professor, English Department, Cal State University, Long Beach
RYAN FUKUMORI, Ph.D. 2016
Dissertation: The Motley Tower: Master Plans, Urban Crises, and Multiracial Higher Education in Postwar Los Angeles
Current Position: Independent Scholar

LAURA FUGIKAWA, Ph.D. 2011
Dissertation: Domestic Containment: Japanese Americans, Native Americans and the Cultural Politics of Relocation
Current Position: Visiting Assistant Professor, Study of Women and Gender, Smith College

KAI GREEN, Ph.D. 2014
Dissertation: Into the Darkness: A Quare (Re)Membering of Los Angeles in a Time of Crises
Current Position: Assistant Professor of Feminist Studies at UC Santa Barbara. 2014-16 Mellon Postdoctoral Fellowship in African American Studies and Performance Studies at Northwestern University

PERLA MINERVA GUERRERO, Ph.D. 2010
Current Position: Assistant Professor, American Studies & U.S. Latina/o Studies Program, University of Maryland, College Park

ANALENA HOPE HASSBERG, Ph.D. 2015
Dissertation: To Survive and Thrive: Food, Justice, and Citified Sovereignty in South LA
Current Position: Assistant Professor of African American Studies, Department of Ethnic and Women's Studies, California Polytechnic State University, Pomona

CHRISTINA HEATHERTON, Ph.D. 2012
Current Position: Assistant Professor of American Studies at Trinity College, Hartford CT

JESUS HERNANDEZ, Ph.D. 2012
Dissertation: Bastard Diasporas: Illegitimacy, Exile, and U.S. Cuban Cultural Politics
Current Position: Visiting Assistant Professor, Latina/o Studies Program, Williams College

EMILY HOBSON, Ph.D. 2009
Current Position: Assistant Professor in Women’s Studies and History, University of Nevada Reno - Gender, Race and Identity Studies Program.

NICOLE HODGES-PERSLEY, Ph.D. 2009
Dissertation: Sampling Blackness: Performing African Americanness in Hip-hop Theater and Performance
Current Position: Associate Professor, Theater and Film, University of Kansas

TODD HONMA, Ph.D. 2011
Dissertation: Cartographies of Skin: Asian American Adornment and the Aesthetics of Race
Current Position: Assistant Professor of Asian American Studies at Pitzer College.

DANIEL HOSANG, Ph.D. 2007
Dissertation: Genteel Apartheid: Ballot Initiatives and Race-Making in Postwar
Current Position: Associate Professor, Ethnic Studies and Political Science, Associate Vice President in the Office of Vice President for Equity and Inclusion and Director of the Center on Diversity and Community at the University of Oregon.
HILLARY JENKS, Ph.D. 2008
Dissertation: “Home Is Little Tokyo”: Race, Community, and Memory in Twentieth-Century Los Angeles
Current Position: Coordinator, Graduate Writing Center at University of California, Riverside

IMANI JOHNSON, Ph.D. 2009
Dissertation: Dark Matter in B-Boying Cyphers: Race and Global Connection in Hip Hop
Current Position: Assistant Professor of Critical Dance Studies, UC Riverside

NISHA KUNTE, Ph.D. 2012
Dissertation: Moving Parts: Reconfiguring Corporeal Difference and the Human through Organ Transplant Narratives
Current Position: History and Social Studies Teacher at Sage Hill High School

VIET LE, Ph.D. 2011
Dissertation: Return Engagement: Contemporary Art’s Traumas of Modernity and History in Diasporic Sài Gòn and Phnom Penh
Current Position: Assistant Professor, Visual Studies Program, California College of the Arts, San Francisco

PRISCILLA LEIVA, Ph.D. 2014
Current Position: Assistant Professor of Chican/o History at California State University Los Angeles

SHARON LUK, Ph.D. 2012
Dissertation: The Life of Paper: A Poetics
Current Position: Assistant Professor of English, University of Oregon

CELESTE MENCHACA, Ph.D. 2016
Dissertation: Borderland Visualities: Technologies of Sight and the Production of the Nineteenth-Century U.S.-Mexico Borderlands
Current Position: Assistant Professor of History, Texas Christian University

JEB MIDDLEBROOK, Ph.D. 2011
Current Position: Assistant Professor in Criminology and Justice Studies, Sociology Department, California State University, Dominguez Hills

LATIA MURTI, Ph.D. 2010
Dissertation: With and Without the White Coat: The Racialization of Southern California’s Indian Physicians
Current Position: Assistant Professor of Sociology, Brandman University – Santa Maria

ANJALI NATH, Ph.D. 2013
Dissertation: Rendered Visualities: Representation and Detention in the War on Terror
Current Position: Assistant Professor at UC Davis in American Cultures.

SIONNE NEELY, Ph.D. 2010
Dissertation: Sensing the Sonic and Mnemonic: Digging Through Grooves, Afro-Feelings and Black Markets in Ghana, 1966-Present
Current Position: Co-founder/Producer, ACCRA [dot] ALT, a cultural network that promotes the work of independent Ghanaian artists by creating links to emerging artists across the globe
PHUONG NGUYEN, Ph.D. 2009
Dissertation: The People of the Fall: Refugee Nationalism in Little Saigon, 1975-2005

CHRISSHONNA GRANT NIEVA, Ph.D. 2011
Dissertation: This is My Country: The Use of Blackness in Discourses of Racial Nativism Towards Latino Immigrants
Current Position: Lecturer, American Studies and Ethnicity, University of Southern California

TANACHAI MARK PADOONGPATT, Ph.D. 2011
Current Position: Assistant Professor of Multidisciplinary Studies, Interdisciplinary Degree Programs, University of Nevada, Las Vegas

HAVEN PEREZ, Ph.D. 2014
Dissertation: How Evangelicals Are Born-Again & Again: Race, Ethnicity and Religion in American Culture
Current Position: Lecturer, Department of American Studies and Ethnicity, University of Southern California

JESSI QUIZAR, Ph.D. 2014
Current Position: Assistant Professor in Ethnic Studies at Northern Arizona University

ANTHONY BAYANI RODRIGUEZ, Ph.D. 2015
Current Position: Assistant Professor in the Department of Sociology and Anthropology at St. Johns University in Queens, New York

LUÍS CARLOS RODRÍGUEZ, Ph.D. 2012
Dissertation: “Chican@r@s in a Moment of Danger: Mexican American Popular Culture and Identity in Late Twentieth Century Los Angeles”
Current Position: Independent Scholar

ABIGAIL ROSAS, Ph.D. 2011
Dissertation: On the Move and in the Moment: Community Formation, Identity, and Opportunity in South Central Los Angeles, 1945-2008
Current Position: Assistant Professor and Co-Director of Ethnic Studies at California State University, Stanislaus

ULLI RYDER, Ph.D. 2008
Dissertation: “As Shelters against the Cold”: Women Poets of the Black Arts and Chicano Movements, 1965-1978
Current Position: Dean of Humanities and Education at Bristol Community College, Fall River, Massachusetts

MARGARET SALAZAR-PORZIO, Ph.D. 2010
Dissertation: Representational Conquest: Tourism, Display, and Public Memory in “America’s Finest City”
Current Position: Curator of Latino/a History and Culture at Smithsonian Institution National Museum of American History
ORLANDO SERRANO, Ph.D. 2014
Dissertation: Colonial Brews: Café and Power in the Américas
Current Position: Independent Scholar

SRIYA SHRESTHA, Ph.D. 2014
Dissertation: Profiting from Disparity: Marketing to the poor across the United States and South Asia
Current Position: Lecturer, California State University, Monterey Bay.

TASNEEM SIDDQUI, Ph.D. 2015
Dissertation: Freedom is a Place: Black Self-Determination in the Low Country and Sea Islands, 1865-1945
Current Position: Visiting Assistant Professor of Black Studies, Winston-Salem State University at North Carolina

ANTON SMITH, Ph.D. 2010
Dissertation: Stepping Out on Faith: Representing Spirituality in African American Literature from the Harlem Renaissance to the Civil Rights Movement
Current Position: Assistant Professor of African American Literature, Humanities Department, Massachusetts Maritime Academy

MICALEA SMITH, Ph.D. 2012
Current Position: Interim Assistant Director at the Center for the Humanities at UC San Diego and Program Officer for the Justice in Mexico program at University of San Diego

ANTHONY SPARKS, Ph.D. 2012
Current Position: Assistant Professor, Department of Radio-TV-Film, College of Communication, California State University, Fullerton

DAVID STEIN, Ph.D. 2014
Current Position: Lecturer in the Department of African American Studies and the History Department at UCLA

JENNIFER LYNN STOEVER, Ph.D. 2007
Current Position: Associate Professor, English
State University of New York at Binghamton

GRETEL VERA ROSAS, Ph.D. 2013
Dissertation: The Breaking and Remaking of Everyday Life: Illegality, Maternity & Displacement in the Americas
Current Position: Assistant Professor, Sociology, California State University, Dominguez Hills

CAM NHUNG VU, Ph.D. 2010
Dissertation: Regarding Vietnam: Affects in Postwar Vietnamese and Vietnamese Diasporic Literature and Film
Current Position: Director of Development and Strategic Communications at USC’s School of Public Policy
STEPHANIE SPARLING WILLIAMS, Ph.D. 2016
Dissertation: Speaking Out of Turn: Race, Gender, and Direct Address in American Art Museums

TERRION WILLIAMSON, Ph.D. 2011
Dissertation: Marks of the Fetish: Twenty-First Century (Mis)Performances of the Black Female Body
Current Position: Assistant Professor of African and African American and African Studies at University of Minnesota with joint appointments with the Departments of Gender, Women & Sexuality and American Studies.

YUSHI YAMAZAKI, Ph.D. 2015
Dissertation: Radical Crossings: From Peasant Rebellions to Internationalist Multiracial Labor Organizing among Japanese Immigrant Communities in Hawaii and California, 1885-1935
Current Position: Research Associate of the Center for Global Communication Strategies at Tokyo University, 2016-18

KAREN YONEMOTO, Ph.D. 2009
Dissertation: Sacred Changes: Multiracial Alliances & Community Transformation among Evangelical Churches in the U.S.
Current Position: Visiting Assistant Professor, Religious Studies
Claremont McKenna College
 ADMINISTRATIVE INFORMATION

This section is intended to give you a quick sense of the administrative structure of the Department of American Studies and Ethnicity. The biggest thing to keep in mind is that the Department has been growing rapidly over the past few years; therefore, new administrative structures are consistently being set up to manage the growth and little is steeped in years of tradition. Indeed, if you have any suggestions as to how to accomplish things more effectively and efficiently, please pass along your ideas!

Core and Affiliate Faculty:
The Department of American Studies and Ethnicity has both core and affiliated faculty. Those who are considered "core" faculty have a teaching commitment to to the Department and may have their tenure line here. Affiliated faculty contribute time and energy to ASE but have a core appointment elsewhere. Affiliate faculty participate in the department by working with students, having their courses listed with ASE and serving on ASE committees. Either core or affiliated faculty may serve on ASE students' PhD committees as either members or chairs.

Administrative Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nayah Shah</td>
<td>Chair of the Department&lt;br&gt;<a href="mailto:nayansha@usc.edu">nayansha@usc.edu</a>&lt;br&gt;Shah oversees the overall mission and administration of the intellectual, research and pedagogical project of American Studies and Ethnicity.</td>
</tr>
<tr>
<td>Viet Nguyen</td>
<td>Interim Director of Graduate Studies&lt;br&gt;<a href="mailto:vnguyen@usc.edu">vnguyen@usc.edu</a>&lt;br&gt;Nguyen oversees the administrative, scholarly and logistical needs of graduate students in the program.</td>
</tr>
<tr>
<td>Kitty Lai</td>
<td>Graduate Staff Advisor&lt;br&gt;<a href="mailto:kittylai@usc.edu">kittylai@usc.edu</a>&lt;br&gt;Lai should be your first contact for all questions related to Graduate School’s policies, qualifying exam and dissertation defense procedures, and petition forms.</td>
</tr>
<tr>
<td>Sonia Rodriguez</td>
<td>Office Manager II&lt;br&gt;<a href="mailto:sonia@usc.edu">sonia@usc.edu</a>&lt;br&gt;Rodriguez assists with coordinating Team ASE activities, interpreting financial aid entries in Oasis, coordinating funding disbursements from multiple sources, advisement on national fellowships and study abroad, stipends, department space, facilities, access, budgets and ASE's social media presence.</td>
</tr>
<tr>
<td>Jujuana Preston</td>
<td>Administrative Assistant II&lt;br&gt;<a href="mailto:jlpresto@usc.edu">jlpresto@usc.edu</a> (213)740-2426&lt;br&gt;Preston assists with scheduling of appointments for the Department Chair and Director of Graduate Studies. She also is the contact person for scheduling of the conference room for meetings, exams, dissertation defenses and all ASE events. You may also consult with her regarding reimbursements, stipends and travel grants.</td>
</tr>
</tbody>
</table>
Administrative Structure:
The following committees operate each year and report to the executive committee:

GRADUATE ADMISSIONS COMMITTEE
This group selects our incoming Ph.D. class each year. The group is likely to meet once in the fall quarter, then meets intensely in January to read files and make decisions.

GRADUATE STUDIES COMMITTEE
This group meets regularly during the year to consider changes and additions to our graduate curriculum, and policies regarding our Ph.D. program. It is the group responsible for approving new courses to the graduate curriculum and it also reviews ongoing student files and nominates ongoing students for fellowships and teaching assistantships in rank order.

RELATIONSHIPS WITH NATIONAL/REGIONAL ASSOCIATIONS:
American Studies and Ethnicity maintains ongoing relationships with several national and regional associations for American Studies and Ethnic Studies. We encourage all faculty and graduate students to become active individual members of these organizations and attend their annual meetings.

AMERICAN STUDIES ASSOCIATION (ASA)
American Studies and Ethnicity is an institutional member of the national American Studies Association, known as the ASA. It holds an annual meeting in the fall (October or November) at different sites in the United States and Canada. In fall 2016, the annual meeting will be held in the Denver Convention Center in Denver, Colorado, November 17-20.

Chartered in 1951, the American Studies Association now has more than 5,000 members. They come from many fields: history, literature, religion, geography, art, philosophy, music, science, folklore, ethnic studies, anthropology, material culture, museum studies, sociology, government, communications, education, library science, gender studies, popular culture, and others. They include persons concerned with American culture: teachers and other professionals whose interests extend beyond their specialty, faculty and students associated with American Studies programs in colleges and secondary schools, museum directors and librarians interested in all segments of American life, public officials and administrators concerned with the broadest aspects of education. They approach American culture from many directions but have in common the desire to view America as a whole rather than from the perspective of a single discipline.

The ASA publishes the American Quarterly four times a year, the leading journal in American Studies. American Quarterly, the Guide to American Studies Resources, and the ASA Newsletter are sent to all members. The American Quarterly is currently housed at University of Hawai‘i at Mānoa. The ASA’s Employment
Opportunities Bulletin is available online as a free service to the American Studies community worldwide. Reduced rates for subscriptions to American Studies International and Canadian Review of American Studies are available to ASA members. The ASA also maintains the Electronic Crossroads project, an extensive website of American Studies resources at http://www.georgetown.edu/crossroads.

Every year, faculty and graduate students from American Studies & Ethnicity present papers, moderate panels, and serve on ASA committees. Students are strongly encouraged to attend the ASA conference as the faculty consider it an important part of professional development. Every year the department tries to provide some funds to assist students in attending the conference.

CALIFORNIA AMERICAN STUDIES ASSOCIATION (CASA)
The California American Studies Association (CASA) is the regional organization of ASA in which USC is involved and with which it participates. CASA holds an annual conference each spring at various sites in California and the West.

CASA was created in 1982, when the theretofore distinct northern and southern California ASA chapters were combined. Annual three-day conferences have been held every spring since 1983, addressing focused topics and drawing presenters and attendees not only from California but from other regions. Recent themes have included “Over the Edge,” “On Edge,” “Corridors and Open Spaces: Place, Time and Texts,” “Families, Tribes and Communities,” “Expanding Borders and Boundaries: Rethinking ‘America’”; “California Cultures,” “Cities on the Edge,” “Sin, Stigma, and Risk;” Origins and Visions: American Voices at the Quincentennial;” “Moving America;” and “Place in American Culture.” These conferences regularly attract between 120 and 170 registrants.

At least as important as the scholarly aspect of the annual conference is the establishment and renewal of friendships among members. CASA is strongly committed to active participation by members from all levels (student/faculty/independent scholars); over the years we have developed an impressive mix of core CASA regulars from throughout the state that are always supplemented by newcomers. As the CASA conferences have become larger and more formal, program chairs and their committees have successfully maintained the intimacy of the earlier informal gatherings by scheduling events to bring all the attendees together: a common meal (sometimes a Saturday picnic-style lunch, sometimes a Saturday evening banquet, and sometimes both), a keynote speaker (addressing a plenary session on a topic relevant to the main conference theme and often including music, slides, and other media in the presentation), and a business meeting/buffet lunch as the conference ends.

CASA maintains a website, containing information about its activities, at http://amst.fullerton.edu/casa.aspx

Other regions in the United States also have active regional chapters, and their activities and conferences are open to participants from any regions. To obtain information about other regional chapters, see http://www.theasa.net/committee_regional_chapters/
CENTERS, PROGRAMS AND PRESS

AMERICAN QUARTERLY
American Quarterly is one of the premier journals in the field. It publishes peer reviewed articles, many of which are interdisciplinary in form and ground-breaking in content and research. The journal is currently published by the Johns Hopkins University Press [http://www.americanquarterly.org] and was housed at USC from 2003 to 2014. It is currently housed at the University of Hawaii, Manoa. In its most recent incarnation, the journal has a much more dynamic, multi-platform online presence and it hosts blog style essay submissions, reader responses as well as more conventional essay submissions.

CENTER FOR DIVERSITY AND DEMOCRACY
The USC Center for Diversity and Democracy [https://dornsife.usc.edu/cdd/] focuses on research that stresses imagining a future for Los Angeles and other global metropolitan areas of racial equity and social justice, empowering various communities to come together and work in harmony. This research may explore the past, present, or future of these regions, as well as comparisons across national and continental boundaries.

