

GENERAL GUIDELINES FOR  
STUDENTS IN THE DEPARTMENT OF ANTHROPOLOGY  
AT THE UNIVERSITY OF CHICAGO

**Preface**

This section of the *Guidelines* covers topics that will be of concern to all students in the Department of Anthropology. It should be read in conjunction with the specific sub-disciplinary sections on Archaeology and Sociocultural and Linguistic Anthropology below, in which more specific requirements and phases of work are discussed. The *General Guidelines* treat topics under a series of major headings, ordered roughly by the phases of a student's career in the Department: student participation; meeting program requirements; research support; absences from the university; temporal limitations; professional employment.

**STUDENT PARTICIPATION**

The governance of the Department and the institution of its procedures are entrusted to the faculty in accordance with the Statutes of the University and the regulations of the Division of the Social Sciences. However, the vigorous participation of students is vital to the departmental community. Presentations by students, and discussion in which they participate, in courses and in seminars, in proposal hearings, and at defenses of theses, as well as on less formal occasions, are all effective means to this end. Student proposals for additions to or changes in the curriculum, for the invitation of visitors or the appointment of new faculty, to improve current activities or facilities, or to meet particular student needs are always welcomed. Such initiatives may be presented to the Department Chair directly or through other appropriate channels (the Student-Faculty Liaison Committee, the Director of Graduate Study, the student's advisor, etc.) for transmission to the faculty as a whole.

**Student Organization.** Students are encouraged to establish student organization to enhance their intellectual training and to provide a supportive social life during their residence in the Department, whether through specific interest or cohort groups, or a general graduate student association. Such groups may petition the Department, through the Chair, for appropriate support to the extent that budgetary constraints allow. Student groups also have access to the Anthropology financial allocation from the Social Science Division Student Activity Fees; these funds are managed by the Student-Faculty Liaison Committee.

**Student-Faculty Liaison Committee.** Each year, representatives are selected by each student cohort for the Student-Faculty Liaison Committee, which meets regularly with the faculty members of the Committee to discuss and make recommendations on issues of concern to all members of the Department.

**Chicago Anthropology Exchange.** For some years, students in successive cohorts have taken the initiative in editing and producing a journal in which the work of students in this and other departments has been published.

## PROGRAM REQUIREMENTS

Graduate training in anthropology is governed by requirements set both by the Department and the University. However, the most critical mediating role in the implementation of these requirements and in the achievement of the goals of graduate training is the relationship of each student to his or her faculty advisors.

**The Advisory Process.** First year advisors are appointed at the beginning of the year in consultation with the interviewing committee. The second-year advisor is selected by the student and serves as the student's mentor until such time as the student selects a formal committee chair. Each advanced student is advised by a committee which consists minimally of three members, at least two of whom, including the chair, must be active, current faculty of the Department. It is the student's responsibility to seek out members for the committee and to secure their written consent. Committee Forms (obtainable in Haskell 119) and any correspondence regarding constitution of the advisory committee should be deposited with the Administrator for Student Affairs. If appropriate, additional committee members may serve as readers of proposals and theses. The advisory committee chair (or first- or second-year advisor, or an agreed upon substitute) will advise you on your course registration, sign Plan of Study Forms, and keep a continuous record. Any changes in advisory committees (whether initiated by the student or by a faculty member) must be recorded by submission of additional Committee Forms available in Haskell 119. Changes of committee after admission to candidacy are generally undesirable, and will be permitted only under exceptional circumstances.

**Higher Levels.** Although the role of the advisory committee (or first- or second-year advisor) is central, a role may also be played by the Director of Graduate Studies, by other faculty, or by the Department Chair, who in addition to having final approval on various matters, is also directly available for consultation. Aside from the formal petitions and reviews variously specified in the *Guidelines*, issues may occasionally arise which students or advisors may wish to refer to the Committee on Graduate Affairs or the Chair. In any case where some special interpretation of Departmental or University guidelines may be required, it is a good idea to raise the matter in writing.

**Grievances and Personal Problems.** Although we assume that most issues relating to your graduate education can and should be addressed through regular departmental channels, beginning normally with your advisor, we recognize the possibility that there may be certain kinds of problems, either of a personal or interpersonal nature, which can best be handled through some other means. If such problems or difficulties arise, you should feel free to speak with the Department Chair, members of your advisory committee, members of the Student-Faculty Liaison Committee, or anyone else in the departmental community in whom you have confidence. Outside the Department there are also both formal and informal channels through which to raise issues of this sort, including the Student Ombudsman, the Office of the Dean of Students in the Social Science Division, and the University Sexual Harassment Complaint Advisors.

**Foreign Language.** Prior to admission to doctoral candidacy (i.e., before you begin field research), all doctoral candidates must meet the Departmental requirement of demonstrating competence in a language in which there is a substantial and relevant scholarly literature. Although you are encouraged to satisfy this requirement at an early point in your work by passing an examination in one of the customarily specified languages (e.g., French, German, Spanish, Russian), your advisory committee may require additional language training, depending on your research interests. To satisfy the Departmental Language requirement, you must receive a “High Pass” P\*/P+ on a university administered language exams. (A grade of “Pass”/“P” will not suffice.)

**Formal Method.** With similar concerns in mind, the advisory committees may in certain cases decide that a student’s career requires a demonstrated competence in some formal research method.

