Graduate Handbook
Graduate Interdisciplinary Program in
Applied Intercultural Arts Research

Fall 2019
WHAT IS A GIDP? .................................................................................................................. 4
ORGANIZATION OF THE PROGRAM .................................................................................. 4
PEOPLE AND KEY CONTACTS .......................................................................................... 5
PHYSICAL RESOURCES AND FACILITIES ....................................................................... 6
ADMISSIONS ......................................................................................................................... 6
PROFESSIONAL INTERACTION WITH FACULTY ............................................................... 7
IMPORTANT WEBSITES ........................................................................................................ 7
  Resources for New and Current Students ........................................................................ 8
  The General University Catalog ...................................................................................... 8
  Academic Integrity ............................................................................................................ 8
  Responsible Conduct of Research .................................................................................. 8
FUNDING ............................................................................................................................... 8
  Teaching and Research Assistantships ......................................................................... 8
  GPSC Grants ................................................................................................................... 9
CURRICULAR REQUIREMENTS FOR THE M.A.IN APPLIED INTERCULTURAL ARTS RESEARCH ...... 9
CURRICULAR REQUIREMENTS FOR THE PH.D. IN APPLIED INTERCULTURAL ARTS RESEARCH.... 10
PHD PLAN OF STUDY GRID ............................................................................................... 19
CURRICULAR REQUIREMENTS FOR STUDENTS SEEKING AN AIAR MINOR ..................... 20
TRANSFER CREDITS AND CREDITS EARNED OUTSIDE OF PROGRAM ............................ 20
TIMELINE FOR COMPLETION OF DEGREE – SAMPLE PROGRAM ..................................... 20
PH.D. COMPREHENSIVE EXAMS ..................................................................................... 21
  Expectations ................................................................................................................... 21
  Content Preparation and Scheduling ............................................................................ 21
  Comprehensive Exam Committee .................................................................................. 21
GRADE REQUIREMENTS ..................................................................................................... 22
INCOMPLETE POLICY .......................................................................................................... 22
THE PH.D. DISSERTATION .................................................................................................. 22
THE DISSERTATION PROPOSAL ........................................................................................ 23
THE MASTER’S THESIS ...................................................................................................... 22
DISSERTATION COMMITTEE .............................................................................................. 23
SATISFACTORY ACADEMIC PROGRESS ............................................................................ 24
CONTINUOUS ENROLLMENT ............................................................................................. 24
INTRODUCTION

Welcome to the Graduate Interdisciplinary Program in Applied Intercultural Arts Research (AIAR) at the University of Arizona. We are excited to have you in our program.

The AIAR program is a unique program linking the arts to productive research in allied fields. The program is managed administered by the Graduate Interdisciplinary Programs Administration which is the academic unit of the Graduate College in partnership with six other academic colleges: Fine Arts, Education, Humanities, Public Health, Science, and Social and Behavioral Sciences. The curriculum includes core course work and builds on the interdisciplinary legacy and directives established in the field of ethnomusicology.

Three principles guide the AIAR program. It serves scholars interested in solving problems that may be informed by music and the arts. The discipline of ethnomusicology provides a model perspective for that work. The AIAR program supports research recognizing the range of arts experiences in the world’s many cultures. The degree also recognizes the value of arts research to problem-solving in a wide range of disciplines and contexts. Those basic perspectives are fundamental to the structure of the program and the nature of the degree.

In addition to expertise in the arts, AIAR students are expected to develop a strong secondary area of expertise in service of their research agenda. For example, a student interested in questions of music cognition, such as studying whether different kinds of music may help stroke patients regain speech abilities, would take courses in neuroscience, psychology, and/or cognitive sciences as part of their plan of study.

The aim of the program is to prepare graduates for the application of knowledge of music, arts and culture to contemporary problem-solving in order to enhance the health and well-being of individuals, societies, and environments in our interconnected world.

WHAT IS A GIDP?

Graduate Interdisciplinary Programs or GIDPs are PhD, MS, and minor programs with collaborative relationships between all colleges across campus creating unique opportunities in interdisciplinary research. GIDPs transcend departmental boundaries by facilitating cutting edge teaching and research at the nexus of traditional disciplines. The high value placed on interdisciplinary research and education is indicative of The University of Arizona's enthusiasm and commitment to fostering innovation and creativity among its faculty and students.

To learn more about other GIDPS at the University of Arizona visit the GIDP website https://gidp.arizona.edu
ORGANIZATION OF THE PROGRAM

Like all GIDPs, the Applied Intercultural Arts Research is governed by an Executive Board of professors from participating programs who oversee the administration of program and guide its development. These faculty represent some, but not all, of the various fields of study from among the partnering academic colleges which provide support to the program. A list of the current Executive Board members appears in Appendix A of this handbook.

A still larger group of professors are recognized as Affiliate Faculty in the Applied Intercultural Arts Research program. A list of the current Affiliate Faculty members appears in Appendix A of this handbook. These people agree to make their courses available to students in the AIAR program and also agree to serve as advisors, mentors and graduate committee members for students pursing the Ph.D. and MA. A full list of those individuals is included at the end of this handbook.

Leadership is provided by the Chair of the program, who sits on the GIDP Advisory Council and who serves as the Director of Graduate Studies (DGS) for this specific program. As DGS, the Chair guides students on academic matters, oversees the administration of graduate comprehensive exams, thesis and dissertation defenses, and responds to student grievances, petitions, and curricular inquiries.

The Program Coordinator advises students on their degree journey and works with the Graduate College degree counselor to make sure that students comply with policies and procedures and make satisfactory progress toward the timely and compliant completion of their degrees.

Applied Intercultural Arts Research is a new program and the current student body is small in numbers. As enrollment grows the Executive Committee, DGS, and PC will facilitate the formation of a student governing body to guide community building and professional development and assist in the adjudication of grievances.

Because the program is small, students should take advantage of organizations such as the Graduate College’s Graduate Center (https://gradcenter.arizona.edu) and the Graduate & Professional Student Council https://www.gpsc.arizona.edu. The Graduate Center is a resource for student support activities and professional development and a means for AIAR students to network with other graduate students. Check the Graduate Center calendar regularly for helpful and fun events: https://gradcenter.arizona.edu/calendar

PEOPLE AND KEY CONTACTS

AIAR Program Coordinator and Admissions Contact:  
Ms. Joanna Mahon, College of Fine Arts Dean’s Office  
jym@email.arizona.edu
AIAR Program Chair
Dr. Jennie Gubner (beginning January 6, 2019)
jgubner@indiana.edu

AIAR Interim Chair and Director of Graduate Studies
(June 30, 2019-January 6, 2019)
Dr. Jennifer Post, School of Music, Room 109
jcpost@email.arizona.edu

Faculty Director of (all) Graduate Interdisciplinary Programs
Dr. Benedict Colombi
bcolombi@email.arizona.edu

Associate Director of (all) Graduate Interdisciplinary Programs
Ms. Alicia Lopez
alicialopez@email.arizona.edu

PHYSICAL RESOURCES AND FACILITIES

Students in the AIAR GIDP program will make use of various facilities across campus.