CENTER FOR THE STUDY OF IMMIGRANT INTEGRATION (CSII)
The Center for the Study of Immigrant Integration (CSII) [http://csii.usc.edu] has as its mission to remake the narrative for understanding, and the dialogue for shaping, immigrant integration in America. Our intent is to identify and evaluate the mutual benefits of immigrant integration for the native-born and immigrants and to study the pace of the ongoing transformation in different locations, not only in the past and present but projected into the future. CSII thus brings together three emphases: scholarship that draws on academic theory and rigorous research, data that provides information structured to highlight the process of immigrant integration over time, and engagement that seeks to create new dialogues with government, community organizers, business and civic leaders, immigrants and the voting public.

KAYA PRESS
Founded in 1994, Kaya Press [http://kaya.com] has been publishing cutting-edge Asian diasporic writers for more than 15 years. Kaya and its authors have won numerous awards, including the Gregory Kolovakas Prize for Outstanding New Literary Press, the American Book Award, the Association for Asian American Studies Book Award, the PEN Beyond Margins Open Book Prize, the Asian American Writers’ Workshop Award, and the PEN Oakland Josephine Miles Prize.
**PROGRAM FOR ENVIRONMENTAL AND REGIONAL EQUITY (PERE)**

PERE [http://dornsife.usc.edu/pere/about-pere/](http://dornsife.usc.edu/pere/about-pere/) conducts research and facilitates discussions on issues of environmental justice, regional inclusion, and social movement building. PERE’s work is rooted in the new three R’s: rigor, relevance, and reach. We conduct high-quality research in our focus areas that is relevant to public policy concerns and that reaches to those directly affected communities that most need to be engaged in the discussion. In general, we seek and support direct collaborations with community-based organizations in research and other activities, trying to forge a new model of how university and community can work together for the common good.

**SCHEDULE OF ORIENTATION EVENTS**

Dornsife College T.A. Training: August 18, 2016, 9:00 a.m.-2:15 p.m in SGM 124. For more information visit USC’s Center for Excellence in Teaching at [http://cet.usc.edu/resources/ta_resources/ta_training/](http://cet.usc.edu/resources/ta_resources/ta_training/).

The University Graduate Orientation for Incoming Graduate Students: Monday or Tuesday, August 9, 2016 from 9 a.m. to 12:00 p.m or 12:30 p.m. to 3:30 p.m. For more information on this event, visit USC’s Office of Orientation at [http://orientation.usc.edu/graduate/summer/](http://orientation.usc.edu/graduate/summer/)

**Important Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>April 21-August 12</td>
<td>Registration for returning and continuing students</td>
</tr>
<tr>
<td>August 15-19</td>
<td>Registration for Fall semester continues</td>
</tr>
<tr>
<td><strong>August 19</strong></td>
<td><strong>Last day to register and settle without late fee</strong></td>
</tr>
<tr>
<td>August 22</td>
<td>Fall semester classes begin</td>
</tr>
<tr>
<td>August 22(10-1pm)</td>
<td>Department Orientation in KAP 460</td>
</tr>
<tr>
<td>August 25(2-4pm)</td>
<td>ASE Welcome Back Reception</td>
</tr>
<tr>
<td>September 5</td>
<td>Labor Day, university holiday</td>
</tr>
<tr>
<td>September 9</td>
<td>Deadline for purchasing or showing proof of health insurance</td>
</tr>
<tr>
<td><strong>September 9</strong></td>
<td><strong>Last day to register and add classes</strong></td>
</tr>
<tr>
<td>November 17-20, 2016</td>
<td>ASA Conference at Denver Convention Center in Colorado</td>
</tr>
<tr>
<td>December 1(2-4pm)</td>
<td>ASE Holiday Celebration</td>
</tr>
<tr>
<td>March 1-3, 2016</td>
<td>Prospective Graduate Student Recruitment</td>
</tr>
<tr>
<td>May 1, 2016</td>
<td>Annual screening meeting of all graduate students</td>
</tr>
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<td></td>
<td>(Students must provide a report on their progress to your faculty advisor prior to this date.)</td>
</tr>
</tbody>
</table>

How to register for your classes
First year students: Set up advisement appointment with your advisor. All incoming-students have been assigned a first-year advisor. You should contact
your advisor sometime in August to set-up an appointment, as it may take awhile to reach some faculty. The advisor should help you select appropriate classes in light of programmatic requirements. If you have trouble reaching your advisor, contact Viet Nguyen, Director of Graduate Studies.

If necessary, obtain the signed approval form from your advisor and return it to Kitty Lai for “D” clearance. It is also sometimes necessary to obtain “D” clearance from other departments for particular courses.

Register via Web Registration (follow directions in the Schedule of Classes) at http://web-app.usc.edu/soc/. View your registration confirmation online and pay all necessary fees by deadline. Verify local address, phone, and USC e-mail account via OASIS/MyUSC on the USC website.
Pick up your ID card from USCard services (Parking Structure X).

**Registration Directory**
Registration Packets, Enrollment & Drop/Add – TRO 101
American Language Institute ALI Office (JEF, Room 206), x00079
Office of International Services – STU 300
USCard – PSX
Health Insurance Student Health Center (SHC)
Housing/Dining Services – Parking Structure X
Financial Aid – Hubbard Hall (JHH) Lobby
Parking Permits/Ridesharing CWO (PSX)
Payment of Fees/Cashier’s Office – Student Union Building, (213)821-7100
For a map of the University, check your Scampus, Catalogue, or the USC website.
<table>
<thead>
<tr>
<th>NAME</th>
<th>CONTACT INFORMATION</th>
<th>BACKGROUND</th>
<th>INTELLECTUAL &amp; TEACHING INTERESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Banet-Weiser</td>
<td>Annenberg School of Communications (213) 740-3951 <a href="mailto:sbanet@usc.edu">sbanet@usc.edu</a></td>
<td>Ph.D., University of California, San Diego, 1995</td>
<td>Feminist theory and politics, media studies, race and sexuality, contemporary American culture, nationalism and popular culture.</td>
</tr>
<tr>
<td>Juan De Lara</td>
<td>American Studies and Ethnicity (213)740-2426 <a href="mailto:jdelara@usc.edu">jdelara@usc.edu</a></td>
<td>Ph.D., University of California, Berkeley, 2009</td>
<td>the political economy of urbanization, how social movements and social justice affect the production of space, urban political ecology, and the geographies of race and representation</td>
</tr>
<tr>
<td>Chris Finley</td>
<td>American Studies and Ethnicity (213)740-5737 <a href="mailto:cfinley@usc.edu">cfinley@usc.edu</a></td>
<td>Ph.D., University of Michigan, 2012</td>
<td>Race and Sexuality; Queer Theory; Queer Indigenous Studies; Women of Color Feminisms; Queer of Color Critique; US Native Studies</td>
</tr>
<tr>
<td>Macarena Gómez-Barris</td>
<td>Department of Sociology (213) 740-3536 <a href="mailto:gomezbar@usc.edu">gomezbar@usc.edu</a></td>
<td>Ph.D., University of California, Santa Cruz, 2004</td>
<td>Sociology of Culture; Latina/o and Latin American Studies; Film/Video; Gender; Race Representations; Political Violence and Its Aftermath; Memory/Trauma.</td>
</tr>
<tr>
<td>Sarah Gualtieri</td>
<td>Department of History (213)740-1657 <a href="mailto:gualtier@usc.edu">gualtier@usc.edu</a></td>
<td>Ph.D., The University of Chicago, 2000</td>
<td>Arab American history; Middle Eastern diasporas, Gender, Race and Immigration.</td>
</tr>
<tr>
<td>Thomas Gustafson</td>
<td>Department of English (213) 740-2808 <a href="mailto:thomasg@usc.edu">thomasg@usc.edu</a></td>
<td>Ph.D., Stanford University, 1986</td>
<td>Colonial and 19th century American literature, American political discourse, and literature of the American West.</td>
</tr>
<tr>
<td>Jack Halberstam</td>
<td>Department of American Studies and Ethnicity; Gender Studies Program; Department of Comparative Literature (213) 821-1169 <a href="mailto:halberst@usc.edu">halberst@usc.edu</a></td>
<td>Ph.D., U of Minnesota, 1991</td>
<td>Gender Studies, Queer Studies, Cultural Studies, Visual Culture.</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Degree</td>
<td>Field of Study</td>
</tr>
<tr>
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</tr>
<tr>
<td>Stanley J. Huey Jr.</td>
<td>Department of Psychology</td>
<td>Ph.D., University of California, Los Angeles, 1998</td>
<td>Culture and mental health, psychosocial problems in urban settings, community-based interventions.</td>
</tr>
<tr>
<td>Lanita Jacobs</td>
<td>Department of Anthropology</td>
<td>Ph.D., University of California, Los Angeles, 1999</td>
<td>African American women's discourse; anthropology of the body; language &amp; identity in diasporas; language &amp; gender.</td>
</tr>
<tr>
<td>Sherman Jackson</td>
<td>School of Religion</td>
<td>Ph.D., University of Pennsylvania, 1990</td>
<td>Islamic Studies, Muslims in America, Islamic Law, African American Religion, Arabic Literature</td>
</tr>
<tr>
<td>Amelia Jones</td>
<td>Roski School of Art and Design</td>
<td>Ph.D., UCLA, 1991</td>
<td>Modernism, contemporary art, film, and feminist theory; critical theory</td>
</tr>
<tr>
<td>Kara Keeling</td>
<td>School of Cinema-Television</td>
<td>Ph.D., University of Pittsburgh, 2001</td>
<td>Media Studies (Film Theory, Black Film, Television Studies, New Media), Cultural Studies, Critical Theory, Women's Studies, Black Studies, Queer Theory.</td>
</tr>
<tr>
<td>Dorinne Kondo</td>
<td>Department of Anthropology</td>
<td>Ph.D., Harvard University, 1982</td>
<td>Fashion; theatre, especially work by artists of color in the U.S.; race issues.</td>
</tr>
<tr>
<td>Manuel Pastor</td>
<td>Department of American Studies and Ethnicity</td>
<td>Ph.D., University of Massachusetts, 1984</td>
<td>Urban poverty and regional development, Latinos in the urban U.S., macroeconomic stabilization in Latin America; distribution, democracy, and growth in the developing world; Cuban economic reform; Mexican economic reform.</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Degree</td>
<td>Research Areas</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Laura Pulido</td>
<td>Department of American Studies and Ethnicity</td>
<td>Ph.D., University of California, Los Angeles, 1991</td>
<td>Race/ethnicity; social movements; political activism; Los Angeles.</td>
</tr>
<tr>
<td></td>
<td>(213) 740-2426 <a href="mailto:lpulido@usc.edu">lpulido@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(213) 740-2808 <a href="mailto:davidr@usc.edu">davidr@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Carlos Rowe</td>
<td>Department of English</td>
<td>Ph.D., State University of New York, Buffalo, 1972</td>
<td>American Studies; Critical Theory.</td>
</tr>
<tr>
<td></td>
<td>(213) 740-2808 <a href="mailto:johnrowe@usc.edu">johnrowe@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>George J. Sánchez</td>
<td>Department of American Studies and Ethnicity;</td>
<td>Ph.D., Stanford University, 1989</td>
<td>Chicano/a immigration; American West.</td>
</tr>
<tr>
<td></td>
<td>Department of History</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(213) 740-1657 <a href="mailto:georges@usc.edu">georges@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nayan Shah</td>
<td>Department of American Studies and Ethnicity</td>
<td>Ph.D., University of Chicago, 1995</td>
<td>Ethnic Studies and Comparative Studies of Race and Racialization; LGBT History and Queer Theory; Migration Studies; Law and Social Change; Governance, Democracy and State Formation; Health, Inequality, and Ethics; Social Movements and Globalization; History of California and Western North America, 1848-1960</td>
</tr>
<tr>
<td></td>
<td>(213) 740-2426 <a href="mailto:nayan.shah@usc.edu">nayan.shah@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jody Agius Vallejo</td>
<td>Department of Sociology</td>
<td>Ph.D., University of California, Irvine, 2008</td>
<td>Immigrations; Immigrant Incorporation; Immigrant Communities; Race/Ethnicity; The New Second Generation; Immigrant Opportunity</td>
</tr>
<tr>
<td></td>
<td>(213) 740-5047 <a href="mailto:vallejoj@usc.edu">vallejoj@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francille Rusan Wilson</td>
<td>Department of American Studies and Ethnicity; Department of History</td>
<td>Ph.D., Harvard University, 1988</td>
<td>Black labor movements, black social scientists, and black women’s history during the Jim Crow era.</td>
</tr>
<tr>
<td></td>
<td>(213) 740-1667 <a href="mailto:frwilson@usc.edu">frwilson@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>CONTACT INFORMATION</td>
<td>BACKGROUND</td>
<td>INTELECTUAL &amp; TEACHING INTERESTS</td>
</tr>
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<tr>
<td>Todd Boyd</td>
<td>School of Cinema</td>
<td>Ph.D., University of Iowa, 1990</td>
<td>African-American cinema and culture; music and popular culture; media and society; sports and</td>
</tr>
<tr>
<td></td>
<td>Critical Studies</td>
<td></td>
<td>society; American cinema and television; race, class and gender in American cinema.</td>
</tr>
<tr>
<td></td>
<td>Program (213) 740-3334</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:tboyd@cinema.usc.edu">tboyd@cinema.usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meiling Cheng</td>
<td>School of Theater</td>
<td>Doctor of Fine Arts, Yale University,</td>
<td>Contemporary theatre; modern drama, especially avant-garde performances; performance art; body</td>
</tr>
<tr>
<td></td>
<td>(213) 740-1286</td>
<td>1993</td>
<td>art; European avant-garde movements.</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:meilingc@usc.edu">meilingc@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruth Chung</td>
<td>School of Education</td>
<td>Ph.D., University of California, Santa</td>
<td>Acculturation and cultural identity of Asian Americans; mental health and counseling of Asian</td>
</tr>
<tr>
<td></td>
<td>(213) 740-3258</td>
<td>Barbara, 1994</td>
<td>Americans; cross-cultural differences in family; Korean-Americans.</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:chung@usc.edu">chung@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David B. Cruz</td>
<td>Law School (213) 740-6473</td>
<td>J.D., New York University, 1994</td>
<td>Law and sexuality; law and identity, constitutional law.</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dcruz@law.usc.edu">dcruz@law.usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Deverell</td>
<td>Department of History</td>
<td>(213)740-1676 <a href="mailto:deverell@usc.edu">deverell@usc.edu</a></td>
<td>History of California, Los Angeles, the American West.</td>
</tr>
<tr>
<td>Roberto Ignacio Diaz</td>
<td>Department of Spanish and Portuguese (213) 740-1258 <a href="mailto:rdiaz@usc.edu">rdiaz@usc.edu</a></td>
<td>Ph.D., Harvard University, 1991</td>
<td>19th and 20th centuries, narrative fiction and literary history.</td>
</tr>
<tr>
<td>Philip J. Ethington</td>
<td>Department of History (213) 740-1657 <a href="mailto:philipje@usc.edu">philipje@usc.edu</a></td>
<td>Ph.D., Stanford University, 1989</td>
<td>Urban, political, social and cultural history of the US since 1850.</td>
</tr>
<tr>
<td>Richard Wightman Fox</td>
<td>Department of History (213) 740-1657 <a href="mailto:rfox@usc.edu">rfox@usc.edu</a></td>
<td>Ph.D., Stanford University, 1975.</td>
<td>19th century US history with special attention to cultural and intellectual developments.</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Education</td>
<td>Research Interests</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Taj Frazier</strong></td>
<td>Annenberg School for Communication</td>
<td>Ph.D., University of California, Berkeley, 2009</td>
<td>Race and Representation in the Media; Critical Race Theory; History of the African Diaspora; African American Political Thought; Popular Culture; Urban Social Movements; Place, Space, and Diasporic Culture; 20th Century Chinese History</td>
</tr>
<tr>
<td><strong>Ariela Gross</strong></td>
<td>Law School</td>
<td>J.D., Stanford University, 1994; Ph.D., Stanford University, 1996</td>
<td>American legal history; race, law, and culture in 19th century US; race, gender, and the law; comparative slavery studies; gender studies.</td>
</tr>
<tr>
<td><strong>Larry Gross</strong></td>
<td>Annenberg School for Communication</td>
<td>Ph.D., Columbia University, 1968</td>
<td>Media and culture; Art, artists and society; Sexual and other minorities.</td>
</tr>
<tr>
<td><strong>Karen Halttunen</strong></td>
<td>Department of History</td>
<td>Ph.D., Yale University, 1979</td>
<td>19th Century Cultural and Intellectual History of the US, Early American History.</td>
</tr>
<tr>
<td><strong>Pierrette Hondagneu-Sotelo</strong></td>
<td>Department of Sociology</td>
<td>Ph.D., University of California, Berkeley, 1990</td>
<td>Immigration, gender; Mexican/Latino transnational workers.</td>
</tr>
<tr>
<td><strong>Janet Hoskins</strong></td>
<td>Department of Anthropology</td>
<td>Ph.D., Harvard University, 1984</td>
<td>Visual Anthropology; Colonial and Post-Colonial Theory; Transnational Religion; Ritual Performance; Indigenous Representations of the Past and of Time; Material Culture; Gender; Exchange; Narrative and Healing</td>
</tr>
<tr>
<td><strong>Velina Hasu Houston</strong></td>
<td>School of Theater</td>
<td>M.F.A., University of California, Los Angeles, 1981; Ph.D., University of Southern California, 2000</td>
<td>Multiethnic identity and interracial relationships; Asian-American feminist dramatic literature; Japanese studies; playwriting; screenwriting; cinema and race.</td>
</tr>
<tr>
<td><strong>Dana Johnson</strong></td>
<td>Department of English</td>
<td>M.F.A., Indiana University, 2000</td>
<td>Ethnic-American literature, gender and race studies, and issues of class.</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Degree Details</td>
<td>Research Interests</td>
</tr>
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</tr>
<tr>
<td>Jane Junn</td>
<td>Department of Political Science</td>
<td>Ph.D. University of Chicago, 1994</td>
<td>California politics, public opinion, polling methods and analysis, women in politics, racial and ethnic politics, the politics of immigration, political behavior, independent voters, voter demographics</td>
</tr>
<tr>
<td>Elaine Bell Kaplan</td>
<td>Department of Sociology</td>
<td>Ph.D., University of California, Berkeley, 1988</td>
<td>Race and ethnic relations; social inequality; sociology of childhood; gender, qualitative methodology.</td>
</tr>
<tr>
<td>Lon Kurashige</td>
<td>Department of History</td>
<td>Ph.D., University of Wisconsin, Madison, 1994</td>
<td>Asian-American history; Japanese Americans (especially in Southern California); ethnic identity politics.</td>
</tr>
<tr>
<td>Peter Mancall</td>
<td>Department of History</td>
<td>Ph.D., History, Harvard University 1986</td>
<td>Early America, the Early modern Atlantic world, and Early Native American Indian History.</td>
</tr>
<tr>
<td>Susan McCabe</td>
<td>Department of English</td>
<td>Ph.D., University of California, Los Angeles, 1990</td>
<td>Modern &amp; contemporary American poetry; American literature.</td>
</tr>
<tr>
<td>Tara McPherson</td>
<td>School of Cinema Critical Studies Program</td>
<td>Ph.D., University of Wisconsin-Milwaukee, 1996</td>
<td>Race, femininity and place; especially in the US South; gender and new technologies; television, feminism and media.</td>
</tr>
<tr>
<td>Oliver Mayer</td>
<td>School of Theatre</td>
<td>M.F.A., Columbia University, 1989</td>
<td>Dramatic Writing (plays and screen plays); contemporary Latino African American and Asian American plays</td>
</tr>
<tr>
<td>Tania Modleski</td>
<td>Department of English</td>
<td>Ph.D., Stanford University, 1980</td>
<td>Women in film; women in popular culture; women in literature; feminist studies; soap operas.</td>
</tr>
<tr>
<td>Alison Renteln</td>
<td>Department of Political Science</td>
<td>Ph.D., University of California, Berkeley, 1987 and J.D., University of Southern California, Law Center, 1991</td>
<td>International Law, Human Rights, Comparative Law, Constitutional Law, Political and Legal Theory</td>
</tr>
<tr>
<td>Leland Saito</td>
<td>Department of Sociology</td>
<td>Ph.D., University of California, Los Angeles, 1992</td>
<td>Race and ethnic relations; Asian American Studies; urban politics; community studies; urban sociology; qualitative research methods.</td>
</tr>
<tr>
<td>Name</td>
<td>Department/Address</td>
<td>Degree Details</td>
<td>Research Interests</td>
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<tr>
<td>Ellen Seiter</td>
<td>School of Cinema-Television</td>
<td>Ph.D., Northwestern University, 1981</td>
<td>Feminist media criticism, children and television, multimedia and video production and qualitative audience research.</td>
</tr>
<tr>
<td></td>
<td>(213) 740-2838 <a href="mailto:eseiter@cinema.usc.edu">eseiter@cinema.usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(213) 740-2817 <a href="mailto:tongson@usc.edu">tongson@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diana Williams</td>
<td>Department of History</td>
<td>Ph.D., Harvard University, 2007</td>
<td>History of American Civilization, Interacial Marriage Laws</td>
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<tr>
<td></td>
<td>(213)740-9325 <a href="mailto:Diana.williams@usc.edu">Diana.williams@usc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diane Winston</td>
<td>Annenberg School of Communication</td>
<td>Ph.D., Princeton University, 1996</td>
<td>American religious history, American evangelicalism, urban American religion, religion and media.</td>
</tr>
<tr>
<td></td>
<td>(213) 821-5388 <a href="mailto:dianewin@usc.edu">dianewin@usc.edu</a></td>
<td></td>
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</tr>
</tbody>
</table>
OVERVIEW OF SEQUENCE
ASE GRADUATE PROGRAM

