**THE Ph.D. DEGREE IN**

**AFRICAN AND AFRICAN DIASPORA STUDIES**

# AT

**THE UNIVERSITY OF WISCONSIN-MILWAUKEE**

(Revised December, 2014)

**A HANDBOOK FOR GRADUATE STUDENTS**

### THE Ph.D. DEGREE IN AFRICAN AND AFRICAN DIASPORA STUDIES

### Disciplinary Overview

Accordingly, the discipline of African and African Diaspora Studies scrutinizes conceptually and empirically the life experiences and life prospects of Africans and their descendants across space and time. The Ph.D. degree in African and African Diaspora Studies at the University of Wisconsin-Milwaukee (hereinafter UWM) is grounded in the axiomatic assumption that, with continuing globalization, the twenty- first century will witness an exponential expansion in the demand for africological knowledge and expertise in the academy and beyond. And so, the design of the Ph.D. degree integrates local, national, and global phenomena to foster knowledge, understanding, and wisdom that enable graduates to be of the greatest possible value to their communities and societies. Graduates will leave the department as strong africological scholars, whose knowledge and expertise position them to be invaluable professionals in both the public and the private sectors of societies throughout the global African diaspora.

### Curriculum

The curriculum of the graduate program is divided into two fields of concentration, **Political Economy and Public Policy** and **Culture and Society: Africa and the African Diaspora**. The concentration in Political Economy and Public Policy arcs beautifully into given concentrations in disciplines such as economics, political science, sociology, history, and geography. And the concentration on Culture and Society: Africa and the African Diaspora is complemented coherently by particular concentrations in English, foreign languages and literatures, history, and sociology, for example.

The department encourages and expects students to be well-rounded in their knowledge and understanding of African and African Diaspora Studies. Students are required to take courses in the two fields of concentration offered by the department. In addition:

* Students entering Fall 2010 through Fall 2012 (12), as well as students entering Fall 2014 (9) or later, are also required to take courses in a field of concentration outside of the department.
* Only students entering Fall 2013, in consultation with their faculty advisor, may elect (but are not required) to take a third outside field of concentration of 6 to 9 credits.

All students will write doctoral preliminary examinations in only **two** of their fields of concentration.

The department is well-attuned to the significance of conceptual elasticity and the permeability of boundaries demarcating fields of concentration in African and African diaspora studies and other disciplines. And so, for example, its **Forms of Reasoning** courses are designed to hone analytical and research skills that are invaluable in regard to both departmental fields of concentration, as well as concentrations taken from outside the department.

###  Admission Requirements

Applicants to the program must satisfy the requirements of UWM’s Graduate School, as well as hold a bachelor’s or master’s degree in African and African Diaspora Studies or a related discipline. Normally, students are admitted only for the fall semester. However, in extraordinary circumstances, a student may be permitted to begin Ph.D. studies in the spring semester. The department does not offer a terminal

M.A. degree.

Generally, only coursework taken toward a master’s degree in African-American Studies or African Diasporic Studies will be considered as satisfying requirements of the Ph.D. degree. Students with a master’s in other fields must demonstrate a significant emphasis on African American or African Diasporic Studies in order to have any of their master’s level coursework apply toward the Ph.D. degree.

Students can submit up to 9 credits to the Graduate Affairs Committee in consideration for Graduate credit. The Graduate School requires that at least half of the graduate credits required for the Ph.D. be completed at UWM in doctoral status. This Graduate School’s “continuous-year residence requirement” may impact the number of transfer credits.

Admission to the graduate program is based on a careful review of the applicant’s academic qualifications, and is highly competitive. There are, of course, a variety of factors that come into play over the years of an applicant’s studies, and so the admissions committee will consider closely a student’s academic profile, as well as accomplishments that are germane to his/her application. Students are expected to have distinguished themselves in their undergraduate or M.A. programs. An applicant lacking the requisite GPA may be admitted on probation.

In full consideration for admission all materials *must* be received by the Graduate School by December 1st.