**Course Completion and Quality Grades.** Your academic record, including course grades, are an important basis for recommendations written to prospective funding agencies and employers. While arrangements to take P’s (“passing”) and R’s (“registered”) are sometimes appropriate, a record filled with these grades is not a useful indicator of the quality of work. We therefore encourage (and in the first year require) students to take courses for quality grades (A or B).

More specifically, the program requires a total of 18 courses to be taken for quality grades prior to admission to candidacy: 9 in the first year (8 for grades of A or B and Intro to Chicago Anthropology which is taken for a P), and another 9 prior to the Proposal Hearing. Of the 18 courses, Intro to Chicago Anthropology and Proposal Prep are taken Pass/Fail. As a rule of thumb there should be no more than 2 more of the 18 courses taken for “P.” The Reading Course used for the MA paper should receive a grade of A or B subsequent to completion of the paper. The distribution of Quality Grades should be as follows: For grades of A or B: 8 courses in the first year, the MA Reading/Research course, and at least 5 more courses taken prior to admission to candidacy. For grades of “P”: Intro to Chicago Anthropology, Proposal Prep, and no more than two others of the 18. It is advisable that, with the exception of the MA Reading/Research course, most of the other 12+ courses taken for grades of A or B be regular, substantive courses; not Reading/Research courses. Basic courses in French, Spanish or German taken for purposes of preparing for the language examination may not be used to meet the 18-course requirement. Once the 18-course requirement is met, students still in Research Residence must continue to register for at least one course per quarter for a grade of P, A/B, or (least preferably) R.

**Required Courses:** The following are the only courses specifically required in the Anthropology doctoral program:

- Development of Social/Cultural Theory 1 & 2 (400 units) - all students.
- Proposal Preparation – Sociocultural/Linguistic students
- Anthropological Methods - - Sociocultural/Linguistic students
- Archaeological Theory & Method (200 units) – Archaeology students
- Archaeological Research Design – Archaeology students
- Archaeological Data Sets or another approved statistics course – Archaeology students.

**Incompletes.** Prompt completion of course work is indispensable if the instructor and Department are to be able to adequately to evaluate student performance. This is particularly important in introductory courses, since recommendations for aid and advice of subsequent work are made difficult in the absence of adequate information. Students should be aware that fellowship decisions, both within and outside the University, take a student's ability to complete courses into account. The Office of the Dean of Students reserves the right to withhold stipend checks from students with excessive numbers of incompletes.

**Specific regulations regarding incompletes:** 1) Incomplete grades are NOT permitted in required courses (Development of Social/Cultural Theory, Anthropological Methods, Archaeological Theory and Method, Statistics/Archaeological Data Sets, Proposal Preparation, and Archaeological Research Design.) 2) In all other anthropology courses, you have one year maximum to complete incomplete course requirements. Students with overdue incompletes will not be allowed to register until the course requirements are completed. First year students should make every effort to clear all incompletes prior to registering for the Second year.

**Annual Progress Reports.** Early in the spring quarter of each year, every student in the Department is asked to submit two academic progress reports. One is required by the Dean of Students; the other is intradepartmental, and provides information for our Annual Review. In preparing these reports, you are encouraged to check that your departmental records are up to date.

**Annual Review.** Every year, late in the Spring quarter, the faculty reviews the progress of each student in the Department. We take into account the results of all examinations, reports on hearings, course work, writing projects (including Master's papers), and detailed faculty comment on all of these. It is in your interest to see that copies of papers and reprints of any publications are deposited in the departmental files. At the spring review, the faculty make recommendations concerning continuance in the program and University financial aid. A statement of the faculty evaluation is sent over the Summer to each student in the program, with a copy placed in the departmental file. You are encouraged to discuss these with your advisor, or with the Department Chair, if there are issues which appear to need further clarification. Although the Department is required to make preliminary recommendations about continuation of fellowships early in the Spring quarter, these recommendations are always contingent upon the outcome of the subsequent Annual Review.

**Forms.** Although the processes of graduate education are intellectual and interpersonal, they occur within an institution framework, in which procedures manifest themselves in forms and petitions. Because the concerns of the Department and of the Social Science Division are somewhat different, there are sometimes two different documents which must be filled out for the same purpose. For convenience, the more important petitions and forms are listed together here, with samples of most included in the *Bureaucrat's Guide to the Anthropology PhD Program*:

Departmental Constitution of Student Advisory Committee Form  
Divisional Application for Financial Aid for In-Residence Students  
Departmental Annual Review Information Report  
Divisional Annual Academic Progress Report  
Departmental First Year Advisory Panel Report

Departmental Plan of Study Form  
Year-End Interview Information Sheets for 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> year students  
MA Paper Approval (or Equivalence) Form  
Divisional MA Paper Title Form  
Qualifying/Oral Examination Form  
Proposal Hearing Instructions & Form for Approval to Defend a Thesis Proposal  
Divisional Candidacy Form  
Divisional Pro Forma Registration Form (for overseas research)  
Departmental & Divisional Absentee Student Information Sheets  
Dissertation Defense Instructions  
Form for Approval of Dissertation for Oral Defense  
Divisional Leave of Absence/Withdrawal From

## RESEARCH SUPPORT

Graduate education is a costly process, especially when it involves research at a distance from Chicago. All students in the Department are admitted with some support, either from the University or outside sources. But because such support may be only partial, and frequently does not cover field work or write-up most students must seek funding at some point during their training.