Academic Year One

This year you will get acquainted with the program, with the staff and faculty, your peers and the university as a whole. You will begin taking courses, including AMST 500 the mandatory introductory class, and you will complete the Graduate Student Screening before your 24th unit. Some of you will begin to work as TA’s.

Academic Year Two

The second year in the program continues to be mainly about seminars and building a profile on campus and in relation to your cohort. You will also start seriously thinking about your research areas and, during the Spring semester, you invite faculty to attend your Pre-Qualifying Exam meeting during the last week of the semester. Look for internal and external grant and fellowship opportunities during this year.

Academic Year Three

Finish course work. Complete the language requirement. The main event of year three is consolidating your QE committee, meeting with them, completing your reading lists with each individual member of your committee and, in finally, sitting for the exam. You may also want to start applying for dissertation fellowships this year.

Academic Years Four/Five

In addition to taking AMST 700 and/or AMST 701, this is the time to begin, plan, and write the dissertation. You should certainly be in regular contact with your chair and individual members of your committee during this critical period, but mostly, you will be developing your research, writing your chapters and beginning the transition from student to independent scholar/researcher/faculty member.

Academic Years Six/Seven and Beyond

The normative time to degree is 6-7 years but we strongly encourage you to try to finish in 6 years. You may be on the job market as early as year four or as late as year seven. For those who have not finished by year seven, we advise you to start looking for postdocs; for those who are not finished by year 8, you risk termination from the graduate program.

Remember: there are lots of different careers you can pursue with an advanced degree. Not everyone who completes the PhD in American Studies and Ethnicity will want to become an academic. Many PhD’s nowadays continue on to very successful careers in law, government, public policy, think tanks, public health, consulting, NGO's and so on.
ASE PhD COURSE REQUIREMENTS AND ADVISEMENT SHEET

In order to earn the PhD students must complete a minimum of **64 units** and meet four sets of requirements. This hand-out is intended to help ASE advisors and students understand the programmatic requirements and to assist them in course planning. All course requirements, including at least 48 units, must be completed prior to the Qualifying Exam. Note: *Individual courses can fulfill multiple requirements*. Courses CANNOT be taken for pass/no pass credit, but must be taken for a grade.

**STUDENT & YEAR ENTERED** ___________________________________________  **ADVISOR** ___________________________________________

**A) SPECIFIC COURSE REQUIREMENTS**

**FULFILLMENT** (include date completed, course, grade, units)

**AMST 500**

Choose one course from AMST 660, 670 or 680  __________________________________________________

Choose any 600 level course  __________________________________________________

**AMST 700**

**B) METHODS REQUIREMENT**

Students must complete one course from two different methodologies (for a total of 2). Some options are:

- Literary/Textual Analysis (English 501, English 650)
- Historical/Archival (History 500, PLUS 609)
- Ethnography (Anthropology 562, Sociology 520, 524)  ___________________________________________
- Cultural/Visual Analysis (Art History 500, Communication 519, CNTV 688)  __________________________________
- Spatial Practices (Geography 581, PLUS 526)  ___________________________________________________
- Quantitative Methods (Political Science 500, Sociology 523, American Studies and Ethnicity 572)  __________________________________

**C) DISCIPLINARY REQUIREMENTS**

Students must complete at least 4 courses in any one discipline. One course must be a methods course and one must be a research seminar.

_________________________________________________________  __________________________________________________________

_________________________________________________________  __________________________________________________________

**D) LANGUAGE REQUIREMENT**

Students must show competency in a language other than English prior to the Qualifying Exam by either completing a 400 or 500 level language course with at least a ‘B’, completing training at an intensive non-English language institute or one-semester of study abroad where English is not the dominant language, or by passing a written examination administered by ASE faculty.

Must be fulfilled prior to the Qualifying Examination. Method of Completion:  __________________________________________________________

**E) ADDITIONAL UNITS**

_________________________________________________________  __________________________________________________________

_________________________________________________________  __________________________________________________________
THE PH.D. PROGRAM

Course work:
The graduate curriculum combines core interdisciplinary courses, primarily in the first two years and in the three areas of specialization:

- The study of race and ethnicity;
- Los Angeles as a global city;
- The analysis of culture across disciplines.

Each student will be asked to gain competency in the methodology and grounding in the literature of one specific disciplinary area (history, literature, sociology, etc) to enhance the fundamentally interdisciplinary nature of their training in American Studies and Ethnicity. We have prepared two handouts to help you visualize the sequence of programmatic requirements and keep-tabs on your progress. The first one shows the general progression of activities, and the second one should be updated every semester. **Students should bring an updated copy to all meeting with the Director of Graduate Studies and when planning coursework with the faculty advisor.**

Course Requirements:
AMST 500 is required of all doctoral students. It is highly recommended that AMST 500 be completed in the first semester of residence.

Two 600-level graduate seminars are required for the degree, and at least one of these must be an interdisciplinary seminar offered by the Department of American Studies and Ethnicity.
Each year the Department will sequence at least one readings course to be followed by a research seminar, concentrating in one of the main areas of specialization.

NEW: As of Fall 2012, first-year graduate students who will serve as TAs are also required to enroll in a mandatory 2-unit TA Training Course. Also, ABD students must consistently enroll in 794. Responsibility for enrolling in 794 each semester lies with the student. Given the policies instituted in The Graduate School, failure to enroll could result in tuition and late fees that can potentially delay the receipt of your Ph.D.

Language Requirement:
Students are required to demonstrate competence in one foreign language. This requirement must be met before the student is eligible to take the qualifying exam.

Even if a student only works in one language, language study is a crucial part of any advanced training in higher education. The ability to read scholarship in more than one language and, even better, to engage in scholarly conversations in more than one language, is almost an ethical obligation especially in a world where English has become a global and dominant language. English speakers should not expect to be read by other language communities without having some capacity to
read or engage with other scholars in their languages too. Furthermore, many scholars need to and wish to read materials in their original languages rather than in translation. Broad intellectual engagement is multilingual.

**ASE LANGUAGE REQUIREMENT**

**INFORMATION SHEET**

This form is to document how ASE students fulfill the language requirement. The requirement can be fulfilled three ways: through an examination, through completing training at an intensive non-English language institute or one-semester of study abroad where English is not the dominant language, or through coursework. Students should discuss with their advisors which option is most appropriate for them.

**Language Exam** Students can show proficiency by taking a written language exam which consists of translating a critical (in most cases academic) text into English. The test is one hour in length. Dictionaries are allowed. Since the two most popular languages are Spanish and French, one exam for each language will be conducted each semester by a faculty person appointed by the Director of Graduate Studies. This will be announced department-wide. Other languages ASE faculty are prepared to offer exams in are Japanese and Latin. Students can take the test up to two times. After the second attempt, the language requirement must be completed via coursework. Several language departments also offer courses geared towards helping students prepare for language exams, such as Spanish 020. Students are encouraged to explore such options. If USC does not offer expertise in the language of the student’s choice, s/he can find outside faculty, subject to the approval of the Director of Graduate Studies (DGS). Students should request in writing the language they wish to be tested in, the name and institutional affiliation of the proposed examiner, his/her CV, and the rationale for the request.

**Language Training Institute** Students can also fulfill the requirement by completing training at an intensive non-English language institute or one-semester of study abroad where English is not the dominant language. This option must be approved by the ASE Graduate Studies Committee. Students may seek approval by submitting a one-paragraph short narrative statement about the program or institute they are planning to attend. Time from completion (if training took place prior to entry in the PhD program will also be considered). After approval, the requirement is considered fulfilled after the student submits proof or documentation of successful completion (e.g., certificate of completion from the program).

**Coursework** Students can also fulfill the language requirement through coursework. Students must complete a course in the literature of the language in question. The course must be conducted in that language and the student must earn a ‘B’ or better. At USC the appropriate courses are 400 and 500 level classes. Students can also petition to have coursework from another institution fulfill the requirement. Students should submit to the DGS copies of their transcript, the list of courses in question, and catalog text describing each course (hard copies only will be accepted).

**NOTE:** The Language Requirement must be fulfilled prior to the Qualifying Exam.

The form on the next sheet is to be filled out upon completion of the Language Requirement and submitted to the Director of Graduate Studies.

The principle of the language requirement is underpinned by the ASE commitment to transnationalism and work across linguistic communities.
ASE LANGUAGE REQUIREMENT
LANGUAGE FULFILLMENT FORM

Name of Student:_______________________________________________________________________

Language to be tested in:_______________________________________________________________________

Method of Fulfillment (check one): _____ Coursework _____ Examination

Coursework
Name of Course(s):_______________________________________________________________________

Institution:_______________________________________________________________________

Semester Taken ___________________________ Grade Earned ___________________________

Attach transcript and catalog text to Form

Language Examination
Name and Institution of Faculty Examiner:_______________________________________________________________________

Date Examination Taken: ____________________________________________

Outcome (check one): _____ Pass _____ No pass

Number of Times Exam Taken (check one): _____ First _____ Second

Comments from Examiner (if any):_______________________________________________________________________

_________________________________ ____________________________________________

Date and Signature of Examiner Date and Signature of Director of Graduate Studies
**Methods Requirement:**
Students are required to show competency in two methodologies from a list approved by the Department of American Studies and Ethnicity. The following methodologies fulfill the methods requirement in American Studies and Ethnicity: (1) literary/textual analysis; (2) historical/archival analysis; (3) ethnography; (4) cultural/visual analysis; (5) spatial practices and analysis; (6) quantitative analysis.

**Disciplinary Requirement:**
The Department of American Studies and Ethnicity believes that the strongest interdisciplinary research is conducted alongside a strong background in at least one disciplinary field. Every doctoral student is expected to achieve competency in at least one disciplinary field by successfully completing at least a total of four graduate courses in one discipline.

These four courses must include at least one methodology course, one 600-level advanced seminar, and two graduate readings courses at the 500 or 600 level.

**ADVISORS, COMMITTEES, AND EVALUATION PROCEDURES**

The Department will assign you a main advisor before you arrive on campus. You'll meet with this professor each semester before you choose classes, and as many times as necessary during the year to update him/her about your progress. In most cases, your advisor is the person within the department who has the most expertise in your primary field. If there is more than one person who is intellectually qualified to serve as your advisor, spend time talking with those professors whom you are interested in working with. Read their work and take a course with them if you can. Your advisor serves as the Chair of your guidance committee and, in most cases, as the Chair of your dissertation committee. The Guidance Committee is a committee of 5 people who helps you prepare for the Qualifying Exam and will test you. The Dissertation Committee consists of three people who oversee the dissertation process. You will be working under the direction of your Dissertation Committee chair for a number of years. Find out now (or at least well before your qualifying exams) if this is the right person, in terms of expertise, personal style and point of view. This is the person with whom you should have the most ready contact, have discussed issues of how you are doing and where you are going, have worked with in one, two, three courses, and who would have a good sense of you as a student and an American Studies or Ethnic Studies scholar.

The purpose of your guidance committee is to give you support and direction through the qualifying exam process. The best way to approach this business of putting together your committee is to start with the fields, and then move back into building your committee. First get a sense of what your major fields and major foci are. Then start to get your committee together to help you establish whom you should work with.
You may make changes to your committee — up to and including your advisor — at any time prior to filing the paperwork to take your qualifying examinations. In fact, your guidance committee does not become official until you actually request to take the qualifying examinations. Students typically stay with the First-year Advisor, but not always. A student’s intellect interest may shift, or there may be a personality conflict with the faculty member. At the end of the first year, students should assess their relationship with their advisor and discuss any concerns with the Director of Graduate Studies.

**Student Evaluation Procedures:**
Throughout your time in the graduate program at ASE, we will carefully monitor your progress and give you feedback on how you are doing. The careful monitoring is designed to provide you with mentorship, support and to keep you on track so that you have a really good chance of finishing the program in a reasonable time frame and getting out onto the job market at the appropriate time. In order to track your progress then, we use the following methods:

1) **Advisement Sheet** - Please update your advisement sheet (p. 33 - or move up) every year by October 1. The information on this sheet allows us to nominate you for departmental and university wide fellowships and awards. Each year you should also update your bio for the Graduate Student Handbook.

2) **Screening** - every April, the faculty meet to discuss and evaluate the progress of every single active student in the department. Prior to this meeting, you should turn in to your advisor the following materials: an updated CV; an updated Advisement Sheet and Bio; the status of your language requirement; a short paragraph about your projected plan for the coming year.

3) **Pre-Qualifying Exam (PQM)**: This meeting occurs at the end of the second year and includes potential committee members and the DGS. The PQM established the framework for preparing for the exam, developing relations with faculty, creating reading lists and looking ahead to the dissertation.

4) **Dissertation Progress Meeting (DPM)**: this is an annual meeting that takes place at the beginning of the year after the student has passed the QE. The meeting allows the student to discuss his or her progress on her dissertation with his or her advisor, keep them up to date and get advice on any problems that may have arisen during the early stages of writing. These meetings are important for both the student and the advisor and they may result in clear plans for the coming year, professional advice, or early interventions into developing problems or time issues. In order to prepare for these meetings, students should put together a file of chapters they have written, completed or started; grant proposals; prospective publications.
COURSEWORK AND UNITS

The manner in which you choose your courses will depend on your current program requirements, your intellectual goals, the advice of your advisor(s), and what is offered.

If a course you are interested in isn’t being offered in a semester, do not despair. Start by speaking to the professor in the subject you are interested in. Find out when the course may be offered. If there are no plans to offer a specific course, talk with the professor about structuring a 590 (Directed Research), which is a type of tutorial or independent study. However, beware that you are limited to taking a maximum of 12 Directed Reading units prior to the Qualifying Exam. Or, talk to the Department Chair to find out if the course, or a similar one, will be offered soon. You should also take time to read the University catalogue and check the course schedule. You may find that another department offers the course (or instructor) you need, or something close to it.

Finally, talk with other graduate students. You may find there is a person working in a field you are interested in, or in a related field, in another department or even at another institution. USC has a reciprocity agreement with UCLA, allowing our students to take their courses and transfer the credits in.

Sitting in or auditing courses can be done at the discretion of the instructor. Generally speaking, most instructors do not object to a graduate student sitting in on large lecture courses. However, some faculty feel it is hard to have an auditor in a course, particularly if it's a small seminar. Individual instructors may require a fairly high level of commitment from a student who is auditing a course.

