

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF ANTHROPOLOGY

STUDENT HANDBOOK

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

(June 2021)

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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; and professional employment.

STUDENT PARTICIPATION

Governance of the Department and 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. Participation in courses, seminars, workshops, proposal hearings, and dissertation defenses, as well as less formal discussions, are all effective means to this end. Student suggestions regarding curriculum, visitors, appointments, improvements in current activities or facilities, or ways to meet particular student needs are always welcome. 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. In general, all members of the Anthropology Department – faculty, students and staff – are expected to abide by **the Department's Principles of Collegiality** (see the **Addendum** on these principles, **pp. 25-26**).

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 Life Activity Fees; these funds are managed by the Anthropology Student Association and 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.

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.

Initial Pre-field Advisor (1st and 2nd Year)

First-year students are assigned pre-field advisors at the beginning of the year in consultation with a committee of faculty during orientation meetings. This initial advisor will serve as the main sounding board for students to discuss their progress in the graduate program and their plans for coursework in the coming academic terms. Students are expected to check in with this advisor at least once a quarter. The Departmental form for quarterly registration Plan of Study must be signed by this advisor.

At the end of the first year, students will have the option to keep or change their pre-field advisor (again, in consultation with a faculty committee). The second-year advisor will serve as the student's main point person in the department for consultation on coursework and research (e.g. sign off on the Plan of Study form). This advisory arrangement will remain in place until the student selects either: 1) a primary supervisor for the MA thesis or 2) a formal PhD committee chair. There is no expectation that the initially assigned advisor serves in these subsequent roles, although it is also not uncommon for a first-year (or second-year) advisor to continue to work with the student on the MA and PhD. Once the student selects a MA supervisor and/or a PhD committee chair, that faculty member will become the student's primary advisor and point person for departmental matters (e.g., signing off on Plan of Study form, writing letters of reference, reviewing and keeping a record of student's annual progress reports, etc.).

PhD Committee

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. The PhD committee chair will advise you on your coursework and research plans, sign Plan of Study Forms, serve as the official faculty sponsor of your dissertation project, and keep a continuous record of your progress through the graduate program. Post-field students are expected to meet with their committee as a group at least once annually, preferably in the fall quarter and before the spring annual review meeting. 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. It should be noted that such changes are not unusual, and generally reflect the changing interests of students in the course of settling into a research project. However, committee changes are generally *less* desirable after the student's admission to candidacy and do require the written agreement (via Committee Forms) of the

members concerned. (For more details, see **Addendums** on protocols for forming a PhD committee, pp. 27-32, and for changing committee members, pp. 33-36)

Higher Levels. Although the role of the PhD committee (or initial pre-field advisor) is central, a role may also be played by the Director of Graduate Studies (hereafter ‘DGS’), 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 that students or advisors may wish to refer to the Graduate Affairs Committee (hereafter ‘GAC’) or to 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 other members of your advisory committee, the Director of Graduate Studies, the Department Chair, 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 (Office for Equal Opportunity).

For general expectations of professional ethical conduct as a member of the Anthropology Department, please see the **Addendum on Principles of Collegiality, pp. 25-26**.

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 “Pass” P on a university administered language exam.

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, is 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 letter grades (A or B).

More specifically, the program requires a total 18 courses taken prior to admission to candidacy, of those 18, 14 must be taken for a letter grade and 10 of these 14 must be taken within the department. In addition, the course load for the first year is 8 letter graded courses (4 of which will be taken up with the Systems sequence) plus Introduction to Chicago Anthropology which is taken for a P. After the first year, a minimum 9 additional courses must be take prior to the Proposal Hearing, with at least six of these taken for a letter grade. Of the total 18 courses, Introduction to Chicago Anthropology and Proposal Preparation are always 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. Generally, basic courses 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 may either take courses as needed or maintain full time status (without registering) through the computer generated ANTH 7000 Advanced Study: Anthropology.

Students should normally expect to count (only) two reading courses toward the required 18 (beyond the basic 18 courses, students often have other reading courses on their records) before admission to candidacy. During the first two years of coursework, students should NOT take more than one independent reading course per year.

Advanced Reading Seminars. As an alternative to individual reading and research courses, groups of four or more students are encouraged to submit formal proposals for advanced graduate seminars on particular topics in consultation with appropriate faculty members. Generally, planning for this should be done well in advance, before faculty have to submit their teaching plans in January for the following academic year.

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

- Development of Social/Cultural Theory 1 & 2 (400 units) - all students.
- Proposal Preparation – all students
- Modes of Inquiry I: Ethnographic Innovations - Sociocultural/Linguistic students
- Modes of Inquiry II: Multimodal Experiments – Highly recommended – S/C-L students
- Archaeological Theory & Method – Archaeology students
- Archaeological Data Sets or another approved statistics course – Archaeology students
- Archaeological methods course – Archaeology students (the minimum requirement is one course and can be fulfilled outside the department; examples include: Ceramic Analysis, Bioarchaeology, GIS, Archaeobotanical Analysis, Archaeology Lab Practicum, Zooarchaeology, etc.)

Incompletes. Prompt completion of course work is indispensable to provide feedback and evaluate student progress at both the departmental and university levels. This is particularly important in introductory courses, since recommendations for aid and advice for 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, Modes of Inquiry, Archaeological Theory and Method, Statistics/Archaeological Data Sets, Proposal Preparation.) 2) in all other anthropology courses, you have until the beginning of the following academic year to resolve any incompletes acquired in the previous academic year. Students with more than 3 incompletes will be placed under Academic Supervision (see below). Students with more than 4 incompletes may have their stipends held until the course requirements are completed. First year students must clear all incompletes prior to registering for the Second year.

Academic Supervision Status. When students are not making satisfactory progress they will be placed under Academic Supervision within the department. This status means that registration for new courses must be approved by the main advisor or committee chair, as well as the DGS. In addition, the student must meet with the DGS once a month (in person, skype or phone) until the status is cleared. Academic Supervision is activated when: 3 or more incompletes have accumulated; the MA thesis is not completed by the end of Winter Quarter of the 3rd year; or the qualifying exam has not been completed by the end of Winter Quarter of the 4th year.

Annual Progress Reports. Early in the spring quarter of each year, every student in the Department is asked to submit an academic progress report which provides information for our Annual Review. Post-field students will submit their form when they meet with their regular post-field annual committee meeting. In preparing these reports, you are encouraged to check that your departmental records are up to date. For example, it is a good time to formalize or make changes to your committee. date. For example, it is a good time to formalize or make changes to your committee.

Appeal Process. In rare cases there may be a good reason to waive one of the departmental degree requirements. Students considering making an appeal should first discuss the matter with their advisor. A brief memo authored by the student and approved by the advisor should then be forwarded to the DGS for a vote by the full GAC with a copy to the Administrator for Student Affairs.

