

The University of Texas at Austin

Department of Asian Studies



UT Tower and Littlefield Fountain lit up to celebrate graduation

***Information for PhD and MA/PhD students in
Asian Cultures and Languages (ACL)
2022 - 2023 Graduate Catalog***

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All inquiries should be emailed to dasgrads@austin.utexas.edu

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Revised: December 2021

The information in this brochure is available online at
<http://liberalarts.utexas.edu/asianstudies/> and may be printed freely.

This handbook, and the Asian Studies Graduate Program website, reflect changes in effect for the 2022-23 Graduate Catalog. Every effort has been made to ensure the accuracy of the material herein. In the event of discrepancy between printed or web materials and the contents of the official 2022-23 Graduate Catalog, the Graduate Catalog takes precedence.

Administration and Governance

ROLE OF THE GRADUATE ADVISER

The Graduate Adviser for 2022-23 is Dr. Heather Hindman. Her office is located in WCH 4.104C.

The Graduate Adviser administers the graduate program, is Chair of the Graduate Studies Committee, the Graduate Program Committee, and the Graduate Admissions Committee, and is the program's principal representative to the Graduate School.

The Adviser assists each student in selecting a faculty mentor and then works with that student and mentor in planning a program of study tailored to every student's individual needs and interests. Students should make appointments to meet with their mentors at least once every semester.

In the latter part of each long semester, the Graduate Adviser meets individually with every student to plan the next semester's work.

The Graduate Studies Committee consists of members of the UT faculty, both inside and outside the Department of Asian Studies, for whom research on Asia is sufficiently central that they are considered internal for the purposes of forming dissertation and master's committees.

The Graduate Program Committee sets policy for the graduate program in all matters except admissions. The committee is composed of the Graduate Adviser and all tenured and tenure-track faculty with at least a part-time appointment in the Department of Asian Studies.

The Graduate Admissions Committee has responsibility for admission to the graduate program. It is composed of the Graduate Adviser and selected faculty representing different branches of the department.

The Graduate Program Committee must approve any significant change in the Department's graduate program.

ROLE OF THE GRADUATE COORDINATOR

The Graduate Coordinator, effective August 1, 2020, is Dr. Shelby Oxenford. Her office is in WCH 4.116. The Graduate Coordinator can be reached via email at dasgrads@austin.utexas.edu.

The Graduate Coordinator handles the day-to-day technical aspects of graduate life — adding and dropping courses, finding out rules and regulations, etc. The coordinator is the first person you should seek help from for any bureaucratic problem.

OMBUDSPERSON

The current Ombudsperson is Dr. S. Akbar Hyder. His office is WCH 4.134.

The department appoints a professor each year to serve as Ombudsperson. The function of the Ombudsperson is to assist students with problems they might encounter regarding student-teacher relations, sexual harassment, or other similar non-academic problems within the Department. Please note that the departmental Ombudsperson is *not* a “confidential employee” as defined by Texas Senate Bill 212, and thus is required to report incidents involving sexual harassment, sexual assault, dating violence, and stalking to the University Title IX Coordinator.

Student Responsibilities

The most important responsibility of each student is to be familiar with the degree requirements as set forth in the official publications of the Graduate School and the Asian Studies programs.

General and specific requirements for degrees in the Graduate School may be altered in successive catalogs, but students are bound only by the requirements of the catalog in force at the time of their admission to graduate study. Students may choose to fulfill the requirements of subsequent catalogs, in which case they must fulfill all of those requirements, not part of them. Graduate catalogs may be found online at <http://registrar.utexas.edu/catalogs/graduate>.

The department's graduate office maintains a paper file for each student. Students may see all material in their files except the confidential letters of recommendation.

EMAIL

Every graduate student must have an email address on file with the Department. Email is considered an official form of communication by the University of Texas at Austin and will be the main means by which the Department notifies students of upcoming events, fellowships, meetings, etc. The University now mandates the use of an official university email address. Information about the free-to-students UTMail (utexas) email addresses is found online at <https://it.utexas.edu/>.