The administrative office for all GIDPs is

GIDP Administration Office
1401 E University Blvd.
Admin. Bldg., Rm. 303 P.
O. Box 210066 Tucson,
AZ 85721-0066

Phone: 520-621-8368
Fax: 520-621-8367
Email: gidp@email.arizona.edu

ADMISSIONS

Application review will begin January 31 for admission for the following fall semester.
Applicants must have an earned 4-year baccalaureate degree, a 3.0 grade point average, and meet English-language proficiency requirements for graduate admission.

https://grad.arizona.edu/admissions/requirements
https://grad.arizona.edu/catalog/programinfo/AIARPHD

Applicants will be asked to submit a statement of purpose that indicates how the student plans to merge arts research with a secondary field and their anticipated application of that combined
approach. Applicants are encouraged to explore grant opportunities for funding that might support this research.

PROFESSIONAL INTERACTION WITH FACULTY

Each graduate student in the AIAR GIDP will be assigned an initial faculty advisor, chosen by the student in consultation with the Program Chair. This person serves as your major advisor as you begin to progress through the degree program. As your research plans develop, you may wish to change major advisors.

It is expected that the major advisor serves as the chair of the student’s graduate committee and supervises the thesis or dissertation. Students wishing to change major advisors should consult with the AIAR Program Chair/DGS.

Students should take responsibility to maintain frequent contact with their advisor. Moreover, students are strongly advised to cultivate relationships with one or more of the faculty as progress along the degree path and advance to candidacy. Students should avail themselves of opportunities to meet with professors during their office hours, or contact them via email to arrange an appointment at a mutually convenient time. Cultivating a good relationship with faculty will help you identify potential committee members and research opportunities.

Faculty are dedicated to the training of our masters and Ph.D. students. Most faculty find advising graduate students to be one of the most rewarding aspects of their academic positions. Students can anticipate being able to meet on a fairly regular basis with their advisors—perhaps two to four times a month. Naturally, though, faculty have very busy schedules. In order to maximize the benefit that students receive from faculty, it is important that the student prepare thoroughly ahead of scheduled advisory meetings. Plan on emailing drafts of papers and outlines of ideas to faculty ahead of their meetings in order to ensure that the meeting time itself is focused and well spent.

IMPORTANT WEBSITES

For summary information on Graduate programs and their requirements, useful in determining options for your minor area of study, visit the Graduate Catalog: https://grad.arizona.edu/catalog/

For information on Graduate College policies and resources: https://grad.arizona.edu Graduate students are expected to know the policies relevant to their degrees. Take time to explore the Graduate College website and learn the expectations for satisfactory academic progress and the policies you need to follow.

Resources for New and Current Students https://grad.arizona.edu/new-and-current-students This site provides links to resources on funding, health and wellness, child care and family support, how to file grievances and much more. The Graduate College is
dedicated to promoting and strengthening family relationships. Many resources have been designed to help graduate students balance and manage family, work, and school.

The General University Catalog [http://catalog.arizona.edu/](http://catalog.arizona.edu/) offers a wealth of information on university policies; safety, health & wellness; involvement, engagement & leadership; advising, learning and technology support. For those graduate students working as Graduate Teaching Assistants will likely find the learning sections of considerable value.

Academic Integrity is addressed on the Dean of Students website. [https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

There are many resources here for guiding students in having difficult conversations.

Responsible Conduct of Research. All graduate students accept the responsibility to conduct their research with integrity and according to university and professional ethics as the first step in activating their Grad Path forms ([https://grad.arizona.edu/gsas/gradpath](https://grad.arizona.edu/gsas/gradpath)). As you move further into your research you will be expected to undergo additional training in research integrity and responsible behavior. The UA Research Gateway provides resources and information at [https://rgw.arizona.edu/research-compliance/rcr](https://rgw.arizona.edu/research-compliance/rcr)

**FUNDING**

**Teaching and Research Assistantships**

Teaching and research assistantships, traineeships and fellowships provide the most common forms of support for graduate students. Assistantships at .50 FTE or higher include a stipend, health insurance, and full tuition. Assistantships at less than .50 FTE include a stipend, health insurance, out-of-state tuition, and 50% of in-state tuition: [http://grad.arizona.edu/financial-resources/ua-resources/employment/GA](http://grad.arizona.edu/financial-resources/ua-resources/employment/GA).

Research assistantships (RAs) are awarded to graduate students by faculty advisors and funded by the faculty advisor’s research program. Priority is given to PhD candidates. RA contracts may be for .25 FTE, .33 FTE or .50 FTE. The faculty advisor is responsible for supervising RAs whom they employ. In many cases, the funding for a graduate student’s master’s or doctoral study project research project comes from their mentor’s research grant or laboratory.

Teaching assistantships (TAs) are awarded depending on the student’s experience and expertise and thus may be in various departments. The School of Music typically reserves one TA position for students in the AIAR GIDP, depending on previous training. AIAR GIDP students may also be hired by other departments, depending on their experience and background, such as having taken an equivalent course as an undergraduate. All TAs must pass the Graduate College’s Teaching Assistant Online Training and Orientation (TATO) test. FERPA training is required for all TA positions. Further information regarding FERPA requirements can be found at: [http://registrar.arizona.edu/personal-information/ferpa-tutorial](http://registrar.arizona.edu/personal-information/ferpa-tutorial). TAs are supervised by their assigned course instructor.
Out of state tuition is waived with all RA and TA contracts. RAs and TAs receive partial or full in-state tuition coverage as part of their employment benefit as follows:

.25 FTE: 50% in-state tuition covered
.33 FTE: 50% in-state tuition covered
.5 FTE: 100% in-state tuition covered

Students awarded less than .5 FTE are responsible for payment of 50% of their in-state tuition. For specific information on tuition costs, students can refer to the online Tuition Calculator at [https://tuitioncalculator.fso.arizona.edu](https://tuitioncalculator.fso.arizona.edu).

Students who are awarded TA/RA positions will receive an offer letter outlining their specific funding, including tuition coverage at 50% or 100%, prior to the beginning of the semester in which they will serve as a TA/RA.