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 recommendations with your advisor, or with the DGS, 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 that 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 1st-2nd year students
MA Paper (or Equivalence) Approval 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 dissertation research outside of Chicago)
Dissertation Defense Instructions
Form for Approval of Dissertation for Oral Defense
Divisional Leave of Absence/Withdrawal Form

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 support, either from the University or outside sources. But because such support may be only partial, and frequently does not cover fieldwork or all of the write-up period, 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 graduate study: Pre-Field, Field Work, Dissertation Write-up, and announcements of fellowship opportunities are regularly circulated on the Departmental e-mail network. 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. However, make sure you give them plenty of lead time when making letter requests (30 days is a good rule of thumb for new letters).

University Support. University support is allocated to entering students, and awards are tenable for up to nine years. The only significant exceptions are the Foreign Language and Area Studies Fellowships (FLAS) that are allocated one year at a time and are used in conjunction with university

funding. University awards continue uninterrupted through the course of the degree program, even while students are in the field. Nevertheless students are urged to apply for external funding which may be used in conjunction with University funds.

Renewal of Support. Although tuition and fellowship support from the University is normally renewable over a specified term (up to 9 years), this is not automatic. The continuance of University awards depends on satisfactory academic progress. Normally, this means that courses should be completed in a timely fashion, the GPA should maintain an average level of A- or better, and program milestones such as the MA. Qualifying Examination, and Admission to Candidacy should be completed within stipulated time frames.

External Support. Applications to outside sources are strongly advised for all students at all stages of the Program. Examples include (but are not limited to) NSF-GRFP and Ford at the prefield stage, Wenner-Gren, NSF-DDRIG and SSRC-Mellon IDRf at the fieldwork stage, and Newcombe, ACLS-Mellon and AAUW at the dissertation stage. The Division has guidelines for cost sharing between external funding and University fellowships.

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. Draft applications usually improve with feedback from advisors, so plan ahead and find out how much lead time they will need.

Teaching at the University. Each year, the Department appoints 5-6 Distinguished Graduate Student Prize Lecturers on the basis of proposals solicited periodically to teach undergraduate anthropology core courses in the major. Lectureships are also available on a competitive basis in Global Studies, Latin American Studies, Gender Studies, and from the Center for the Study of Race, Politics, and Culture. 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” and teaching opportunities in the College Core Courses (most notably Self, Culture, & Society; Power, Identity & Resistance; and Colonizations), the Little Red School House Writing Program, and Civilization Sequences (African, East Asian, Latin American, South Asian, and Middle Eastern). All positions are advertised through the Departmental e-mail network. The university requires Mentored Teaching Experiences (MTEs) for all doctoral students, regardless of their funding source. In Anthropology, students are required to complete three teaching experiences as well as produce a teaching statement and a course syllabus as part of their pedagogical training. Normally, students complete at least one of the three teaching experiences before candidacy (e.g., in the form of a teaching assistantship), but this schedule may be negotiated with good cause.

Until the 3 MTE’s are fulfilled, the teaching salary is subtracted from the quarterly University stipend and paid out as salary. After the MTE’s are fulfilled, the salary is earned in addition to the stipend, and is paid at a rate commensurate with the student’s stage in the program. For more details, please see the **Addendum on Teaching Requirements, pp. 22-24**.

Teaching Elsewhere. Many advanced students in the Department have found 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 whether 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 Advancement also recommends the Interfolio Credentials File Service. Career Advancement and the Office of Graduate Student Affairs (UChicagoGRAD) also offer career counseling for graduate students, as well as workshops and programs on 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 Advancement Office (Ida Noyes Hall, 1212 East 59th 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; 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 and 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 **Lichtstern, Daniel F. Nugent** and the **Sol Tax Dissertation Prizes** awarded annually for :1) the best dissertation (general category); 2) the best dissertation in "Historical Anthropology" (*Nugent*); and 3) the best dissertation "with relevance to anthropology and action" (*Tax*). The Department also nominates one dissertation per year for consideration for **Social Science Division Saller Dissertation Prize**.

ABSENCES FROM THE UNIVERSITY

Department Requirements. Prior to achieving candidacy, the department generally expects that students will be resident in Chicago and serve as active members of the department. Absences for coursework elsewhere or predissertation fieldwork that extend for one academic quarter or longer require a letter of approval from the student's advisor, to be filed with the Administrator for Student Affairs.

University Rules. 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://studentmanual.uchicago.edu/residence_phd. 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, to whom they should be returned to arrange for departmental approval and transmission to the divisional office.

Pro Forma Registration. Pro Forma status for doing field research no longer exists. The student remains in regular residence and on University funding.

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

By its nature, the profession of Anthropology requires that researchers give careful thought to 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. To ensure that you have clearance before your research, it is recommended that you begin the application at least 6 weeks prior to the beginning of the project. Approval is not granted retroactively and you may be ethically barred from reporting of research undertaken without an approved IRB protocol. Among other issues, IRB instructions ask you to indicate the methods your research will use, who your study population is, and how you intend to protect the rights of your human subjects and gain their informed consent for participation in your project. The review helps identify the risks and benefits involved, and how you intend to protect the confidentiality of your subjects and your data. There are special IRB considerations if you are working with children/minors, non-literate populations, non-English speakers, illegal immigrants, criminals, and those undergoing medical treatment, etc. Extensive information and forms for filing IRB proposals are available on the Web at < <http://sbsirb.uchicago.edu/>>

TEMPORAL LIMITATIONS

While students should progress at a pace appropriate to their preparation, the Department has certain expectations as to how long each general phase 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 or sometime during the fourth year. Phase 4 (field work) usually runs 12-24 months, with Phase 5 (writing) 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 for the early phases. 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.

Normally, a PhD dissertation should be defended within five years of achieving 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. Most students complete the PhD within 7 to 9 years of admission.

The University's Residence System now mandates that students (beginning with the cohort of 2016) finish the PhD within **9 years** - - allowing for a maximum of 9 years of full-time student status with the accompanying benefits of loan deferments, library access, and qualification for

health insurance. Beyond the 9 year limit, when the committee agrees that the student has a defensible dissertation, the student should confer with the Student Affairs Administrator regarding procedures for reinstatement.

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 (70-80% on tenure track within two years of graduation). 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 work outside the tenure track teaching career. Some Departmental PhDs have 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. 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 that disseminates job and postdoctoral announcements received by the Department. Students on the job market should, however, also 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*, H-Net, and the newsletters and websites of the various areal professional associations such as those 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. 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 those with whom a student may wish to work.

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 to 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 departmental/university procedures, will be discussed.

Initial Conversation. Following this group orientation meeting, each new student will meet individually with the Director of Graduate Studies and one or two other faculty to discuss his or her objectives, current state of preparation, financial needs, and priorities for the first year.