NOTE: If you are formally auditing a course, you must enroll in the course and pay for the units (although you will receive no credits for those units), even if the instructor has given permission for you to take it on an audit basis.

The 590 and the 790 are both directed research courses open to any Doctoral level student. The purpose of having two different course numbers is to accommodate the University computers. If you are taking two directed research courses in the same semester, you cannot register for two 590s because the computer will merge them into one eight unit 590. The mechanism for getting around that is to take one 590 and one 790.

MANDATORY CONTINUOUS ENROLLMENT OF 794: ABD students MUST have continuous enrollment in 794 in adherence to requirements by the Graduate School. It is the responsibility of the student to enroll in 794 EVERY SEMESTER to ensure the receipt of their Ph.D. without late fees and tuition fees.
Transferring Units:

The Degree Progress Department in the Office of Academic Records and Registrar determines whether course work taken elsewhere is available for transfer credit. Faculty of the student’s degree program determine whether such credit is applicable toward a specific graduate degree, subject to approval by the dean of the degree-conferring unit. The faculty’s decision should be made no later than the end of the first year in a master’s program or the second year in a doctoral program.

Credit will only be allowed for courses

1. From an accredited graduate school,
2. Of a quality of at least 3.0 on a 4.0 grading scale,
3. Constituting a fair and reasonable equivalent to current USC course work at the graduate level and
4. Logically fitting into the program for the degree. Transfer course work is applied as credit (CR) toward the degree and is not included in the calculation of a minimum grade point average for graduation.

Graduate students are allowed to transfer up to thirty (30) units. Students are responsible for initiating such a process themselves. However, zero of these units can be applied to specific programmatic requirements as we wanted to ensure that students get an ASE education. In addition, it is important to remember that a key reason for taking classes is for students to get to know faculty that can serve as potential committee members. In short, the transferred units can only serve as elective or additional units. Such units may be very helpful to some of you, but not necessarily everyone. For example, for those who may have worked as a TA or RA their entire time at USC and are a class or two short to sit for the Qualifying Exam, the extra units may come in handy. But for others, especially those on fellowship, transferring units will probably not make a big difference.

In order to initiate the process, students need to go to DEGREE PROGRESS and request an evaluation. DEGREE PROGRESS will let students know in writing how many units can be transferred. Students should then petition the Graduate School to apply those units towards their degree program. A copy of the finalized paperwork should then be submitted to Kitty, who will place it in the student’s file. Any questions about the process should be directed to the Graduate School (213) 740-9045.
QUALIFYING EXAMS

It is the job of the committee chair to guide the student through the process of preparing for and taking the actual exam. In addition to assisting the student in identifying the four fields, the chair should actively assist in the selection of the committee. Once the committee has been confirmed the student should meet with each committee member in order to develop four bibliographies. The bibliographies, developed in consultation with the committee members, then becomes the basis for the exam.

The QE must be taken after the PQM but before the beginning of the 4th year, as determined by the committee. All program requirements, including the Language requirement, must be met before the student can take the QE. The purpose of the QE is to ensure students are ready to 1) embark on dissertation research, and 2) are prepared to teach in American Studies. The QE will consist of four content-based fields. One field is the *disciplinary and methodological field*; another is the *field of specialization*. In both of these cases, the student should use the field to prepare for dissertation research and to prepare for teaching in those fields at the undergraduate and graduate level. The third and fourth fields will be designed by the student in consultation with the student’s committee. The exam committee will consist of at least 5 people, at least one of which will serve as an "Outside" member. The outside member can be an affiliate faculty, or they may have no connection to the Department. A Core member cannot serve as an outside member. All committee members will be asked to submit to the committee chair 2-3 questions which can each be answered in approximately ten pages. The chair will then choose which questions to present to the student, ensuring that each of the four fields are covered and that the student is offered some choice in each category. In some cases students may work with individual faculty in developing the questions. The student will answer a total of four questions over a one week period to be followed by an Oral Examination. The entire process cannot take more than 60 days. At the end of the Oral Examination the committee as a whole will vote to determine whether the student passed or failed the exam. A student must pass BOTH the written and oral portions in order to successfully pass the Qualifying Examination. A “pass” cannot be contingent on any additional tasks nor can there be any more than one negative vote on the part of the committee.

NOTE: It is critical that all Committee members clearly identify on the ASE Qualifying Exam Agreement form which programmatic affiliation they are identifying with (eg: AMST or Psychology). Once someone has identified themselves as “inside” or “outside” this identification cannot be switched.
The Qualifying Exam – Frequently Asked Questions (revised May 2004)

What are the Qualifying Exams and what do they entail?
The Qualifying Exam (QE) is a two-part test which the University requires of all PhD students. Passing the QE is necessary in order to proceed with the dissertation. The first part of the test is written and consists of four fields. Students must answer one question addressing each field over a one-week period. Students are given a choice of questions in each field. Each response should be approximately 10 pages in length (exclusive of bibliography, etc.). The second part of the QE is an oral discussion of the written material. The oral offers the student an opportunity to elaborate on the written material and offer any corrections. The student is evaluated on both the written and the oral components.

Who sits on the Qualifying Exam Committee?
At least five USC faculty who are all tenure-track. At least three members must identify as ASE faculty and at least one must not. In reality, all committee members may be either Core of Affiliate, but faculty must be aware how they are being counted (eg: as an “inside” AMST faculty, or as an “outside” psychology faculty) and be consistent in such an identification. It is imperative that when you fill out both the Graduate School’s and ASE’s paperwork (see below) that each faculty indicate the appropriate affiliation. If you chose an Affiliate faculty member to serve as your “outside” person on the Qualifying Exam, and you wish to keep them on the Dissertation Committee, their role as “outside” faculty member must be maintained. If you are in doubt as to the status of a particular faculty member, ASE has a list which is updated annually and serves as the Graduate School’s basis for affiliation. You can have more than five committee members, including faculty from other campuses, if you can show that they have a particular expertise that USC lacks – such a person, however, does not take the place of your USC “outside” committee member.

What paperwork do I need to complete?
Students must obtain from and submit to the Graduate School the Request to Take the Qualifying Examination form at least 30 days prior to the QE. I suggest students complete the paperwork in January for a spring QE. In addition, ASE requires that you submit to the DGS 1) the QE Agreement form, 2) a copy of the ASE Course Requirements and Advisement Form (see attached), and the 3) Language Requirement Form.

How do I prepare for the QE?
You should work closely with your committee in terms of developing the four fields and their respective reading lists. Your advisor should guide you through this process, but it is ultimately your responsibility to meet with each committee member and have them sign-off the ASE QE Agreement Form. Some students will find themselves writing their own questions, whereas others will simply be given questions by their committee or chair. It is important that you determine early on how your advisor will proceed. Remember, to a certain degree this can be a negotiated process.
Who Writes the Exam?
The Committee Chair writes the actual exam. S/he solicits questions from all committee members and develops an exam that ensures that: 1) all questions can reasonably be answered in 10 pages; 2) the questions reflect the agreed-upon bibliographies; and 3) that the student has some choice of questions in each field.

How do I decide when to take my Qualifying Exams?
At the PQM the committee will offer guidance as to when you should plan on taking the Qualifying Exams. For most students this will be towards the end of their third year. For some, it will be a bit later, and for some a bit earlier. In any event, the Qualifying Exam must be taken by the beginning of the fourth year.

After my PQM, can I add or remove members from the Qualifying Exam Committee or change my fields?
Yes, you can change both the composition of the committee and the fields after the PQM, but not after you file the Qualifying Exam Agreement Form (see attached). If you wish to change the committee after you have filed the Request to Take the Qualifying Examination Form, then you must fill out the paperwork again. All such changes should be worked out closely with and approved by your advisor.

How many units must be completed before I take the Qualifying Exams?
In order to take the QE you must have completed or be in the process of completing 48 units with a GPA of at least 3.0. You can take the QE in March, for example, if you will have completed 48 units at the end of the spring semester.

What programmatic requirements must be satisfied before I take the QE?
In order to take the QE you must have completed ALL programmatic requirements. This includes the 1) methodology requirement, 2) language requirement, 3) disciplinary concentration, 4) required core courses, 5) research seminar, and 6) any other requirements.

Who is responsible for scheduling the exam dates with committee members?
The student is. The student should choose, in consultation with her/his advisor, a one week period when they would like to take the exam (given the general guidelines established by the committee). The Oral portion of the examination must take place within 60 days after the start of the written. It is the students’ job to find a 2-hour block of time and place when all committee members can convene for the Oral. It bears repeating that the student is responsible for scheduling the exam dates with committee members.

What if my advisor and/or committee member are on leave when I am planning on taking the exam?
First, inquire if your committee member(s) will be available to participate in the QE when they are on leave. If they are in town, many will. In some cases out of town faculty will return to campus for a few days and you can schedule the Oral around their availability. Remember: you need all your committee members for the Oral. Committee members can be sent either hard or electronic copies of your
examination. If a committee member is unable to participate, you can try adjusting your exam dates, but if that will not work, then you may need to consider an alternative committee member. It’s okay if someone you work closely with cannot sit on your Quals – they can still sit on the dissertation committee.

**Can I take the Qualifying exam during the summer?**
Yes. However, it will be extremely difficult to schedule an oral during the summer since many faculty take their vacations very seriously and others will be out of town. As such, it is generally not a good idea to assume a summer exam without consulting all committee members well in advance.

**How is the written exam administered?**
The committee chair must prepare the exam and typically gives it to the ASE staff who then give it to the student at the agreed upon date and time. Another option is for the committee chair to email the exam to the student. In either case, there must be a clear record of the day and time the exam was given and when it was collected. When the student has completed the exam, s/he must bring a hard copy to the ASE staff who will then make the necessary copies and distribute it, along with the exam questions, to the committee.

**Where Can the Exams be taken?**
Anywhere you wish.

**Can I consult with anyone while I am writing the exam?**
The only person the student is allowed to consult with regarding the exam is the committee chair, who should be available for clarifications.

**How soon after the exams will I know the results?**
At the oral the committee chair will inform you whether you passed or not. You can only Pass or Fail the exam.

**If I don’t pass the exam can I take them again?**
If the committee approves, students can retake the exam. However, they must wait 6 months.

**What Course numbers do I register for when preparing for the exam?**
If you will have completed 48 units prior to the QE, register for GRS 800. If you have not yet completed 48 units and are in the process of completing them the semester of your QE, register for however many units you need to bring you up to 48 (through either coursework or DR). In order to enroll in GRS 800 students must contact the Graduate School to obtain D-clearance. Students who register for GRS 800 receive zero units but are charged for 2 units which maintains their full-time status.

**Other Questions?** Consult the Catalog and/or call the Graduate School.
### Constituting the PhD Guidance (qualifying examination) Committees; Constituting Dissertation and Master’s Theses Committees; And Processing Requests to Take and Reports on Qualifying Examinations

**Spring, 2006**

<table>
<thead>
<tr>
<th>Action &amp; Form</th>
<th>TIMING</th>
<th>REQUIREMENTS</th>
<th>HOW PROCESS WORKS</th>
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</table>
| Establish Guidance Committee Appointment of Committee form | *Should be at least 2 semesters before qualifying exam*  
*Guidance Committee has responsibility for supervising the student’s program of studies & preparation for qualifying exam* | *Minimum of 5 tenured or tenure track faculty; at least 3 from Dept.*  
*1 from Dept. must be tenured;*  
*Tenure track outside member from USC, but outside Dept.* | *Student initiates paperwork*  
*Fillable PDF on Grad School website*  
*Committee members sign*  
*Student submits to Dept. Chair’s office*  
*Dept. Chair sends to Dean for signature (exceptions to requirements must be approved by Dean)*  
*Dean’s office sends form to Dept. after signature* |
| Ready for Quals Request to Take Qualifying Examination | At least 30 days before start of the examination | *Minimum of 3.0 GPA*  
*Minimum of 24 units*  
*Guidance Committee approved & on record* | *Student initiates paper work*  
*Submits form to Dept. Chair’s office*  
*Dept. verifies requirements are met*  
*Dept. send to Dean for signature*  
*Dean’s office sends form to Dept. after signature* |
| Making an official record of the Quals results Report on Qualifying examination | *1 – 2 days before the exam Comm. Chair requests Report form & signed Appointment of Guidance Committee form from Dept.*  
*Day of exam, both forms are brought to exam*  
*Committee members indicate Pass or Not Passed on the form & sign & date*  
*Report form is returned to Dept. within 2 days*  
*Report form is returned to Graduate School within 5 days* | Established Guidance Committee on record in the Dept., i.e. having a signed Appointment of Committee form on file | *Comm. Chair requests Report form & signed Appointment of Guidance Committee form from Dept.*  
*Day of exam, both forms are brought to exam*  
*Committee members notify student & indicate Pass or Not Passed on the Report form; then sign & date*  
Upon completion of the exam:  
*Student is advised by Committee to appoint Dissertation committee*  
*Original Report form is returned to Dept. for signature (in 2 days)*  
*Copy of Report form is returned (faxed) to Grad School (in 5 days)*  
*Copy of Report form is given to student; original filed in stdl. File* |
| Establish PhD Committee Appointment of Committee form | As soon as possible upon passing quals | *Minimum of 3 tenured or tenure track faculty; 2 from Dept.*  
*1 from Dept. must be tenured;*  
*Tenure track outside member from USC, but outside Dept.* | *Student initiates paper work*  
*Fillable PDF on Grad School website*  
*Committee members sign*  
*Student submits to Dept. Chair’s office*  
*Dept. Chair sends to Dean for signature (exceptions to requirements must be approved by Dean)*  
*Dean’s office sends form to Dept. after signature* |
| Establish Master’s Committee Appointment of Committee form | No specific timing required by catalogue  
*Minimum of 3 tenured or tenure track faculty;*  
*2 from Dept. who are recommended by Chair of Dept.* | | *Student initiates paper work*  
*Fillable PDF on Grad School website*  
*Committee members sign*  
*Student submits to Dept. Chair*  
*Dept. Chair sends to Dean for signature (exceptions to requirements must be approved by Dean)*  
*Dean’s office sends form to Dept. after signature* |
Qualifying Exam Checklist
Paperwork must be completed and submitted to the ASE Director of Graduate Studies at least one month prior to your exam date. Once these materials have been received and approved by the DGS, the student is free to schedule the examination. Students must submit these forms at least one month prior to the examination (earlier is recommended).

Name:___________________________________  Date:___________________

_____ Appointment of Committee/Change of Committee Form
[A copy of your original Appointment of Committee must be turned in to DGS before taking your qualifying exam. Your original Appointment of Committee form should have already been submitted at least two semesters before taking the qualifying exam. This form can be downloaded from the Graduate School website.]

_____ Request to Take the Ph.D. Qualifying Examination
(Once signed by DGS, ASE staff will forward your form to the College Office for the Dean’s signature. Must be submitted at least 30 days prior to taking the qualifying exam)

_____ ASE Qualifying Exam Agreement Form

_____ A Copy of your Four Fields and Reading List

_____ Course Requirements and Advisement Sheet
(If you do not turn this in, your “Request to Take the Ph.D. Qualifying Examination” will not be signed by the DGS.)

_____ ASE Language Fulfillment Form
(can be downloaded from the Graduate Student Handbook from ASE website. If you do not turn this in, your “Request to Take the PhD Qualifying Exam” will not be signed by the DGS.)

_____ A Current Print Out of your Completed Course Summary from OASIS

_____ Verification of Completion of the Requirements for the non-Thesis Master’s Degree form

_____ Change/Addition of Degree Objective form (to receive your M.A. degree)

_____ One paragraph bio abstract to be updated in the graduate handbook. Please email to Kitty Lai at kittylai@usc.edu.

_____ Dates and Times of Qualifying Exams:

1) Written(one week)________________  2) Oral(2 hours)________________
ASE: QUALIFYING EXAM AGREEMENT FORM

All students must submit to the Director of Graduate Studies (DGS) a copy of their four fields, reading list and the following cover sheet signed by each member of the Qualifying Exam Committee. The signature of each committee member attests to their having reviewed the reading list and approved it and indicates their programmatic identification for Exam purposes. The agreement serves to define the scope of the exam: Students are responsible for mastering the approved reading list and faculty examination is limited to the agreed-upon material. Once these materials have been received and approved by the DGS, the student is free to schedule the examination. Students must submit this form at least one month prior to the examination (earlier is recommended). No exceptions in scheduling procedures or timing will be made.

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<tr>
<th>Student: ____________________________</th>
<th>Date ______________</th>
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<tr>
<td>PRINTED NAMES OF COMMITTEE</td>
<td>SIGNATURES</td>
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<td>OUTSIDE MEMBER</td>
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RETURN FORM TO: Kitty Lai, Student Services Advisor I
Department of American Studies & Ethnicity
Kaprielian Hall(KAP) 462, MC 2534

Please attach a copy of your four fields and reading list.

(ASE completes this section)

_________________________________ Approved          Denied

(Director of Graduate Studies, signature and date)

Comments: ____________________________________________
USC Graduate School

Appointment or Change of Qualifying Exam or Dissertation Committee

Please indicate the type of committee:

Qualifying Exam Committee: The qualifying exam committee is normally composed of five members, although additional members may be included at the student’s and committee chair’s discretion. The committee chair and at least two additional members must be affiliated with the student’s program. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student’s school. At least three members of the committee must be tenured or tenure track. Visiting faculty may not serve on qualifying exam committees. Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.

Dissertation Committee: The dissertation committee must consist of at least three members. Two committee members must be from the home program, at least one of whom must be tenured. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student’s school. Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.

The original form is to be kept by the program and a signed copy provided to the student.

Student Name: ________________________  Student I.D.#__________________________

Last First

Phone: __________________ E-mail: __________________ POST Code:_____ Major:____________ School:____________

The program verifies that the student has satisfactorily completed all pre-examination requirements:

GPA: _____ (minimum of 3.0)  Units: _____ (minimum of 24 units in residence)

If the student is changing the committee chair, the signature of the previous chair is required here:

For all changes of committee, please list the names of all committee members. Only the new member(s) and committee chair are required to sign.