The Graduate College’s Office of Funding and Community Engagement assists graduate students in searching and applying for funding outside of the UA. Sign up for their monthly newsletter for up-to-date information on funding opportunities and advice on applying for funding. The office also provides writing workshops for proposal and grant writing [https://grad.arizona.edu/ofce/](https://grad.arizona.edu/ofce/).

GPSC Grants
The Graduate and Professions Student Council (GPSC), in addition to providing a full range of Graduate and Professional Student Support, also provides research and travel grants for graduate students. Check out the options at [https://www.gpsc.arizona.edu/grantsawards](https://www.gpsc.arizona.edu/grantsawards).

### CURRICULAR REQUIREMENTS FOR THE M.A. IN APPLIED INTERCULTURAL ARTS RESEARCH

<table>
<thead>
<tr>
<th>Required Core</th>
<th>Electives</th>
<th>Master’s Thesis</th>
<th>Total Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 units core courses from: AIAR 601, MUS 696F, MUS 695B</td>
<td>18 units of coursework from the AIAR PhD curriculum list</td>
<td>6 units of AIAR 910</td>
<td>Total Units = 30</td>
</tr>
</tbody>
</table>

Elective course substitutions may be permitted with the approval of the major advisor, the program coordinator, and the director of graduate studies.
CURRICULAR REQUIREMENTS FOR THE PH.D. IN APPLIED INTERCULTURAL ARTS RESEARCH

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Minor Area</th>
<th>Fine Arts Electives</th>
<th>Total Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 units core + 18 units specialization + 18 units dissertation</td>
<td>12 units minimum</td>
<td>6 units</td>
<td>Total Units = 66</td>
</tr>
</tbody>
</table>

List of course numbers, titles, and unit allotments under each applicable category.

MAJOR AREA

Core Courses (12 units total; *asterisks indicate new course to be added to the curriculum)
Up to 3 units may be substituted with approval from advisor and graduate committee.

- AIAR 601 (3) Interdisciplinary Research Methods (available beginning Spring 2020)
- MUS 696F (3) Ethnomusicology, Seminar (Foundations, theory and method in ethnomusicology)
- MUS 695B (3) (2x) Special Topics (Topics in ethnomusicology change; course may be repeated)
  Sample topics: Theories of Performance; Social Change and Performance; Sound; Studies; Music and Ecology; Music and Development; Children’s Music Cultures; Music and Cognition; Music and Healing; Organology; Music and Tourism; Music, Gender, and Sexuality; Politics and Music; Intangible Cultural Heritage. Regional Music Studies such as: Asian Music; African Music; Latin American Music; Music of Ireland; Music of Zimbabwe; Music in the Celtic World

Specialization (18 units total)
Course choices may come from programs and colleges across campus, selected in consultation with the advisor to support the student’s research trajectory and career aims, meeting degree requirements for 3 units of internship, practicum or management; 6 units cultural study; 6 units area study; 3 units theory, methodology or research design.
6 units Fine Arts Electives (May include, but is not limited to, graduate level music courses; choices will depend on student qualifications – previous background in music theory for example, plans for specialization, and availability of the course. Other courses in these areas may be substituted with the approval of the program advisor and course instructor.)

Sample Music Options

- MUS 568 (3) Studies in Latin American Music
- MUS 596B (3) Seminar in Musicology (rotating topics, may be repeated)
- MUS 696F (3) Seminar in Ethnomusicology
- MUS 696B (3) Seminar in Musicology
- MUS 696C (3) Seminar in Music Theory
- MUS 625A (3) Current Trends in Music Theory
- MUS 625B (3) Specialized Trends in Music Theory
- MUS 695B (3) Special Topics in Music

Music Education
- MUS 551 (3) Behavioral Research in the Arts
- MUS 654 (3) Psychology of Music

Performance Study—ensemble, class or individual study
- MUSI 580 (2) Individual Study; also available as MUS 699
- MUS 501 (1) Coached Ensemble (Options include: Chipo Mbira Ensemble; Purple Bamboo Chinese Traditional Silk and Bamboo Ensemble; Tíolacadh Irish Ensemble; Mariachi Arizona; Steel Drum Ensemble; other options may become available
- DNC 596E (3) Seminar in Music and Dance Collaboration

School of Art
- ARE 520 (3) Community, Culture, and Art Education
- ARE 530 (3) Introduction to Research in Art Education
- ARE 631 (3) Arts-based Research (also under Methodology)
- ARE 576 (3) Art and Cultural Criticism in Art Education
- ARE 633 (3) Issues and Recent Research in Art and Visual Cultural Education (flexible – topics vary)
- ARE 562 (3) Teaching Art in Higher Education
- ARH 500 (3) Topics in Museum Studies (good to include; theory & prof. practice)
- ARH 511 (3) Methods in Art History [put also in Theory & Method section]
- ARH 530 (3) Queer Cinema [list with gender and women’s studies]
- ARH 596 (3) Seminar in Art History (Topic vary, examples include - Issues in Contemporary Theory and Criticism)
- ARH 596V (3) Issues in Native American Art
- ART 587 (3) Global Trends in Visual Literature
- ART 596F (3) Design, Art, and the Environment

Dance
- DNC 500 (3) Dance and Culture
- DNC 555 (3) Biomechanics for Dancers
Film, Theater, Television
- FTV 504 (3) Topics in Film and TV Production
- FTV 533 (3) Digital Media Today
- FTV 554 (3) Representing Culture in the Media
- FTV 696T (3) Seminar in Media History and Theory
- TAR 524 (3) African American Drama and Performance

MAJOR SPECIALIZATION Course Options (18 units total, + modules requiring 3 units of internship, practicum or management; 6 units cultural study; 6 units area study; 3 units theory, methodology or research design).

