

Women's, Gender, & Sexuality Studies
Graduate Advising Guidelines
Combined Ph.D. Program

Revised June 2023.

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Welcome & Introduction

Welcome to the combined Ph.D. program in Women's, Gender, & Sexuality Studies at Yale! We are thrilled that you have chosen to pursue your doctoral studies with us.

Women's, Gender, & Sexuality Studies is an interdisciplinary program that critically interrogates gender and sexuality as categories of inequality, difference, subjectivity, and identification. Gender (the social and historical meanings of distinctions across sexes) and sexuality (the domain of sexual practices, identities, discourses, and institutions) are studied as they intersect with class, race, nationality, citizenship, religion, ability, and other axes of power, difference, and zones of experience. The introduction of these perspectives into all fields of knowledge necessitates new research paradigms, organizing concepts and analytics, and critique.

Students may pursue a Combined Ph.D. in WGSS with one of our five partnering departments: [African American Studies](#), [American Studies](#), [Anthropology](#), [English](#) or [Sociology](#). Graduate students in other programmes may also petition to pursue an [ad hoc combined degree](#). A student who is interested in an ad hoc program should prepare a written proposal for review and approval by the Directors of Graduate Study (DGSs) in the relevant departments and associate dean before the student has advanced to candidacy.

This handbook addresses several basic elements of the program, including information about academic deadlines, forms to be completed, and requirements for the WGSS Ph.D.

For questions about curricular requirements and procedural matters, please visit the [Combined Ph.D. Program in WGSS](#). Further information about the WGSS Program may also be found in the Graduate School of Arts and Sciences [Programs and Policies](#). Additional questions and concerns should be emailed to the Director of Graduate Studies (currently Dara Strolovitch, dara.strolovitch@yale.edu).

Requirements & Timeline

As a default rule, students should assume that a WGSS or WGSS-affiliated faculty member should participate in any partnering program/department requirements involving faculty committee supervision or assessment. For example, if a program requires oral exams or a dissertation prospectus to be defended to a multi-person faculty committee, at least one member of the committee should be WGSS or WGSS affiliated faculty. If the partnering program/department requires students to construct multiple reading lists for oral and/or written exams, one such list should substantively include gender and sexuality scholarship.

The required courses for the Combined Ph.D. in WGSS are:

WGSS 600, Introduction to Women's, Gender & Sexuality Studies (typically offered fall semester): Introduction to women's, gender, and sexuality studies as a field of knowledge and to the interdiscipline's structuring questions and tensions. The course genealogizes feminist and queer knowledge production, and the institutionalization of WGSS, by examining several of our key terms.

WGSS 700, Feminist & Queer Theory (typically offered spring semester): Survey of feminist and queer theoretic contestations, focusing both on historical foundations and contemporary articulations. Students examine the Marxist, critical race, postcolonial, transnational and liberal philosophical coordinates of feminist and queer theories.

WGSS 800, Methods in Gender & Sexuality Studies (offered alternate years): A practical forum that explores interdisciplinary methods and modes of analysis and evidence building for research in WGSS. Examines interventions from cultural studies, archive studies, ethnography, STS and media studies. Foci on the historicity of knowledge production, ethical research, and scholarship examining (what’s “feminist” or “queer” about) feminist and queer methods.¹

WGSS 900, Colloquium & Working Group: The Colloquium and Working Group convene several Monday evenings throughout the semester; faculty and graduate students present work in progress.

Timeline

The timeline below is offered as a guide, not a mandate; a student’s itinerary through the Combined Ph.D. program will vary depending on the requirements of the student’s partnering department or program, course schedules, life circumstances, and so on. WGSS is committed to accommodating students’ curricular and intellectual pursuits as institutional conditions permit.

First year

Students should enroll in WGSS 600 (Introduction to Women’s, Gender & Sexuality Studies) in the fall semester, and WGSS 700 (Feminist & Queer Theory) in the spring semester.

Students may also consider enrolling in their WGSS elective course in their first year. Typically, the elective will be cross-titled in the partnering department or program (but it need not be).

Students are also encouraged to enroll in the year-long sequence, WGSS 900 (Working Group & Colloquium), which meets six Monday evenings per semester, and sessions alternate between the Working Group and the Colloquium.