1. **At least three (3) letters of recommendation** from individuals who are familiar with the applicant’s academic work;
2. **A sample (10-15 pages) of the individual’s written work**, signaling the applicant’s aptitude for graduate work;
3. **cogent (1-2 pages) personal statement** from the applicant indicating the individual’s reasons for pursuing graduate study;

### Undergraduate and graduate transcripts from all institutions that the individual has attended.

1. **Official scores from the aptitude portion of the GRE** from all students, and TOEFL scores from non-native English speakers.

Students must also apply directly to UWM’s Graduate School, and forward the requisite application fee in order to have their materials considered. Prospective applicants should visit the Graduate Schools website.

### COURSE OF STUDY

**The First Three Semesters**

General Observations

Upon admission to the program, students are expected to consult with the Director of Graduate Studies about the department’s expectations of them, as well as elucidate their own expectations of the department. The department expects reciprocal respect from all members of its intellectual community. It is committed to fostering and maintaining a collegial atmosphere in which ideas are sifted and winnowed without intimidation or fear of reprisals. It expects the highest standards of conduct from its faculty and students, and is committed to nurturing the intellectual and personal integrity of its faculty and students.

### Upon entrance each student is assigned a provisional advisor. The provisional advisor will work with the student in conjunction with the Graduate Studies Director during the first year of study. Each student must secure a major advisor by the end for the third semester.

The Comprehensive Examination

During the third semester s/he is required to take and pass the department’s graduate student Comprehensive Examination (written and oral) in order to continue his/her studies toward the Ph.D. degree. **There are no exceptions to this requirement.**

The written examination is based on the **Forms of Reasoning** courses.

The graduate level **Forms of Reasoning Courses** are**:**

* + Foundations and Theories in African and African Diaspora Studies, 3 credits (700)
	+ Theories and Methods in Empirical Research in African and African Diaspora Studies, 3 credits (701)
	+ Normative Theory and Principles of Social Organization I, 3 credits (705)
	+ Critical Literary Theory in the History of Ideas I, 3 credits (708)
* Introduction to Qualitative Research Methods in African and African Diaspora Studies (800), 3 credits, is *required* the first semester offered after completing your Forms of Reasoning courses, but is *not* part of your Comprehensive Exams.

The oral examination tests a student’s ability to think on one’s feet before a committee of examiners and articulate lucidly, cogently, and substantively a range of concepts, ideas, hypotheses, theories, and empirical generalizations with which one has had to grapple in one’s forms of reasoning coursework.

Students who pass the comprehensive examination are permitted to continue toward the Ph.D. degree. Failing the examination will result in a recommendation by the department to the Graduate School for the student’s academic dismissal. The Comprehensive Examination is **not** repeatable. Upon successfully passing the Comprehensive Examination, students must secure a major dissertation advisor from amongst the Graduate Faculty in the Department of African and African Diaspora Studies Following the completion of the core courses, student must declare their concentration within the Department of African and African Diaspora Studies as either Culture & Society or Political Economy & Public Policy (see Concentration Declaration Application Form attached). Students will select one of these concentrations by the end of their third semester and will work with their faculty advisor to develop an appropriate program of study.

### Language or Mathematics/Statistics Proficiency

Students are expected to enter the Ph.D. program with proficiency in a language other than English and/or in mathematics/statistics.

The language **or** mathematics/statistics proficiency requirement must be completed prior to the doctoral preliminary examinations in the students’ fields of concentration. And so, students are encouraged strongly to have the proficiency requirements out of the way by the time they complete the comprehensive examination.