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<tr>
<th>Committee Members Printed names</th>
<th>Rank</th>
<th>Appointment Type Tenured/Tenure track/Non-tenure track</th>
<th>Home Dept.</th>
<th>Signature</th>
<th>Date</th>
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<tr>
<td>Committee Members</td>
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<td>Student</td>
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<th>Department Chair or Program Director</th>
<th>Signature</th>
<th>Date</th>
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USC Graduate School

Request to Take the PhD Qualifying Examination

When signed by all parties, this form indicates approval to sit for the qualifying examination. Present the completed form to the dean’s office at least 30 days prior to the first day of the exam. The original form is to be kept in the department and a signed copy provided to the student.

Student Name: _______________________________ Student ID #: __________________________

Last First

Phone: __________________ E-mail: __________________ School: ______________________

Major: __________________ POST Code: ______

I request permission to take the Qualifying Examination as administered by my Qualifying Exam Committee in ______ semester of 20____. I understand that both written and oral parts of the Qualifying Examination must be taken on the USC Campus.

Signature: ___________________________ Date: __________________

The department or program verifies that the student has satisfactorily completed all pre-Qualifying Examination requirements:

GPA: ______ (minimum of 3.0) Units: ______ (minimum of 24 units in residence)

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<tr>
<th>Printed Name</th>
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<tr>
<td>Committee Chair</td>
<td>______________</td>
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<tr>
<td>Director/Department Chair</td>
<td>______________</td>
<td>______________</td>
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<tr>
<td>Dean</td>
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Students who have completed all coursework for the PhD and who are not otherwise enrolled during the semester in which the Qualifying Examination is to be taken enroll in GRSC 800: Studies for Qualifying Examination. D-clearance for GRSC 800 can be obtained by calling the Graduate School at 213-740-9033.

Students may not enroll in 794A until the semester after having passed the Qualifying Examination. However, if a student passes the Qualifying Examination prior to the Add/Drop date of a given semester, then s/he registers for 794A in that semester.

Revised October 2012
The Pre-Qualifying Meeting:
The PQM will be held at the end of the student's second year. At this meeting, the student will gather together (but staff will schedule) all those that 1) may be part of their QE exam, 2) have played a significant role in their intellectual development, 3) may be part of their dissertation committee, or 4) may have some other unique contribution to offer. The exact composition of the meeting should be developed by the student in consultation with their advisor and director of graduate studies (DGS), as appropriate.

The purpose of the meeting is fourfold. First, the meeting is an opportunity to identify problems (such as incompletes) and to offer intervention. Second, the meeting is one of the few opportunities that the department has to implement any necessary changes in the student's status and progress, including such things as recommending leaves, expulsion, etc. The meeting is the vehicle through which to act. Third, the convened faculty will provide guidance to the student to help them prepare for the QE, and, if appropriate, the dissertation. Finally, bringing together diverse faculty in one room will help put faculty from several disciplines all on the same page. There is only one rule regarding the composition of the committee: The committee must be comprised of more than one discipline. The meeting will be limited to one hour in length. This is to prevent it from being perceived as an 'exam' and to force faculty to say their key points in a succinct manner. The DGS, or her representative, will attend all PQMs.

Students must prepare the following materials for dissemination to PQM members prior to the actual meeting: A complete listing of all courses taken and grades earned; a CV which includes all professional accomplishments; a completed form indicating what ASE requirements have been fulfilled and which are outstanding; a scholarly writing sample; a PQM form; a 750 word preliminary dissertation proposal; and a 750 word statement of intellectual focus. In the statement of intellectual focus students should identify 1) their teaching interests and 2) discuss their future professional identity.

At the beginning of the PQM, the student will be asked to step out of the meeting room for a few minutes to consult among themselves. On the PQM form the student will be asked to identify four potential fields (sample fields will be provided on the form). One of the goals of the PQM is to help the student refine the fields and develop an appropriate committee. At the PQM the faculty will offer prescriptive suggestions and decide when the student should take the Qualifying Exam. Some more advanced students might be ready in the Fall, but others might be encouraged to take them in the Spring or Summer. In any event, they must be completed by the beginning of the fourth year. Students are required to submit the necessary paperwork to the Graduate School at least 30 days prior to beginning the Qualifying Exam.

The Mechanics of the Qualifying Exams:
The Department of American Studies and Ethnicity requires that students select four fields for examination. The four written exams are followed by the oral examination, which is actually a meeting of you and your full guidance committee, usually lasting about two hours.
It is the job of the committee chair to guide the student through the process of preparing for and taking the actual exam. In addition to assisting the student in identifying the four fields, the chair should actively assist in the selection of the committee. Once the committee has been confirmed the student should meet with each committee member in order to develop four bibliographies. The bibliographies, developed in consultation with the committee members, then becomes the basis for the exam.

The QE must be taken after the PQM but before the beginning of the 4th year, as determined by the committee. Students must be approved to take the exam by both the Committee and the Graduate School. All program requirements, including the Language requirement, must be met before the student can take the QE. The purpose of the QE is to ensure students are ready to 1) embark on dissertation research, and 2) are prepared to teach in American Studies. The QE will consist of four content-based fields. One field is the disciplinary and methodological field; another is the field of specialization. In both of these cases, the student should use the field to prepare for dissertation research and to prepare for teaching in those fields at the undergraduate and graduate level. The third and fourth fields will be designed by the student in consultation with the student’s committee. The exam committee will consist of at least 5 people, at least 3 of whom must be from ASE (Core or Affiliated), and at least one of which must be an "Outside" member. In reality, all committee members may be ASE affiliated, but for purposes of the exam, at least one must identify as a non-ASE member. In other words, they would serve as a Psychology or Art History faculty member. It doesn’t really matter which faculty is the outside member but what is important is that this person consistently be identified as the outside member. All committee members will be asked to submit to the committee chair 2-3 questions which can each be answered in approximately ten pages. The chair will then choose which questions to present to the student, ensuring that each of the four fields are covered and that the student is offered some choice in each category. In some cases students may work with individual faculty in developing the questions. The student will answer a total of four questions over a one week period to be followed by an Oral Examination. If the written portion is deemed acceptable by the committee, the oral portion of the exam may commence. The entire process cannot take more than 60 days. At the end of the Oral Examination the committee as a whole will vote to determine whether the student passed or failed the exam. A student must pass BOTH the written and oral portions in order to successfully pass the Qualifying Examination. A "pass" cannot be contingent on any additional tasks nor can there be any more than one negative vote on the part of the committee. Once students have successfully completed the Oral Examination, they are advanced to PhD Candidacy (aka, ABD, All But Dissertation).

The qualifying exam process forces you to confront an entire field and demonstrate your understanding of that field. What you are striving for is not just mastering rote data, but understanding what it all means in a larger context, an interpretive framework. There is an expectation in the field and in the discipline that somehow or other you have mastered a body of material to such a degree that your committee is comfortable sending you off to create an original piece of scholarship in the dissertation.

To a large extent, what constitutes a "field" is a matter of negotiation between you and your individual committee members. Any real field is, finally, a compromise between what you want to do and what your faculty member and your committee
really think you need to know. So when you talk to a faculty member, you should be willing to put forward what your interests are and you should also be open to hearing what is intellectually current in that area of activity. Your fields should build a base for your future work as an American Studies or Ethnic Studies scholar, a teacher, a researcher. Most importantly, many of your fields should be interdisciplinary.

The extent to which you factor in the job market in your selection of fields can be an important aspect to your decision. This should be a consideration, but not necessarily a driving force in your selection of fields. Having a field in an area indicates an ability to teach that subject to prospective employers. You can sell yourself based on your fields. You can prove that you've had that field and you can get written letters of recommendation from the people you've studied with. It also helps to have been a Teaching Assistant in a particular field.

Although the content of the four fields is to be negotiated between the student and the committee members, the parameters of two of the fields must adhere to departmental guidelines. These fields are: 1) the **disciplinary and methodological field**; and 2) the **field of specialization**. The disciplinary and methodological field is the culmination of your coursework that fulfills the disciplinary and methodological requirement. As a scholar, you will often be asked by peers, more senior professors, and grant agencies what your discipline and your method are. While the two overlap, they are not the same. Furthermore, while many ASE graduate students see themselves as interdisciplinary and multidisciplinary scholars, the reality is that they will be entering an academic world that very much defines itself through disciplinary conventions. Thus, it is crucial that ASE graduate students be able to discuss with authority at least one of the disciplines and one of the methods they plan to use in their dissertation. The disciplinary and methodological field in no way precludes ASE graduate students from being interdisciplinary or multidisciplinary, since ASE graduate students can use one or both of their self-defined fields to address other disciplines and other methods. Examples of disciplines and related methods are:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Method</th>
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<tbody>
<tr>
<td>English/Literature</td>
<td>Literary/Textual Analysis</td>
</tr>
<tr>
<td>History</td>
<td>Historical/Archival Analysis</td>
</tr>
<tr>
<td>Anthropology or Sociology</td>
<td>Ethnography</td>
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<tr>
<td>Art History or Film Studies</td>
<td>Visual Analysis</td>
</tr>
<tr>
<td>Geography</td>
<td>Spatial Analysis</td>
</tr>
<tr>
<td>Political Science or Sociology</td>
<td>Quantitative Methods</td>
</tr>
</tbody>
</table>

The **field of specialization** defines the primary field in which your dissertation is located. There may be more than one field that the student thinks her or his dissertation can be located in, but the field of specialization asks the student to name one (without precluding the possibility of using a student-defined field to name another field of specialization). Fields of specialization can be named most easily by looking to the subspecialties of disciplines, departments and programs that currently exist within the academy. Sometimes these subspecialties exist as departments or programs in their own right: ethnic studies, gender studies, queer studies, labor studies, cultural studies, etc. Sometimes these subspecialties are specific to disciplines and departments: 19th century American history, Asian American literature, Third World cinema, African American art, etc. Sometimes the
field may instead be defined theoretically: Marxist theory, postcolonial theory, feminist theory, psychoanalytic theory, etc.

In both the disciplinary and methodological field and the field of specialization, students should seek to acquire a knowledge of the canonical texts and debates as well as to develop a reading list that relates to their dissertation research. The student should also use the fields to prepare herself or himself to teach those fields at the undergraduate and graduate level. The student should be able to develop syllabi for courses in these fields by the end of the qualifying exam process.

Overall, as students develop these two fields and their two self-defined fields, they should strive for balance and diversity rather than narrow specialization. For example, the student who wishes to write a dissertation on 20th century Chicano literature and film is ill-served by these four fields: Chicano studies (field of specialization), literature and literary analysis (disciplinary and methodological field), Chicano literature, and Chicano film. The emphasis falls too strongly on Chicano specialization. A better set of four fields might be: Chicano studies (field of specialization), literature and literary analysis (disciplinary and methodological field), film and visual analysis, and border theory. Under literature and literary analysis, and under film and visual analysis, the student can incorporate Chicano texts. But the broader rubrics of film and visual analysis and border theory allow the student to have conversations with a wider range of scholars outside of Chicano studies.

GRSC 800, "Studies for Qualifying Exam" is designed for students who need to maintain full-time enrollment status for fellowship purposes and have already completed the required number of units. Although it will cost you one unit of tuition, GRSC 800 is a zero-credit course. You may register for it for up to two consecutive semesters before attempting a qualifying examination.

The Graduate School requires continuous registration. Unless you have a formal leave of absence from the department, you have to be a full-time enrolled student every semester or you lose your advanced status. You must also maintain full-time status to be awarded a teaching assistantship, to keep your visa (in the case of foreign students) and to receive financial aid. If you leave the Department without obtaining a formal leave of absence, the only way to return is to reapply for graduate admissions.

Preparing for the Qualifying Exams:
There are two separate aspects to preparing for the exams: how you study to gain mastery of a field and how you physically/emotionally get set to take the actual exams. Gaining mastery of a field is what you are doing from the day you begin the graduate program. There is no way to "cram" for the qualifying exams. Either you have read, processed, discussed and interpreted the material, or you haven't. Meet with your individual committee members to discuss which books you should be reading and give yourself plenty of time to get through those reading lists. Make sure you are comfortable with the "factual" foundations of your field. Set up reading groups with other graduate students if you can.

There are some things you can do that will make the exam process more successful:
• Get a good night's rest before each exam.
• Remember that these exams are physically demanding. In addition to getting plenty of rest, try to maintain your normal routines as much as possible prior to and during the exams.
• If you can, give yourself a written practice exam at home. Mirror the conditions of the actual exam with regard to time. Collect questions from previous exams and work on those. Ask your advisors for practice questions.

Psychologically, the best thing you can do is accept that the purpose of these exams is to measure what you have learned and understood about your fields. Remember that most people in the department are not interested in finding out what you don't know—they are interested in finding out what you do know.

The examination may not be reported as being passed if there is more than ONE dissenting vote. Ph.D. examinations cannot be passed conditionally. A pass on the examination cannot be made contingent upon other factors such as the preparation of extra research projects. If you fail the exam(s) and your committee agrees that you may retake them, you may do so at the discretion of your committee, no sooner than one month after your orals and no later than six months. If the student does not undertake the exam in this time period, there are no other opportunities to re-take the exam. Also, the second attempt is the final attempt for re-taking the qualifying examinations. If a student fails them a second time, that is grounds for dismissal from the Department. See “General Requirements for the Doctor of Philosophy Degree” in the University Catalogue:
http://catalogue.usc.edu/uscgraduate/policies/

**Dissertation Progress Meeting**

The dissertation progress meeting is a routine, annual meeting that will take place each fall semester for all ABD students. The DPM is designed to make sure that the student’s dissertation committee remains informed about the student’s progress, and to provide the student with an opportunity to receive detailed advice about both the intellectual content of the student’s dissertation and the logistics of completing it. ABD students on the job market can ask their dissertation chairs and the DGS for an exemption from the DPM. The DPM will occur in the first three weeks of the fall semester. The student must provide all committee members and the DGS with the proper forms.

For students who are in their first year after passing the qualifying exam, the DPM will be a collective meeting with the dissertation chair and the members of the dissertation committee. (Sometimes this meeting occurs virtually.) The chair will write the report on the student’s progress to the Director of Graduate Studies. The meeting will last one hour. It is the student’s responsibility to schedule a time that all the dissertation committee members can make. The meeting should be held in the dissertation chair’s office; if that space is not available, please contact Jujuana Preston at the main ASE phone number to reserve an ASE room. During this meeting, the student will update the committee on the student’s progress, including research and chapters completed, and will receive feedback on the state of the dissertation. The student will also present a plan outlining future work towards timely completion of the dissertation, taking into account funding status and possibilities.
For all other students in later years, the DPM does not have to be a collective meeting. The student can meet with the dissertation committee members individually, and then with the dissertation committee chair for a conclusive discussion. The chair and the student have the option of calling for a collective meeting of the dissertation committee if necessary.

All students must email the DGS and all committee members with the following documents at least one week prior to any meeting: 1) a “Time to Completion” form; 2) an updated CV; 3) an updated short dissertation abstract of no more than 150 words and a longer dissertation abstract of no more than 1000 words; 4) an updated biography. The biography, CV, and abstracts will be uploaded to the department website.

For all students, the dissertation chair will write a summary of the meeting which the chair will forward to the student, the committee, and the DGS, who will keep the summary in the student’s file. The summary will be used to help determine the department’s fellowship nominations for the next year. Before the spring review of graduate students, the DGS will review the summary and ask the dissertation chair for an update on the student’s progress.

**The Dissertation**

AMST 700 (Theories and Practice of Professional Development) was created as a vehicle to help students get started on the dissertation after the Qualifying Exam. AMST 700 will be offered every fall. In addition to addressing professional development issues, AMST 700 also requires students to develop a dissertation proposal that can be defended at the end of the semester. Although the proposal will be defended in class and limited to approximately 20 minutes, the defense will be open to the entire ASE community. Students must have completed their qualifying exams before enrolling in AMST 700. They are strongly encouraged to enroll in the course in the fall semester following their qualifying examination, unless pressing research reasons prompt them to delay enrollment. Students cannot delay enrollment longer than the third semester after the successful completion of their qualifying examination (normally the fall semester of their fifth year). They must also be in residence in order to take the course and fulfill the requirement.

The dissertation committee consists of at least three persons, one of which must serve as an “Outside” member. Like with the Qualifying Exam, the outside member can be either an Affiliate faculty or have no affiliation with ASE. However, people who served as “inside” members on the Qualifying Exam cannot be switched to an “outside” member for the dissertation.

After the qualifying examination has been passed, an interdisciplinary dissertation committee of at least three faculty members from the examination committee must approve a dissertation prospectus before full time research commences. Only at this point is a student admitted to candidacy for the PhD and will thereafter concentrate on the dissertation.

Finding your topic may seem a difficult feat. The "right" topic exists somewhere in the intersection of what interests other people in the field and what interests you.
You have to connect with the literature, yet find that question or argument you can feel passionate about. You have to get in touch with whatever the subjective things are that you care about.

One way to approach the selection of a topic is to look at what's out there. What are the critical works in your field? What kinds of articles are coming out in the important journals? What hasn't been addressed yet in the debate? What are the four, five or six key questions you want to ask in defining your topic?

Another consideration in the selection of a topic is the availability of sources. You have to have sources for your research and if those sources are not available, or are too far away for you to access, then you may need to change or modify your topic.

Graduate School regulations stipulate that you have a minimum of three committee members to guide you through the dissertation process. In most cases, the Chair of your guidance committee (your principal advisor) becomes the Chair of your dissertation committee. The other members of the dissertation committee should be chosen based on what they can contribute to your project. In some cases, the entire five member guidance committee is converted to the dissertation committee because of the expertise each member can bring to the dissertation.

On a very practical level, you should structure your dissertation committee with two objectives, or sets of objectives, in mind. First, who are the people you can, and want, to work with? You want people on your committee who are interested in your work, willing to take the time to read through it and able to give you suggestions. Second, you should try to get the most senior people available who also meet the first set of objectives. Assuming you want a job in academia, the more prominent your committee members — or at least your committee Chair — the more helpful their participation will be. These are the people who will be writing your letters of recommendation once you enter the job market.