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 two-part sequence of a double credit course on “The Development of Social and Culture Theory” (Anthropology 34101-02 and 34201-02, also known as “Systems”), which will be the major focus for two quarters of their first year of coursework (a total of 400 units). In addition, in the first quarter, students are required to take Anthropology 34000: 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 with your advisor. Beginning Archaeology students are required to take Anthropology 39001-2: Theory and Method in Archaeology (a 200 unit course) in their first or second year. Linguistics students are encouraged to take the two-quarter sequence Language in Culture (200 units)—but not during the first year.

Completion of Courses. With the exception of Anthropology 34000, first-year courses must be taken for letter grades (A or B, not P/F or R). First-year students are expected to complete all work prior to registering for their second year. Incompletes are not permitted in any of the Department’s required courses (i.e., Development of Social/Cultural Theory I & II, Theory and Method in Archaeology, Modes of Inquiry, Statistics/Archaeological Data Sets, and Proposal Preparation) 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.**

Students should normally expect to count (only) two reading courses toward the required 18 (beyond the basic 18 courses, students often have other reading courses on their records) before admission to candidacy. During the first two years of coursework, students should NOT take more than one independent reading course per 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-GRFP) 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 near the end of the first year, students, in consultation with the DGS (and other faculty), may designate a new pre-field advisor with whom they think they would like to work in their second year (they are not obligated to continue the first-year advising relationship). The chosen faculty will serve as the student’s primary pre-field advisor on coursework, research and other departmental matters until the student designates a MA supervisor and/or PhD committee chair to take over this advisory role.

When preparing the Qualifying/Oral Examination, each student must form a PhD Advisory Committee, which must be formally constituted by the end of the third year, which consists of three members, at least two of whom, including the chair, must be active, current faculty of the Department. The third member can be from another department but is not, at this stage, usually from outside the university. This exam committee, is usually the basis for the future dissertation committee. It is each student's responsibility to seek out appropriate faculty members and ask them to agree to serve on his/her committee. The faculty member signs a Committee Form (provided by the student) that is deposited in the student's file. Well before the qualifying exams, it is important that students have become acquainted with faculty through coursework and office hour visits. They may also ask their first or second year advisor and the Director of Graduate Studies for suggestions. It should 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 (see "Addendum on Protocols for Forming a PhD Committee" for more information).

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, first and second-year students meet 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 as primary pre-field advisor until such time as a MA supervisor or PhD committee chair is designated). You must have a fully constituted advisory committee by the end of the third year.

Phase II Course Requirements: Including the eight courses taken for letter grades in the first year, the Anthropology Doctoral Program requires that a total of eighteen courses be taken for grades (A, B, P) prior to admission to candidacy, 14 of which must be for a letter grade (A or B), and 10 of those 14 must be in Anthropology (See above under Course Completion and Quality Grades). For students in Sociocultural/Linguistic anthropology these include the required, second year "Modes of Inquiry" course; and for students in Archaeology these include the required core courses "Archaeological Theory & Method," and "Archaeological Data Sets" (or another approved statistics course). In addition, all students are required to take the (usually) third-year course, Proposal Preparation (P/F)

Requirements for the Master's Degree. The department requires a Master's paper/degree as a prerequisite for admission to candidacy for the PhD. For students entering without a previous MA, the degree will be awarded upon completion of the Phase I (First-year) course requirements (9 courses) *plus* the acceptance of a written research paper of no more than 35 pages of text (double-spaced; 12 point) exclusive of notes and bibliography. Citation style 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. Reading and Research course during the Autumn or Winter Quarter of the second year. The paper must be approved by two readers, one of whom will be the person who supervised the Reading and Research course. Both readers must be full faculty in the Department of Anthropology. Approval forms are available in Haskell 119. The preferred timing for 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 before the end of fall quarter in the third year. Students should allow about 30 days for the comment period on the first full draft (unless faculty advise otherwise) and should expect to go through one or more rounds of revisions. 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, or the student will be placed on Academic Supervision. If a student fails to advance to candidacy, or to complete the doctoral program, the master's degree will be the final University degree (presuming the requirements above have been met).

Similarly, no student may take the PhD Qualifying/Oral Examination until the MA paper is accepted. The MA degree in itself will not entitle the student to proceed to further study. For that, the PhD Qualifying/Oral Examination must be taken and evaluated at a Pass level.

Students with MA degrees from another University or Unit. University Residence Requirements and all required coursework are the same for those entering the program with a prior MA. However, the student is not usually expected to write a second MA paper if the first was in anthropology or a closely allied field. MA papers from other institutions should be submitted to two faculty readers within the Department to be read for "Equivalence," which, if approved, exempts the student from writing another MA paper and from taking the related Reading and Research course in the second year. In rare circumstances, faculty may ask for some revision of a thesis from another institution or may suggest it is in the student's best interest to write a new paper (particularly if the first has little to do with anthropology) However, this determination should be made by the readers, *not* by the student. Students with degrees from the University of Chicago's Master's programs (MAPSS/MAPH) must also go through the equivalency process but if one of their readers was a department faculty member, this reader signs off pro-forma so that only one new reader is necessary. Ideally, students seeking MA equivalence should secure two faculty readers by the end of their first year in the graduate program and get approval for their thesis no later than fall quarter of their second year.

Preparation for the Qualifying Examination. 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 Examination. Ideally, the Examination takes place some time in the 3rd year. At the latest, it **must** be taken by

the end of the Winter Quarter of the 4th year **in order to demonstrate continued satisfactory academic progress** and in turn, to avoid being in **Academic Supervision**.

PhD Qualifying/Oral Examination. This examination will optimally be taken during the third year of study and before registration for ANTH 52200: Proposal Preparation. The Qualifying Examination is given in two phases:

(1) a written take-home exam. Questions are received early morning on the first day and turned in by 5:00 pm on the sixth day (e.g., start Thursday, end the following Tuesday). The written portion normally consists of three or four 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 written portion should begin 7-14 days prior to the date set for the oral exam.

(2) an oral exam. At least two committee members must be present for this portion of the exam, which will cover both your written answers and the question(s) that were not answered. Other members can send questions in absentia if necessary. The final result of the examination is based on a combination of the written and oral sections of the examination.

Evaluation: students either receive a “pass” or “fail.” No “provisional” pass can be issued.

Those who Pass 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 fulfilled the foreign language requirement).

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. Students can only retake the exams once and within the probationary period of one quarter after the original date of the orals. For example, if the examination first took place in winter quarter, the student must complete the retake by the end of the following spring quarter.

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 but they must be completed by the end of the Winter Quarter of the fourth year to avoid being placed under Academic Supervision.

PHASES II-III: TEACHING REQUIREMENT

Over the normal course of progression through the Anthropology PhD program, students should receive pedagogical training through a minimum of **THREE Required Teaching Experiences (MTEs)** (see Addendum on Teaching Requirement for details). At least one of these teaching experiences (e.g., one TAship/Internship) should be completed before students enter the

fieldwork / doctoral research phase of the graduate program (Phase IV). Besides completing three in-class teaching experiences to qualify for the PhD, students must also produce a teaching statement and a course syllabus as part of their pedagogical training in the department. For more details, please see the **Addendum on Teaching Requirements, pp. 22-24.**

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. The chair, or at least one co-chair, must be a regular, full-time member of the department faculty (not emeritus or former faculty). For more information, see Addendum on Protocols for Forming a PhD Committee, pp. 27-33.