MAILBOXES

Each graduate student has a mailbox located in the hallway of the fifth floor of the WC Hogg building. Students are responsible for checking their boxes occasionally for flyers, notes, and other materials.

WEBSITE

The Department of Asian Studies posts items of interest to students on its homepage, located at <http://liberalarts.utexas.edu/asianstudies/>. Students should be sure to access the site often to stay informed about happenings in the Department. Items of interest include dissertation defenses, speakers, seminars, and updates about students and faculty.

STANDARDS OF CONDUCT

The University's expectations for student conduct are grounded in the University Code of Conduct: "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."

University students are also expected to uphold the Student Honor Code:
"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

Information about UT's policies on Academic Integrity is located at
<http://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

The University's standards of conduct are described at
<http://deanofstudents.utexas.edu/conduct/standardsconduct.php>.

Academic Dishonesty and Scholastic Dishonesty

"Academic dishonesty" or "scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two classes without the prior permission of the instructor), or the attempt to commit such an act.

Information about scholastic dishonesty can be found at <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/> and <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

Degree Requirements for the Asian Cultures and Languages MA/PhD program

Students who enter the Asian Cultures and Languages graduate program without a Master's or equivalent degree in hand must first complete an MA in the department before moving on to the PhD stage. The MA/PhD program requires a minimum of 48 credit hours of coursework and consists of two phases. The first phase (Master of Arts) requires thirty credit hours of coursework, including the report course. The PhD phase of the program requires at least 18 credit hours of coursework beyond the Master's degree, in addition to dissertation courses.

MA phase requirements (30 hours) for Asian Cultures and Languages MA/PhD Degree

- 9 hours in the student's major area of specialization (e.g., Japanese culture, Indian religion, Chinese literature, etc.)
- 3 hours graduate research methods of the appropriate discipline (e.g., historiography, literary theory or criticism, etc.)
- 3 hours related to the general historical or cultural background of Asia in the major area
- 6 hours in advanced language courses (third-year level or beyond)

- 6 hours of electives
- 3 hours of Masters Report

PhD phase requirements (18 hours) for Asian Cultures and Languages MA/PhD Degree

- 15 hours in the student's major and minor areas of specialization
- 3 hours graduate research methods of the appropriate discipline (e.g., historiography, literary theory or criticism, etc.)
- Completion of the research language
- Dissertation courses

Degree Requirements for the Asian Cultures and Languages PhD program

Students who enter the Asian Cultures and Languages graduate program with a Master's or equivalent degree proceed directly to the PhD stage. In this case, the PhD in Asian Cultures and Languages requires at least 30 credit hours of coursework beyond the Master's degree, in addition to dissertation courses.

PhD in Asian Cultures and Languages Degree Requirements

- 24 hours in the student's major and minor areas of specialization
- 6 hours graduate research methods of the appropriate discipline (e.g., historiography, literary theory or criticism, etc.)
- Completion of the research language
- Dissertation courses

Individual Program of Work

All students have an online Program of Work (degree audit). This document lists all required courses for your degree and all courses you have taken to fulfill those requirements. You may access your web-based Program of Work through UT Direct

Time to Degree

A suggested timeline for completing the MA/PhD is posted at <https://liberalarts.utexas.edu/asianstudies/graduate/resources/acl-maphd-timeline.php>. A suggested timeline for completing the PhD is posted at <http://liberalarts.utexas.edu/asianstudies/graduate/resources/acl-phd-timeline.php>.

According to the College of Liberal Arts policy on time to degree and graduate student funding, programs must petition the College for permission to fund students past the sixth year of study.

Coursework

The majority of the coursework for the PhD should be graduate seminars with substantial content on Asia. Students are encouraged to enroll in graduate seminars with Asian Studies faculty.

At the discretion of the Graduate Adviser, graduate students may take individual instruction conference courses. These courses should not comprise the majority of the student's course work and should be on topics that are not offered in organized graduate courses. The student should find a faculty member to supervise the course; the topic of the course should be within the faculty member's research interests. The grading policy and other requirements are left to the discretion of the instructor. The student and faculty member should complete the graduate conference course agreement form located on the Asian Studies website and submit it to the Graduate Coordinator so that the student may be registered.