* Proficiency in mathematics/statistics is indicated by completion of three courses at the upper-division level (numbered 300 and above or requiring junior standing) with at least a B average.
* Pass a math/statistics examination administered by a faculty member at UWM. In order to demonstrate language competency, students must do one of the following:

In order to demonstrate competency, student must do one of the following:

* Complete with at least a B average the customary 4 semester 100 & 200 undergraduate level sequence courses to demonstrate language competence. If this requirement was completed at another college or university, the student must submit the relevant official transcripts.
* If your chosen language is French, Spanish, German, or Japanese and the above option (college transcript) is not applicable, you may satisfy the language requirement by passing out of the customary 100 & 200

undergraduate level sequence courses through a placement exam administered by the UW-Milwaukee Testing Center. (Please note, the UWM Testing Center only offers foreign-language placement exams in French, Spanish, German, and Japanese as of Summer 2014).

* + - If your chosen language is not one available for a translation examination administered by the UW-Milwaukee Testing Center and the college transcript option is not applicable, you must pass a translation examination administered by a faculty member at UWM, which they determine to be equivalent to with at least a B average the customary 4 semester 100 & 200 undergraduate level sequence courses.

### The Next Four Semesters

The Ph.D. degree requires the completion of 54 graduate credits–48 credits of coursework, and 6 dissertation credits. Students may count up to a maximum of six (6) credits in dual level, undergraduate/graduate, courses toward the degree. A graduate student who enters the program with a baccalaureate degree and who is able to devote full time to academic study will ordinarily complete the degree in six years or less.

With the exception of students entering in Fall 2013, students must declare an outside field of concentration. Both the outside concentration itself and the individual courses chosen to fulfill it must be approved by the student’s advisor.

Students entering Fall 2010 through Fall 2012 must have an outside field of concentration of 12 credits.

Students entering Fall 2013 only, in consultation with their faculty advisor, may elect (but are not required) to take a third concentration of 6 to 9 credits outside of the department.

Students entering Fall 2014 or later must have an outside field of concentration and must complete the following specific course credit requirements as part of their required 48 credits of coursework:

21 credits in the student’s declared African and African Diaspora Studies concentration (C&S or PE/PP) 12 credits in the other (non-declared) African and African Diaspora Studies concentration (C&S or PE/PP)

9 credits in a required outside field of concentration (approved by advisor) 6 credits of elective courses

\*\*No more than 12 of the required 48 credits of coursework may be taken outside the Department of African and African Diaspora Studies.

### The Doctoral Preliminary Examination

The purpose of the Ph.D. preliminary examination is to test a student’s command of the foundations of knowledge in cross-sections of the discipline of African and African Diaspora Studies.

Accordingly, students will write doctoral preliminary examinations in two of their three fields of concentration (Culture & Society, Political Economy & Public Policy, and/or an Outside Concentration). Students must pass both of those examinations with a grade of at least a B. The department will award at its discretion, a “pass with Distinction,” to students who have done outstanding work on the preliminary examination as a whole. To be eligible to take the preliminary exam students must:

* + - * have completed a Preliminary Examination Application
			* be registered and have a GPA of at least 3.0 (B), at the time of the examination;
			* have completed all coursework–there shall be no incompletes (Is) at the time of the examination;
			* have satisfied the foreign language or mathematics/statistics requirement;
			* have fulfilled all residency requirements; and
			* have secured, in addition to their major adviser, a faculty member from their outside field of concentration.

The preliminary examination in both departmental concentrations will be administered by three (3) members of the department’s graduate faculty. Students who choose to include their outside field of concentration in their examination will also have this portion of the exam administered by 3 faculty members (2 in African and African Diaspora Studies and 1 from the outside field of concentration).

Beginning Fall 2014: The major advisor is the head of the preliminary examination committee. The major advisor will identify appropriate committee members in consultation with the student. The student will contact the proposed committee members to secure their participation. The major advisor and graduate coordinator must approve the student’s committee. The student completes the Graduate School’s online Doctoral Milestone form regarding the preliminary exam. Exam questions are created and graded by the preliminary examination committee.