Preparing for the Dissertation 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 by fellow students and 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. Anthropology 52200: Proposal Preparation is required of all students preparing for field research. Completion of the MA is a prerequisite for this course. Ideally, students should also have finished the Qualifying Exam, or at the very least, have their reading lists assembled and an exam date scheduled so that they have a firm grasp of the relevant bodies of literature necessary to develop the research question for their project. Students should also have a well-developed sense of their proposed field site in order to participate credibly in the writing exercises of the course. In other words, it is more important to take this course when the student is well prepared than to 'check it off' as a requirement. Students who do not meet these general requirements must have the instructor's approval to enroll. This course is typically taken in the third (or possibly the fourth) year. The class depends on the involved mutual participation of all members and is graded Pass/Fail.

Grant Applications. In this phase, 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 that may be consulted by students

preparing for field research. While the evolving Departmental dissertation proposal will obviously form the basis of grant proposals, the genres are somewhat distinct 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 question your research pursues and situate the project in the context of prior scholarly work in the relevant geographical, topical, and theoretical areas. The proposal 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. Normally, you should allow for a 30-day comment period and expect to go through revisions. When all of them have indicated that the proposal is ready for hearing, a final draft can be prepared. 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 Précis (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. 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 consisting of at least four faculty in order for a Hearing to proceed (one faculty member external to the student’s committee must always be present, which necessitates a quorum of five in the event that there are four committee members), 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 closed hearing that precludes student attendance. For this option, 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. To retain on-going University Health Insurance coverage, the Proposal Hearing and Admission to Candidacy must be attained before the first day of the Autumn Quarter of the 6th year.

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 involve research in a library, archive, or museum, but for most anthropology dissertations, long term fieldwork is expected.

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 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 – six months is a good rule of thumb. 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. Both to assist you should problems arise in the fieldwork and to maintain good communication, you should submit regular reports on your research to your advisory committee. A short, one-page statement each quarter is suggested, but other formats and frequencies may be requested by your committee members.

Field Notes. You may also find it useful to make and send copies of all raw field notes back to Chicago for safe-keeping. It is also advisable to make arrangements, through the Departmental computer support staff, to store field materials on the Departmental server. A University-supplied VPN is necessary for accessing the server and using any online university services, such as the library's databases, so make sure you have this program loaded and you understand how to use it before leaving for the field.

(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 sub-community 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.

Annual Post-Field Committee Meeting. The Social Science Division mandates that every department organize one annual PhD committee meeting with each post-field student. Below are guidelines for ensuring that these meetings take place every year:

- Students and their chairs will be responsible to ensure that the committee gathers **at least once annually**. Ideally, this meeting should occur early in the academic term (i.e., fall quarter) to help the student best plan out the year. At the latest, the meeting must take place *before* the Department's Annual Review in spring quarter.
- This gathering must include **the chair and at least one other member of the PhD committee** with written input and follow-up by any other committee member who could not attend. Preferably, this meeting takes place on campus. But in a pinch, it could take the form of a group Skype call or some other collective gathering as long as all parties are present for the discussion (student, chair, at least one other committee member).
- The meeting will result in two forms of reportage:
 1. **A write-up plan** for the coming academic year that the student must have approved by all committee members). This must be submitted **one week prior to the scheduled meeting**. The plan must include:
 - Schedule of writing for the academic year
 - Any grant writing or postdoc / job application plans
 - Publication plans
 - Teaching and other professionalization plans

- An updated CV
- 2. **A chair's report** with brief comments on the progress of the student. This must be filled out and **signed by the end of the meeting**.
- **Deadline:** The chair's report and student write-up plan must be submitted **before the Department's Annual Review** in Spring quarter.

Writing the Dissertation. Students are encouraged to form dissertation writing groups of 3-4 students to circulate early work for critique and maintain a writing schedule. The University also offers "Dissertation Bootcamps" from time to time that many students have found helpful. It will save you time and trouble down the road if you follow the university's formatting template for the manuscript from the beginning (this and other helpful information can be found at: <https://www.lib.uchicago.edu/research/scholar/phd/>). It is extremely important that you communicate with your committee and learn their individual preferences for receiving draft chapters and the completed manuscript. Under no circumstances should you expect to be able to schedule a defense if all committee members have not had at least 30 days to read and comment on a **complete draft** of the dissertation – including introduction, conclusion, and illustrations.

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, 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 should be given to the approximately six Distinguished Prized Lectureships each year for graduate students to teach courses of their own design in the Department's undergraduate major. There is one Lectureship competition per year for five or six courses to be offered over the three quarters of the following year. The Department also maintains a file of successful Lectureship syllabi for reference by potential candidates. Teaching Assistantships and Lectureships also come available in the College, most notably in the Core and Civilization sequences. The availability of these positions and procedures for applying for them are announced annually. Students must complete three in-class teaching experiences in order to graduate (see Addendum on Teaching Requirement).

Preparation for the Dissertation Defense. (See also "Dissertation Defense Instructions" available in Haskell 119.) When the members of your advisory committee have read your dissertation manuscript and are 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 an extremely pressing reason *and* unless the advisory committee is available and a quorum can be secured (faculty are on $\frac{3}{4}$ contracts and officially out

of residence in the summer). The quorum member can be any faculty on campus with relevant expertise to the student's dissertation. (Occasionally the quorum member may also be a relevant faculty member from another campus.) However, if the quorum is constituted by someone who is not a full-time faculty member in the Anthropology Department, that outside person must be at least *two* years beyond the completion of her/his PhD.

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. Additionally, for the review of the faculty quorum member, you must submit the following:

- a key excerpt from the dissertation (maximum of 35 pages, double spaced)
- a one-page Précis (single spaced)
- a Chapter Outline (maximum 2 pages, single spaced)
- Key Words
- An extra copy of the dissertation's table of contents
- Your curriculum vitae

These materials will be available to all 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 (15-20 minutes long) should place the dissertation in several perspectives: (1) how the fields (regional/theoretical/methodological) in which it lies appeared before your research was undertaken; (2) your original research question and the resulting argument; (3) what approaches were used; (4) your most significant findings; and (5) what contributions to the field your work has made. After questions, comments, responses, and general discussion, the examination will be evaluated by the faculty present, who will then announce the results.

ADDENDUM: Teaching Requirements

Over the normal course of progression through the Anthropology PhD program, students should receive pedagogical training through a minimum of **THREE Required Teaching Experiences (MTEs)**:

- All students should gain a minimum of **three** discrete teaching experiences.
- **Two** of these three experiences must involve training in **classroom** teaching over quarter-long courses, which can yield substantive teaching evaluations from students and from the faculty mentor for the course.