It is permissible for a graduate student to take an upper-division undergraduate course for graduate credit. This may be necessary if many faculty are on leave and there is a shortage of organized graduate courses. Graduate students enroll in a graduate conference course number and attend all scheduled meetings of the undergraduate class, plus at least 4 additional meetings with the professor outside of regular class meeting times. Graduate students attending undergraduate courses are usually required to do an additional research paper with bibliography including extra materials not required of undergraduate students. Whether or not other undergraduate requirements are waived (such as exams) is left to the instructor's discretion. The student and faculty member should complete the Undergraduate Course for Graduate Credit form located on the Asian Studies website and submit it to the Graduate Coordinator so that the student may be registered.

In preparation for the Comprehensive Examinations and while completing the Prospectus, a student may, but is not required to, enroll in ANS 397C, 697C, or 997C Comprehensive Exam Preparation one or more times. The faculty supervisor for these courses should either be the student's dissertation supervisor or another faculty examiner.

Once they have formally entered candidacy, Ph.D. candidates must register for dissertation hours each semester, ANS 399W, 699W, and 999W, which may be taken as many times as necessary. PhD candidates must be registered for a dissertation course during the semester in which they intend to graduate.

Language Requirements

All PhD students are expected to demonstrate a high level of proficiency in one Asian language prior to defending the dissertation.

Competency in at least one modern foreign language that will be used in research is required.

The research language may be a European language, such as French or German, or a modern Asian language. If the student chooses to study an Asian language as his or her research language, the language should be one that is pertinent to the student's professional development, such as Hindi for students whose primary language of study is Sanskrit. In some cases, a student's Asian language of specialization and research language may be the same. The choice of language(s) and the required level of proficiency are determined by the mentor and dissertation supervisor in consultation with the Graduate Adviser.

Grades and Grading

Students must maintain a 3.0 GPA in both departmental courses and courses taken outside the department. Most students receive the grade of A or B in their coursework. The grade of C, which is seldom given, denotes unsatisfactory performance. Any course in which a student earns less than a C will not be counted towards his/her degree.

If a student receives a grade below B- in his/her primary language of study for two consecutive semesters, the student may be dismissed from the program.

A student is expected to complete a course in a single semester. In rare instances, for nonacademic reasons and at the discretion of the instructor, a temporary delay of the final course grade, symbol X, may be recorded. The student must complete the course requirements by the last class day in his or her next long-session semester of enrollment, and the instructor must report a final grade by the end of the grade reporting period in that semester. If these deadlines are not met, the symbol X is converted to the symbol I (permanent incomplete), and the course will not count towards the student's degree.

Graduate students have the option of taking up to 20% of their total credit hours for their degree on a credit/no credit basis. A student may not take courses in his/her primary language of study for credit/no credit.

Portfolio Programs at UT-Austin

Portfolio programs are opportunities for students across the campus in any discipline to obtain credentials in a cross-disciplinary academic area of inquiry while they are completing the requirements for a master's or doctor's degree in a particular discipline. A portfolio program usually consists of four thematically related graduate courses and a research presentation; for master's portfolio programs, a practical experience related to the portfolio program may replace the presentation. For a complete listing of portfolio programs available at UT, visit <https://gradschool.utexas.edu/academics/programs/portfolio-programs>.

Withdrawal and Leave of Absence

If you must drop all of your courses due to some emergency or other unforeseen circumstances, you must complete a *Withdrawal Petition and Refund Request Form* (available from the Graduate Coordinator). Prior to withdrawing, you should meet with the Graduate Adviser to discuss your situation. Students who withdraw will receive the symbol W instead of a

grade in all courses that were in progress for the semester. Further information about withdrawal policies and procedures is available at <https://gradschool.utexas.edu/academics/policies/withdrawals>.