In addition to your official committee, you should also be building a wider network of scholars in your field from around the country. These are people who will have a primary interest in your project and so can give you support and feedback at specific points in your research and writing.

Do not approach your dissertation as though you were writing a book; rather, you are writing a book-length piece of original research. When you get a job, that's when you turn your thesis into a book. It's two very distinct stages, and the level of expectations that you should demand of yourself should be different for a dissertation than it should be for a book.

**Defense of the Dissertation:**
Once the student has written the dissertation the University has a number administrative requirements that the student must fulfill before the PhD is awarded (see University Catalog). Both the University and ASE requires that a dissertation defense be held. Upon the approval of the entire committee, the student will schedule a defense of the dissertation. The first part of the defense, which will be open to the University community, will consist of the student making a 20-30 minute presentation of their research and key findings. This will be followed by an open discussion after which the committee chair will then convene a closed meeting.
consisting solely of the committee. Upon its conclusion the candidate will be notified of the outcome and further discussion may ensue.

There are three possible outcomes. First, a dissertation may be accepted without revisions. Such a dissertation should be considered as having “passed with distinction.” Second, a dissertation will be accepted with revisions. The student has six months to complete the revisions and file the dissertation after receiving the necessary signatures. Third, the dissertation is not considered passing, in which case the student must defend a revised dissertation again at a later date.

THE PROSPECTUS

Your prospectus is basically a proposal. The structure of the prospectus will vary, depending on who you are working with. The dissertation prospectus is also a critical component when you are applying for grants. The clearer the idea, the more grounded you are in what you are going to do your dissertation on, the more likely you are to get funding. In order to facilitate the dissertation proposal process, ASE has developed a course entitled, "Theories and Practice of Professional Development" (AMST 700). The course is entitled to provide a vehicle to support students in preparing the proposal as well as assist in their professional development. At the end of the class, students will formally present their proposals to the larger ASE community. This will constitute the "Defense".

The prospectus can be a daunting task. To help make it more manageable, start with the title. This should give a fairly good idea of what your dissertation is about. Then review the larger, scholarly world in which this thesis is set. What are the debates? Be specific. Then move on to your thesis, the questions you want to answer, and how those questions fit with, and contribute to, the larger debate. If you are far enough along, outline the project by chapter. As you do your research you are going to find that you will be constantly revising your topic. You will be revising chapters, you may even be revising the focus. You should also include, in the prospectus, anything you can on the sources and theoretical approach you will use to answer your questions. If you are going to develop a hypothesis and are having trouble doing so, don't worry. In many cases, the hypothesis comes about after you have finished the research and begun writing.

What is really important about a prospectus is not the answers, but the questions. Your research questions have to be answerable, while the (eventual) hypothesis needs to be falsifiable. What are the really important questions you want to ask and how do these fit within the field? In other words, the prospectus can be seen as an intellectual wish list. Here is the topic you are dealing with, here is how the profession is dealing with it, and here are your questions.

Suggested Readings:
FUNDING

Stipend Disbursement:
At the beginning of the academic year, the Graduate School enters tuition and stipend awards for each fellowship recipient on the Student Information System. Fellowship stipends are usually paid around the 26th day of each month, from August through May. In an effort to accommodate student travels at the end of each semester, the December stipend is paid in November and the May stipend is paid April. Students must complete the following requirements to receive their monthly stipend:

1. Students must be admitted to a degree-seeking graduate program,
2. Enrolled full-time for that semester,
3. Have a valid local address listed in the USC Student Information System, and the USC Accounts Payable or USC Payroll systems, and
4. Submit a copy of their US social Security Card along with a completed W-8BEN if they are a non-resident alien (international student).

The Graduate School enters stipends for the fiscal year and the USC Accounts Payable department is responsible for generating checks for US citizens and eligible non-citizens (permanent residents). Those checks are then forwarded, via US mail, to each fellowship recipient’s local address. It is essential that the local address (not the billing address or the permanent address) on the USC Student Information System is correct to ensure prompt delivery of a stipend check. Students may also update their address at any of the five Touch-USC kiosks located on campus. Electronic deposit is available and students can sign up in the Accounts Payable Disbursement Control office, (Parking Structure B, mail code 1984, (213) 740-2281).

This is an overview of funding available to graduate students in the Department of American Studies and Ethnicity. The processes for obtaining these funds vary. There is funding for which students apply directly, i.e. fill out an application. There is also funding for which there is no direct application process. This includes fellowships awarded to students upon admission and funding for which the student must be nominated by the department.

Please note – the information that follows is intended to be a useful guide but the deadlines listed below change frequently and should always be double-checked.

Graduate Studies Committee Review:
In December of each academic year, the Department’s Graduate Studies Committee will review the file of each ongoing graduate student in the program. That file will consist of the self-evaluation submitted by each student that year, an updated CV, a current transcript, and (for first year students) a copy of your graduate application.
The purpose of this review is threefold:
- to rank all students for nominations for fellowships available for continuing students;
- to nominate continuing students for available teaching and research assistantships;
- to review the progress of students on continuing fellowship packages.

By March 15th, the Department hopes to inform each of its continuing students of the various fellowships and assistantships that are being offered for the following year. If there is any choice involved, we hope to hear back from the student by April 15th regarding that choice. Our major purpose for this extensive review is to try to fund all of our students with the most appropriate and most substantial funding available for their level, and to help students compete successfully for all university-wide and national fellowships.

**Available Fellowships:**
Fellowships at USC can be divided into a variety of different categories, and are administered by a variety of different entities. For example, fellowships may be administered and awarded by the Department itself, the College, the Graduate School, other USC entities, or outside foundations. The USC Graduate School can provide information on many of these sources. Some fellowships are only available to entering graduate students, a few to those at mid-career, and others only to those at the dissertation stage. Some fellowships cover full tuition, fees, and a stipend, while others may cover only research expenses or consist solely of a flat amount of money.

**Graduate Assistantships:**
Either as part of a multi-year funding package or as a single year award, graduate assistantships are often a key part of the funding of a graduate career. Of course, graduate assistantships are also a key component of the educational process for Ph.D. students, providing either teaching opportunities as assistants to faculty in undergraduate courses or working in close contact on research projects under faculty supervision.

**Teaching Assistantships:**
Teaching assistantships are available to graduate students in American Studies and Ethnicity in a variety of fields, disciplines, and schools. One purpose of the annual evaluation is to determine the best placement of students in teaching positions, to insure that their training and experience as graduate instructors correspond with their educational goals and aspirations. Currently, teaching assistantship assignments are determined by the department chair, in consultation with the Director of Graduate Studies.

The following lists some of the available positions over the past few years, although new opportunities arise every year and other past possibilities end, depending on various factors. In addition, the college has recently decided to create a pool of available TA's. In the Spring, the college will solicit the CV's of potential TA's and provide a central bank for departments.

The Department of American Studies and Ethnicity currently has seven courses which require a teaching assistantship. These courses are:
- AMST 101: Race and Class in Los Angeles
- AMST 135: Peoples and Cultures of the Americas
AMST 250: The African Diaspora
AMST 252: Black Social Movements in the U.S.
AMST 274: Exploring Ethnicity Through Film
AMST 285: African American Popular Culture
AMST 301: America, the Frontier, and the New West

The following units have agreed to consider Ph.D. students in American Studies and Ethnicity for positions in their courses, depending on their unit’s needs:

- Department of History
- School of Religion
- Department of Sociology
- Writing Program
- Department of Anthropology

**Research Assistantships:**
Research assistantships are positions to support faculty research under direct faculty supervision. A standard assistantship is a half-time position, requiring you to work between 15 and 20 hours per week, and it covers tuition, fees, and a stipend similar to that of a teaching position. But research assistantships can also vary widely, from a quarter-time position to a negotiated hourly position that does not include tuition supplement or payment of fees.

Most research assistantships are generated by faculty grants from outside foundations or government entities, and are, therefore, not necessarily secure from year to year, and may appear or disappear depending on available funding. The Center for American Studies and Ethnicity will attempt to post as many research assistantship opportunities as available, but your own network of faculty advisors are another important resource for finding out what is available.

**University Funding and Outside Employment:**
Whether a Fellowship, RA-ship, or TA-ship, most award letters have the following language:

A condition of the award is that you maintain full time student status and not accept any contemporaneous employment, either within or outside the university. Exceptions are rare and are granted only with the prior written approval of your department and the College Dean of Academic Programs. You may, however, accept employment June 1 through August 31 without impairing your Award eligibility.

We recognize that in some instances an exceptional opportunity arises that would contribute significantly to a student’s intellectual development. For this reason, students may request in writing permission for occasional outside employment. This request must be authorized by both the Department Chair of ASE and the College Dean. Claiming financial hardship (real or otherwise) is not a sufficient reason to pursue additional employment during the academic school year. We realize that graduate school is a difficult time in terms of one's personal finances. However, we also believe that you should be aware of the fiscal hardships prior to enrolling and plan accordingly.

Please be advised that the Department will investigate rumors of extraneous employment. If you have any questions, you should speak to your advisor.
The following document is from USC’s Graduate & Professional Students Senate (http://www.usc.edu/org/gpss/). Written by Peter J. Koetters, GPSS Health Sciences Campus Liaison, the Graduate Student Bill of Rights and Responsibilities was adopted February of 1999. Portions of it were adapted from the University of California at Irvine Graduate Student Bill of Rights and Responsibilities. Many of the above rights and responsibilities are described elsewhere in the USC literature. See the USC Catalogue for the University’s official views on graduate student rights and responsibilities, SCampus, the USC Mission Statement, and the USC bylaws for more specific information.

**Graduate Student Bill of Rights and Responsibilities**

**Background and Description:**

This document is a general guide to inform graduate students of their rights and responsibilities in broad terms. Graduate students are defined in the Constitution of the Graduate and Professional Student Senate as "any student enrolled in a graduate or professional program and classified as a graduate student by USC." Many of the items contained within are already specified as rights or responsibilities of students in official university literature, often in greater detail than presented here (see endnotes). Footnotes identifying the previously published University literature that enumerates these rights are not provided since such references would assuredly be incomplete (mostly due to the manifold nature of the documents that describe the University's policies, rules, and bylaws). Thus, an exhaustive survey of these rights and responsibilities in order to identify those that are truly novel has not been undertaken.

This document is not intended to apply to undergraduate students. Although many of the rights and responsibilities described herein apply equally well to undergraduates, some do not. Whereas the rights and responsibilities of students in general are well stated in SCampus (University Governance: Policy statements: Statement of Student Rights and Responsibilities), the particular situation of a graduate student is not addressed. A graduate student is at times educator and researcher as well as pupil. This tripartite existence, together with the exceptional influence of a faculty advisor or mentor upon the life of a graduate student, would seem to demand a unique set of rights and responsibilities. Thus, USC graduate students have drafted this document as an attempt to satisfy this desideratum.

**USC Graduate Student Bill of Rights and Responsibilities**

Graduate and Professional Students have a right to the following:

A graduate student has a right to be respected as a person of merit and junior colleague upon gaining admission to a graduate program.

Graduate students have a right to an accurate description of the availability and the likelihood of financial and resource support within their program.
Prospective and currently enrolled graduate students will be provided a thorough description of the requirements and qualifications necessary for academic employment, training or financial support at the university. Assignments of office or lab space to departments and programs shall consider the need for adequate graduate student space.

Graduate students have a right to specific and concrete requirements for achieving an advanced degree. These requirements shall be communicated clearly to the student upon entrance to the graduate program.

Prospective and currently enrolled graduate students have a right to know the expected time to degree completion and the average time to degree completion within their specific graduate program. This information shall be furnished to prospective students.

Prospective and currently enrolled students have a right to know a program’s student attrition rate, and, if available, the predominant reasons for lack of degree completion. This information shall be furnished to prospective students.

Graduate students have a right to have their progress towards achieving an advanced degree be evaluated in an objective manner and based on criteria that are understood by the graduate advisor and the student.

Evaluations shall be factual, specific, and shall be shared with the student within a reasonable period of time. Evaluations that should be in writing include: annual progress reports or research appraisals, decisions on qualifying examinations, and unusual or additional program requirements.

The reasons for unsatisfactory performance on programmatic examinations should be stated clearly to the student in a written evaluation.

A graduate student has a right to regular feedback and guidance regarding his or her academic performance.

Each graduate student has the right to enlist an official faculty advisor who will help the student in achieving his or her program objective. The student and faculty advisor should arrive at and maintain a mutually agreeable schedule of evaluative and / or supervisory conferences.

Graduate students have the right to a fair opportunity to correct or remedy deficiencies in their academic performance.

Dismissal of a student from a graduate program for academic reasons shall occur only when the student has been issued:

- Specific, written performance information,
- Advance written notification that he or she may be dismissed for specifically identified academic reasons, and
- Has been given a fair opportunity to amend his / her academic record.

Graduate students have the right to be free from unjust discrimination in all matters relating to the university, including but not limited to discrimination on the
basis of: race, gender, age, sexual orientation, disability, religion, or political beliefs.

Graduate students have a right to reasonable confidentiality in their communications with professors.

A professor should not discuss a student's performance with other students.

Discussions among faculty regarding a student's performance in a graduate program shall be of a professional nature, and shall be limited to a student's academic performance and fitness as a graduate student.

Graduate students have the right to refuse to perform tasks if those tasks are not closely related to their academic or professional development program. Graduate students shall not be exploited to the personal advantage of any faculty member.

Graduate students have a right to co-authorship in publications involving significant contributions of ideas or research work from the student. The student shall receive 'first authorship' for publications that are primarily the result of creative research and writing performed by the student. Faculty and graduate students should agree upon the order of authorship as early as is feasible, commensurate with their respective levels of contribution to the work.

Graduate students have the right to be incorporated into the decision-making process within their department or academic program, including but not limited to decisions on curriculum, funding and school governance.

Graduate students reserve those rights not specifically enumerated in this document, but otherwise specified by the university, the academic community, or the nation.

Graduate and Professional Students have the following responsibilities:

Graduate students have a responsibility to conduct themselves, in all educational activities, in a manner befitting an academician or professional in their field of study.

Graduate students have a responsibility to devote an appropriate amount of time and effort toward achieving their degree, except when special circumstances apply.

Graduate students have a responsibility to uphold accepted academic standards, including but not limited to:

- accurate and honest reporting of research results,
- ethical research methodology and scholarship, and
- responsible teaching practices.

Graduate students have a responsibility to participate in the campus community.

To make an effort to contribute to the academic reputation and the social environment of their academic program.

To make an effort to enrich the university.
Graduate students have a responsibility to ask questions that promote their understanding of the academic and financial requirements their specific graduate program.

Graduate students have a responsibility to understand the proper and expected relationship between faculty mentor and graduate student, and to actively participate in the development of an amicable and effective partnership.

To have an awareness of time constraints and other demands imposed on faculty and staff.

To communicate clearly and regularly with faculty mentors and advisors, especially in matters related to degree progress.

Graduate students have a responsibility, through word and action, to show respect to the university and all its employees, to respect the rights and responsibilities of other students, and to show respect to the communities that surround our campuses.

Graduate students are subject to other responsibilities not specifically enumerated herein.

Omission of a responsibility from this document does not relieve them of any obligation.

Graduate students have an obligation to be aware of the responsibilities that they bear as a graduate student, and to adhere to the standards of conduct that apply to them.

For more information on GPSS, visit their website at [http://www.usc.edu/org/gpss/](http://www.usc.edu/org/gpss/).

### OTHER ON-CAMPUS GRADUATE SOURCES

**American Studies and Ethnicity Graduate Student Union (ASE GSU)**

Formerly known as Peers in American Studies and Ethnicity Organization (PASEO), now known as, American Studies and Ethnicity Graduate Student Union (ASE GSU) was established in the fall of 2002. The purpose of the organization is to advocate for graduate student needs to ASE staff and faculty and the larger university community, and to facilitate the professional development of graduate students in the department. The organization consists of five officers – two Co-Chairs, a Treasurer, a Historian, and a Representative to the Graduate and Professional Student Senate – who are elected by the entire ASE graduate student body in December of each year.

ASE GSU sponsors a variety of professionalization and networking events each year. Current programs include a Faculty Speaker Series, which invites affiliated faculty to present their work to students in an informal setting. The purpose of this series is to establish connections between faculty who are less involved with the Department and students who may wish to work with them. In addition, PASEO sponsors a Professionalization Series, which is designed to give students the skills...
and knowledge they will need to successfully join the academic community first as
students and eventually as faculty. The Professionalization Series features such
topics as writing a successful curriculum vita, conducting effective library research,
and making the most of academic conferences. Finally, PASEO hosts social events
every month, such as “listening parties”, where students are invited to share their
poetry, fiction, or art.

PASEO welcomes input and invites involvement from all currently enrolled graduate
students in the Department of American Studies and Ethnicity. To get in touch with
the organization, send an email to ase.gsu@gmail.com.

GSG:
The Graduate Student Government is recognized as the official voice of the
graduate and professional student body. Elected officers and student
representatives link graduate students with the larger university community by
tackling issues specific to graduate students, striving to improve the overall
academic experience, and planning social events to provide a venue for interaction
beyond the academic realm.

Executive and Full Board Representatives are elected each year to serve you. They
serve as advocates for you on issues such as graduate student rights, health
insurance, housing and TA workload to the administration. Funds from your
programming fee are allocated to support activities that enhance your overall
experience at USC ranging from an interdisciplinary student conference to tailgate
parties before the football games. Graduate and professional students serve on a
variety of university committees to represent your interests. Money is made
available for your events, ideas, and activities. Publications, such as the Graduate
Trojan and GPSS web site, keep you informed of issues and activities that involve
graduate students. https://gsg.usc.edu/

Student Clubs & Services:
USC hosts a variety of student-run clubs and activity groups that cater to a variety
of different needs. Many clubs offer mixers that provide nice outlets for meeting
like-minded students. A complete list of student organizations and contact
information can be picked up at the Front Desk of Topping Student Center. Another
list including the organizations' emails and websites is also available through the
Student Organization webpage http://campusactivities.usc.edu/organizations/.
The Peer Leadership Consultants also have a listing on their webpage including each
organization's PLC https://campusactivities.usc.edu/organizations/consultants.