The Working Group features works-in-progress by WGSS and WGSS affiliated faculty; papers are pre-circulated. Each Colloquium session features presentations by two graduate students. The Working Group & Colloquium provide a convivial intellectual atmosphere for students and faculty to introduce themselves to one another, learn about each other’s interests and projects, and serve as supportive interlocutors.

Depending on their partner programme, some students will prepare for and take comprehensive or qualifying exams during the summer after their second year. A member of the WGSS faculty or affiliated faculty should participate in supervision of the exam process and assessment of the exam.

¹ The WGSS DGS will determine, case-by-case, whether or not the methods course offered by the student’s primary department fulfills our methods requirement.

Second year

Students should enroll in WGSS 800 (Methods in Gender & Sexuality Studies), usually offered in the spring semester. If students have not already done so, they should enroll in their elective and in WGSS 900.

Typically, students will complete their coursework by the end of their fourth semester.

Depending on their partner programme, some students will prepare for and take comprehensive or qualifying exams in their second year. A member of the WGSS faculty or affiliated faculty should participate in supervision of the exam process and assessment of the exam.

Third year

Students who have not already taken their comprehensive or qualifying exams in their partnering departments or programs will do so in their third year. A member of the WGSS faculty or affiliated faculty should participate in supervision of the exam process and assessment of the exam.

In the third year, most students will also develop their dissertation prospectus. While the form and content of a prospectus may vary by field and partner programme, the prospectus typically presents the initial version of a dissertation idea, outlines its specific (even if tentative) argument and contribution, explains its importance, presents a plan of inquiry, outlines the dissertation chapters, and provides a timeline for completion. Once it is approved by the committee, the prospectus should be sent via email to the DGS and the Departmental Graduate Registrar in both programmes, cc'ing members of the committee, who will each indicate their approval of the prospectus. Approval of the prospectus is the final requirement for advancement to candidacy (this process, too, may vary by field and partner programme).

Students will also typically undertake a dissertation prospectus workshop with WGSS faculty. The form and content of the prospectus workshop will be tailored to the needs and interests of the cohort members, but the purpose is for students to develop and refine their research question, situate their question and its stakes in relevant scholarly literatures, determine the best set of methods for pursuing their project, and devise a provisional timeline to write and complete their dissertation.

In their third year, students should consider who will serve on their dissertation committee. Some questions students may wish to consider in selecting advisers and committee members:

How do the faculty members' areas of expertise resonate with my project? What is the mentorship/training I seek from this advisor/advisee relationship? How do I wish my committee to work synergistically to facilitate my research and writing? What methods do I intend to employ for my project? What do I wish to do professionally after I have completed my doctorate? What is my plan B? Plan Bs often evolve into enriching, impactful, and deeply meaningful plan As.

Students will typically serve as a Teaching Fellow (TF) in their third and/or fourth years in the program, unless their dissertation research plans require other arrangements. When possible, the course(s) will be WGSS-titled, undergraduate level, and usually but not necessarily lecture format.

Students may also wish to apply to serve as coordinators for the Working Group & Colloquium. The coordinator position is typically a two-year commitment, and coordinators are responsible for organizing the schedule and facilitating each session. More details, including information about compensation, will be sent via email when the current coordinators' terms are coming to a close.

Fourth, fifth year & sixth years

The final years of study are typically devoted to dissertation research and writing. At least one faculty member of the student's dissertation committee will hold an appointment in WGSS. WGSS follows the dissertation defense protocol of its partnering program.

Students and their WGSS advisor(s) should meet at regular intervals, once a semester or more frequently if needed, to facilitate best research and writing practices, to track dissertation progress, and to work through any challenges.

Students usually take their [University Dissertation Fellowship](#) in their fifth or sixth year.

Students may pursue a TF appointment during these years as well; [sixth year stipends](#) come with a teaching obligation for each term.

Students may wish to apply to serve as coordinators for the Working Group & Colloquium.

Applying for the M.A. and M.Phil.

Students are eligible for a Master of Arts (M.A.) after one year of coursework that includes a significant piece of research and writing, the obligatory number of honors grades, and passage of the language requirement. They are eligible for the Master of Philosophy (M.Phil.) once they are advanced to candidacy. The deadlines to request the degrees are September 15 and April 20. There is no statute of limitations for applying for the Masters.