Classroom Teaching

- Classroom teaching training is meant to give students the necessary hands-on pedagogical experience to eventually design and lead their own courses as professional academic teachers. Students may fulfill the classroom training requirement through one of the following options:
 - **Internship:** Typically for small classes in which a faculty or instructional professor is the lead instructor. Students in the intern role will attend class meetings with the instructor of record and assist in leading classroom discussions, mentoring students for class assignments, and grading exams and papers among other activities. All these engagements will be advised by the instructor(s) of record.
 - **TAship:** Typically for large classes in which a faculty member or instructional professor is the lead instructor. Students in the TA role will attend lectures and engage in various kinds of interactions with student, which may include leading discussion sections, leading review sessions, supervising research assignments, grading papers and exams, among other roles. All these engagements will be advised by the instructor(s) of record.
 - **Stand Alone Instructor of Record:** Doctoral students may in some cases serve as the instructor of record, typically for a small undergraduate class. Students in this role will work closely with their PhD adviser as teaching mentor, who will advise them in designing the class and carrying out instruction.
 - **Co-Teaching with Faculty as Instructor of Record:** Similar to Stand-Alone Instructor except that students will share the role equally with a faculty in designing the syllabus and in carrying out all duties of instruction in the classroom.
 - Teaching off-campus in a comparable course lasting one academic term
- In general, students will need to have Intern/TA experience first in order to qualify for Lectureships and Co-Teaching opportunities.
- For Anthropology courses, all teaching assignments will be vetted by the Department's Undergraduate Affairs Committee. Courses in the College Core or particular programs will be assigned via the faculty in charge of those programs.

NOTE: Until the 3 MTEs are fulfilled, the teaching salary is subtracted from the quarterly University stipend and paid out as salary. After the MTE's are fulfilled, the salary is earned in addition to the stipend, and is paid at a rate commensurate with the student's stage in the program.

Other Qualifying Teaching Training:

- Beyond two classroom teaching experiences, students may also choose to fulfill one of their teaching requirements with the following options:
 - **Teaching Prep Seminar:** enrolling in a pedagogical practicum offered by the Anthropology faculty
 - **Center for Teaching Training:** take advantage of courses, workshops and other training offered by the Center on campus that is equivalent to the Teaching Prep Seminar
 - Students in consultation with their main adviser / PhD chair, may also petition the DGS and the Graduate Affairs Committee to recognize other qualifying teaching experiences better suited to their specific program of study
- Students will need the approval of their main adviser / PhD chair before pursuing one of these pedagogical training options.
- Students should submit proof of completion for this training as part of their annual report to the Department.

Required Teaching Documents:

Teaching Statement

- Each student must produce a teaching statement—a conventional document for the job market—as part of the teaching requirement
- Students should plan to fulfill this requirement after achieving ABD status, preferably post-field when they have acquired adequate teaching and research experience to draft this document
- The student's PhD chair and one other PhD committee member must approve this document, preferably at one of the student's annual post-field committee meetings.

A Proposed Syllabus

- Each student will design and produce a syllabus on a topic of their choice/expertise. Like the teaching statement, this is a common document that circulates on the job market.
- Students should plan to fulfill this requirement after achieving ABD status, preferably post-field when they have acquired adequate teaching and research experience to draft this document.
- The student's PhD chair and one other PhD committee member must approve this document, preferably at one of the student's annual post-field committee meetings.

Petition Process to Adjust Teaching Options:

- To ensure flexibility for tailoring teaching training to specific programs of research, students may petition to substitute or opt out of certain components of the teaching requirement with the written approval of their PhD chair
- The DGS and the Graduate Affairs Committee will review each petition and issue a final decision for the request

Suggested Time Frame for Completion of Requirements

- *Teaching Experiences*

- At least one TAship during the Pre-field Phase to develop basic competence in managing classroom activity and grading assignments, preferably after the first year in the program.
- Lectureships or Co-teaching will privilege ABD, Post-field students who already have TA experience and the research expertise to further elaborate their pedagogical skills by (1) learning how to design their own syllabus and (2) leading their own classroom lectures and discussions.
- Students may choose to take the teaching prep seminar at any juncture of their graduate career but preferably after the first year in the program.
- **Teaching Statement:** After achieving candidacy, preferably post-field, students will learn how to craft this document as a key part of their academic portfolio for the job market.
- **Syllabus:** After achieving candidacy, preferably post-field, students will learn how to craft this document as a key part of their academic portfolio for the job market.
- **Monitoring Timely Progress:** Students are expected to check in with their primary faculty adviser or PhD committee chair to plan out the timing for completion of all teaching training requirements. Additionally, the department will regularly review student progress in meeting these pedagogical goals through the Annual Review Process in spring quarter.

ADDENDUM: Principles of Collegiality

The Department of Anthropology at the University of Chicago recognizes that graduate school is not only challenging but that its stressors change over different phases of the PhD program. As such, we are committed to promoting an open, rigorous, and experimental learning environment that encourages students to work collegially with faculty and other students to navigate both the pleasures and challenges that are part of pursuing innovation in scholarship. We understand that learning and research may need to go through trial and error in the process of honing distinct ethnographic imaginations and scholarly voices. In turn, we expect our students to follow their intellectual curiosities capaciously into areas of study that may be unfamiliar, difficult, and even disorienting throughout their graduate careers. In sum, we believe that a successful graduate program should push students well beyond their comfort zones -- that is to say, training to become an anthropologist is demanding, and at times, extremely hard. Students should expect to face intellectual and professionalizing challenges if the program is working as it should. Additionally, while the Department aims to foster collaboration in scholarly exchange, we recognize that faculty-student relationships are inherently asymmetrical. A core responsibility of faculty is to train, evaluate, and certify each student's progress towards becoming a full-fledged professional anthropologist. Academic authority is part of the faculty-student relationship -- acknowledging this also means we can do our best to clarify the ethical terms of that authority and its responsibilities.