**Financial Support.** The Department keeps regularly updated directories of sources of funding for all levels of the graduate study: Pre-Field, Field Work, Dissertation Write-up; announcements of fellowship opportunities are regularly circulated on the Departmental e-mail network; and announcements for the most obvious major fellowships are posted in the hallway of the first-floor administrative wing. The Department also maintains a reference collection of successful grant/fellowship application proposals in Haskell 119. It is the responsibility of each student to initiate applications for financial support. Faculty to whom you are well known and who are favorably impressed with your work will be ready to write letters of recommendation.

**University Support.** Most University support is allocated to entering students, and awards are tenable for four years. There are modest “reward” funds available for students who start the program with only full-tuition and who perform excellently in the first year. Such increased, merit-based awards made at the end of the first year are tenable for a total of three years. University awards may be placed “on hold” while a student is in the field supported by external funding - - to be resumed after the completion of field work. (Or in lieu of external support, a student may use a University stipend in the field.)

**Renewal of Support.** Although tuition and fellowship support from the University is normally renewable over a specified term (3 or 4 years), this is not automatic. If you want your financial aid to be continued and/or increased, you must apply in January of each year. The continuance of University awards depends on satisfactory academic progress. Normally, this means that courses should be completed in a timely fashion and that quality grades should maintain an average level of B+ or better.

**External Support.** Since University funds, both restricted and unrestricted, are perennially in short supply, early applications to outside sources are strongly advised for all students, including those who are currently enjoying University support. (A successful outside application frees University money for other students.) Early in the Fall Quarter, there will be an orientation meeting for those seeking external grants; further inquiries may be addressed to the Administrator for Student Affairs.

**Scheduling of Applications.** Normally applications for fellowships and research grants must be submitted roughly a year in advance, usually during the Autumn of the year prior to the time you expect to take up the grant/fellowship. Advisors will need to receive a draft application statement at least two weeks before the submission date if they are to make useful suggestions and write carefully considered letters of recommendation.

**Teaching at the University.** Each year, the Department appoints 6 Frederick Starr Lecturers on the basis of proposals solicited periodically to teach undergraduate anthropology courses under the rubric “Intensive Study of a Culture.” Other course assistantships are arranged with individual faculty members who may require such assistance. (The rule of thumb is that any course attracting 25 or more undergraduates is eligible for a teaching assistant.) There are also “Internship”, TA, and teaching opportunities in the College Core Courses (most notably Self, Culture, & Society and Power, Identity & Resistance) and Civilization Sequences (African, East Asian, South Asian, and Middle Eastern Civ.) available to advanced students; these are advertised through the Departmental e-mail network. Aside from the salary provided, a tuition scholarship is usually provided (for those in Advanced Residence) for those who engage in teaching.

**Teaching Elsewhere.** Many advanced students in the Department have had luck finding temporary teaching positions in colleges in the Chicago area. The Department routinely receives requests from area colleges (sometimes on very short notice) seeking instructors for individual courses. These are circulated on the Departmental e-mail list to all students in Chicago. It is also possible to “canvass” Chicago area colleges to inquire if instructors are needed. In preparation for teaching, you will want to prepare a *Curriculum Vitae* (CV) and keep it updated annually. The Department has a large file of sample graduate student CVs. The Office of Career and Placement Services (CAPS) will also register students for a Credentials File Service. CAPS also offers career counseling for graduate students, and workshops and programs on both employment opportunities and job-seeking skills.

**Other Student Employment.** Students seeking part-time non-academic employment in the University, but outside the Department, should see the Career and Placement Services (CAPS) (Ida Noyes Hall, 2<sup>nd</sup> floor, 1212 East 59<sup>th</sup> Street). There are occasionally jobs within the Department itself which may be applied for through the Administrator for Faculty Affairs (Haskell 112), who may also know of Department faculty who are seeking research assistance. The Federal Work-Study Program has its own office and procedures, but information may be obtained from the Social Science Dean of Students Office (Foster 107).

**Loan Sources.** Students should ask at the Social Science Dean of Students Office (Foster 107) about various sources of guaranteed loans, and may wish to consider using these for partial financing of costs. In the event of an emergency, the Department can sometimes make available a small, short-term, interest-free loan.

**Prizes.** There are several prizes, both within the Department elsewhere in the University, which are awarded on a competitive basis in recognition of outstanding excellence of research. Within the Department, there is the **Roy D. Albert Prize** awarded annually for the best Master's thesis of the previous year; and there are the **Daniel F. Nugent** and the **Sol Tax Dissertation Prizes**, again awarded annually, for the best dissertations related to 1) "Historical Anthropology" (*Nugent*) or 2) which combines "highest intellectual merit with relevance to anthropology and action" (*Tax*). The Department also nominates one dissertation per year for consideration for **Social Science Division Dissertation Prize**.

### **ABSENCES FROM THE UNIVERSITY**

Rules governing absences from the University under the current Residence regulations are spelled out in detail in *The Student Manual of University Policies and Regulations* in the section "The University of Chicago Residence System for Students in Ph.D. Programs" (<http://www.uchicago.edu/docs/studentmanual/residence.html>). The Social Science Dean of Students office requires that, prior to any absence, the student fill out the appropriate form, be it for actual leave of absence, study at another university through one of the University's consortia agreements, or pro forma status while doing field research. All of the relevant forms are available through the Administrator for Student Affairs. All extended absences from the Department, for whatever reason, should be discussed first with your advisor well in advance of your expected date of departure. This is to ensure that your return in good standing may be assured. Completed forms should be given to the Administrator for Student Affairs, who will arrange for departmental approval and transmission to the divisional office.