Students seeking a Leave of Absence (LOA) should meet with the Graduate Adviser to discuss the circumstances surrounding the leave. Requests for leave are approved on an individual basis and may be granted for a period up to one year. Students must apply for a Leave of Absence prior to the first-class day of the semester for which they wish to take leave. Further information about Leave of Absence policies and procedures is available at <https://gradschool.utexas.edu/academics/policies/leaves-of-absence>.

In order to re-enroll as a graduate student after a withdrawal or Leave of Absence, you must apply for readmission at <https://gradschool.utexas.edu/admissions/how-to-apply/graduate-readmission> unless you are absent only for a summer session.

Doctoral Candidacy

To become a doctoral candidate ("ABD status"), students must:

- 1) complete and pass written COMPREHENSIVE EXAMINATIONS and an oral defense of those exams,
- 2) obtain INSTITUTIONAL REVIEW BOARD approval for your research, if your research involves human subjects,
- 3) complete a DISSERTATION PROSPECTUS [format guidelines and content expectations available separately], including a prospectus defense and revision process, and
- 4) submit the administrative CANDIDACY APPLICATION to the Graduate School.

COMPREHENSIVE EXAMINATIONS

In consultation with their doctoral supervisor, students will take exams in three or four areas relating to their research, coursework, and/or professional plans. Students and supervisors will develop a schedule for taking comprehensive examinations at or near the time they have completed their coursework requirements. This schedule should be communicated to the Graduate Coordinator and Graduate Adviser.

An exam committee consists of either three or four examiners, one for each exam, including the chair. The chair should be the student's prospective dissertation supervisor and should coordinate the committee as needed. Committee members, also known as examiners, should have expertise on their exam topic. Most examiners ask students to create the initial exam list as part of the process (i.e., learning how to learn a field). Other examiners provide basic lists covering the topic to students and work with them to customize that list to the student's interests. In either case, the examiners and student should agree on a final exam list well in advance of the exam date, ideally three months or so. Changes to the list at that point are permissible by mutual consent of the student and examiner. Typically, such lists consist of 15-20 book-length works and 20-30 article-length studies on the exam topic, but examiners may set a longer or shorter list.

The Comprehensive Examinations usually consist of written essays with citations and bibliography, responding to the three or four exam questions. The committee may ask for other types of response or exam formats at the discretion of the chair. In consultation with the examiners for each list, the chair/supervisor will fix the number of questions (sometimes only one question is given on a single exam; sometimes a choice of two, with other arrangements possible) based on the student's needs, background, and plans. Typically, a student is given between eight and thirty-six hours per exam (with correspondingly different expectations), though other arrangements may be made between exam committees and students.

The exam committee will determine the timing and distribution of the questions. One common choice is to space the three to four exams out over a period of one to two weeks. Another is to spread them out over a longer period of time, such as a semester or the span between the end of one semester and the beginning of the next. We strongly prefer that students should complete all their exams within as compact a timeframe as possible, and in any case within a maximum of fifteen weeks of semester time, excluding summer and academic breaks (exceptions may be made in unusual circumstances).

Approximately two weeks after completion of the last exam question, the committee will conduct an oral defense of all the exams. At the defense, students respond to questions about their written answers and related topics. The examiner for each exam will take the lead on their exam, though all examiners are expected to read all the exams and may ask questions relating to any exam. A typical defense lasts from one to two hours.

INSTITUTIONAL REVIEW BOARD

If your research involves living human (or animal) subjects, you may be required to seek University of Texas Institutional Review Board (IRB) clearance before beginning work to demonstrate your compliance with research ethics requirements. Interviews with named individuals—for instance, an author whose work you are studying, or a public official—do not require IRB pre-approval. Oral history research also does not require IRB involvement. But if your research involves interviews, surveys, or ethnography designed to produce general knowledge about some population—for instance, about intellectuals, contemporary Buddhists, taxi drivers in some city, *sadhus*, tourists, young Chinese officials, or any other *category of people*—you must generally seek IRB pre-authorization. Please note that some low-risk research projects may be deemed “Exempt” by the IRB, but that this categorization is the *result* of an IRB clearance application and is distinct from not having to apply in the first place. The IRB website with an explanation of application procedures can be found here: <https://research.utexas.edu/ors/human-subjects/>.