TEACHING

Teaching experience — and the ability to demonstrate your effectiveness as a
teacher — is becoming more and more important. We see it reflected in job
descriptions. More and more job descriptions are asking for teaching experience.

To prepare for future teaching, beyond working as a Teaching Assistant, ask
permission to sit in on a variety of survey courses. Chances are your first teaching
experience will require you to move from the specific (your own research) to the
general (a survey course) in a fairly short period of time. Observing how other
teachers handle course material and student interaction will give you ideas for your
own courses in the future. Sitting at the back of another teacher's class allows you
to see what's happening. You see kids falling asleep. You see them reading fashion magazines. You watch how the professor handles it and you learn from his or her mistakes and strong points.

Another thing you can be doing now is collecting syllabi. Go to the professors who teach in your area or areas and ask for copies from current or past courses. Think also in terms of collecting syllabi for broad-based survey courses, even those outside your area of interest. Part of the process here is an "acceptable plagiarism" in that you "borrow" ideas from other teachers. You look at what kinds of readings other teachers are using, how they are organizing lectures, how they are grading, that kind of thing. Having a file of syllabi to refer to will be incredibly helpful when you sit down to structure your own course.

Update your curriculum vitae each time you teach a new course. Request letters of reference from professors for whom you work as a teaching assistant. We will be happy to keep the letters on file for you, along with the summary of your teaching evaluations for each course.

As you become an advanced graduate student, opportunities to teach your own course will certainly arise. Although USC prohibits graduate students without their Ph.D.s to teach undergraduates on their own, virtually all the surrounding community colleges, liberal arts colleges, and California State universities are always looking for part-time instructors.

As a department aimed to prepare you for a tenure-track position, we discourage you from accepting these positions. First, such positions violate the provisions of almost all fellowship and teaching assistantship support at USC. Secondly, compensation for teaching these courses is normally less than one-half of the USC TA pay-rate, a situation that clearly is exploitative of young instructors. Thirdly, our experience is that these teaching positions normally delay progress towards completing the Ph.D. and, in the end, detract from your competitiveness in the job market. What initially appears to be a unique teaching opportunity turns out to be highly exploitative and detrimental to your overall career as a scholar and teacher.

A more constructive way of obtaining valued college teaching experience is through dissertation or postdoctoral fellowships that have teaching components that will allow you to develop your own course. Or many of these local positions are available during the summer, when you are free to obtain this valuable teaching experience if you are not provided alternative summer funding or employment. ASE is also considering developing a Teaching Fellows Program that will allow advanced teaching assistants to teach their own course at one of the surrounding colleges or universities during the academic year with supplemental teaching pay and close teaching mentorship.

**The Teaching Portfolio:**
A Teaching Portfolio is what you use to sell yourself as a teacher. It shows what you have done and how you have done it. Its purpose is to demonstrate what you can teach, from surveys to specialized classes, and how you would teach them. Teaching portfolios are not standardized within the academic profession, but there are some generally agreed on components.

First, your portfolio should contain a statement articulating your teaching philosophy. Very few graduate students have thought about what their teaching
philosophy might be, yet it's something everyone should begin thinking about from the day they enter the graduate program.

Second, the portfolio should document your teaching efforts. If you have been a Teaching Assistant, what were your duties and responsibilities? Did you grade papers and exams, lead discussion sections, give lectures, help formulate exams, counsel students on their research? If you have been fortunate enough to teach your own course you'll want to provide documentation of that experience(s), including the syllabi, course dimensions and goals, the outlines, tests, and methods you've used in facilitating discussion.

A third element of the teaching portfolio is evaluations — peer evaluations, faculty evaluations and certainly student evaluations. These will all reflect on how successful you have been in achieving your teaching goals.

Finally, you may want to provide videotape of your performance. If you want to go through a really humbling, and occasionally humiliating experience, get yourself videotaped in front of a classroom. This can be as revealing as anything you will ever do. You will pick up all the little oddities and eccentricities of which most of us are unaware. But this kind of exercise can be invaluable for improving your effectiveness as a teacher, particularly if you ask your peers to help you evaluate the tape. Then do it again, and again, until you have a respectable video for your portfolio.

For more information on teaching, contact the Center for Excellence in Teaching. You'll find teaching manuals, TA Guidelines, and many other kinds of information from various institutions around the country. They also have an extensive website at http://www.usc.edu/admin/provost/cet/.

**CONFERENCES**

Conferences offer you a chance to see how the world of academic research works, to get involved in the intellectual exchange within your field, to meet people closely connected to your field and to make yourself known. These benefits occur whether or not you are presenting a paper, as long as you make the effort to introduce yourself to people and talk about your work.

The trick is meeting people. Ask your advisor to introduce you to scholars working in your area. Go to the informal gatherings. Get in the hallways. Talk to people. If there's nothing going on and you can't find anybody, simply go to the hotel lobby or bar and sit there. Just be visible. Sit on a sofa so somebody else can join you. If you see a group of people who look like they are at the conference, just go up and join them. Some people at academic conferences are there to visit with old friends and they may not be too receptive. But most of the people at these conferences are very warm, friendly, and supportive people.

Once you have started making these connections, you'll often find one thing leading to another. A person you meet at a conference may make you aware of a book or paper you hadn't known of previously. Or you may start to correspond with people you've met at conferences, people who can help with your research. You may also find that connections you've made at past conferences lead to your involvement in a panel to present a paper.
Tip: When you start attending conferences, take a small notebook to record names, addresses, business cards, research topics, reference suggestions and any other information you can glean from presentations or informal conversations. Use the same notebook for all conferences. When you start researching your dissertation, this personal reference manual may prove invaluable.

Conferences vary a great deal in terms of size and focus. The large national conferences offer an opportunity for greater variety and more contacts. On the other hand, these conferences are easy to get lost in. You may find the smaller conference specializing in your area is both more useful and less intimidating.

Perhaps the best way to approach this is to go through the relevant journals and newsletters, as well as the Center bulletin board dedicated to upcoming conferences and calls for papers, and look at what conferences are being held this year and where. Then try to evaluate how much benefit each conference will yield given its location, your interests and the kinds of people who are likely to be attending. Some of this will depend on your financial resources. Local conferences mean you don't have to worry about airfare or lodging expenses. There's some logic to attending any local conference that has any connection to your work, no matter how remote, at least in the beginning. This is an inexpensive way to get exposure to the conference environment and begin meeting people.

You should also ask around within the department, find out who is going to which conferences (or has been before) and talk to people about which conferences offer the best return for your time and money.

There are various places on campus and off-campus to look for travel funds. First, check with the Director of Graduate Studies to see if the Department has allocated any monies toward conference travel. Also, USC provides some limited funding for graduate students attending conferences, with the amount depending on how far you have to travel. Because these funds are limited, you have to plan fairly well in advance. For more information on travel funds offered by USC, visit the Graduate Student Government at https://gsg.usc.edu/. Other on-campus sources for travel money include the Norman Topping Scholars (http://www.usc.edu/studentaffairs/gateway/programs_services/norman_topping_scholars.htm) and the Center for Feminist Research (https://dornsife.usc.edu/cfr/). In addition, often the organization holding the conference will have some funds available for graduate students, particularly those who are presenting papers. If you want to attend a conference, but have limited financial resources, call the conference organizers and ask if they have any money. At the very least, they may be willing to waive the registration fee. Before spending any funds, make sure you check with the granting source on their rules concerning what you can spend your money on, the best means of payment, and how you can be reimbursed.

In the case of out-of-town conferences, you may be able to reduce the expense by sharing a room, finding someone who lives in the area to host you, or by staying at a less expensive hotel near the conference site. You can also save money by skipping the breakfast and luncheon events at the conference, which are generally a bit pricey. On the other hand, if you are attending the conference alone —and don't know a soul — one or two of these events may be worth the investment. This is a quick and fairly painless way of making contact with other scholars around the table.
As a graduate student you should consider presenting papers if you "are ready to present"—meaning if you have something to present. While most graduate students won’t be at this stage until their third or even fourth year of graduate school (unless you are presenting at a conference showcasing graduate student work), some seminar papers from first or second year students may be appropriate submissions to a conference. The great value in presenting papers lies in the critiques you get from other members of your panel. If you go into a presentation expecting to disseminate your ideas to a fascinated audience and become famous, you'll likely be disappointed.

You should certainly consider presenting papers once you've started writing your dissertation. Try turning a chapter — or even the entire thesis — into a paper. This will sharpen your thoughts and give you feedback (via the session comments) on your work as it is in progress.

Keep track of what conferences are being held, the "Calls for Papers" and what the deadlines for submissions are. You can find this information in the various newsletters published by scholarly associations. Then, organize a panel of other scholars and submit your collective papers as a panel, with a moderator and/or commentator. This is by far the preferred route — to organize a panel rather than just submitting a paper. When you submit a single paper, the Program Chairs see it, don't know what to do with it and — if you get on the conference program at all — either stick it in a panel you would just as soon not be on and/or put you at the end of the conference, in the last session on the last day when everybody's headed home. So one, it's harder for them to place an individual paper and two, you may not get a very good venue. If you can't organize a panel, try to limit your submissions to regional conferences. They are often more sympathetic to single paper submissions and will make a greater effort to match you with a panel.

Keep track of the participants at conferences of associations you are interested in. Over time, you'll develop a fairly good list of who is doing what. When you have a paper ready for presentation, get on the phone and call people who are doing the kind of things you do. Initially, this may be other graduate students. If this is the case, try to get a fairly well known scholar to agree to act as commentator and/or moderator for the panel. Panels usually consist of three papers, a chair and a commentator, although sometimes one person serves as both commentator and chair (moderator).

One way to go about this is to ask one of your professors. In this case you have somebody built right in who might know graduate students or faculty at other schools who would join your panel.

Another option is the growing list of student-organized conferences. These are often the best places to gain your first experience in presenting your work to a wider audience. In Fall 2002, for example, a group of USC students led by Ph.D. students in American Studies and Ethnicity organized a conference on research on Los Angeles as a result of the graduate seminar they were enrolled in together in Spring 2002.
GETTING PUBLISHED

There are hundreds of journals out there, most of which are published two to four times per year. The academic publishing process is long and time consuming. The average length of time, from submission to publication, is two to three years for most journals. When you submit an article, it is read by the journal's editor, who either rejects it out-of-hand or sends it out — as an anonymous article —to two or three people in the relevant field to be refereed. The referees return the article to the editor with their comments and evaluation or return it with requests for a rewrite based on the comments of the referees. In rare cases the editor will accept the article as written (or with very minor revisions). Once the article has been revised to the editor's satisfaction, it may be put on the schedule for publication. Be aware that being invited to resubmit an article does not guarantee publication. The editor still has the right to reject it, even after you have made the requested revisions.

Seeking to publish a paper as a graduate student is a matter up for debate. Some professors feel you should start publishing as soon as possible while other believe the publishing aspect of your scholarly career will come in due time. As with many issues relating to your academic development, you should discuss this with your advisor. Publishing becomes a reality for most students when they are at the point of writing the dissertation.

Publishable papers have something original to say. This is the key criterion. It has to be something somebody wants to read about because people don't know about it already, or haven't approached it in your particular way. The paper can be flawed in terms of organization and the editors (or the referees) will actually say "We will fix that for you," if it has this one basic characteristic. But if a paper doesn't really have anything new, original or fresh to say, it most likely won't be accepted for publication. Before you submit a paper to a journal, have several people (including your advisor/s) read it. Never submit a work in progress; submit the best possible draft you can write.

Another way of "getting published" is through book reviews. Published reviews get your name out there, give you something on your CV and serve as a kind of endorsement of your academic credentials. If a journal is willing to publish your review they are, in effect, saying you are someone whose judgment should be respected. The trick is getting asked to write a review. It's actually not legitimate just to send in a book review because it might indicate you have an ax to grind.

Book reviews are solicited by the journal's editor, usually from published American Studies or Ethnic Studies scholars. You may be able to find a local or semi-professional journal willing to let you write the occasional review, but don't expect to write for a major journal unless you have published a book. Another option is to ask your advisor or other faculty members to pass along your name to journals who may send them requests for reviews in certain fields or on certain topics; busy faculty often are asked to recommend others who might take on the tasks that they are unable to perform.

What you can do is find out if a local journal accepts unsolicited requests to become a reviewer. If they do, send a letter introducing yourself and telling them what your field is. Then list five or ten new books in your field as examples of books you feel qualified to review. A lot of times these editors are just trying to get things...
processed and out — if they have some of those books you've listed lying around, and haven't found a reviewer yet, they may just send them off to you.

**Electronic Reviews:**
In the recent past, graduate students have found more opportunities to get themselves published through electronic journals by writing book reviews and sometimes submitting articles. Specifically, H-Net Reviews often submits calls for book reviews. For more information, check their website at [http://www2.h-net.msu.edu/reviews/](http://www2.h-net.msu.edu/reviews/).

For more information on writing articles and reviews, and for a complete listing of the historical journals available, refer to: Dale R. Steiner. Historical Journals: a Handbook for Writers and Reviews. 2nd edition. (Jefferson, NJ: McFarland and Co.)

**Some Guidelines for the Evaluation of Manuscripts:**
*Note: This is a sample of the kinds of guidelines a journal might provide to editors and readers who are evaluating manuscripts for publication. Standards and guidelines will vary between individual journals.*

What is the importance of the subject? Is this a major general argument about the course of history or a minor, but crucial footnote about the past? Or something in between? In short, where does this paper fit in the scholarly literature in terms of its subject matter?

What are the main themes and/or subthemes of the author? What has the author set out to accomplish? Is the contribution largely in the realm of new data, new interpretation, or both?

Does the author succeed in accomplishing established goals? If not, perhaps s/he makes greater progress in some other direction. Judge it as to the intended and the unintended.

Does the author place the subject in its proper intellectual context? Does the author state the limitations of previous scholarship and show why this paper is necessary? Spot-check some of the prominent secondary sources listed in the footnotes. How much does this paper go beyond what others have already said — very far, some, a little, none?

How is the paper organized? Is it clearly argued? Does it begin and end properly? Is there a parallel between beginning and conclusion? Does the argument flow smoothly in the main body of the text? Is the order in which topics are introduced the most effective for this subject? What needs to be added? What is peripheral and can be compressed or cut?

In general, what seem to be the shortcomings in terms of style, argument, focus, evidence, etc.? What are the main strengths?

Does this paper suggest other areas for possible future research? Where does the author see it leading; where do you see it leading? Are there more opportunities for additional research?

How might you proceed to improve this paper to enhance its publication potential? How would you upgrade its quality to appeal to journals of higher status in the profession?
GETTING A JOB

Obtaining a fulltime, tenure-track job will be the goal of most students in our Ph.D. program. It is wise to look at job announcements for these positions early in a graduate career in order to understand both the disciplinary and interdisciplinary job markets. You can view current jobs posted in American Studies at the the ASA’s website, located on the American Studies Crossroads site at http://crossroads.georgetown.edu.


For students joining the job search, there are several steps they can take in preparation. The Center for Excellence in Teaching offers several workshops geared to preparing graduate students for the job market from creating teaching portfolios to mock interviews. For more information on these workshops, visit its website at http://cet.usc.edu/index.html.

The Department of American Studies and Ethnicity will also hold several workshops for students planning to be on the job market. First, an annual and mandatory session for all ABD students will be held early each year by the Placement Director to discuss time-to-degree issues and preparation for entry into the job market. Secondly, a separate session will be held for all those planning to enter the job market that year to discuss strategies and timetables for a successful placement. Thirdly, the Placement Director will help individual job candidates set up mock job talks, interview sessions, or discussions regarding campus visits for students in the throes of obtaining employment. At the end of each year, the Department sponsors an annual workshop featuring those successful in job placement to share their insights with other students about the job market.

Use the checklist below as further ways to prepare for the job search. This checklist was prepared for the American Studies Crossroads Website by Mary Corbin Sies from the University of Maryland.

The following checklist was created to summarize steps in the generic academic job application process for entry level American Studies candidates from start to finish. Applying for academic jobs requires a lot of preparation time--more than neophyte applicants usually realize or have. It is especially difficult to prepare materials for applications and interviews when one is struggling to meet deadlines for completing a dissertation. This checklist is intended to give you a sense, at a glance, of everything you MIGHT be asked to do or to provide so that you can manage your time as well as possible.

**Checklist For Job Application Process:**

1. Update or establish a placement file with Interfolio.com. Please begin this process in August if you plan to be on the job market that academic year. Interfolio.com will create a job placement file for you and coordinate your letters of recommendations for job placement and postdoctoral applications. It is best to obtain updated letters of recommendations each year. You are responsible for organizing your other credentials, including a curriculum vitae, précis of your
dissertation, list of courses/comprehensive exams, and summaries of teaching evaluations.

Some deadlines may be as early as August 15th and some programs may list a very early deadline at the last minute. Please complete your placement file and your own credentials file well in advance of the first job deadlines so that you are not compelled to do a fast or sloppy job of it.

2. Begin checking job ads from September on. Regularly check these sources as appropriate for your particular field of study:
   * Chronicle of Higher Education
   * Modern Language Association (MLA) Job letter
   * American Historical Association (AHA) Perspectives
   * American Studies Association (ASA) Newsletter
   * College Art Association (CAA) Careers bulletin
   * SAH Newsletter
   * the appropriate job bulletin for your field
   * don't neglect online sources or equivalents of the bulletins above for faster notice of new postings.

3. Keep your advisor(s) and Interfolio apprised. . .

4. Do your homework: Research specific jobs in the college catalog collection and through your gossip networks. Display this knowledge in your application materials.

5. Send out applications--being careful to meet the deadlines. Send what the search committee asks for; follow instructions, in other words. Usually they will ask for the standard items in your credentials file: cover letter, C.V., letters of recommendation (at least 3), dissertation precis or research summary. Keep the precis short. If the search committee wants a full writing sample, they'll ask for it. Sending tons of paper before it's requested may irritate some members of the committee. Many colleges or universities will require an original transcript sent directly from your university.