+Internship, Practicum or Management Experience (3 units) (substitutions from other departments permitted with approval from the GIDP advisory committee):
- *AIAR 599 (1-6) Independent Study
- *AIAR 699 (1-6) Independent Study
- *AIAR 693 (1-6) Internship
- *AIAR 694 (1-6) Practicum

Management Course options include:
- AIS 541A (3) Natural Resource Management in Native Communities
- ANTH 537 (3) Data Management and Analysis
- ANTH 540A (3) Cultural Resource Management
- DVP 630 (3) Essential Management Principles for Development
- LIS 530 (3) Cataloguing and Metadata Management
- LIS 608 (3) Managing the Information Organization
- LIS 673 (3) Managing the Digital Information Environment
- PHPM 574 (3) Public Health Policy and Management

+Cultural Study (6 units): options include:
- AIS 503 (3) Globalization and Indigenous People
- AIS 504A (3) Fundamentals of American Indian Studies
- AIS 505 (3) Traditional Indian Medicine: Health, Healing, and Well Being
- AIS 515 (3) American Indians and the Urban Experience
- AIS/ANTH 549A (3) Folklore
- AIS 552A (3) Mixed Media Stories: Stories in Text and Film
- AIS 575 (3) Contemporary Federal Indian Policy
- AIS 581A (3) Issues in Native American Health
- AIS 590 (3) Indian Religions and Spirituality
- AIS 595 (3) American Indian Studies
- AIS 596M (3) Studies in the Oral Traditions
- AIS 596V (3) Issues in Native American Art
- AIS 631 (1-3) Law and Culture
- AIS 646 (3) Ancient and Contemporary Voices
- AIS 676 (3) Exploring Critical Issues in Native American Curricular Development
- AIS 697B (3) Globalization and Transformation of Culture
• AFAS/TAR 524 (3) Art, Propaganda, Protest: African American Performance from the Nineteenth Century to the Present
• ANTH 503 (3) Disease and Human Evolution
• ANTH 506 (3) Gender and Social Identity
• ANTH 507 (3) Intellectual Foundations of Applied Anthropology
• ANTH/LAS 508 (3) The Mexican-American: A Cultural Perspective
• ANTH 511 (3) Anthropology of Religion
• ANTH 515 (3) American Indians and the Urban Experience
• ANTH 516 (3) Contemporary Indian America
• ANTH 517A (3) North African Societies: History, Culture & Politics
• ANTH 524A (3) Political Ecology
• ANTH 528A (3) Globalization, the Environment, and Indigenous Religions
• ANTH 531A (3) Traditional Ecological Knowledge
• ANTH 545B (3) Embodying Inequality
• ANTH 548 (3) Writing Culture
• ANTH 573 (3) Semiotics and Language
• ANTH 576 (3) Language in Culture
• ANTH 582 (3) Hopi Language in Culture
• ANTH 583 (3) Sociolinguistics
• ANTH 586 (3) Transnational Feminisms
• ANTH 595B (3) Special Topics in Cultural Anthropology
• ANTH 595E (3) Anthropology and Education
• ANTH 595F (3) Special Topics in Applied Anthropology
• ANTH 595G (3) Special Topics in Biological Anthropology
• ANTH 595I (3) The Anthropology of Law and Nation States
• ANTH 595N (3) Environment and Conflict in Latin America
• ANTH 595P (3) Anthropology Colloquium
• ANTH 596N (3) Archaeology of Performance
• ANTH 596P (3) Women’s Life Writing
• ANTH 596F (3) Technology and Social Theory
• ANTH 597A (3) Global Change Workshop
• ANTH 601 (3) Conservation and Community
• ANTH 603J (3) Sustainability and Environmental Policy
• ANTH 608B (3) History of Anthropological Theory
• ANTH 612 (3) Anthropology of Modernity
• ANTH 613 (3) Culture and Power
• ANTH/LAS 631 (3) Anthropology of Development
• ANTH 638 (3) Culture Contact and Colonialism
• ANTH 672 (3) Adolescence in a Global Context
• ARL518 (3) Arid Lands and Society
• DNC 500 (3) Dance and Culture
• DVP 600 (1) Foundations of Development
• DVP 602 (3) Role of Culture in Sustainable Development
• DVP 611 (3) Global Health Case Studies and Community Responses
• EAS 556 (3) Humanities and the Global Creative Economy
• ENG/GWS 696J (3) Sexuality and Aesthetics
• GEOG 696B (3) Cultural Geography
• GEOG 696N (3) Geography and Social Theory
• GEOG 696R (3) International Environmental Policy
• HED 623 (3) Disability, Community, Culture and Identity
• HED 628 (3) Theories of Inequality, Oppression, and Stratification
• LRC 564 (3) Literacy and the Arts
• LRC 581 (3) Multicultural Literature and the Arts
• LRC 795A (3) Theory and Research in Language, Reading and Culture
• MAS 570 (3) The Feminization of Migration: Global Perspectives
• MAS 566 (3) Decolonial Chicana Theory
• RUS 696A (3) Topics in Slavic Literature and Culture