IRB application procedures can be time-consuming and cumbersome, and can require the submission of sample surveys, interview questions, site permission letters, and other materials. We strongly advise that you begin your application no less than *three to six months* before beginning research. IRB clearance also requires periodic renewal, generally annually.

Please note that at the time you submit your final thesis or dissertation to the university, you will be required to complete a Statement on Research with Human Participants form and to attach an IRB approval letter if your research did involve human subjects. Some granting agencies also require documentation of IRB approval or application in appropriate cases.

DISSERTATION PROSPECTUS

Students will, in consultation with their supervisor and the Graduate Adviser, seek out a total of four to five faculty members who agree to form a dissertation committee. The dissertation supervisor must have an appointment in the Department of Asian Studies, and the supervisor and at least two other members of the committee must be members of the Department of Asian Studies Graduate Studies Committee. At least one committee member must be from outside the Asian Studies Graduate Studies Committee. Students should then prepare a dissertation prospectus under the guidance of the chair of the committee, who is also the student's dissertation supervisor. When complete, the prospectus is distributed to the entire committee.

The dissertation prospectus should be a detailed, coherent description of the following:

- The main argument and research focus of the dissertation
- The methodology to be employed
- A survey of existing scholarship on the subject
- Preliminary chapter arrangements

Approximately two weeks after the prospectus is submitted, the committee will schedule a hearing and all members of the student's dissertation committee should be present. At the hearing, the committee may require revisions of the prospectus. Any required revisions must be re-submitted to the committee or chair for approval.

Ideally, the comprehensive examinations and the dissertation prospectus are completed in the same academic term. Committees may even schedule a single oral defense of both if circumstances permit. Students should otherwise try to complete their prospectus no later than the academic term following their comprehensive examinations.

More detailed guidelines on the prospectus are available from the Graduate Coordinator. Note, however, that the 10-15-page length guideline suggested in that document should be regarded as a minimum. The dissertation supervisor, in consultation with the student and with other members of the dissertation committee, may mandate a longer prospectus; 25-30 pp. is not uncommon.

Finally, students draft a summary based on the approved prospectus to submit with their doctoral candidacy application.

CANDIDACY APPLICATION

At this point, the dissertation supervisor will email the Graduate Adviser and Graduate Coordinator to let them know that the student has completed all of the requirements and is

ready to formally apply to the Graduate School to enter candidacy. With the Graduate Adviser's approval, the Graduate Coordinator will then direct the student to complete the online candidacy application.

GUIDELINES FOR ABSTRACTS FOR MA REPORTS AND MA OR PHD THESES

The abstract should state the subject of the research, the problem or problems that the research addresses, the major topics to be considered, the basic argument of the report or thesis, and the conclusions that have been reached. If there are several topics or issues discussed, the abstract should establish the coherence of the work by explaining the relationship among those topics and the reasons they are brought together in the study.

The abstract should present the analytical methods or theory used to address the topic of the report or thesis and, unless it is obvious, explain the choice of approach.

The abstract should describe the types of evidence utilized. Since the study is not likely to consider all possible evidence relating to a topic, the abstract should state the principles of data collection and evidence selection.

The abstract should briefly summarize previous work on the topic, explain how the report or thesis builds on that work, and state its specific contribution. A Doctoral dissertation must make an original contribution; a Master's report may be a synthesis and critical appraisal of previous work.

The abstract should address itself to a general scholarly audience, not just to specialists in the field of the research. Therefore, it should provide essential information about the subject of the research and the theoretical underpinnings of the study if this information is not likely to be commonly known.

Above all, the abstract should be clear about what the report or thesis will accomplish. What will we know after the work is done that we do not know now?

Dissertation Completion, Defense, and Graduation

At the beginning of the semester in which students plan to graduate, they should consult the Graduate School's Deadlines and Forms webpage, located at <https://gradschool.utexas.edu/academics/graduation/deadlines-and-submission-instructions>, to become familiar with all of the required forms for graduation.