- 1. Categorically reject all forms of sexual harassment, racist treatment and other discriminatory behavior:** Out of our commitment to fairness and inclusion, the department believes that every member of our community -- faculty, staff, and students -- must understand what constitutes sexual harassment, racist treatment and other forms of discriminatory or abusive behavior, and ensure that their conduct does not perpetrate these ills. The Department recognizes the need to guard against not only impropriety in all of our working relationships but also the appearance of impropriety (e.g., the perception of favoritism), both of which negatively affect workplace culture as well as individuals (see [link to Title IX and University policy on Harassment] for details).
- 2. Foster collaborative forms of advising, research, and study:** The Department believes that scholarship thrives best when there is a rich network of support for each member of our community. We are committed to a collegial environment where no one feels isolated in their intellectual ambitions or their respective positions. As such, we recognize the distinct role of the PhD chair within a committee alongside the necessity for a productive and ongoing conversation with multiple committee members (For further information on committee chair and member responsibilities see "Protocols [link to graduate guidebook section on committee formation].") In addition, we encourage collaboration via scholarly and professionalizing workshops that bring faculty and students together, as well as through peer-to-peer support in writing and reading groups.
- 3. Promote clear criteria and guidelines to foster fairness in the program:** Faculty should communicate clearly, publicly, and professionally the specific standards and procedures through which they are evaluating the progress of graduate students through various phases of the PhD program. Besides routinely circulating and updating departmental guidelines for advancing through the graduate program (see [link to graduate manual] for details), faculty and students

should be in regular communication about mutual expectations for completing requirements and the specific steps for meeting those expectations. Just as it is the faculty's duty to communicate regularly and clearly with their students, it is also incumbent upon each student to ensure that they understand the criteria by which they are evaluated. Students should be proactive about planning out their course of study and take initiative in seeking out pertinent information for making progress through the PhD program.

4. Establish good lines of communication to ensure faculty responsiveness: Faculty should strive to address student needs related to academic and professional concerns in a timely and attentive manner. It is equally important that students feel comfortable in approaching faculty regarding such needs while understanding that faculty may be limited in the scope of their response by their institutional and departmental responsibilities and by the shifting demands of their research and writing agendas (e.g., during a faculty sabbatical). To best clarify the terms of faculty responsiveness, both parties should regularly discuss their anticipated workloads -- at the very least, at the beginning of each academic year -- by taking stock of faculty availability vis-a-vis student needs and in turn, by establishing clear expectations of faculty timeframes for meeting upcoming student goals (e.g. letter writing, comments on drafts, research sponsorship etc.).

5. Cultivate a professional work environment where there is mutual respect and appropriate boundaries to support a positive work-life balance: The Department believes that our working relationships are most productive and sustainable when we can appreciate each other's needs as colleagues with professional boundaries. To maintain a vibrant and positive intellectual environment, work-related matters (e.g., coursework, research, departmental business) should be addressed during regular working hours and, as much as possible, on campus. Similarly, work-related communications should happen in professionally circumscribed ways, for example, through UChicago email or office hours rather than via personal channels of texting/calling/social media, unless faculty and students have explicitly agreed to using those alternative modes. It is also important for students, as well as faculty, to communicate any concerns about unprofessional behavior that might be negatively affecting their intellectual work environment (see X link for options for reporting problems).

ADDENDUM: Protocols for forming a PhD committee

Overview of Collaborative Model of Advising:

The Department of Anthropology promotes forms of **collaborative advising** in guiding graduate students towards completion of the PhD program. We believe students do better when they can draw support from a diverse range of advisers which (1) broadens intellectual perspectives and professional possibilities, (2) reduces reliance on a single mentor, and (3) provides an important check against faculty abuses of power. This collaborative principle of advising is the foundation of how we admit students to the PhD program (i.e., admission by broad faculty consensus vs specific faculty “choosing” their particular advisees). As such, we expect each and every student to form working relationships with more than one full-time faculty member of the department.

No one should feel isolated in a single adviser-student relationship. In turn, as much as students may have their hearts set on working with certain faculty in the Department, no one should feel that the success (or failure) of their PhD project hinges solely on their capacity to work with one particular faculty member. In sum, each student will need an entire *committee* of advisory support in order to thrive in the department en route to achieving PhD candidacy and the successful defense and completion of the dissertation. While it may be disappointing when a potential advising relationship does not work out, students should approach PhD committee formation as a flexible, open process in which they are getting to know a variety of different faculty and not just focus on a single potential adviser. Over the long arc of a graduate career, all sorts of contingencies in research priorities, personal challenges and professional adjustments can demand changes in the composition of a working PhD committee. Both students and faculty should be prepared to accommodate such contingencies.

Protocol for Committee Formation:

Assembling a PhD committee typically requires the development of productive relationships between the student and a set of 3-5 faculty (with one serving as committee chair). Typically students get to know faculty by (1) taking courses, (2) visiting office hours and (3) in general, by seeking advice in the process of refining their research interests through the initial phases of the graduate program (e.g., coursework, MA completion, preparing for Qualifying Exams). Students should be proactive in getting to know faculty by circulating broadly through classes, office hours and other departmental activities during the initial phases of the graduate program.

Initial Faculty Advising Support: Before a student formalizes a PhD committee, it is the responsibility of the Department to ensure that each student has an initial faculty adviser who can be a sounding board as the student negotiates coursework and the formation of working relationships with potential long-term committee members. Starting from the first year in the PhD program, the student and their assigned faculty adviser (AKA the pre-field adviser) should meet regularly -- at least once per quarter -- to discuss the student’s progress in meeting program requirements, including providing advice on how to cultivate relationships for committee formation. Students can expect feedback from their initial adviser about which faculty may be best suited for their research goals and how to establish working relations with those faculty. Besides the support of this initial faculty adviser, students can always consult the DGS, as well

as the Department Chair, about any issues or questions they have regarding committee formation. The Department also organizes individual annual conversations for each first- and second-year student with a faculty panel so that pre-field students can receive additional personalized feedback on their progress through the PhD program, including advice on negotiating committee formation. We also organize regular faculty-led and peer-to-peer discussions about committee formation and changes.

The Department expects students to get regular feedback about their progress in working towards committee formation from all those charged with supporting the early stages of their graduate career, including: 1) **the pre-field adviser**, 2) the **DGS** and/or the **Department Chair** and 3) the **faculty panel at the annual conversations** for first- and second-year students. When in doubt, students should feel free to ask explicitly for advice on committee formation from all the above sources (but preferably, starting from their pre-field adviser).

Of the various modes of engagement that typically advance committee formation, pre-field **students are encouraged first and foremost to take the courses of faculty with whom they may be interested in as advisers and committee members for their PhD project.** Coursework enables students and faculty to get to know each other's working style over a sustained period of time while advancing the student's training in an area of the faculty's expertise. There is simply no substitute for taking someone's course to get to know their "fit" as a potential PhD adviser or committee member. Similarly, faculty are more likely to take on advisees whom they have gotten to know and evaluated as students enrolled in their classes. Among other things, coursework often provides the strongest grounds for students to request initial letters of recommendation from faculty. In sum, coursework is the best way for *both* students and faculty to strike up a productive relationship that can be extended into the formation of a Qualifying Exams committee, and a PhD committee.

Outside of coursework, **students should also take advantage of faculty office hours and other departmental activities** in order to get to know potential advisers (e.g. workshops, brownbags, conferences and **especially, our regular Monday seminar series**). Typically, office hours provide opportunities for students and faculty to share research, for faculty to offer advice to students and for students to find out about the pedagogical and advisory expectations of the faculty. Beyond office hours, students may also seek outside appointments. But please note that faculty tend to reserve outside time for their advisees who need additional targeted support for some crucial juncture in their graduate career. Thus, students seeking to familiarize themselves with faculty should primarily utilize regularly scheduled office hours when possible.