+Area Study (defined by region or theme; 6 units) options include:
• AIS/ANTH 513 Ethnology of the Southwest
• AIS/MAS 523 Anthropology of Rural Mexico
• AIS 524 (3) Studies in Southwest Literature
• AIS 525 (3) Native Economic Development
• AIS 526A (3) Principles of Indigenous Economics
• AIS 527 (3) Introduction to Linguistics for Native Communities for Graduate Students
• AIS 531A (3) Traditional Ecological Knowledge
• AIS 535 (3) Mexican Traditional Medicine
• AIS 537A (3) National Building
• ANTH 500 (3) Topics of Egyptology
• ANTH 508A (3) Islamic Movements in the Contemporary Muslim World
• ANTH 510A (3) Ethnic Diversity in China
• ANTH 501B (3) The Anthropology of Contemporary China
• ANTH/MENA 517A (3) North African Societies: History, Culture & Politics
• ANTH 518 (3) Southwest Land and Society
• ANTH 521 (3) Ethnology North America
• ANTH/LAS 523 (3) Anthropology of Rural Mexico
• ANTH 525A (3) Anthropology of Japan: Images and Realities
• ANTH/EAS 536 (3) Japanese Sociolinguistics
• ANTH 551 (3) Gender and Violence in the Middle East
• ANTH/MENA 559A (3) Turkey: Culture, Power and History
• ANTH 575A (3) The Education of Latinas/Latinos
• ANTH 590 (3) Women in Middle Eastern Society
• ANTH/LAS 596B (3) Special Topics in Caribbean Studies
• ANTH 596M (3) Special Topics in Arabic Linguistics
• ANTH 596T (3) Queer, Lesbian, Gay, Bisexual, Transgender, Histories of North America
• ANTH 604 (3) Power and Violence in Central America
• ANTH 611 (3) Ecological Anthropology
• ANTH 536A (3) Medical Anthropology
• ANTH 536B (3) Ethnomedicine
• ANTH 538A (3) Women’s Health in Global Perspective
• ANTH 571A (3) Applied Medical Anthropology in Western Contexts
• ANTH 673 (3) Stress, Development and Health
• ANTH 675A (3) Anthropology and Global Health
• AFAS 543 (3) Francophone Literature and Cinema
• AFAS 563 (3) Doing Business in and with Africa
• AFAS 597P (3) Global Africana Studies Experience
• ARE 535 (3) Theory in Art and Visual Education
• ARE 520 (3) Community, Art, and Culture
• ARE 576 (3) Art and Cultural Criticism in Art Education
• ARE 633 (3) Issues and Recent Research in Art and Visual Cultural Education
• ARH 500 (3) Topics in Museum Studies
• CHN 529 (3) Chinese Immigrant Literature and Film
• CHN 544 (3) Chinese Media and Culture
• CHN 576 (3) Modern China
• EAS 522 (3) Asian American Literature
• EAS 566 (3) Japanese and Chinese Nationalism
• EAS 582 (3) Tantric Buddhism
• EAS 596A (3) Topics in East Asian Buddhism
• EAS 596C (3) Special Topics in East Asian Studies
• EAS 596J (3) Second Language Acquisition Research
• EAS596K (3) Special Topics in Korea
• EAS 695A (3) Introduction to East Asian Studies
• LAS 500 (3) Introduction to Latin American Studies
• LAS 518 (3) Southwest Land and Society
• LAS 524 (3) Federalism, Democracy and Decentralization
• LAS 535 (3) Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures
• LAS 560 (3) Women in Latin America: Through Novels and Film
• LAS 562 (3) Special Topics in Contemporary Latin America
• LAS 563 (3) Topics in Luso-Brazilian Literature
• LAS 595D (3) Latin American Studies Special Topics
• LAS 595E (3) Contemporary Latin America
• LAS 595F (3) Colloquium in Latin American Studies
• LAS 595N (3) Environment and Conflict in Latin America
• LAS/MAS 596N (3) Hemispheric Indigenous Consciousness
• LAS/MAS 604 (3) Power and Violence in Central America and Mexico
• LAS 659 (30 International Human Rights
• LAS 666 (3) Regional Trade Agreements: NAFTA, Brexit and the Challenges of Further Trade Liberalization
• LAS 670 (2-3) Public International Law
• LAS 696E (3) Economic, Environmental, and Social Issues Along the Border
• LAS 696J: (3) Latin America: Modern Period
• LAS 696K (3) Development and the Latin American Experience
• LAS 696L (2-3) International Trade Law
• LING 500 (3) Linguistics for Non-Majors
• LING 521 (3) Language Maintenance, Preservation, and Revitalizations
• MAS 587 (3) Chicana Gender Perspectives
• MAS 695 (3) Special Topics in Mexican American Studies
• MAS 695A (3) Mexican American Studies PhD Colloquium
• MAS 696A (3) Latina/o Literary and Cultural Studies
• MENA 503 (3) Art and Architecture of the Islamic World
• MENA 508A (3) Islamic Movements in the Contemporary Muslim World
• MENA 509A (3) Biblical Hebrew: Poetry
• MENA 517A (3) North African Societies
• MENA 530A (3) Language and Society in the Middle East
• MENA 538 (3) The Book of Psalms
• MENA 544 (3) Islamic Mysticism
• MENA 551 (3) Gender and Violence in the Middle East
• MENA 552 (3) Israeli Women
• MENA 556 (3) Jews of the Islamic World in the Modern Period
• MENA 563 (3) Gender Issues and Women’s Literature in the Middle East
• MENA 566 (3) The Middle Eastern City and Islamic Urbanism
• MENA 571 (3) Iranian Cinema, Gender Issues, and Social Change
• MENA 573 (3) History of Modern India and Pakistan: 1750-present
• MENA 585A (3) History of the Arab-Israeli Conflict, 1800-present
• MENA 590 (3) Women in Middle Eastern Society
• MENA 595E (3) Struggle and Survival: Modern Mid East and North Africa
• MENA 596B (3) Special Topics in Middle Eastern and North African Studies
• MENA 596C (3) The Literature of Identity in the Modern Middle East
• MENA 596G (3) Islamic Law and Society
• MENA 596S (3) Colonialism and the Critique of Modernity
• MENA 695I (3) Special Topics: Advanced Islamic Studies
• MENA 696Y (3) Nationalism and Islam
• MENA 699 Independent Study
• MUS/LAS/MAS 568 Studies in Latin American Music
• MUS 595B (3) Art Music in the United States
• MUS 568 (3) European Literary-Political Cabaret
• MUS 699 (1-3) Independent Study
• SPAN 521 (3) Topics in 18th, 19th, 20th & 21st Century Literature
• SPAN 541 (3) Topics in Spanish-American Nineteenth, Twentieth & Twenty-first Century Literature
• SPAN 551 (3) Topics in Mexican and Mexican-American Literature

+Analytical Theory/Research Methodology, including Field Methods, Research Design (3 units)
• ANTH 620 (3) Linguistic Field Techniques
• ENVS 595F (3) Conservation Biology: Field Studies in Developing Countries
• *MUS 698F (3) Field Methods in Ethnomusicology (new course)
• AIS 548 (3) Research Design and Methodology
• AIS 697C (3) Research Design for American Indian Communities
• ANTH 588 (3) Linguistic Elicitation and Documentation
• ANTH 597D (3) Experimental Methods in Biological Anthropology
• ANTH 605 (3) Qualitative Research Methods and Proposal Writing
• ANTH 609 (3) Mixed Methods in Applied Anthropology
• ANTH 678 (3) Ethnographic Discourse Analysis
• ARE 631 (3) Arts-based Research
• DVP 631 (3) Methods II: Research and Data Analysis Tools & Applications for Development Practice
• DVP 603 (3) Macro- and Micro-Economic Tools for Development Practice
• DVP 640 (3) Methods in Development Practice
• EAS 577 (3) Qualitative Research in Applied Linguistics: East Asia and Beyond
• ECOL 547 (3) Introduction to Theoretical Ecology
• ECOL 579 (3) Art of Scientific Discovery
• ECOL 596A (3) Evolutionary Ecology
• ECOL 596G (3) Complex Systems: Networks and Self-Organization in Biology
• ECOL 600A (3) Fundamentals of Evolution
• ECOL 600B (3) Fundamentals of Ecology
• GEOG 567 (3) Geographic Analysis of Population
• GWS 539A (3) Feminist Theories I
• GWS 539B (3) Feminist Theories II
• GWS 586 (3) Transnational Feminisms
• LAS 550 (3) Qualitative Research Methods and Methodology
• LING 507 (3) Statistical Analysis for Linguistics
• LING 588 (3) Linguistic elicitation and documentation
• LING 597A (3) Descriptive linguistics for Native American languages (Fall only)
• JOUR 508 (3) Journalism Theory and Practice
• MAS 580A (3) Advanced Research Methods
• MAS 565 (3) Critical Race Theories for Policy and Practice
• MENA 696J (3) Ethnography of the Middle East: Issues and Methods
• MUS 551 (3) Behavioral Research in the Arts (Music Education)
• MUS 603 (3) Qualitative Research in Music (Music Education)
• MUS 604 (3) Historical Research in Music
• MUS 655 (3) Quantitative Analysis in Music Education
• SCT 500 (3) Introduction to Social, Cultural, and Critical Theory
• SCT 510 (3) Problems in Social, Cultural, and Critical Theory