Students arrange the scheduling of the oral dissertation defense. The Request for Final Oral Examination form is due to the Graduate School at least two weeks prior to the dissertation defense. All committee members must sign the Request for Final Oral Examination. The student should submit the final draft of their dissertation to all committee member at least four weeks before the defense.

Possible outcomes of the defense are: Pass, Re-defend, and Fail. After the dissertation defense, the student will revise the dissertation as required prior to submitting it to the Graduate School. Revisions often take two weeks or more to complete, so it is recommended that students defend their dissertation no later than two weeks before the end of the semester.

The deadline for submission of the dissertation, set by the Graduate School, is typically the last Friday in which class is in-session of the semester in which the student intends to graduate.

Professional Development

All graduate students are expected to engage in professional development. This refers primarily, but not exclusively, to learning and internalizing norms of academic culture. While students are expected to be proactive in seeking opportunities for professionalization, the department and faculty also support them in both formal and informal ways. Professional development includes applying for external fellowships and grants, attending and presenting at conferences and workshops, publishing original research, participating in outreach activities at local schools, auditing courses, attending professional development workshops, and more. While the primary focus lies on training for an academic career, it may also include activities that are oriented toward other careers (e.g., workshops in digital humanities or museum studies, or internships). Students should consult with their mentors/advisers to determine professional development activities they should engage in, and when. Three points are particularly relevant:

1. Attending guest lectures

Public talks and guest lectures offer important opportunities for professionalization. Learning from, and engaging with, scholars beyond the UT faculty provides educational enrichment and networking opportunities. Ph.D. students are expected to attend all guest lectures related to their respective areas (East Asia or South Asia), but also across areas if the theme is related to their fields of interest. This applies, in particular, to the talks organized by the Center for East Asian Studies and to the South Asia Institute's South Asia seminar, respectively, but also to irregular events. In addition, students are encouraged to seek out relevant talks in neighboring departments.

At guest lectures professionalization happens in a number of ways, both through observation and engagement. Students often learn things they will possibly never read about for themselves and thus expand their general knowledge of the field; they learn different ways of introducing a speaker and of moderating a discussion; they encounter a variety of speaking and presentation styles and may consider adopting them in their own presentations; they observe and practice how to ask constructive and precise questions; they witness ways of answering difficult or vague questions; they develop the skill of thinking on one's feet (very necessary at dissertation defenses and job-talks!); they learn to avoid microaggressions – possibly also by witnessing bad examples. And hopefully they realize that one can rarely predict ahead of time whether a talk will be relevant for one's own intellectual growth. By consistently attending the

talks, observing, and learning on multiple levels students internalize the norms of academic culture in the field, which also enables them to criticize and possibly change those norms one day.

2. Presenting research papers

As they advance in their program of study, many students propose paper presentations for major regional, national, or international conferences. Since the audience at such conferences often includes eminent scholars in the field, presenting one's research provides an excellent opportunity for receiving substantial feedback and for professionalization. For the same reason one should also be at one's best. Therefore, if a student's paper proposal has been accepted for such a conference, the student is expected to present their paper to a departmental audience prior to the conference. Travel support is contingent on doing this test run.

The student and their mentor/adviser agree on an appropriate format (standard talk in the Meyerson; colloquium with pre-circulated paper, or the like), and both are responsible for scheduling this event on a date that gives the student sufficient time for revisions before the actual conference. All GSC faculty and all graduate students in the program are invited to these presentations, and related faculty and students are expected to attend. The department often organizes a multi-paper session for this purpose. It is the student's responsibility to make sure they are included in this session or, when there is a scheduling conflict, to schedule a separate presentation. At the event, whose format anticipates that of the actual presentation, the student formally presents their paper and responds to questions. Afterwards the audience provides feedback on the paper's content (including quality of the research, structure, and argument) and the presentation style (including quality of the PowerPoint presentation, if applicable, voice projection, time management, responses to questions, etc.). This test run gives the student the chance to improve both their paper and their presentation. Not only does the exercise tend to reduce anxiety, it also teaches norms of professional academic conduct.