Timing: Preliminary examinations are offered either during the week prior to, or the week following, each academic semester (Fall & Spring) as determined by the PE/PP or C&S graduate faculty committee. To be eligible to sit for the preliminary examination, students must file a “Preliminary Examination Application” form at least *six months prior* to their intended examination date. The timing of each student’s preliminary examination will be determined in consultation with the primary advisor and the C&S Graduate Faculty Committee. *Students must plan well in advance*. To remain on the normative time plan, students should take the preliminary exam within one or two semesters of completion of coursework. *The preliminary examinations must be taken within five years of enrollment in the Ph.D. program by students.* This is a Graduate School requirement.

Format: The preliminary examination is a take-home examination. Students have exactly seven (7) days to complete the preliminary examination.

Should a student fail one or both written examinations, an opportunity to retake them/it in the next examination cycle will be given. Failure of an examination by the student at this time will result in a recommendation to the Graduate School for the student’s academic dismissal. Students who pass the preliminary examinations shall proceed to prepare a dissertation prospectus.

***According to the Graduate School’s requirements, the preliminary examinations must be taken within five years of enrollment in the Ph.D. program by students. This is a Graduate School requirement.***

### The Final Five Semesters

After successfully completing the preliminary examination, students are expected to make one (1) presentation to the department’s faculty as a whole in the **Departmental Faculty Colloquium Series.** The purpose of the presentation is to:

1. refine a student’s knowledge of a given subject; ii) socialize students in the rigors of making a scholarly presentation on one’s research before future peers; and iii) prepare students for the demands of interviews for future jobs.

### Dissertation Committee

All dissertation committees shall be chaired by faculty members of the Department of African and African Diaspora Studies, and shall consist of at least three (3) members, one of whom may be from outside the department, for cohorts entering *before* the 2014/15 academic year. For cohorts entering on 2014/15 or after, (4) dissertation committee members are required, of whom one may be external to UWM. At least (2) members must be from the Department of African and African Diaspora Studies. Please note the number of dissertation committee members is determined by the Graduate School and subject to change upon at their discretion.

### [Dissertation Prospectus: Proposal Hearing (See the Ph.D. Section of the](http://www.graduateschool.uwm.edu/students/current/doctoral/) [Graduate School’s website for further information and application.)](http://www.graduateschool.uwm.edu/students/current/doctoral/)

Prior to undertaking research for one’s dissertation, a student is required to prepare a dissertation prospectus/proposal, with the advice and consent of his/her adviser and Dissertation Committee. It must be emphasized here that a student’s adviser is absolutely critical to the successful, and timely, completion of his/her dissertation.

Approval of the dissertation prospectus ordinarily should occur within two semesters after one’s Preliminary Examination.

The purpose of the prospectus is to provide the Dissertation Committee with a conceptual and methodological framework of a student’s proposed dissertation. The prospectus–which should be approximately 25-30 pages that is 7,500 to 9,000 words–is designed to assist a student in clarifying his/her own thoughts in regard to a research agenda that s/he intends to pursue. It must frame lucidly and cogently a specific subject on which the student plans to do original research, methods of inquiry, as well as how that research will be executed, for example, the collection of data/evidence. A student is required to work closely with his/her adviser in the preparation of the prospectus. The prospectus also must include an abstract of the individual chapters of the proposed dissertation. The committee may require a proposal hearing before giving final approval. Once a student’s Dissertation Committee **has approved the prospectus**, s/he may begin work on the dissertation proper.

### Dissertator Status

According to the Graduate School doctoral requirements a student is eligible to become a dissertator when they have:

* 1. Completed all major and minor course requirements.
	2. Passed the doctoral preliminary examination.
	3. Submitted a dissertation topic summary or proposal hearing form to the Graduate school.
	4. Met residence requirements.
	5. Cleared incomplete and “progress” grades/reports in non-research courses.
	6. Achieved a 3.0 or higher cumulative GPA.
	7. Completed the language requirement (if required).
	8. Completed other departmental requirements (if any).

Students must submit an Application for Doctoral Dissertator Status for this information to be verified and approved by the Graduate School and their graduate program unit.

They must submit the form before the semester begins.