Advancement to Candidacy

Once students complete all the requirements for qualifying (coursework, language, orals, and prospectus), they are advanced to candidacy and are considered "all but dissertation," or "ABD." All requirements should be completed by the end of the sixth semester (3rd year), with a final deadline at the end of the seventh term with permission from the DGS. The Graduate School requires that all students who register for their seventh semester be advanced to candidacy; the Graduate School will place a "hold" on students' registration until they advance to candidacy or submit a petition to the Graduate School deans to "waive" the hold. Consult the DGS about submitting your petition, which will require a clear plan and timeline.

Dissertation

Once the dissertation prospectus has been approved, students must complete the online ***Dissertation Progress Report*** every year at the end of the spring semester. The dissertation advisor and the DGS will then approve the report online. If it is not completed by the deadline, it may result in an academic hold.

Dissertation Submission. Students notify the DGSs and Graduate Registrars in both programmes of their intention to submit the dissertation for the degree. The deadlines to notify the DGSs of your intention to submit your dissertation are September 15 for the Fall degree, and March 1 for Spring degree. In writing to the DGSs, students will indicate the members of your dissertation committee who may serve as dissertation readers. Students must provide a full draft of the dissertation to their advisor and committee for approval. Students should communicate with their advisor and committee members to agree in advance on a schedule that provides adequate time for them to read and approve the dissertation before student submits it to the Yale Dissertation Office.

Instructions for submitting the dissertation may be found [here](#). There is also a useful five-minute video [here](#).

The Yale Graduate School of Arts and Sciences has a “dissertation submission checklist” that includes all the necessary information and forms for submission [here](#). The checklist contains information about the format of the manuscript, copying instructions, submission protocols, and all the relevant forms.

After the dissertation has been approved by the student’s chair and committee, the DGS will designate the readers of the dissertation (in almost all cases, they will be the three members of your dissertation committee), and their names will be entered on the Dissertation Progress Report platform and they will be notified through the NOR (Notification of Readers) that they may submit their reports.

The online GSAS Dissertation Progress website has a default of three dissertation readers. The WGSS program generally adheres to this rule. The student will have access to the readers report once they all have been submitted, and the readers' reports have been approved at a full WGSS faculty meeting. Students should keep a copy of the readers reports because they will no longer have access to the reports once the degree has been awarded.

For further information about dissertation submission, contact [Barbara Withington](#) 203-432-0461 at 246 Church Street, 3rd floor.

Advising

During your first year in the programme, the Director of Graduate Studies (DGS) will be your advisor of record; they will be the person you consult about course selection and formal requirements of the program, and they available throughout for advice and consultation. Even for advanced students who have a primary advisor, the DGS is available for mentoring and advice.

The DGS will also assign an initial advisor to each incoming student. While we hope that you will find them helpful, you may or may not choose to continue to have them on your exam, prospectus, or dissertation committees.

Recommendation Letters

Generally, fellowship and job applications require three letters, although some permit four. The dossier should include letters from people who know the student's scholarship well, and who can refer to having worked closely with them; at least one letter may include substantial commentary on teaching skills, as well. To ensure that your recommenders are able to write you the strongest letters possible, it is wisest to provide them with materials and requests as early as possible. It is not helpful if a referee writes about you in a way that is unfamiliar with your work.

Requests that are organized and that provide letters with adequate advance notice are important for a solid dossier. Students should plan to ask recommenders for letters early in the application process, and should provide writers with at least four weeks to write their letters. Particularly if the student is out of the area, or has not seen their referee in a while, it is important to provide them with a current CV and brief summary of recent progress and/or special accomplishments, a dissertation chapter outline, and/or a draft of the last chapter to give them something new to mention in the letter and to update them with about the work. Rather than requesting separate letters for every job or grant, students should set up a file with a dossier service, and ask that recommenders upload one confidential letter to its website.

Registration

Registration information is announced by email prior to the graduate registration period. To register for Graduate School courses, students submit course selections through the [Online Course Selection \(OCS\) web site](#).