3. Applying for academic positions

Ph.D. candidates often begin applying for academic positions in the fall semester of their final year. Application materials include a CV, a cover letter, and more often than not additional documents like research and teaching statements, syllabi of proposed courses, teaching evaluations, sometimes even videos that show the candidate in the classroom. During the course of their graduate career the department and the faculty offer assistance in developing some of this material, and students should also be proactive in asking for help. Even when students have already prepared some documents, putting an actual application together is a lot of work and extremely time-consuming. Therefore, starting to apply too early can be counter-productive, because it takes precious time and attention away from dissertation-writing and may even jeopardize a timely graduation. Furthermore, since students tend to compete with candidates on the job market who are much further along, applying at a time when the dissertation is still in its early stages is rarely successful. Therefore, as a general rule, Ph.D. candidates are not supposed to apply for teaching positions that require a Ph.D. degree before they have completed at least half of their dissertation. Normally faculty will not

write letters of recommendation for such applications prior to this point. Letters are not very helpful when they remain vague and cannot offer substantial assessment.

Although students might feel some pressure to apply for as many positions as possible, they should carefully weigh the time and energy required for each application against their respective chances and be realistic about it. They should also keep in mind that chances increase the closer they are to completing the dissertation – and exponentially, once they have the Ph.D. degree in hand. Students are strongly advised to discuss every job opportunity and what applying would entail with their adviser.

Annual Report

All graduate students in Asian Studies must submit an Annual Report in the spring semester. The Annual Report includes information on degree requirements completed and professional development performed. The faculty mentor provides a written evaluation of the student's progress on the last page of the report. The Graduate Program Committee reviews all of the Annual Reports and provides students with feedback on their performance over the past academic year, which is reported to the student by the Graduate Adviser or Coordinator. The Annual Report form can be found on the Graduate Student Forms and Links webpage of the Asian Studies website at <http://liberalarts.utexas.edu/asianstudies/forms-and-links/grad-student.php>.

Going Abroad

All Asian Studies graduate students are encouraged to study abroad for a minimum of ten weeks to complete language study or conduct research.

Students going abroad for an academic reason, including language study, conducting research, or attending conferences, must abide by the "Student Travel Policy for International Locations" and must register their travel following the guidelines here:

<https://global.utexas.edu/risk/travel>

Students who plan to be abroad for one or more long semesters should consult with the International Office about registering for Independent Study and Research (ISR). Students enrolled in ISR may a registration fee that is significantly less than the cost of regular tuition and are considered full-time students. The ISR website is located at

<https://global.utexas.edu/risk/travel/independent-study-research>

Students should consult the UT Restricted Regions list prior to planning travel. Students traveling to a Restricted Region must obtain prior permission from the International Oversight Committee. Proof of permission is required when a student applies to graduate. Information about Restricted Regions is located at <https://global.utexas.edu/risk/travel/restricted-regions>.

Funding and Financial Aid

The Department of Asian Studies strives to fund as many graduate students as possible. Priority for funding is given to PhD students and Masters students in Asian Cultures and Languages who are making progress towards their degrees. Graduate students may be funded through fellowships; grants; and student employment such as teaching assistant (TA), graduate research assistant (GRA), or assistant instructor (AI) positions. Students are expected to apply for funding from other UT departments, which frequently have TAship openings, and external agencies. More information about funding may be found on the Asian Studies website at <http://liberalarts.utexas.edu/asianstudies/graduate/financial-aid.php>.

Academic Accommodation for Graduate Student Parents

The College of Liberal Arts provides academic accommodation for graduate students who are parents or become parents during their course of study. The policy for accommodation is located at <https://gradschool.utexas.edu/graduate-student-parents> and a copy of the accommodation form may be accessed here: <https://utexas.box.com/s/8xzakildzarpo5ib3opv0j027665kgex>.