In general, students should not expect faculty to agree to serve on their committee or as a quorum member if students do not make an effort to get to know faculty through the usual channels, especially via coursework and regular office hours. It is in students' best interests to ensure that by the time they are asking faculty to serve on their committees or defenses to fill a quorum, there is a basis for substantive intellectual engagement that will allow for the committee or defense work to be productive for the student's research. These conversations are best done face to face, rather than by email.

Beyond the modes of engagement sketched above, **committee formation typically grows out of the MA process** when the student begins to work closely with two faculty readers on their first major independent research project. It is conventional for the two faculty readers to become the initial members of the PhD committee, though in some cases the student or faculty may elect to go separate ways because of growing divergence in research interests or working styles. While the MA provides the opportunity for the student to secure two advisers for the PhD committee, **preparation for the Qualifying Exams sets up the conditions for students to secure three faculty advisers** -- the number of examiners required to complete this requirement. Students have established a full PhD committee when they secure three faculty advisers. Over the course of the graduate program, students may expand their committee to a maximum of 5 members as long as two members are full-time faculty of the Anthropology Department, including the chair. In certain circumstances, students may elect to have co-chairs for their committees as long as one of the chairs is a full-time member of the Anthropology faculty.

Faculty Committee Roles and Expectations:

A Faculty Committee Chair and Committee Members have different duties and responsibilities towards advisees. Different faculty also have their own preferred working styles for meeting these obligations to advisees. Therefore, students should talk to ALL potential committee members about their individual expectations of duties and responsibilities in order to confirm their mutual understandings of the terms of their working relationship. In turn, faculty should be expected to communicate clearly and consistently with all current and potential advisees about various aspects of their advisory expectations (standards of evaluation, preferred modes of communication, workflow and workload, etc.).

The following provides a general description of faculty committee roles and duties. It is not intended to be an exhaustive summary so much as provide some baseline expectations of good student-faculty relations in the PhD committee structure.

PhD Committee Chair:

1. Serves as primary advisor for student and thus as the point person for academic advising
2. Provides feedback within a reasonable time frame -- as mutually agreed upon by faculty and advisee -- on various written work, such as the MA thesis, dissertation chapters, application materials for grants and jobs, and ultimately, of the dissertation
3. Serves as IRB research sponsor, and as primary resource for other bureaucratic aspects directly related to research, such as signing letters of institutional affiliation for research permits
4. Writes letters of recommendation when applications require one letter, ensuring that letters requested by their advisees with sufficient lead time -- as mutually agreed upon by faculty and advisee -- are submitted in a timely manner and updated to reflect the student's current standing and latest achievements
5. Mediates between advisee and other committee members for the purpose of assessing the progress of the PhD project
6. Assists advisee in organizing annual committee meetings and advancing in a timely manner towards various "milestones," including the dissertation defense

Committee Member:

1. Provides relevant support for advisees as they move through different requirements and “milestones” of the program. This includes reading and commenting on papers, dissertation chapters, and job application materials within a reasonable time frame -- as mutually agreed upon by faculty and advisee.
2. Writes letters of recommendation when applications require more than one letter, ensuring that letters requested by students with sufficient lead time -- as mutually agreed upon by faculty and advisee -- are submitted in a timely manner and updated to reflect the student’s current standing and latest achievements.

Committee Chair and Committee Member -- Shared Responsibilities:

1. Is responsive to and communicates with advisees in a consistent, timely, and respectful manner. Advisees should expect response to communication within one week (or as otherwise mutually agreed upon by all parties concerned).
2. Provides guidance on professionalization, in areas such as publications, conference participation, grant-writing, teaching, and entering the job market.
3. Notifies advisees of scheduled leave or other extended absences from campus and institutes advising plan and communication plan during the absence.
4. Attends to student needs for timely progress towards the completion of program requirements and other “milestones” by ensuring that mutually agreed upon advisory deadlines are met, especially when students do their part and meet faculty expectations for sufficient lead time in requesting this support (e.g., for fellowship and job applications, feedback for MA completion or for finalizing dissertation for scheduled defense) .

Clarifying Advising Expectations and Working Styles:

When in doubt, students should be direct in asking faculty to clarify expectations of the advisory relationship. In turn, faculty should be prepared to discuss their academic and professional standards, workflow expectations, preferred modes of communication and other issues related to advising practice on a regular and timely basis, including updating students on any changes to meeting their advisory duties (e.g., academic or personal leave, shifting workload, etc.).

When considering asking faculty to serve as either chair or committee member, it is crucial for students to discuss expectations with potential advisers about the following:

1. how often to meet and how best to schedule office hours, e.g. signing up for regularly scheduled office hours, or by appointment, bearing in mind that this may change depending on the student, faculty member, or period during the academic career. It is advisable to meet during the day, in a public setting, or in an office with the door open.
2. what kinds of manuscripts faculty will read; e.g. draft chapter, yes; draft novel, maybe, maybe not
3. at what stage of your chapter drafts, grant application drafts, and papers to request detailed feedback
4. What is the expected timeframe of faculty response, such as necessary lead time for students making requests and expected turnaround time for faculty meeting student

deadlines (e.g. for MA completion, fellowship applications, scheduling exams, proposal hearings and dissertation defense)

5. What to expect during academic breaks (winter, spring, and summer*) and when the adviser is on leave, e.g., in terms of mode of preferred communication, timeframe of response for giving comments, letter-writing, participation in hearings/defenses, etc.

*Most faculty in the Anthropology Department have a 9-month appointment, meaning that they are appointed to work at UChicago from October to June each year, but not in the summers. Similarly, in the same way that students are on break during University breaks (winter and spring break), faculty too are away from work during that time.

Equity in Advising Workflow:

The Department recognizes the longstanding legacies of structural racism, sexism and other problems in the distribution of academic labor in which women, people of color, and junior colleagues traditionally bear a disproportionate load of service work -- such as student advising and other administrative carework -- and often do so without due recognition or fair compensation. In order to promote a more equitable work environment -- and especially, for our junior colleagues -- we encourage students to consider these challenges of workload and professional development with potential advisors. While the entire faculty body is available to collectively advise and mentor graduate students (e.g., faculty office hours should be open to all students), students should bear in mind these questions of equity in their working relationships with faculty. This means that they should avoid asking faculty who are not on their committees to perform significant advising work (beyond what can be reasonably offered during office hours) simply because they seem approachable. Rather, students should constitute their doctoral committees based on best fit of research interests and compatibility.

The role of faculty advising is to guide academic progress. It is centered on a commitment to advancing a student's professional development and career. For issues beyond faculty competence, such as mental health issues, faculty should help students identify relevant resources. Students are also encouraged to talk to the DGS, the Department Chair and the SSD Dean of Students for referrals to other university sources of support.