You can find information about registration and other deadlines [on the GSAS academic calendar](#).

Graduate students customarily complete 12 courses over the first two years (3 courses per semester), and receive credit for courses in which they are enrolled when the courses are completed. You should plan to meet with the DGSs of both of your programmes in the first two weeks of the semester before submitting your schedules.

Although students can register for audited courses with approval of instructor and DGS, audited courses do not "count" towards the required 12 credits.

For more information, see the [WGSS website](#) or the [Yale Course Search information site](#).

After the first years of coursework, students continue to register each semester until the submission of the dissertation, or after six years of study have been completed, whichever comes sooner. For example, students may register for QUAL 999: "Preparing for Qualifying Exams" for DISR 999: "Dissertation Research - in Residence" or DISA 999: "Dissertation Research - in Absentia," or for Working Groups.

In absentia. The option to register *in absentia* is for students who have advanced to candidacy (completed oral exams and prospectus meeting), and who are pursuing full-time study or fieldwork outside of New Haven. Students may not hold a teaching fellowship while *in absentia*.

[Requests for *in absentia* status must be filed](#) at least one month prior to the beginning of the term the student expects to be in residence outside of New Haven; requests will be approved by the program and the Graduate School. A student who has not completed the three-year residency requirement can register *in absentia* only with compelling reasons and if they have completed pre-dissertation requirements.

Extended registration. Students [may apply for extended registration](#) if they wish to continue registered study beyond the 6th year. The petition for extended registration can be found here: To be considered for extended registration, it is important to have an [up-to-date Dissertation Progress Report](#) (DPR) that includes a detailed plan for completion of the dissertation. Extended registration permits continuous registration, but it is not required for submission of the dissertation or for the award of the Ph.D. (i.e., a student who has left the program for some years may return to submit a dissertation without having to register.)

IvyPlus Exchange. Graduate students in Yale Ph.D. programs may petition to enroll full-time for a term or for an academic year as exchange scholars at a number of other institutions, including Brown, Columbia, Cornell, Handbook 6 Harvard, MIT, Princeton, Stanford, the University of Chicago, the University of California at Berkeley, and the University of Pennsylvania through the IvyPlus Exchange Scholars Program. You can access the application [here](#).

Dissertation Completion Status is a part-time status for students who complete at least six years of study and was registered as a full-time student during the previous term; with this status, students may hold a job, maintain a Yale email address and active Yale Net ID to access electronic library resources while completing the dissertation under the supervision of a Graduate School faculty. Students must petition for Dissertation Completion Status and will be notified in writing if it is granted. Yale health insurance is not included. A student may hold this status for a maximum of four consecutive terms and will be charged the Continuous Registration Fee in each term for which it is approved. Once a student enters this status, they may not petition to register as a full-time student in a subsequent term.

International Students [register annually with the Office of International Students and Scholars](#), before signing up for classes. The OISS is located at 421 Temple Street, 203-432-2305. OISS can provide information and assistance with visa, travel, and work options, and take care of all the needs for foreign scholars at Yale. International students must remain enrolled full-time to satisfy visa requirements.

Academic holds may occur when students do not make satisfactory academic progress, if they owe money to the university such as fines, fees, bursar bills, etc., or if requested evidence of immunity, quarantine, or vaccination has not been submitted. If a student has an academic hold, they can contact the DGS or Moe Gardner, who will work with you and the Graduate School to obtain a waiver until you are once again in compliance with Graduate School rules.

Leaves of Absence require the approval of the academic deans. There are three types of leave: personal, medical, and parental. *Personal leave* is given for many reasons including academic struggles and financial exigencies. To be eligible for personal leave, a student must have satisfactorily completed at least one term of study. Be aware that as an unregistered student you will not have borrowing privileges at the library while you are on leave (unless you pay for them).

A Yale Health Plan physician must recommend a *medical leave*, and then must also recommend a return to normal study. Students on medical leave retain university medical coverage for the semester in which you are placed on leave. A one-semester parental leave is granted for pregnancy and parental care following a child's birth or adoption. Registered students who go on parental leave will retain their health care coverage and may stay in university housing. Students may request parental support and relief that would stop the student's academic clock, continue registration, and permit their receipt of the full financial aid package initially granted at admission.