### Dissertation

The dissertation, representing original research, must be of publishable quality, and it is the responsibility of a student’s adviser and dissertation committee to assure that this is so. Typically, dissertations go through several drafts, and so there is a crucial reciprocal responsibility here. It is the student’s responsibility to keep in good contact with his or her adviser during the dissertation writing process in order to keep the adviser up-to-date on the student’s progress.

In order that students undertaking research which utilizes human subjects not be delayed unduly in the execution of their plans, they **are required** to work closely with their advisers to have that portion of their proposed research approved by the Institutional Review Board (IRB) ***before any research is initiated***. Any research with human subjects conducted without IRB approval cannot be used in a dissertation. Prior IRB approval is imperative.

In the semester that a student expects to complete his/her dissertation, s/he shall submit to the Graduate School an application for doctoral graduation. Once a student’s dissertation has been approved by his/her adviser and Dissertation Committee, the document, in approved Graduate-School format, is ready to be filed with the Graduate School. An oral defense of the dissertation is required. The Graduate School website explains more about the defense process at the following URL: <http://www.graduateschool.uwm.edu/students/current/doctoral/>

### Time Limit

It is expected that students entering the program with a baccalaureate degree should normally complete their Ph.D. degree within six (6) years. However, because circumstances beyond a student’s control may prevent completion of requirements according to this timeline, students will be granted a maximum of ten years to complete the degree.

### Financial Support

The Department of African and African Diaspora Studies strives to provide funding for as many of its graduate students as it possibly can. All first-year, full-time students are fully funded. Continuing students are encouraged strongly, and are assisted by the faculty, to apply for extramural funds. Moreover, the department works hard to provide, but cannot guarantee, funding to underwrite the cost of basic living expenses, plus tuition and fees for all of its full-time students through the on-time completion of the preliminary examination, that is, the fourth year. Teaching assistantships and fellowships are the primary means through which full-time students are funded. Dissertators are expected to seek extramural funding, as well as enter campus-wide competitions for dissertation funds.

On a competitive basis, and when funds allow, the department will provide limited support to students for research-related expenses, as well as the cost of travel to professional conferences to deliver papers. When funds allow, some support also may be afforded students to attend professional conferences for the purpose of securing employment, once their dissertations are nearing completion.

UWM’s Graduate School provides links to funding opportunities on its website. Students are encouraged to keep in close touch with their advisers, and the Director of Graduate Studies, about sources of funds, and the timely application for them.

###  Teaching Assistants

Teaching assistants will be evaluated in the spring of each academic year through the use of classroom visitations, student evaluations, and self-evaluations.

Reappointments are contingent on those evaluations. See appendices B & C for more information on Teaching Assistantships.

### Award

Each academic year, on the advice of the Graduate Studies Committee, the Department of African and African Diaspora Studies may award a certificate and a prize of $1000.00 to a full- time, second-year student who performed exceptionally well on the Comprehensive Examination, if funding allows. .

### Placement

Faculty work to assist students to be highly competitive in an extremely competitive marketplace by helping them to write superb dissertations, attend and read papers at professional conferences regularly, and publish one or more papers in refereed journals.

A student’s dissertation adviser has an especially important role to play in helping the student to develop networks of relationships nationally by exposing them to colleagues at national and regional conferences, and through joint publications in refereed journals. It is crucial for faculty members to call out to colleagues around the American academy and in Canada, as well as elsewhere, dissertators who would make strong additions to their respective departments and institutions. But placement in academic institutions is not the only option for dissertators. A range of opportunities is open in both the public and the private sectors of the society, and it is the responsibility of a student’s dissertation adviser, the Director of Graduate Studies, and the faculty at large to keep abreast of those opportunities in relation to the specific competencies of given students, and assist in every way possible to link up those students with the available opportunities. Students, of course, also have a responsibility to seek out opportunities by themselves.