**Pro Forma Registration.** Pro Forma is a full-time registration category, with minimal tuition charges, specifically designed for students doing overseas research or language study. Pro Forma, like any full-time registration, enables students to continue to defer loan repayments, to retain University health insurance, and to borrow under the guaranteed loan programs. Pro Forma is strictly limited to periods of actual research carried on out side of Chicago and to a maximum of 2 years (6 quarters) - - or 3 years (9 quarters) in the case of students who need a year of pre-field language study abroad (usually study of East Asian, South Asian, or Middle Eastern languages carried out at major, recognized in-country language centers) prior to departure for field research. You must fill out the appropriate Pro Forma forms with the Administrator for Student Affairs prior to departure.

### **Ethics / Protection of Human Subjects' Rights / Institutional Review Board (IRB)**

By its very nature, the profession of the Anthropologist requires that researchers give careful thought to questions of protecting the rights and promoting the well-being of the people among whom they work. Correspondingly, both federal and University regulations require that prior to conducting any research with human subjects (both preliminary/feasibility studies and the actual field research) you must file a proposal/protocol with the Divisional Institutional Review Board. Among other issues, IRB instructions ask you to indicate the methods your research will use, how you intend to protect the rights of your human subjects, gain their informed consent for participation in your project - - while understanding the risks and benefits involved, and how you intend to protect the confidentiality of your subjects and of your data. There are special IRB considerations if you are working with children/minors, non-literate populations, non-English speakers, etc. Extensive information and forms for filing IRB proposals are available on the Web at < <http://humansubjects.uchicago.edu/sbsirb/> >

## TEMPORAL LIMITATIONS

While no fixed times are set for the completion of the different phases of the curriculum, the Department has certain expectations as to how long each should take. Thus, Phases 1, 2, and 3 normally take one year each, with advancement to candidacy occurring in the Spring of the third year. Phase 4 (field work) usually runs 12-24 months, with Phase 5 being the most variable in duration. Students carrying a heavy load of language training and/or who are doing joint degrees are especially liable to need extra time. On the other hand, it may be possible in some cases (e.g., students entering with Master's degrees who have external MA papers accepted for equivalence) to accelerate completion of certain phases - - for example collapsing Phases 2 and 3 into one year.

Normally, a PhD dissertation must be defended within five years of the date of admission to candidacy. After that time, candidacy may be regarded as having lapsed, and may require a petition approved by the full Department to have it reopened. Statistically, a large percentage of students do complete the PhD in a total of 7-10 years.

The University's Residence System places incentives on students to finish the PhD within 12 years - - allowing for a maximum of 12 years of full-time student status (4 years of Scholastic Residence, 8 years of Advanced Residence) with the accompanying benefits of loan deferments and access to health insurance. Students who take longer than 12 years to complete a PhD must retain their affiliation with the program through registration in Extended Residence - - a fee category which provides only access to the libraries and to the University's E-mail and computing facilities. See "The University of Chicago: Residence System for Students in PhD Programs" < <http://www.uchicago.edu/docs/studentmanual/residence.html> >

## PROFESSIONAL EMPLOYMENT

While the Department cannot guarantee job-placement, the faculty is always prepared to render its assistance, and our success in placing students in academic positions is quite high. Nevertheless, those who desire careers as professional anthropologists should be cognizant of the year-to-year variations in the academic market and may wish to multiply their options by being prepared for other than strictly academic work. (Some Departmental PhDs have happily and successfully made rewarding careers working in such areas as qualitative ethnographic research in the business sector, the State Department/Foreign Service and other government work [EPA, AID, the World Bank, etc.], major private foundations (MacArthur, SSRC, Russell Sage, the World Wild Life Fund), museum work, high level positions in contract archaeology firms, etc.)

You should begin constructing a *curriculum vitae* (CV) early in your Departmental career and continue to build on it year-by-year. (Many sample CVs are available for inspection in Haskell 119.) When you are ready to seek employment, you should keep in close touch with your Chair and committee members, and should keep the Department informed of your contacts with prospective employers.

All post field students are routinely placed on the Departmental “Jobseekers” e-mail list for receipt of job and postdoctoral announcements received by the Department or which may be forwarded from other sources. Students on the job market, should however, also themselves keep a close watch on the obvious sources of job and postdoctoral listings such as the American Anthropology Association Website (<http://www.aaanet.org>) and *Newsletter*, the *Chronicle of Higher Education*, and the Newsletters and Websites of the various areal professional associations such as the Associations for Asian Studies, Middle Eastern Studies, Latin American Studies, and the Newsletter and Website (<http://www.saa.org>) of the Society for American Archaeology. Enhanced professionalization and employment opportunities also arise from presenting papers at regional and national meetings, and from personal contacts established with anthropologists at other institutions.

DOCTORAL TRAINING IN THE  
DEPARTMENT OF ANTHROPOLOGY  
UNIVERSITY OF CHICAGO

**Preface.** This section of the *Guidelines* serves two purposes: to acquaint prospective students with the formal aspects of the graduate program in Anthropology at the University of Chicago, and to provide guidelines for already matriculated students in the pursuit of their doctoral training. In order to give an overview of the Anthropology Program, as well as information about specific aspects, the present handbook is organized in terms of five phases of graduate work. (The structure of the Anthropology Program is very similar for all of the sub-fields: Archaeology as well as Sociocultural and Linguistic Anthropology. Specific instances where requirements may be unique to Archaeology will be noted.) For students taking Joint Degree or language intensive programs, some modification of the time frames described below will be necessary.