For all types of leaves of absence, students should first confer with the DGS and then write to Associate Dean di Bonaventura before the beginning of the term in which the leave is requested. The letter should contain an explanation of your reasons for seeking the leave, the date through which you wish to remain on leave and a contact address. The Dean will discuss your application with the DGS and inform you in writing of the action taken on your request. A full description of the details and restrictions is available [here](#).

Teaching

Teaching is an important part of students' formation as doctoral candidates.

Teaching Fellowships (TFs). Most student teaching involves leading discussion sections for lecture classes as a Teaching Fellow (TF). TF assignments entail teaching two discussion sections, typically for a lecture course. As TFs, students are required to attend the lectures. The instructor should also arrange weekly meetings with their TFs to discuss course materials and formulate strategies for class discussion. TFs are generally responsible for the grading and evaluation of students in their sections, in consultation with the instructor.

Students typically serve as Teaching Fellows (TFs) after having completed coursework. Students in their third and fourth years who are registered full-time and in residence are given priority and receive compensation for their teaching at the stipend level. In addition, students admitted into the 6th-year teaching program are also eligible for a teaching fellowship at the stipend level for the 9 months that they are teaching. In special circumstances, students may be eligible to teach in their fourth semester. Students should petition the DGS in the spring semester of their first year and submit a teaching fellow application for the following spring semester if they wish to pursue this option. Beyond year six, TF positions are given at the discretion of the Graduate School, based primarily on unexpectedly high demand for TFs.

Part-Time Acting Instructors (PTAIs). A limited number of PTAI positions are available to students who are in their fourth, fifth, or sixth year of study (after being advanced to candidacy). PTAIs are fully responsible for creating a syllabus and teaching their own seminar.

Other teaching Opportunities are available through the Yale Summer Session and the Yale Residential College Seminar Program. Selection for courses occur in October of the year prior to the summer in which the course will be taught. More information on applying to teach in Yale Summer Session is available [here](#). Information about the Residential College Seminar Program is available [here](#).

Teaching Resources. Yale's [Poorvu Center for Teaching and Learning](#) offers training and other assistance to graduate students teaching at Yale: Students teaching at Yale for the first time are required to attend the "Teaching at Yale" orientation day, and encouraged to take other workshops offered through the Poorvu Center. Yale College also publishes several booklets on teaching: *Handbook for Instructors of Undergraduates in Yale College*, *Sources Their Use and Acknowledgement*, and *Goals and Guidelines for a Liberal Education*. Contact Yale College for copies.

Funding

Student admission letters include a description of the funding package for stipend and fees during the years of attending graduate school. The [Graduate Financial Aid Office](#) administers this funding. Student funding packages include six years of guaranteed funding typically comprised of six semesters of University Fellowship (not tied to teaching), six semesters of Teaching Fellowship (contingent on teaching in the Teaching Fellow Program at Yale), and five summers of funding. to be used in whatever order the student and their DGS deem appropriate for their academic plans. Students do not need to apply for a UF/UDF; UFs remaining in a student's original funding package are granted automatically when a student in years 1-6 is not teaching or on external funding.

External Fellowships. Students may apply for additional internal and external fellowship. You can access the Yale Student Grants & Fellowships database [here](#). Other funding resources for graduate student support are sponsored by the Center for the Study of Race, Indigeneity and Transnational Migration (RITM), the MacMillan Center, and the Office for Graduate Student Development and Diversity (OGSDD). Students planning to do non- U.S. travel and research should consult the funding opportunities available through the [MacMillan Center](#).

The Graduate School policy on External Fellowships and Combined Awards can be found [here](#). Students can hold outside awards in conjunction with university stipends up to combined award levels higher than the normal stipend. During the academic year (September-May), the current cap is \$4,000 more than the usual graduate student stipend award. If the sum of your fellowship exceeds this amount, the Graduate School will reduce its stipend accordingly. One quarter of an external award can be reserved to cover the summer months (if permitted by awarding agency), and this does not affect the cap for the academic year. The Office of Financial Aid must be notified whenever a PhD student receives an external award.