The Director of Graduate Studies coordinates the department’s placement activities. As the placement coordinator, the Director of Graduate Studies will hold meetings with dissertators about interviewing to academic, as well as non-academic, jobs; assist them in the preparation of attractive, compelling curriculum vitae; hold mock interviews; help them in preparing distinctive letters of application; and alert them to the importance of securing letters of recommendation that call out their particular strengths and distinctiveness. Students who plan to enter the job market in the fall

should have their dossiers (curriculum vitae, transcripts, samples of their writing, and a statement of their individual strengths) filed with the Director of Graduate Studies by the end of summer.

# Afterword

This handbook has been prepared for the purpose of providing graduate students with clear and distinct markers concerning the department’s expectations of them, and reciprocally, what they should expect of the department. *It will be revised from time to time with input from faculty and students*. In the meantime, each student should consult it regularly, along with his/her adviser and the Graduate Coordinator. The faculty trusts that you will have a highly productive and satisfying six-year stay in the department.

APPENDICES

APPENDIX A:

### The Graduate Appeals Process

Federal law and UWM policy require programs and departments to have procedures for graduate students to appeal academic decisions such as grades or scholastic standing. These procedures ensure the protection of students' rights. This section serves as a reference on procedures for graduate student academic appeals.

Although individual programs and departments must comply with the fundamental aspects of the three-step procedure described below, the composition and formality of their committees may differ. In all cases, the final authority of graduate student appeals is the Dean of the Graduate School.

Appeals of academic decisions proceed through a three-step procedure beginning in the student's program or department and ending with the Dean of the Graduate School. Appeals of an academic decision (e.g., grades, academic dismissal, outcome of master's degree capstone requirement, outcome of doctoral preliminary exam) must follow this sequence:

Step One-

Within 30 working days of the action that prompted the appeal, the student appeals to the faculty member or faculty/staff body responsible for making the initial decision. This appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. If the decision is negative and the student requests written notification, the faculty member or body must provide the student with a written statement of the reason for the adverse decision.

Step Two-

If the Step 1 decision is not in the student's favor, the student may, within 10 working days of receiving the decision, appeal to the committee designated by the graduate faculty of the student's program to hear appeals. The appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. If a Step 2 committee member was involved in making the Step One decision, he or she must be replaced on the committee according to established program appeal procedures. If necessary, the dean of the school or college in which the program is located may appoint replacement committee members. If there is no committee established to hear a step 2 appeal, school or college dean should appoint an ad hoc committee to handle the appeal. The student will receive written notification of the outcome of the Step 2 appeal.

Step Three-

If the Step 2 decision is negative, the student may, within 10 working days of receiving the decision, appeal to the Dean of the Graduate School. The appeal must be made in writing and should contain the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. The appeal should be sent to the appropriate Graduate School Associate Dean.

The associate dean contacts the appropriate department or program and requests all pertinent documentation regarding the appeal. For this reason, departments and programs are urged to:

* + - Notify students in writing about department or program appeal procedures and the scheduled meeting of the appeal body.
		- Maintain complete and legal minutes of the Step 2 appeal meeting (see section ii).
		- Inform the student in writing of the outcome of the appeal.
		- To ensure that students receive correspondence regarding appeals, and to avoid claims of non-receipt, it is recommended that all materials be sent to the student by certified mail, return receipt requested.

The associate dean reviews the documentation and forwards the appeal with a recommendation to the Dean of the Graduate School.

The Dean of the Graduate School is responsible for reviewing an academic appeal for procedural fairness and maintaining and protecting the rights of the graduate faculty. The Step 2 decision will subject to reversal if the dean finds that:

* + - The program or department did not follow proper procedures.
		- The student did not have a fair hearing.
		- There is evidence of unprofessional conduct on the part of the faculty that materially affected the academic decision.
		- Following the Graduate School investigation, the result of the Step 3 appeal will be conveyed in writing to both the student and the unit.