Since no set of formal procedures or description of phases can adequately embody the experience of graduate work, we encourage students to take the initiative in seeking advice from advanced students and from members of the faculty, especially from those with whom a student may wish to work subsequently.

**PHASE I: INTRODUCTORY WORK**

During the first year, all graduate students will be introduced to the Development of Social and Cultural Theory and to the scholarly interests of the faculty of the Department. They will also take courses in particular specialized areas of ethnography, archaeology and theory, with a view to defining or refining their own research interests and preparation for their dissertation projects. Depending on their particular interests, they may also take relevant courses in other departments, or special language training.

**Orientation Meeting.** About three-five days before the beginning of the academic year, an orientation meeting will be held for all entering students at which general information about the program, and about general departmental and university procedures, will be discussed.

**Initial Interview.** Following this group orientation meeting, each new student will meet individually with a group of faculty to discuss his or her objectives, current state of preparation, and financial and other needs.

**Individual Program.** An individual program of introductory study will emerge from the discussion at the initial interview. This recommended program will, of course, be subject to subsequent consultation with the student's *first-year advisor*, who will be designated by the interview committee in consultation with the student.

**Advisor.** Your First Year Advisor will monitor your first-year program and sign your quarterly Plan of Study Form. Beyond this minimal role, advisors can contribute in various ways to your work - e.g., making contact with other faculty members in the student's field of interest at the University and elsewhere. Since advisors have multiple responsibilities and limited time, you are strongly encouraged to take the initiative in maintaining regular contact, and also to seek out other faculty members who may be helpful in your training and research.

**Course Requirements.** All first-year students are required to take a double credit course in each of the first two quarters on “The Development of Social and Culture Theory” (Anthropology 34101-02 and 34201-02, also known as “Systems.”). In addition, in the first quarter, you will be required to take Anthropology 340: Introduction to Chicago Anthropology, in which members of the faculty introduce their work. This course is graded “Pass/Fail.” The remaining four courses in the first year program should be selected in light of your particular interests and in consultation, and with the approval of, your advisor. Beginning Archaeology students are required to take Anthropology 39001-02, a double credit course offered in the Spring Quarter in the “Theory and Method of Archaeology.” This course is offered in alternate years, so for some cohorts it is part of the first-year program and for others it is taken in the second year.

**Completion of Courses.** With the exception of Anthropology 340, first year courses must be taken for quality grades (A or B, not P or R). Especially in the first year, students are expected to complete all work within the time allotted. Anyone who finds it impossible to do this should discuss the problem with the course instructor and/or advisor at the very earliest opportunity. Incompletes are not permitted in any of the Department’s required courses (i.e., Development of Social/Cultural Theory I & II, Theory and Method of Archaeology, Anthropological Methods, Statistics/Archaeological Data Sets, Proposal Preparation, and Archaeological Research Design) except in cases of medical or personal emergency. **An Incomplete in any first year course must be removed before a student will be allowed to register for the second year.**

**Fellowship Renewals.** Although the presumption is in favor of renewal of an award over a specified term, it is not automatic. Students who wish to retain their fellowships (including national fellowships administered through the University like NSF and Javits) and/or be considered for increases must reapply on the appropriate Divisional forms at the beginning of the Winter Quarter. Recommendation for renewal, which is not made until late in the Spring Quarter, will depend on satisfactory performance in courses.

**Progress Reports and Annual Review.** Early in the Spring Quarter, every student in the Department (first year and beyond) will be asked to submit two academic progress reports. One is required by the Dean of Students; the other is Departmental, and is composed with a view to providing information for the Annual Departmental Review of students in May. In preparing these reports, you are encouraged to check that your departmental records are up to date, and to make sure that your advisory committee is satisfactorily constituted.

**Advisory Committee/Second-Year Advisor.** At some time between the end of the first year and taking the Qualifying/Oral Examination, each student must constitute his or her Advisory Committee, which consists minimally of three members, at least two of whom, including the chair, must be active, current faculty of the Department. It is each student’s responsibility to seek out appropriate faculty members and ask them to agree to serve on his/her committee. If agreed, the faculty member signs a Committee Form which is then deposited in the student’s file. In the second year, and sometimes into the third year, it is not essential to have the full complement of three members for your committee, nor is it vital to have a chair, so long as administrative responsibility is taken by one member of the faculty of the Department - - i.e., the Second Year Advisor, selected by the student. If you need guidance or assistance in choosing or approaching faculty to be part of your Committee, the Director of Graduate Studies may be of some help. It should also be stressed that the composition of advisory committees can be changed at the student’s initiative (or, occasionally, by a faculty resignation). Such changes are not unusual, and generally reflect the changing interests of students; however, they do require the written agreement (via Committee Forms) of the members concerned.

## PHASE II: ADVANCED SCHOLASTIC TRAINING AND QUALIFYING FOR THE PhD PROGRAM

The second phase of training is a continuation of the first, but is directed toward acquiring a deeper knowledge of the special area and theoretical topics on which a student's research will be focused, as well as a broader anthropological understanding in preparation for the PhD Qualifying/Oral Examination.