Additional Funding Sources at Yale: WGSS, LGBTs & beyond

Fund for Lesbian and Gay Studies (FLAGS), www.lgbts.yale.edu/flags

FLAGS (Fund for Lesbian and Gay Studies) awards are available to Yale faculty, graduate students, and professional school students. Grants are made in support of research, publication, and course development. Funding may support such items as travel to archives; transcription of interviews; acquisition of inaccessible books, microfilms, or other materials (with the understanding that such materials will ultimately be offered to Sterling or another library within the university); assistance in research and manuscript preparation; publication subvention; and approved experiments in basic science, medicine, nursing, psychology, and public health. FLAGS does not fund conference participation or presentation.

When: Two annual application cycles, fall and spring semester (visit [site](#) for deadlines)

Award amount: \$500-\$5k

How to apply: see [here](#).

Isa and Avi Mehta Research Fund

Created through the generosity of Kavita Patel, Class of 1998, this fund provides research support for graduate students in the WGSS Certificate or Ph.D. Programs. WGSS graduate students may apply for up to \$5,000 in support for research related to their work in the Certificate or Ph.D., including dissertation research. Supported expenses may include travel* to archives; transcription of interviews; acquisition of inaccessible books or other materials (which may ultimately be offered to the Yale Library; assistance in research.

When: February & October (visit [site](#) for deadlines)

Award amount: ≤ 5k

How to apply: see [here](#).

Ambereen Toubassy '94 Travel Fund

A gift from Ambereen Toubassy, class of 1994. Up to seven WGSS graduate students per year will receive up to \$700 each towards travel* to an academic conference related to their work in the Certificate or Ph.D. WGSS understands that those who do interdisciplinary scholarship often need to attend multiple conferences a year, and we are grateful to be able to support the professional development of our Certificate and Ph.D. students.

When: February & October (visit [site](#) for deadlines)

Award amount: ≤ \$700

How to apply: see [here](#).

Conference Travel Fellowships (CTF), Graduate Student Assembly

The Graduate Student Assembly awards fellowships for conference travel; the fellowships are designed to “fund conference travel that cannot be fully funded by a department or advisor.” See [here](#) for details.

Research & Conference Travel Awards, Center for the Study of Race, Indigeneity, and Transnational Migration (RITM)

The RITM Research and Conference Travel Award supports conference travel and research by Yale students on topics related to race, indigeneity, or transnational migration.

When: three applications cycles per academic year (visit [site](#) for deadlines)

Award amount: \$200-\$500 for conference travel; \$500-\$2k for research

How to apply: see [here](#).

Fellowships, The Macmillan Center

The Macmillan Center offers several fellowships for international and area studies-based research projects, language acquisition, and conference travel. See [here](#) for details.

Workshops, Conferences, and Journals

Workshops

As Combined Ph.D. students, you will have several opportunities to present your works-in-progress, opportunities in your partnering program/department as well as in WGSS. In WGSS, graduate students often present papers/chapters/talks at our Colloquium. Students are encouraged to do so in their third year and/or beyond, when feedback will be most productive for their dissertation and other projects.

Make sure to let your advisors and fellow students know if/when you are presenting your work, either at the WGSS Colloquium or another venue. Faculty will do our best to attend their advisees’ presentations.

Conferences

In addition to attending conferences in the discipline of your partner programme, you may want to attend and present your work at the following two annual conferences. Conference participation can be a terrific way to create social and professional relationships in your field(s), to get a sense of the contemporary questions and topics animating the field, and to receive productive feedback on your projects.

[National Women's Studies Association Conference](#)

“Established in 1977, the National Women's Studies Association has as one of its primary objectives promoting and supporting the production and dissemination of knowledge about women and gender through teaching, learning, research and service in academic and other settings. Our commitments are to: illuminate the ways in which women's studies are vital to education; to demonstrate the contributions of feminist scholarship that is comparative, global, intersectional and interdisciplinary to understandings of the arts, humanities, social sciences and sciences; and to promote synergistic relationships between scholarship, teaching and civic engagement in understandings of culture and society.”