DISSERTATION AND RESEARCH (18 units)
• *AIAR 900 (1-6) Research in Applied Ethnomusicology
• *AIAR 910 (1-6) Thesis in Applied Ethnomusicology
• *AIAR 920 (1-9) Dissertation in Applied Ethnomusicology

MINOR (Sample Options)

For a Minor in Library Science (18 units, will also earn grad certificate):

• LIS 504 (3) Foundations of Library & Info Services
• LIS 515 (3) Organization of Information
• LIS 520 (3) Ethics for Library and Information Professionals
• LIS 530 (3) Cataloguing and Metadata Management
• LIS 541 (3) Preservation
Plus one management course, selected from:

- LIS 557 (3) Documenting Diverse Cultures and Communities
- LIS 608 (3) Managing the Information Organization
- LIS 673 (3) Managing the Digital Information Environment

or

- LIS 540, (3) Introduction to Archives
- LIS 640, (3) Archival Appraisal & Description
- LIS 671, (3) Digital Curation and Preservation

For Minor in Cognitive Science (12 units)

- COGS 517 (3) Introduction to Cognitive Science
- COGS 595 (1) Cognitive Science Colloquium (for three semesters, for a total of 3 credits)

Plus two additional graduate level COGS courses.

For Minor in Documentary (12 units)

- *FTV 537 (3) Ethnographic Documentary
- *FTV 510 (3) Documentary Production Techniques
- FTV 504 (3) Topics in Film and TV Production
- FTV 533 (3) Digital Media Today
- FTV 554 (3) Representing Culture in the Media
- FTV 696T (3) Seminar in Media History and Theory

For Minor in Journalism (12 units)

- JOUR 506 (3) Introductory and Advanced Reporting
- JOUR 560 (3) International Media Systems
- JOUR 509 (3) International and U.S. Media
- JOUR 507 (3) Reporting with Multimedia
- JOUR 511 (3) Feature Writing

For a Minor in Public Health (15 units) (must have completed College Algebra)

- EPID 573A (3) Basic Principles of Epidemiology
- PHPM 574 (3) Public Health Policy and Management
- EHS 575 (3) Environmental and Occupational Health
- BIOS 576A (3) Biostatistics for Public Health
- HPS 577 (3) Sociocultural and Behavioral Aspects of Public Health

Plus internship with prefix of HPS, EHS, EPID, BIO, PHP or PHPM

For a Minor in American Indian Studies (12 units)

- AIS 631B (3) Tribal Courts and Tribal Law;
- AIS 631F (3) Law and Culture, OR
- AIS 696D (2-6) Indigenous Peoples Law Clinic

Plus 3 additional AIS courses (see lists above for cultural and area studies)
For Minor in Environmental Studies (12 units)
- ENVS 530L (1) Environmental monitoring
- ENVS 541A (3) Natural Resource management in native communities
- ENVS 596B (3) Water Policy in Arizona and Semi-Arid Regions

A list of full curricular offerings in all departments across campus can be found in the University of Arizona General Catalog at https://catalog.arizona.edu under courses/course descriptions.

Only courses offered at the 500 level or above may count towards a graduate degree.

PHD PLAN OF STUDY GRID
Use the grid below to help you outline the courses you will take to satisfy the requirements of the degree.

<table>
<thead>
<tr>
<th>Applied Intercultural Arts Research (AIAR) Ph.D. Plan of Study Grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptions</td>
</tr>
<tr>
<td>Core</td>
</tr>
<tr>
<td>Interdisciplinary Research Method (AIAR 601)</td>
</tr>
<tr>
<td>Ethnomusicology Seminar (MUS 696F)</td>
</tr>
<tr>
<td>Special topics in ethnomusicology or music (MUS 695B)</td>
</tr>
<tr>
<td>Second special topics course (3)</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Fine Arts Elective (6 units)</td>
</tr>
<tr>
<td>Specialization</td>
</tr>
<tr>
<td>Cultural Study (6 units)</td>
</tr>
<tr>
<td>Specialization</td>
</tr>
<tr>
<td>Internship, Practicum or Management Course (3 units)</td>
</tr>
<tr>
<td>Specialization</td>
</tr>
<tr>
<td>Area Study (3 units)</td>
</tr>
<tr>
<td>Specialization</td>
</tr>
<tr>
<td>Methodology, Theory or Research Design (3 units)</td>
</tr>
<tr>
<td>Minor (minimum 12 units of credit)</td>
</tr>
<tr>
<td>Dissertation (18)</td>
</tr>
</tbody>
</table>
CURRICULAR REQUIREMENTS FOR STUDENTS SEEKING AN AIAR MINOR

Students in other fields wishing to earn the minor in Applied Intercultural Arts Research must complete the 12 units of core courses: AIAR 601, MUS 696F, MUS 695B (2x). Up to 3 units may be substituted with approval from advisor and graduate committee.

TRANSFER CREDITS AND CREDITS EARNED OUTSIDE OF PROGRAM

With the approval of the Graduate College and the Director of Graduate Studies, students may transfer up to 6 graduate credits earned at another college or university to their master’s degree plan.

Students may apply up to 12 credits earned in University of Arizona non-degree status to the master’s plan of study.

Students may apply up to 30 relevant credits from an approved master’s degree, not including the master’s thesis, toward the plan of study to meet AIAR Ph.D. requirements.

Consult the Graduate College website for additional policies pertaining to the master’s and doctoral degrees. https://grad.arizona.edu/gsas/degree-requirements

TIMELINE FOR COMPLETION OF DEGREE – SAMPLE PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>3 courses (9 units) (6 units of core coursework; 3 units secondary area)</td>
<td>3 courses (9 units) (6 units of core coursework; 3 units of secondary area)</td>
</tr>
<tr>
<td>Year 2</td>
<td>3 courses (9 units) (6 units specialization; 3 units secondary area)</td>
<td>3 courses (9 units) (6 units specialization; 3 units secondary area)</td>
</tr>
<tr>
<td>Year 3</td>
<td>2 courses (6 units) (Electives; additional specialization)</td>
<td>2 courses (6 units) (Electives; additional specialization)</td>
</tr>
</tbody>
</table>
PH.D. COMPREHENSIVE EXAMS

**Expectations.** AIAR PhD students will typically take their comprehensive exams in the fourth year of study, after completing coursework. The goals of the comprehensive exams are for the student to 1) demonstrate general knowledge of intercultural arts, and mastery of the specialized area of emphasis and secondary area, 2) demonstrate readiness to write a dissertation. The comprehensive exam includes a written component and an oral examination following the regulations of the Graduate College.