Appendix B:

### Guidelines for Teaching Assistants

Graduate Teaching Assistant Position Description

As a Teaching Assistant (TA) assigned to work with an instructor from the Department of African and African Diaspora Studies you are required to assist the instructor by performing teaching-related duties including grading, facilitating discussions, posting grades, and corresponding with students. Your primary function is to assist, support, and facilitate the teaching goals and vision of the instructor. As a TA you are required to abide by the departmental expectations for conduct and work responsibilities.

Tasks and Responsibilities Training:

* Attend Graduate School sponsored workshop for TAs
* Get training for D2L from Center for Instructional and Professional Development (CIPD)
* Become familiar with syllabus and read course materials in timely manner
* Meet with course instructor for course-specific instructions upon request of instructor.

Grading and Student Interaction

* Grade course assignments including homework, class work, and exams according to grading instructions or rubrics given and explained by instructor.
* For online courses, TAs must grade weekly assignments and post grades each week unless the instructor indicates otherwise
* Report student plagiarism/cheating to instructor
* Create office hours for meeting with students. Submit these hours to the instructor for approval and attend your office hours faithfully. If you must cancel your office hours due to an emergency please notify the instructor and the students at least a day in advance.
* Respond to student queries within 12 hours. You may want to set up a time when you answer student queries in order to maintain appropriate boundaries with students. For example, respond to email queries in a timely manner but you may not want to respond immediately. Immediate responses give students a sense that you are at their beck and call. Another advantage to staggering your responses is that you may find as you wait to answer a message that many students have the same question. Rather than answering the question individually it may be best to send a clarification to the whole class, some of whom may have been too shy to write.
* Post grades according to timeline designated by the instructor. Before to check and double check you grade entries on D2L.
* If you are facing student misconduct (harassment, class disruption, etc) notify the instructor immediately. If you find yourself or other students threatened by the conduct of a student notify campus police immediately.
* It is not the role of the TA to add extra homework assignments or modify the course materials in anyway without the authorization of the instructor. This includes making any changes to the scheduling of discussion sections.

Discussion

* As a discussion leader it is your responsibility to reinforce course lessons. This means discussion activities are to be geared toward encouraging students to explore the current class topics through open discussion. TAs are to lead discussions, not lecture. If you need help with coming up with activities for leading discussion please consult the instructor and draw upon materials provided by CIPD. Remember you are there to encourage critical thinking rather than to give the students answers. This should be your mindset when leading discussions and when answering question relating to homework etc.
* You are to be present at all your scheduled discussions. It is prohibited to make arrangements for a substitute or change the discussion schedule without consulting the instructor. Faculty will try to accommodate needed changes for professional reasons, e.g., academic conference participation, etc.
* Be aware that the course instructors may stop in during discussion sections periodically to monitor progress and give some tips.
* If students have questions you can’t answer, don’t worry. Simply make a note of those questions and refer them to the instructor who can address them in the next lecture or simply give you advice on how to respond during the next discussion section.

Lecture

* As a TA you must attend all lectures unless excused by professor for specific lecture. While attending lecture you must be engaged in listening or assisting the instructor. This allows the TA and professor to be in synch in terms of teaching priorities. It is inappropriate to read or work on other homework during lectures.
* You will be called upon to help proctor exams

Renewal of TAship

TAship assignments are a privilege and subject to departmental evaluation and renewal on a semester-to-semester basis.

* If there are problems relating to TA conduct or fulfillment of responsibilities the TA will be asked to meet with the instructor.
* If problems persist the TA will meet with the departmental TA committee and the situation further monitored and assessed according to standards of responsibilities and conduct outlined above.
* The committee will decide whether the TA should be recommended for additional semester as TA for The Department of African and African Diaspora Studies

Links for TAs

CIPD TA Orientation: <http://www4.uwm.edu/cipd/events/taorientation.cfm>

Suggested readings:

<http://graduateschool.uwm.edu/students/professional-development/ta-reading/>

Teaching and Project Assistant Policies:

<http://graduateschool.uwm.edu/faculty-staff/administrative-financial/ta-pa-policies/>

Appendix C:

### Guidelines for TA Instructors (teaching their own courses).

Each student instructor will be advised a faculty mentor to assist them in teaching their own course for the first time. The following guidelines are meant to provide support and assistance to student instructors by assigning a teaching mentor and identifying the excellent teaching resources available on campus. They are also meant to provide a timeline so that student instructors have adequate time to plan, organize and conduct their own course without becoming overwhelmed. *The dates listed correspond to fall/spring semesters respectively.*

1. Student instructors are required to attend a Center for Instruction and Professional Development (CIPD) professional development short course. If no available sessions are scheduled, student instructors should schedule a one-on-one appointment to go over information contained in the professional development course by July 1/October

1. Be sure to ask for materials covered in the CIPD courses to help you to begin planning your syllabus. You can contact Dr. Schroeder connies@uwm.edu, or Dr. Ciccone ciccone@uwm.edu.
2. Student instructors will create a course syllabus and schedule a one-on-one with someone in CIPD (Dr. Schroeder or Dr. Ciccone) to review and revise it by July 31/October 31.
3. Student instructors will provide a course syllabus to faculty instructor by August 1/November 1. By this point, it should already be revised based on consultations with the CIPD. This will leave you time to make further revisions as necessary, or to begin work on writing assignments, rubrics, etc. Syllabus must be approved by your supervising faculty member by September 1/January 1.
4. Faculty mentors will make several visits to student instructor’s course for classroom observation, compile reports from these classroom observations and meet with student instructor to discuss observations, to brainstorm and to devise ways to continually improve student learning. One teaching observation will happen prior to Week 7 of the semester (so as to allow the student instructor to incorporate feedback from the faculty mentor and from the CIPD mid-semester evaluation) and the second teaching observation will happen prior to Week 14 of the semester (so as to allow student instructor to gather assessment information, if desired, in addition to that provided by the standard end of semester evaluations).
5. Faculty mentors and student instructors will schedule additional meetings as necessary throughout the semester to debrief and to discuss teaching experiences.
6. Graduate Instructors must complete self-evaluations and bring them to each meeting with their faculty mentors.

Appendix D:

### \*Sample Graduate Forms

Department of African and African Diaspora Studies PhD Program

Application for PhD Candidacy

**Student Name: Email Address:**

**Dissertation Credits Completed:**

|  |  |
| --- | --- |
| **Semester** | **Number of Credits** |
|  |  |
|  |  |
|  |  |
| **Dissertation Title:** |
|  |
| Student Signature: Date:  |

|  |
| --- |
| **For Department Use:** (To be completed by student’s advisor) |
| Verified by: |
| Application Status | Approved: □ Denied: □ (Explainbelow) |
| Comments: |

Department of African and African Diaspora Studies

PhD Program

Concentration Declaration Application Form

Student Name:

Email Address: Date: Date of Initial Enrollment:

### Concentration: (Please check desired major)

Culture and Society **□**

Political Economy / Public Policy **□**

Student’s Signature: Date: Advisor’s Signature: Date:

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Student Name:

## Department of African and African Diaspora Studies

PhD Program Preliminary Examination Application

Email Address:

## Proposed Exam Date:

|  |  |  |
| --- | --- | --- |
| **Item** | **Description** | **Number of Credits** |
| Declared concentration |  |  |
| Subfield in concentration |  |  |
| Outside concentration |  |  |

I certify that all required course work has been successfully completed. Student Signature: Date:

|  |
| --- |
| **For Department Use:** (To be completed by advisor) |
| Verified by: |
| Application Status | Approved: □ Denied: □ (Explain below) |
| Comments: |

## Department of African and African Diaspora Studies

PhD Program

Concentration Declaration Application Form

Student Name:

Email Address: Date: Date of Initial Enrollment:

### Concentration: (Please check desired major)

Culture and Society **□**

Political Economy / Public Policy **□**

Student’s Signature: Date: Advisor’s Signature: Date:

### \*All forms are subject to revision.