6. Set up a system of information control so you can keep track of your progress for each job.

7. Once the initial screening begins, you may be asked for additional materials. Send supporting documentation as requested. This stage of the search usually begins in November and continues through late January or a bit later. These materials may include
   * course syllabi or proposals
   * course evaluations
   * offprints or preprints of articles
   * all or part of your dissertation
   * statement of teaching philosophy

8. Plan to attend the major conventions in your field. If you are really serious about getting a job, you need to attend these annual meetings to engage in the networking, scholarly exchange, and schmoozing of publishers' representatives that is necessary for career advancement. In American Studies, these meetings might include
   * American Studies Association in late October or November
*American Historical Association or Modern Language Association in early January
* College Art Association in February
* Organization of American Historians in late March or early April
* Others as appropriate to your field

9. Prepare for convention interviews. Undertake additional research on the department, including research and teaching interests of faculty members. Prepare good raps on your dissertation research, future research plans, how you’d teach courses you know they need taught, and what else you’d like to teach. Have a good set of questions to ask them that demonstrates that you’ve done your homework about their department, institution, and location.

IMPORTANT: If you are interviewing in the dreaded "job pit" at one of the big annual meetings, be sure to familiarize yourself with that scene before you interview. There’s nothing quite like the contagious panic and nervousness that pervades a gigantic room with 50 tables and 50 simultaneous interviews going on and no privacy.

10. Prepare for campus interviews. These "flybacks" may occur as early as December but usually take place between January and March. Have a 45 min. presentation on your research ready to go. Rehearse it.

11. Wait to hear the search results. Search committees follow their own timelines in these matters. You may receive an offer within a day or two of your campus visit or 4-6 weeks later. You may receive a rejection call or letter within a week of your visit, several weeks later, or never.

Some additional advice on managing your time in the job application process:
• Be generous in calculating the amount of time you need to manage this process well.
• Know what you have to do and prepare in advance. It is terribly difficult to invent a syllabus for a new course or write an impressive job talk when your interview is a week away.
• Keep good records so you know where you stand w/each position.
• Keep in touch with your gossip network and work it for all it's worth.
• (I'm sorry to say this, but) Plan to lose three months on your dissertation: Nov. through Jan or whenever the interviewing ends.

What should you include on your C.V.? The most important points to summarize:
• institutions granting degree
• research and teaching fields
• publications
• teaching experience and list of courses you've taught
• academic awards and grants
• references w/phone numbers and full addresses

Other items to consider including:
• evidence of additional talents as appropriate for the job
• conference papers
• book reviews
• service or administrative experience
• professional memberships and offices held
What not to include:
* business experience unless it relates to academe or to the specific position
* detailed personal information

**IMPORTANT:** Use your word-processor to tailor the c.v. to the specific job.

What to put in a cover letter:
- mention where you saw the job posted
- your basic fields (tailor appropriately)
- a summary of your past research
- a summary of your future research
- teaching experience and interests
- what you can do for this particular department

**IMPORTANT:** The purpose of the cover letter and application is to obtain an interview. So **ASK** for an interview; indicate whether you'll be attending the usual conventions.

**ALSO IMPORTANT:** You should emphasize certain parts of your credentials and talents for certain jobs. Graduate degree-granting institutions will be more interested in research than teaching. Most other institutions will be primarily interested in your teaching experience and approaches.

**Sample Interview Questions:** (gathered from the ASA Crossroads Website)
Academic Job Interview Questions for New American Studies Ph.D.s. At the 1998 ASA Meeting in Seattle, the ASA Students' Committee held twelve mock interviews for a hypothetical American Studies tenure-track job. Scholars from a variety of disciplines participated as interviewers. Here is a list of some of the questions that interviewers asked, posted in the interest of American Studies students seeking academic jobs. The Students' Committee invites discussion on these and other potential questions.

**General Questions:**
Tell us about yourself.
Do you consider yourself to be a scholar, a teacher, or an administrator?
Where do you think American Studies stands today?

Questions on Scholarly Work
Tell us about your dissertation.
Who is on your dissertation committee?
Explain your use of theory/methodology in your dissertation.
Why has there been a recent interest in the area of your dissertation topic?
What makes your project an American Studies/interdisciplinary project?
What makes your dissertation "new"?
What journals will you be working with as you move towards tenure?
What will your next research project be?

Questions on Teaching
What kinds of students have you worked with in the past?
How would you deal with teaching a primarily white / African-American / diverse / older /commuting / working student body?
What methods would you use to teach an American Studies course?
What five texts would you use to teach a survey course in American cultural history?
Describe the course that you taught.
Tell us about a time that you used an innovative teaching method.
If I asked you to teach a graduate seminar, what would it be about?
What would you want your students to get out of an introductory American Studies course?

Additional Questions on the Interviewers' Minds: (gathered through post-interview discussions)
What kind of colleague would this person be?
What would it be like to have lunch with him/her?
Does this person seem to be trying to put me on the defensive?
Has this person researched our department/program history and the interests of our faculty?
Does this person have good questions for us?
Does this person seem enthusiastic about the prospect of getting this job?
Does this person seem interested in students?
Does this person seem like he or she will be a good teacher for our particular student body?

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STUDENT HEALTH AND INSURANCE
USC requires that all students have health insurance. With some exceptions, most Teaching Assistants, Research Assistants, and Fellowship recipients will have the student health center fee and student health insurance fee paid by the University. Be sure to check with the Department's administrative staff to find out your status, if you are unclear. If you are not covered, consider enrolling in the USC health plan for coverage. Go to the Student Health Center for information and enrollment forms or visit them on-line at http://www.usc.edu/student-affairs/Health_Center/insurance/index.html.

Student Health Center:
The Student Health Center provides the following services: primary care, basic emergency care, an urgent care clinic, Saturday clinics, specialist clinics, and a pharmacy. You are eligible to use the Health Center as you are enrolled in classes and a Health Center fee is listed on your fee bill. If you are not taking classes (as in summer) you must pay the appropriate fee for use of the Health Center. If you are eligible, most care is free. There are nominal charges for some lab tests, prescriptions, orthopedic appliances, and copies of medical records. Should you have questions, call 740-5344.

Dental Care:
Dental care is not covered by your Health Center fee or by health insurance. During 2001-2002, the Provost’s Graduate Student Advisory Committee decided to raise the additional stipend for a 50% graduate assistant by an additional $530, the amount that is equal to the annual cost of Delta Dental coverage for a single graduate assistant, rather than provide direct coverage. Students who want dental coverage may purchase it as they see fit, or should see a private dentist or consider the USC Dental School for inexpensive dental care. Call the Dental School at 740-2800 for details.
LIBRARIES AND COMPUTING

Libraries:
The University of Southern California Library system is a system of 17 libraries and additional specialized departments located on the University park campus. It holds approximately 2.8 million volumes, 453,200 government documents, 3 million photographs, 3.6 million microforms, a large and expanding collection of electronic databases, and receives more than 21,000 journals and other serial titles. Of particular note are its collections in architecture, cinema, international and public affairs, American literature, regional history, marine science, philosophy, Latin American studies, and Korean studies, and an extensive collection of photographs chronicling the history of Southern California. Consistent with its mission of delivering information to benefit learning, teaching and research at the University, the Library, in cooperation with University Computing Services and other campus groups, is actively engaged in creating, developing, and accessing digitalized resources.

Some main campus libraries that you will use are Leavey Library (LVL) and the Doheny Memorial Library (DML). Any books or journals in Doheny may be obtained by recalling the item on line. For information on this process, go to https://libraries.usc.edu/.

A USC library card must be obtained for library privileges. See the person at the main circulation desk at Leavey Library to sign up for a library bar code. You must have your I.D. card with a current registration sticker. The card is valid for one semester only. You must renew at the beginning of each semester. Be sure to check the due date of any materials you check out. You are responsible for returning materials on time.

Information on Computing:
In addition to the ten computers (seven PCs and three Macs) the Department of American Studies and Ethnicity maintains at the Center for American Studies and Ethnicity, USC maintains an extensive computer network that can be accessed from several public user rooms around campus, by modem from a home computer. An extensive array of software is available on the campus network, and services such as electronic mail, database searching, and bulletin board access is provided free of charge to graduate students. The Computing Center offers advice and training sessions on using the system and its software. The key to this world of information is a computing account.

To encourage greater student use of university computing services and to ease the process of getting online, UCS has instituted a new procedure for issuing computer accounts to students.

Computer accounts will be created automatically for all students enrolled in degree programs. Accounts must be activated via the Web (www.usc.edu/firstlogin). To access this form, students can visit one of five public computing areas (Leavey Information Commons, KOH 200, SAL 125, or WPH B34 on the University Park campus, or Norris Medical Library on the Health Sciences Campus). In these facilities, students will find step-by-step instructions on how to activate new
accounts. The Web address is: http://www.usc.edu/isd/. Go to "Info for New Students" and you're on your way!

Students who wish to connect to the university network by modem will need to install and configure PPP software on their personal computers. Free PPP software can be downloaded from public machines in UCS user rooms.

Automatic accounts will be available to enrolled students two weeks before classes begin. For more information on automatic accounts, please feel free to contact either UCS's Customer Support Center or Computer Accounts Administration office at x05555, or send email to (consult@usc.edu).

For complete information, consult the Schedule of Classes.

**Email:**
Each student is issued an email address. Although we realize that some students have multiple accounts and addresses, we require that all enrolled ASE students maintain and check their USC accounts. Your USC email is a key way we can find you and contact you, which is especially important in light of the degree and frequency with which some email addresses change. You will often receive important messages from ASE faculty and staff on your USC account. To obtain a USC email account, please go to [http://www.usc.edu/firstlogin](http://www.usc.edu/firstlogin).

**HOUSING**

On-Campus: The USC Student Housing Office (213.740.2546) is in PSX.

Off-Campus: Most graduate students choose to live off-campus. On-line resources to apartment hunting include sites like [www.apartmentguide.com](http://www.apartmentguide.com), [www.nupac.com](http://www.nupac.com), [apartmentlist.com](http://apartmentlist.com), and there are management companies across the city. The major Los Angeles newspaper ([The LA Times](http://www.latimes.com)) as well as smaller community newspapers ([Hollywood Press](http://hollywoodpress.com), [Santa Monica Evening Outlook](http://www.smonews.com), [The Daily Breeze](http://www.dailybreeze.com) - Redondo-Hermosa-Manhattan Beach areas, [Star News](http://www.starnews.com) - Pasadena area), [Northeast Newspaper](http://www.neastnewspaper.com) - Eagle Rock, El Sereno, East Los Angeles areas, have listings for apartments and houses for rent. You can also check listings in the student newspaper ([The Daily Trojan](http://www.dailytrojan.com)). There is a classified advertising paper ([The Recycler](http://www.recycler.com)) which has many listings. Finally, you may wish to simply walk around a neighborhood you like and look for vacancy signs.

Non-University housing near the USC campus is limited and therefore, fills up early.

The area north of campus, known as "North University Park", is generally considered to be a safe area. Because the area is small, availability is limited and landlords are able to charge more, making it difficult to find a bargain. However, there are a number of older places with "character" that are not too expensive and entirely livable. These must be sought out early, but try anyway - you might be lucky. One advantage of living in this area is that you can easily walk or bike to campus.

Before you begin your off-campus search for housing there is one very important purchase you should consider making - a [Thomas Brothers Street Atlas of Los Angeles and Orange Counties](http://www.usc.edu/art.html). These are available at the USC Bookstore (next to the Commons) or at just about any bookstore in the LA area. With the "Thomas Guide" you will be able to locate any street address in LA and Orange counties.
quickly and easily. Even long-time Los Angeles residents find a "Thomas Guide" to be extremely valuable.

**TRANSPORTATION AND PARKING**

The transportation system in Los Angeles is called the Metropolitan Transit Authority (*aka known as the METRO*). The phone number for Metro information is (323) 466-3876 and the Metro website is www.metro.net. There is excellent express bus service from several cities into the downtown area. Some routes include stops right at or near USC. You can usually get between any two places in the LA area by bus, but one or two transfers may be required. The fare is $1.50, plus 35 cents for a transfer. The MTA offers an excellent "trip planner" which will map out trips for you in a matter of seconds ([https://www.metro.net/riding/](https://www.metro.net/riding/)). Discount MTA bus passes are available and may be purchased from USC Transportation Services. The Los Angeles Metrolink system also connects downtown to different parts of the region. Tickets range from $3 to $10, depending on when you travel and where you go. USC offers a student discount for the Metrolink. Information for USC discounts can be obtained from Transportation Services website at transportation.usc.edu.

Within downtown Los Angeles, the DASH service is a bus service that offers frequent and cheap ($).50 shuttle across various sections of the city. For more information on schedules, visit their website at [http://www.ladottransit.com/dash/](http://www.ladottransit.com/dash/).

USC operates both a Tram Service and an Escort Service. The tram service provides transportation to the housing areas off campus, to the Health Sciences Campus, and to campus parking lots Monday through Friday. You can also call the Escort Service to transport you to locations within approximately one mile from the center of campus (including off campus housing area). If you are working late at night in the lab, it is a good idea to call Campus Cruisers (213.740.4911) rather than walk to the parking structure alone. See *SCampus* for information and schedules. If you live close to campus you may want to commute by bicycle. Keep in mind, however, as in most urban areas, the rates for stolen bikes can be high, so take precautions. Don't park your bike outside unlocked, keep it in your apartment and, while you are at school, keep it in your office/lab. Bicycles must be licensed - see procedures in *SCampus*.

If you commute by car you would be wise to invest in a USC Parking Permit, which will entitle you to park in certain designated areas on campus. See the "Schedule of Classes" for details. You obtain a parking permit from the Transportation Office, located in Parking Structure A. Or you can fill out an on-line form at Transportation Services website, [http://www.usc.edu/dept/transportation/](http://www.usc.edu/dept/transportation/). There is some off-campus street parking but it is scarce and not very safe. There are also time restrictions for street parking - be sure to read the posted signs before you leave your car. Regardless of where you park, you should always lock your car and make certain that you leave nothing of value (tape deck, books, clothes, tennis rackets, etc.) in a place where it can be seen from the outside of the car.

Los Angeles County sponsors a service called "Commuter Computer" which is designed to help commuters form car pools. If you would like to car pool and are having trouble finding partners you can submit your name and commuting schedule to the "Commuter Computer", 213/380-RIDE, and it will attempt to match you up.
with other people who have similar commuting needs. You can also find out about ridesharing in the ridesharing office (x03575), located in Childs Way Building I.

All information concerning transportation services (parking, ridesharing, etc.) can be found at the transportation services website: http://www.usc.edu/transportation.

CULTURE AND RECREATION

Los Angeles has no shortage of cultural and recreational activities. There is something for everyone, from amusement parks (Disneyland, Magic Mountain, Knott's Berry Farm) to art museums (LA County, J. Paul Getty, Norton Simon, MOCA - Museum of Contemporary Art, Huntington Library and Art Gallery); from classical music (LA Philharmonic at both the Music Center and Hollywood Bowl) to contemporary (Greek Theater, Universal Amphitheater); from classic theater and musicals (Shubert, Ahmanson, Pantages) to first-run contemporary works (Mark Taper Forum, any of the many local smaller theaters); from zoos (LA, San Diego) to aquariums (Long Beach, Sea World); and horse racing (Hollywood Park, Santa Anita Park) to all pro sports (LA Dodgers, Kings, Lakers, Angels) and so on. The LA County Museum of Natural History, the LA County Museum of Science and Industry, the new ScienCenter and 3D-IMAX theater, and the California Afro-American Museum are just south of campus in Exposition Park. For a unique experience, visit the Page Museum and La Brea Tar Pits next to the LA County Museum of Art on Wilshire. In many instances students are entitled to discounts, and student rush tickets at concerts, etc. can be a really great deal. You must have a student ID with a current registration sticker. Here are a few ways to learn about what's going on: the LA Weekly is free and usually available each Thursday afternoon outside the Topping Student Center; also check the "Calendar" section of the Sunday Los Angeles Times and Los Angeles Magazine.

Recreational facilities in the Los Angeles area are superior. There are beaches, parks, golf courses and tennis courts. The mountains are an hour away where hiking is excellent and skiing sometimes good.

There's also plenty going on at USC, including plays, musicals, concerts, first-run movies, film retrospectives, and art shows. Most popular, however are the athletic events, especially football games. It may seem intellectually inappropriate to go nuts over football, but USC football games (particularly the UCLA and Notre Dame games) are exciting spectacles that you really should experience at least once. If you enjoy watching college athletics you ought to invest in a "Student Activity Card." These are available during registration week. The Student Activity Card is essentially a season ticket to all home USC athletic events (including all sports). It also guarantees you the opportunity to purchase a Rose Bowl Ticket if USC is selected to play.

Excellent athletic facilities available to students can be found at the Lyon Center (next to the McDonald's Olympic Swim Stadium). Entrance and basic facilities are free to students with current ID. There are several tennis courts, handball and racquetball courts, a weight room, and a track generally available for students use. Two new swimming pools, adjacent to the Lyon Center were built for diving and swimming events in the 1984 Olympic Games.
OTHER INFORMATION

Banking:
At the University Village, there is one bank, Bank of America, which offers bank cards as well as checking and savings accounts. If you open a savings account with them, they will cash your personal checks. Automatic teller machines are available there and on campus (near Moreton Fig at the Tutor Campus Center).

A particularly good way to meet your banking needs is the USC Credit Union (Student Union), which is on campus and offers good deals on checking and savings accounts. The Credit Union currently has two automatic tellers on campus (near the Ronald Tutor Campus Center and Kings Hall). More information about the USC Credit Union can be found at www.usccreditunion.org.

Supermarkets:
A Ralph's Supermarket is located at Vermont Avenue, at the corner of Adams Boulevard. A Smart and Final store is located on Vermont Avenue directly across from campus. Whole Foods Market is located at 788 s Grand Ave in Downtown.

Other Important Locations:
A United States Post Office is located at 3585 S. Vermont Avenue (directly west of the University). There is also a Mail Stop at Parking Structure X that provides a limited number of postal services.

The California Department of Motor Vehicles (DMV) is located at 3615 S. Hope Street, 2 blocks east of campus. Be sure to phone ahead for appointments at (800) 777-0133 or go online to the DMV website(dmv.ca.gov).