**Content Preparation and Scheduling.** During the period of coursework, students should work with their major and minor area advisor to create a list of scholarly works and material on which they will be examined. The list of works to be studied should be submitted to the comprehensive exam committee no later than April 2 in year three. The questions will be prepared by the student’s comprehensive exam committee and the student will have one week to write each answer. The written exam will normally be scheduled during the final two weeks of September of the fourth year (semester 7). By Nov. 15 of that year, the student will be also expected to submit a dissertation proposal and plan for applying for grants. The oral comprehensive exam will address the two written essays and the dissertation prospectus and will be scheduled between Nov. 15-December 11 in that fourth year.

For students entering with a master’s degree, the period of coursework may be reduced and the comprehensive exams might take place in year 3.

Language proficiency demonstration, depending on research specialization, is the responsibility of the student. Every PhD student is required to demonstrate proficiency in at least one language other than English.

**Comprehensive Exam Committee**

Each Ph.D. student is responsible for forming a comprehensive exam committee. The committee should include faculty who can examine the student on the major and minor fields of study. This committee will consult with the student prior to the comprehensive exam to review the proposed study list and expectations for the written and oral exams. At least two of the comprehensive exam members should be AIAR GIPD affiliate faculty. There should be a minimum of four graduate committee members. All committee members must meet the standards of the Graduate College. [https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#comprehensive-exam-committee](https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#comprehensive-exam-committee)
GRADE REQUIREMENTS

Students must earn a 3.0 cumulative GPA in order to stay in good standing and to earn their degree. Courses in which a student earned a D, E or F may not be included on the plan of study for the master’s degree or the PhD.

INCOMPLETE POLICY

While students are discouraged from taking an incomplete in classes, sometimes extraordinary circumstance prevent a student from completing coursework during the semester of enrollment. In such instances, the professor and student must submit registrar’s form for an incomplete and submit it to the AIAR Chair and Director of the Graduate Students (https://catalog.arizona.edu/policy_grades-and-grading-system#incomplete). Incomplete grades should be completed in a timely manner and are submitted at the discretion of the course instructor. Any grade of “I” must be completed no later than one year from the term of the course for which the student received the incomplete or the grade will automatically convert to an E.

THE MASTER’S THESIS

Students earning the MA degree must complete 6 units of 910 master’s thesis coursework, culminating in the defense and submission of the master’s thesis document. Students should submit a master’s thesis proposal to their major advisor no later than mid-term of the semester before they expect to complete the dissertation. The outline for the master’s thesis proposal should address the same topics as outlined for the dissertation proposal, with detail appropriate for the size of the study.

MASTER’S THESIS COMMITTEE

The student’s thesis committee must include at least 2 members from the AIAR GIDP affiliate faculty and at least one additional regular faculty member in a disciplinary appropriate to the student’s research. Typically, the chair of the thesis committee is the student’s major advisor and research director. All Graduate College guidelines for thesis committee formation must be followed. https://grad.arizona.edu/policies/academic-policies/graduate-student-committee-service

THE PH.D. DISSERTATION

All students earning the Ph.D. must complete 18 units of 920 dissertation coursework, culminating in the defense and submission of the dissertation document. The Graduate College
website summarizes these requirements at: https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy.

THE DISSERTATION PROPOSAL
The dissertation should be inherently interdisciplinary. The thesis should be addressed through the methodologies of the fields the student is combining and will follow the formats relevant for those disciplines.

The proposal should include the following:
1. Thesis statement and research objective. Identify the problem or question to be examination along with the proposed hypothesis guiding the research design.
2. Methodology. Explain the theoretical, critical, analytical, or experimental methodology to be employed in the study.
3. Prior Studies. Provide a review of prior work and relevant literature in the field. Describe how the dissertation will make an original contribution.
5. Resources. Provide a list of relevant bibliographic and reference sources.

DISSERTATION COMMITTEE
The student’s dissertation committee must include at least 2 members from the AIAR GIDP affiliate faculty and at least one additional regular faculty member in a disciplinary appropriate to the student’s research. Typically, the chair of the dissertation committee is the student’s major advisor and research director. All Graduate College guidelines for dissertation committee formation must be followed. https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#dissertation-committee

This committee will mentor the student during the writing of the dissertation and administer the final defense upon completion. The student and primary advisor should establish a clear set of expectations regarding what will constitute satisfactory progress for each semester’s work. It is strongly recommended that the student and advisor prepare a completion time-line based on the research scheduled and the anticipated table of contents, working backwards from the desired date for the final oral defense. The student should submit drafts of each chapter to the advisor on a timely basis and schedule regular meetings to discuss the work. The dissertation-writing schedule must allow time for revision. Committee members should be consulted and given opportunities to review the work well before the defense date. They may be shown material as it is developed.
SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress requires timely completion of requirements, maintaining a 3.0 cumulative grade point average, and interacting with peers, professors, and academic colleagues in a productive and professional manner. Professional conduct includes knowing and observing academic policies, professional codes of ethics, rules for research integrity, and meeting assigned responsibilities.

One way to stay on track is become acquainted with the Graduate College’s degree-tracking GradPath forms (https://grad.arizona.edu/gsas/gradpath). Students must also review the Graduate College information carefully and be cognizant of deadlines. http://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines

CONTINUOUS ENROLLMENT

Students must be registered for a minimum of 1 credit hour of coursework each semester while in degree program. If a student is prevented from registration due to illness or other complication, it is possible to apply for a Leave of Absence.

ANNUAL REVIEW PROCESS

Masters and doctoral students must meet at least once a semester with their major advisor and the AIAR Chair and Director of Graduate Students.

(http://myidp.sciencecareers.org)
http://rgw.arizona.edu/development/proposal-development/proposal-guidance/

SCHOLARSHIPS

Student who have advanced to candidacy and who have a 3.9 GPA or higher, may be nominated by the AIAR GIDP Chair for the Andrew C. Comrie Graduate Interdisciplinary Programs Doctoral Fellowship. Nominations are solicited in the spring of the semester before the student’s final year of study. Consult GIDP Associate Director Alicia Lopez alicialopez@email.arizona.edu for more information.