**Spring Interviews for Pre-Field Students.** In the late Spring of each year, each pre-field student meets individually with a panel of faculty to review the previous year's work and to discuss academic plans for the Summer and the following year - - courses to be taken, other requirements to be met, relevant grant and fellowship opportunities, and applicable deadlines. At this time, if you have not yet selected an advisory committee you will be asked to begin that process and/or select a "Second-Year" advisor [who will serve until such time as a committee chair is designated]. You must have a fully constituted advisory committee by the time of the Qualifying Examination, but preferably sooner. You may also be encouraged to diversify the faculty members with whom you are taking courses in the coming year.

**Phase II Course Requirements:** Including the eight (quality) graded courses required in the first year, the Anthropology Doctoral Program requires that a total of eighteen courses be taken for quality grades (A, B, P) prior to admission to candidacy [See above under Course Completion and Quality Grades]. For students in Sociocultural/Linguistic anthropology these include the required, second year "Anthropological Methods" course; and for students in Archaeology these include the required core courses "Archaeological Theory & Method" (2 grades) and "Archaeological Data Sets" (or another approved statistics course). The 18 graded courses may not include basic courses in French, German, or Spanish taken for purposes of passing the PhD language requirement. In addition, students in the SocialCultural/Linguistic sub-field are required to take the (usually) third-year course, Proposal Preparation; Archaeology students are required to take Archaeological Research Design.

**Preparation for the Master's Degree.** Although the Department does not have a formal program for an M.A. degree, it does require a Master's paper/degree as a prerequisite for admission to candidacy for the PhD. If a student fails to be advanced to candidacy, or to complete the doctoral program, the master's degree will, of course, be the final University degree.

**Requirements for the Master's Degree.** The MA degree will be awarded upon completion of the Phase I (First-year) course requirements, plus the acceptance of a written research paper of no more than 40 pages of text (double-spaced; 12 point) exclusive of notes and bibliography; papers should be modeled on submissions to the *American Ethnologist* or *American Antiquity*. Work on this paper may begin during the summer following the student's first year, but it will normally be completed under the supervision of a faculty member with whom the student registers for an M.A. tutorial course during the Autumn Quarter of the second year. The paper must be approved by two readers, one of whom will normally be the person who supervised the writing; both readers must be full faculty in the Department of Anthropology. Approval forms are available in Haskell 119. The MA degree in itself will not entitle the student to proceed to further study. For that, the PhD Qualifying/Oral Examination must be passed at a High Pass level. The preferred timing on completion of the MA paper is to have a draft out to readers by

the end of Winter quarter of the second year, with the final version approved by May 1 of the second year. In any event, MA papers must be completed and turned in to readers by the end of the winter quarter of the third year, with the degree itself being awarded no later than June of the third year. (No student will be allowed to register for the Autumn of the fourth year who does not have an approved MA paper.) Similarly, no student may take the PhD Qualifying/Oral Examination until the MA paper is accepted.

**Students with MA degrees from another University.** University Residence Requirements (12 Quarters/4 Years of Scholastic Residence) as well as Anthropology Department First Year requirements [Systems, Introduction to Chicago Anthropology and 4 other graded courses] and the other required sub-field core courses (Methods [S/C-L], Statistics/Data Analysis for Archaeologists, Archaeology Theory and Method, Proposal Preparation or Archaeological Research Design) are the same for all doctoral students regardless of prior degrees. (One possible exception is Archaeological Data Analysis; students with excellent statistical background may petition for equivalence.) MA papers from other institutions, however, may be submitted to two faculty readers from within the Department to be read for “Equivalence,” which, if approved, exempts the student from writing another MA paper at Chicago.

**Preparation for the Qualifying Examination (S/C-L) or Oral Examination (Arch).** Along with preparation of your MA paper, you should begin to prepare, in consultation with your advisory committee, a reading list covering the special theoretical and ethnographic areas that will be the foci of your Qualifying/Oral Exam. Optimal timing for this is early in your third year.

**PhD Qualifying/Oral Examination.** This examination will normally be taken during your third year of study. The Sociocultural/Linguistic Qualifying Examination is given in two phases: a written take-home [questions received early morning on the first day and turned in by 5:00 pm on the 6<sup>th</sup> day, e.g., start Thursday, end the following Tuesday] and an oral follow-up. The written portion normally consists of three questions (one from each committee member) based on your reading list, from which you are asked to answer two questions. Answers are limited to 10-15 typed (12-point, double spaced) pages each. The precise start date is any one mutually agreed upon by the student and his/her committee. The Oral follow-up with your committee members may cover both your written answers and the question which was not answered as well as other issues relevant to your reading list. The oral takes place as soon as possible after submission of the two written essays - - usually within a week or so. The final result of the examination is based on a combination of the written and oral sections of the examination. In Archaeology, the examination is entirely Oral and covers a three area reading list.

Those who obtain a high pass on the Qualifying/Oral Examination qualify to proceed toward candidacy for the Ph.D degree (providing, of course, that they have completed the necessary first- and second- year courses and have high passed the foreign language examination).

**NOTE:** In Sociocultural/Linguistic Anthropology, if a member of an advisory committees is absent from campus and reachable, he or she will be asked to set a question and to read the Qualifying Examination and to send questions for the oral follow-up. If the absent member is not reachable, and there are only two other faculty on the committee, a substitute may be asked to serve temporarily.

**Deferral of the Qualifying/Oral Examination.** Under special circumstances (usually joint degree or language intensive programs), students may, with the approval of their advisory committees, defer the Qualifying/Oral Examination for up to one year.