Statement on Equal Educational Opportunity

The University of Texas at Austin is committed to an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, and veteran status. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy.

The **Office of Institutional Equity** supports the establishment and maintenance of a nondiscriminatory work and educational environment. This includes, but is not limited to all policies, practices, and conditions of employment and education. Hires, promotions, transfers and terminations are made without regard to sex, race, color, age, national origin, religion, disability, citizenship status, Vietnam Era or special disabled veteran status, sexual orientation, gender identity, or gender expression. <http://equity.utexas.edu/about-oie/>

The University of Texas **Title IX Office** is committed to supporting the University's mission to create and maintain an educational and work environment free from all forms of sexual harassment, sex discrimination, exploitation and intimidation where all students, faculty, and staff can learn, work and thrive. Students who experience or learn of incidents of sexual harassment, sexual assault, dating violence, or stalking are encouraged to report them online at the Title IX Office website, by email at titleix@austin.utexas.edu, or by phone at 512-471-0419. As stipulated by Texas Senate Bill 212, employees must and student employees (such as TAs) are encouraged to report any such incidents of which they gain knowledge.

Campus Services

Center for Asian American Studies offers resources for Asian American students in addition to its academic programs. <https://liberalarts.utexas.edu/aas/>

Counseling & Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services to all UT students. Services are low-cost and confidential. <https://cmhc.utexas.edu/>

Division of Recreational Sports <http://www.utrecsports.org>

Faculty Innovation Center offers workshops and programs to assist graduate students in becoming better instructors. <http://facultyinnovate.utexas.edu/>

Gender and Sexuality Center provides opportunities for all members of the UT Austin community to explore, organize, and promote learning around issues of gender and sexuality. The GSC offers faculty and staff mentors to LGBTQ and women students and hosts training sessions on gender and sexuality issues. <http://diversity.utexas.edu/genderandsexuality/>

Graduate School administers all graduate programs at UT and gives final approval on all graduate student matters. The Graduate School website has many services and resources available to you. <https://gradschool.utexas.edu/>

Graduate Student Assembly is the elected governing body of The University of Texas' approximately 12,000 graduate students. The Graduate Student Assembly has a mission to advocate for graduate & professional student needs on the forty acres and beyond! To this end, it serves as the official voice of graduate students at the University of Texas at Austin to UT administrators, staff, and faculty, as well as to the Texas Legislature and UT Board of Regents. <http://www.utgsa.net/>

Legal Services for Students <http://deanofstudents.utexas.edu/lss/>

Liberal Arts Career Services <http://liberalarts.utexas.edu/lacs/>

Multicultural Engagement Center is a student resource office that educates and empowers students to be leaders and agents of social change. <http://diversity.utexas.edu/multiculturalengagement/>

Research and Graduate Studies <https://liberalarts.utexas.edu/about/offices/research-graduate-studies.html>

Sanger Learning and Career Center also offers a variety of resources and tools to assist graduate students. <http://ugs.utexas.edu/slc/grad>

Services for Students with Disabilities (SSD) determines eligibility and helps implement reasonable accommodations for students with disabilities at the University of Texas at Austin.

We also engage in outreach across campus in order to make campus a more inclusive, accessible and welcoming environment for people with disabilities. For more information, see <http://diversity.utexas.edu/disability/>.

Student Emergency Services works with campus and community organizations to provide a number of services to assist students, and in some cases their families and friends, during an emergency or crisis situation. <http://deanofstudents.utexas.edu/emergency/>

Student Veteran Services <http://deanofstudents.utexas.edu/veterans/>

Texas Global oversees international travel and international student issues. <https://global.utexas.edu/>

University Health Services (UHS) provides healthcare services to all UT students. Services are low-cost and confidential. <https://www.healthyhorns.utexas.edu/index.html>

University of Texas Libraries offer research assistance in various forms. <https://www.lib.utexas.edu/>

University Writing Center offers individualized writing help and various programs for graduate students. <https://uwc.utexas.edu/>

Even more campus services <https://gradschool.utexas.edu/services-and-resources>.