MOVING FROM THE MASTER’S TO THE PH.D.

Master’s students must apply through GradApp (and pay application fee) to apply to the doctoral program.
MOVING FROM THE PH.D. TO THE MASTER'S

For students who find themselves unable to, or choose not to, complete the PhD, there may be an option to change programs and apply the doctoral coursework towards the completion of a master's degree. Consult with the Chair of the AIAR GiDP to review details.

STAYING MOTIVATED AND ACADEMIC SUPPORT

The Graduate College’s Graduate Center hosts numerous events and workshops throughout the year to support Graduate Students. These include workshops such as: Comprehending Comps, Feeling Good in Graduate School, Maintaining Your Writing Momentum Over the Summer, End Note with UA Libraries and many, many more. https://gradcenter.arizona.edu

CAREERS

Traditionally the Ph.D. trains graduates for careers in research and careers at colleges or universities. There are however other career pathways and interdisciplinary expertise opens possibilities. How you use your training in a job will depend in part the options you select in your plan of study and your research project. Depending on the application you developed, your degree might prepare you for work in museums, working as a curator or educational consultant, or for work in information management – for which you would want to include coursework in library information science, data management or computer science. If your plan of study and research combines music practice with public health, you may find yourself able to work in positions serving global health, community health or general public health. Attending conferences, joining professional societies, and paying close attention to published job opportunities and descriptions can help you plan for a full range of career pathways.’ Sites such as https://cheekyscientist.com/top-10-list-of-alternative-careers-for-phd-science-graduates/ can get you started.
Appendix 1. Executive Board for the AIAR GIDP

- Kathryn Alexander, Ph.D., Assistant Professor, Honors College
- Katia Bezerra, Ph.D., Professor, Spanish and Portuguese
- Dawn Corso, Ph.D., Assistant Professor, Music Education
- Jeremy Garcia, Ph.D., Assistant Professor, Teaching, Learning, and Sociocultural Studies, College of Education
- Zackry Guido, Ph.D., Program Manager, Institute of the Environment
- Sarah Moore, Ph.D., Professor, Art
- Janet Nicol, Ph.D., Professor, Linguistics; Cognitive Science GIDP
- Jennifer Post, Ph.D., Lecturer, Music, Ethnomusicology
- Jay Rosenblatt, Ph.D., Associate Professor, Musicology
- Beverly Seckinger, M.A., M.F.A., Professor, School of Theatre, Film, and Television
- Carla Stoffle, Ph.D., Professor, School of Information
- Brad Story, Ph.D., Associate Department Head and Professor, Speech, Language, and Hearing
- Douglas Taren, Ph.D., Associate Dean, Academic Affairs, and Professor, Public Health
- Marcela Velasquez-Leon, Ph.D., Director, Latin American Studies; Professor, Anthropology;
- Praise Zenega, Ph.D., Associate Professor, Africana Studies

Appendix 2. Affiliate Faculty in the AIAR GIDP

Faculty participation also includes but is not limited to:
(Faculty wishing to be included should submit a request to the Chair of the AIAR GIDP)

- Maribel Alvarez, Ph.D., Associate Research Professor, Associate Research Social Scientist Southwest Center; College of Social and Behavioral Sciences
- Diane Austin, Ph.D., Professor and Director, School of Anthropology; College of Social and Behavioral Sciences
- Jeff Banister, Ph.D., Assistant Research Social Scientist of Geography & Development; Social, Cultural & Critical Theory
- William Beezley, Ph.D., Professor, History; College of Social and Behavioral Sciences
- Andrew Carnie, Ph.D., Vice-Provost and Dean of Graduate Education; Professor, Linguistics;
- Giuseppe Cavatorta, Ph.D., Associate Professor, French and Italian, College of Humanities
- Zhou Chen, Ph.D., Associate Professor, College of Public Health
- Benedict Colombi, Ph.D., Professor, Anthropology, American Indian Studies; Faculty Director, Graduate Interdisciplinary Studies
- Jennifer Croissant, Ph.D., Associate Professor of Gender and Women’s Studies; Social, Cultural & Critical Theory GIDP
• **Alain-Philippe Durand**, Ph.D., Dean, College of Humanities, Professor of Humanities
• **Jerome Dotson**, Ph.D., Assistant Professor, Africana Studies, College of Humanities
• Jake Harwood, Ph.D., Department Head and Professor, Communication
• Melissa Fitch, Ph.D., Associate Dean, Honors College; Associate Professor, Spanish and Portuguese; Social, Cultural, and Critical Theory
• David Gramling, Ph.D., Associate Professor, German Studies, College of Humanities
• Jeannette Hoit, Ph.D., Professor, Speech, Language and Hearing
• Jennifer Jenkins, Ph.D., Associate Professor of English, College of Social and Behavioral Sciences
• **Kimberley Jones**, Ph.D., Associate Dean, College of Humanities; Professor, East Asian Studies;
• Suzanne Knosp, D.M.A., Professor, Dance and Music, School of Dance
• Amalia Mora, Ph.D., Assistant Professor, Gender and Women’s Studies; Human Rights
• Michelle Perfect, Ph.D., Associate Professor, Disability and Psychoeducational Studies, College of Education
• **Denis Michael Provencher**, Ph.D., Professor and Dept. Head, French and Italian Studies, COH
• Jennifer Roth-Gordon, Ph.D., Associate Professor of Anthropology
• **Hai Ren**, Ph.D., Associate Professor, East Asian Studies
• **Tani Sanchez**, Ph.D., Associate Professor, Africana Studies, College of Fine Arts
• **Nathaniel Smith**, Ph.D., Assistant Professor, East Asian Studies (Japanese music and youth culture),
• David Soren, Ph.D., Professor, Anthropology, College of Social and Behavioral Sciences
• Tyina Steptoe, Ph.D., Associate Professor, History
• Richard Stoffle, Ph.D., Professor of Anthropology, Research Anthropologist BARA
• Susan Stryker, Ph.D., Associate Professor of Gender and Women’s Studies
• Melissa Tatum, J.D., Research Professor of Law
• Donald Traut, Ph.D., Associate Professor, Music Theory, Fred Fox School of Music
• Nicole Yuan, Ph.D., Associate Professor, Public Health; Assistant Professor, Psychology, Clinical Psychology, Mel and Enid Zuckerman College of Public Health
• **Stacie Widdifield**, Ph.D., Professor of Art, College of Fine Arts