**Retaking the Qualifying/Oral Examination.** In the rare instance of failure of the Qualifying/Oral Examination, at the discretion of the advisory committee the student may take the examination again in the following quarter. A second failure will disqualify the student from continuing in the program.

### **PHASE III: PRE-RESEARCH TRAINING**

The third phase in a student's graduate career may be considered a pre-research training period during which he/she will be putting the finishing touches on a dissertation proposal and grant applications, and will be developing the necessary advanced research skills. Continued study in a variety of areas in this and other departments may further extend the student's knowledge and effectiveness as an anthropologist.

**Advisory Committee.** Students will plan, in periodic sessions with their advisory committees, the manner in which best to prepare for admission to candidacy; together they will work out a timetable for rounding out training. Your committee members will also aid you in preparing for the dissertation proposal hearing, which is an occasion when more general theoretical and methodological issues may also be discussed. At this stage it is important that your advisory committee already be at its full complement of at least three members, and that a chair be chosen.

**Preparing for the Thesis Proposal.** Preliminary work on developing a proposal for dissertation research is normally carried on in seminars, courses and workshops, so that you may avail yourself of criticism both by fellow students and by faculty members particularly competent in the area of interest. You may also wish to consult past dissertation proposals on related problems and research areas.

**Proposal Preparation Seminar.** Either Anthropology 52200: "Proposal Prep" [S-C/L] or Anthropology 52210: Archaeological Research Design [Arch] is required of all students preparing for field research. These courses are most usefully taken after the Qualifying/Oral exam - - when the student has a firm grasp of the body of literature relevant to the topic and when development of the proposal is fairly advanced. This usually, but not always, means Autumn of the third year. The schedule of presentations in the Proposal Prep course are set up prior to the beginning of the quarter; written versions of the draft proposals, or parts thereof, are then circulated in advance of presentation and discussed in the class sessions. The class depends on the involved mutual participation of all members and is graded Pass/Fail.

**Grant Applications.** Throughout the year, usually beginning from early October, prior to the intended date of departure for the field, most students file multiple applications for funding to support field-research. The relevant granting agencies vary with the nature of the proposal and the intended location of the research. The Department has directories of available funding sources as well as a file of successful grant applications which may be consulted by students preparing for field research. While the evolving Departmental dissertation proposal will

obviously form the basis of grant proposals, the two genres are somewhat different and the form of each grant application will be governed by the specific requirements of that granting agency.

**The Written Dissertation Proposal.** A thesis proposal (limited to 30 double-spaced pages of text [12 point] excluding footnotes and bibliography) should formulate clearly the scholarly purpose of your research and situate the project in the context of prior scholarly work in the relevant geographical, topical and theoretical areas. It should lay out as carefully as possible how its objectives are to be realized. In other words, it should specify the reasons for proposing *this* research, on *this* area and/or topic, using *this* approach/ methodology. It should further suggest how the success of the proposed study will contribute to anthropological knowledge. Issues of research design, plan, and methodology should be included in proposals along with discussion of the relevant theoretical literature.

**Circulation of the Proposal.** A preliminary draft of the dissertation proposal will be read critically by your advisory committee, who will discuss it with you. When all of them signify in writing that the proposal is ready for hearing, a final draft can be prepared. Such written approval must be secured at least two weeks prior to the intended date of the proposal hearing. The Administrator for Student Affairs should then be furnished with a copy of the proposal as well as a Precis (approximately one-half page in length) with accompanying Key Words to be used in announcing the Proposal Hearing. (See “Proposal Hearing Instructions” available in Haskell 119.)

**Scheduling a Proposal Hearing.** Proposal Hearings are customarily held on Mondays; they will not normally be held in the summer quarter; and if at all possible they should be held prior to May 1, since PhD defenses tend to cluster at the end of the Spring Quarter and take priority over Proposal Hearings. In order to allow for supplementary preparation for the field, should that prove necessary, a Proposal Hearing ideally should be scheduled at least three months before your anticipated departure for the field.

**The Proposal Hearing.** Usually all faculty of the department, adjunct faculty in other departments who share an interest in anthropology, and all departmental graduate students in the Chicago area are notified of Proposal Hearings, and may choose to attend. There must be a quorum of five faculty in order for a Hearing to proceed, and the Department has procedures in place to insure that a quorum is secured, but you should also feel free to invite faculty whom you would particularly like to attend your Hearing. (It is also possible, though rare, to request a hearing the precludes student attendance. If you wish your hearing to be closed, you should inform the Administrator for Student Affairs in writing at the time you submit your proposal.)

**Oral Presentation.** At the hearing the prospective candidate presents a summary of the proposal, and will have an opportunity to hear and respond to faculty reactions. If other students are present, their questions and comments are also welcome.

**Faculty Review.** After the proposal hearing, the faculty will review the student’s entire record, evaluate the proposal and its presentation, and decide on admission to candidacy (see below). While this review will usually take place immediately after the hearing, it may also be reserved for full faculty consideration.

**Admission to Candidacy.** Admission to candidacy for the PhD is formally granted by the Dean of Students in the Division of Social Sciences, on the recommendation of the Chairman of the Department. It constitutes certification that all academic requirements (including the language requirement), other than the dissertation, have been completed.

**Research Modifications.** Should your research subsequently change so as to bear little relation to previous preparation and the accepted proposal, a new proposal hearing may be required. You should communicate promptly about any unforeseen changes in your doctoral project with the chair of your advisory committee, who may then consult with the Department.