[Duke Feminist Theory Workshop \(FTW\)](#)

“The Feminist Theory Workshop offers a unique opportunity for internationally recognized faculty and young scholars to engage in sustained dialogue about feminist theory as a scholarly domain of inquiry. The “workshop” approach of this conference requires active participation of both presenters and attendees. Small seminars allow for focused participant exchange, roundtables synthesize central debates of the weekend, and provocative keynote lectures all bring those who attend the workshop into collaborative conversations ... [W]e bring together internationally recognized keynote speakers and emerging young scholars to engage in lively and focused debate. Institutional co-sponsors are asked to commit funds to cover the cost of attendance for a specific number of their own students and faculty (generally travel and lodging). The workshop itself is free and there is no other obligation.”

Journals

There are many disciplinary and interdisciplinary academic journals that focus on women, gender, and sexuality. We list several important journals below, to many of which Yale provides free access. You need not (and cannot) read all these journals regularly, but you may wish to keep tabs on some or all of them. You might start by reviewing the table of contents: where are the analytic energies concentrated? Who is working on or adjacent to your projects? What scholarly voices will you want to cite, build from, and debate?

[*American Quarterly*](#)

[*Catalyst: Feminist, Theory, Technoscience*](#)

[*Critical Inquiry*](#)

[*differences: A Journal of Feminist Cultural Studies*](#)

[*Feminist Formations*](#)

[*Feminist Studies*](#)

[*Gender & Society*](#)

[*GLO: A Journal of Gay and Lesbian Studies*](#)

[*Hypatia: A Journal of Feminist Philosophy*](#)

[*Meridians: feminism, race, transnationalism*](#)

[*Politics, Groups, and Identities*](#)

[*Politics & Gender*](#)

[*Social Text*](#)

[*Signs: Journal of Women and Culture in Society*](#)

[*TSQ: Transgender Studies Quarterly*](#)

[*Women & Performance: a journal of feminist theory*](#)

[*WSQ: Women's Studies Quarterly*](#)

Appendices

Abbreviations and Acronyms

ABD *All but Dissertation (completed oral exams and prospectus; also “Advanced to Candidacy”)*

DCS *Dissertation Completion Status*

DGS *Director of Graduate Studies*

DUS *Director of Undergraduate Studies*

DPR *Dissertation Progress Report*

GSAS *Graduate School of Arts and Sciences*

Ph.D. *Doctor of Philosophy*

PTAI *Part-time Acting Instructor*

TF/TA *Teaching Fellow/Teaching Assistant*

WGSS *Women’s, Gender, & Sexuality Studies*

UDF *University Dissertation Fellowship*

2023-2024 WGSS Officers & Administrators

Acting Chair: Regina Kunzel, regina.kunzel@yale.edu

Director of Graduate Studies (DGS): Dara Strolovitch, dara.strolovitch@yale.edu

Director of Undergraduate Studies (DUS): Igor de Souza, igor.h.desouza@yale.edu

Registrar & Senior Administrative Assistant: Moe Gardner, maureen.gardner@yale.edu

Chair’s Assistant & Senior Administrative Assistant: Ellen Cupo, ellen.cupo@yale.edu

Operations Manager, Christina Wethington: christina.wethington@yale.edu

See [here](#) for a full list of WGSS faculty and affiliated faculty.

Other Resources

For support services regarding experiences of sexual harassment, assault, and other forms of misconduct, students may wish to contact Sexual Harassment and Assault Response & Education ([SHARE](#); sharecenter@yale.edu; 203-432-2000).

To report sexual harassment, assault and misconduct or other forms of harassment or discrimination, students may contact Senior Associate Dean Michelle Nearon (michelle.nearon@yale.edu; 203.436.1301). Dean Nearon heads the [Office for Graduate Student Development & Diversity](#) and is one of three Title IX coordinators for the Graduate School. The other two coordinators are Assistant Dean Danica Tisdale Fisher (danica.fisher@yale.edu) and Assistant Dean Matthew Tanico (matthew.tanico@yale.edu; (203) 432-8895). Deans Nearon, Fisher, and Tanico also serve as the Graduate School’s Discrimination and Harassment Response Coordinators (DHRCs).

Students seeking accommodations for disabilities should contact [Student Accessibility Services](#) (sas@yale.edu; 203.432.2324)

For mental health and well-being support services regarding, contact [Mental Health & Counseling](#) (203-432-0290).