#### **PHASE IV: DISSERTATION RESEARCH**

Dissertation research may appropriately be conducted in a library, archive, museum, or in the field close at hand. For research on many problems, however, long term foreign field work may be indicated.

**Requirements for Dissertation Research.** Although preparatory work on the dissertation (preliminary field trips, language study, exploration of archival sources, etc.) may have been undertaken earlier, Phase IV research will not formally begin until the student has been admitted to candidacy for the PhD degree.

**Funding.** Students should make application for funds well in advance of the need, normally early in Phase III, at least a year before research is to be undertaken. Before beginning field research, you should also give consideration to the financial needs of the final write-up period. (Again the Department keeps a directory of possible funding sources and samples of successful fellowship proposals.)

**Restrictions on Field Work.** Since some governments restrict foreign research workers, you are advised to make necessary visa and other arrangements for foreign affiliations well in advance of the expected date of departure. If delays are encountered, sponsoring agencies must be informed, and if the difficulties cannot be resolved, alternative arrangements may have to be made.

**Research Reports.** Because problems inevitably arise in dissertation research - - many of which can often be solved only *in situ* - - you should submit regular reports on your research to your advisory committee. A short statement each month is suggested, with a longer summary every three to six months; the formats should be worked out with the committee. This is especially important for students doing extended fieldwork far from Chicago.

**Field Notes.** You may also find it useful to send copies of all raw field notes back to Chicago for safe-keeping, and as a supplement to research reports.

(See also the “General Guidelines” sections on Absences from the University.)

## PHASE V: WRITE-UP

The production and interpretation of a body of research material is a continuous process, never so clearly marked as the traditional notions of “field research” and “write up” suggest. Even so, the actual writing of the dissertation is a distinct phase of the training process, in which analysis and presentation of the research material becomes the focus of each student’s attention.

**Residence in Chicago.** Students are strongly urged to spend the write-up period in Chicago, unless otherwise agreed by your advisory committee. With each annual cohort dispersing in the research phase, returning students represent an important subcommunity within the Department. Students reporting on their research can reinvigorate intellectual discourse in Haskell Hall; reciprocally, their interaction with each other, as well as with the faculty and other students, can greatly facilitate and enrich the writing process.

**State of the Dissertation Reports.** Following completion of field work, the Department requires a substantial annual graduate report to be submitted at the time of Annual Review. This report, commonly several pages long, should detail the student’s activity on the dissertation during the year. It should give an account of the research undertaken, of writing accomplished, and outline the major developments in hypotheses, reasoning, material evidence and possible conclusions that have taken place. This is a “state of the dissertation” report. It is designed to improve contacts between the Department and students in the later years of their progress towards the PhD and to further develop the kind of the support the Department can offer at this stage of the student’s career. In general terms, the Department expects graduate students to maintain active contact with their committee chair during the write-up process.

**Arenas of Presentation.** The preliminary presentation of research is an important aspect of the dissertation process. This may take place in a variety of arenas: among them dissertation support groups, various relevant workshops, and regional, national and international conferences. Members of your advisory committee may be able to suggest relevant forums. The Department currently has modest amounts of travel funding available for students who are presenting conference papers. Quarterly deadlines for applying for such funding are announced over the Departmental e-mail network.

**Teaching.** Post field students are urged to seek out teaching opportunities in the Department, the University, and the Chicago area. Particular attention is drawn to the availability of approximately four Frederick Starr Lectureships each year for graduate students to teach courses of their own design, under the general supervision of a faculty member, in the Department’s undergraduate concentration under the rubric “Intensive Study of a Culture.” There is one Starr Lectureship competition per year - - in the late Winter or early Spring for four courses to be offered over the three quarters of the following year. The Department also maintains a file of successful Starr Lectureship syllabi for reference by potential Starr candidates. Teaching Assistantships and Lectureships also come available in the College, most notably in the Core and Civilization sequences. Announcement is made annually of availability of these positions and procedures for applying for them.

**Preparation for the Dissertation Defense.** (See also “Dissertation Defense Instructions” available in Haskell 119.) When your advisory committee has read your dissertation manuscript and is satisfied that it is ready for oral defense, they will give their approval in writing. This approval must be secured at least 2 weeks prior to the intended defense date.

**Scheduling a Defense.** Dissertation Defenses should be scheduled well in advance. They will not be held in the summer unless there is extremely pressing reason *and* unless the advisory committee is available and a quorum can be secured.

**Abstract and Manuscript.** At least two weeks before the date scheduled for your defense, you should submit to the Department (Haskell 119) one copy of your complete dissertation manuscript, a ten to twenty page summary (Abstract) of the dissertation along with a half page Precis and Key Words, an extra copy of the dissertation’s table of contents, and your curriculum vitae. These materials will be available to faculty and students who attend the defense.

**Defense.** The dissertation defense is open to faculty and students and is directed by the chair of your advisory committee. Your opening statement (about twenty minutes long) should place the dissertation in several perspectives: (1) how the field in which it lies appeared before your research was undertaken, (2) how that field may now be described, given the results of your research, (3) what especially innovative approaches were used, and (4) in what further work they might be applicable. After questions, comments, responses and general discussion, the examination will be evaluated by the faculty present, who will then announce the results

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF ANTHROPOLOGY

**STUDENT HANDBOOK**

REQUIREMENTS AND PROCEDURES FOR  
M.A. AND Ph.D. DEGREES  
IN ANTHROPOLOGY

(September 2004)

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