Student Responsibilities to the PhD Committee:

Just as faculty need to meet their baseline duties and responsibilities as members of a PhD committee, students must also do their part to advance their own learning and research agendas by fostering productive working relationships with their advisers. Beside the starting tips provided below, please ask all your (potential) committee members about their specific expectations of good student practices.

1. Be proactive in checking in with faculty including:
 - a. By giving advance reminders of upcoming deadlines for applications (especially, when letters are required) and for milestones (e.g. for MA filing, scheduling qualifying exams and proposal hearing, etc.)

- b. By signing up for office hours, especially two or three weeks after sending in written work for which you need feedback
- 2. Check in regularly with committee members, especially with the committee chair (at least once per quarter)
- 3. Give adequate lead time when requesting feedback for work and letters of recommendation (at least a month in advance)
- 4. Take initiative in structuring and furthering academic progress including:
 - a. By preparing a bullet-point summary of stage in program (past) and plan of study for the year (future) at the beginning of each year and emailing it to the entire committee
 - b. Touching base with all committee members as you get ready to submit your Annual Report in the Spring Quarter
 - c. For students in Phase 4 (field research), sending quarterly field reports of progress to your entire committee
 - d. For post-field students, taking the lead in coordinating with your committee chair to schedule your annual post-field committee meeting
- 5. Be cognizant and respectful of equity issues in workflow among committee members -- when in doubt, ask your advisers directly about their workload and expectation of timeframe for response. In line with questions of equity, students should avoid asking more junior/female/of color members of your committee to read early drafts as a way to refine them before showing them to more senior/male/white committee members. Standard practice for review is to start with your committee chair for the first read or circulate the draft to all members at once. If you follow the latter practice, collect feedback from *everyone* before asking for another round of review. Otherwise those who are quickest to respond may bear an unfair burden of feedback.

Some Tips on Office Hours

- 1. Make the rounds to a number of faculty who you are considering as possible committee members. Don't wait for a faculty member to ask for a meeting.
- 2. Most faculty have a signup system with designated time slots for each week. Prioritize making these slots rather than asking for an alternative appointment time, that is, unless you have conflicting obligations that cannot be changed.
- 3. Advisees at all stages should aim to check into office hours with their advisers at least once per quarter
- 4. Preparation for meeting: Students are encouraged to do some conceptual preparation before their appointment and have an agenda with specific questions or concerns to discuss. If the topic you want to discuss is extremely complicated, it's appropriate to email the faculty about it in advance of the meeting so that the faculty has a little lead time to consider the issues at hand.
- 5. Progress meetings: it is a good idea to drop by office hours routinely -- at least once a year before spring annual review reports are due -- to talk specifically about your progress through graduate program requirements and "milestones." Post-Field students are required to do this with the entire committee once a year but other students should make a point to have this conversation annually with their advisers in office hours too.

Some Tips On Letters of Recommendation

One duty of every PhD committee member, especially the Chair, is to write and regularly update letters in support of their advisees for various applications for fellowships, grants and jobs. Letters of recommendation are often time-consuming to craft, especially when the faculty is writing the letter for a student for the very first time. Faculty often produce better letters when PhD students follow the practices below:

1. Give adequate lead time in requesting letters -- minimally a month before the deadline if it is the first time the faculty member will be writing a letter for you; at least three weeks before a deadline if it is not the first such letter (and sometimes more depending on the faculty and their preference -- confirm the timeframe). If the deadline is during an academic break, make sure you give even more lead time -- at least two weeks' notice before the start of the break.
2. At least two weeks before the deadline, students should send the faculty letter writer an information packet with the following:
 - a. A description or link to what the student is applying for, including any details of specific criteria if that information is available
 - b. A copy of all application materials to be submitted
 - c. A current CV
 - d. A few sentences or a paragraph about what the letter should emphasize so the recommendation can be tailored for the specific application. Don't assume that your letter writer will remember everything about your accomplishments. Be bold and remind them of the things you have done that would support this application.
 - e. If there is an electronic link or form for submission, make sure that the faculty has access to this.
3. At least two days before the letter is due, the student should contact the letter writer to confirm that the letter has been or will be sent (unless automated confirmation is given)
4. Be organized: If you have multiple deadlines for grants/fellowships/jobs, assemble this information into an annotated list with the associated due dates for your letter writers. Send this list with your bundle of applications materials (under #2). This will help keep everyone on task. Some major grants and jobs are posted months in advance. If you know at the beginning of the quarter which grants/fellowships/jobs you will be applying to, it is a good idea to email potential letter writers at the beginning of the quarter with the request, and include the list of all the grants/jobs, their deadlines, and the submission mechanisms for each, and then follow up with #2 as the individual deadlines approach.

ADDENDUM: Protocols for changing committee members

Overview

It is not unusual for the composition of a PhD committee to change, whether because a student's project has taken turns that require different faculty expertise and support, or because a productive working relationship can no longer be sustained between the student and certain committee members (e.g., faculty leaves the institution, divergence in research interests or in tensions in working styles / interpersonal relations). While students often take the initiative to request a change in committee members, faculty also have the prerogative to resign from a committee, for any of the reasons above.

While many changes to committee composition are mutual and amicable decisions reached by all parties concerned (student and the resigning faculty), the Department recognizes that this process can be complex and therefore, stressful, especially for the student requesting the change. As such, students are encouraged to consult their other committee members for advice when considering replacing one (or more) of their existing faculty advisers. Under extraordinary circumstances where students do not feel comfortable in speaking to members of their committee (including the faculty in question) about making this change, they are encouraged to seek out one or more of the following sources for additional advice and possible intervention:

Advising Support From Within the Department:

1. The Current Chair of the Department
2. The Current Director of Graduate Studies (DGS)

Note: If any extraordinary challenges arise during a committee change, students may seek out support from the Department Chair or the DGS. Students should remember that although they may have a close working relationship with their committee chair or committee members, they are admitted for graduate study by the entire Department of Anthropology, under the Social Science Division. Thus, when unusually difficult circumstances arise, the Department is available to help support them with advice, mediation and referrals to additional resources on campus. Though students may feel stuck or isolated under certain advisory situations, it's important to remember that there are many people available to help.

Supplementary Departmental Support:

1. Faculty You Trust
2. Peer Mentors

Note: Other anthropology faculty and the department peer mentors may also help with advice for how to proceed in making a committee change, but if students want direct mediation in requesting the resignation of a faculty member, only the Department Chair or the DGS can intervene from a position of administrative authority. Peer Mentors and other faculty can report a student's needs to the Department Chair and/or the DGS with the student's consent.

External Support:

In the event that the student does not feel comfortable consulting anyone in the department about making a committee change, the following resources are available:

- *Divisional Support:*
 1. [The Dean of Students](#)
 2. [The Associate Dean of Students](#)
- *University Support:*
 1. [The University Student Ombudsman Office](#)
 2. The Equal Opportunity Program Offices, including:
 - a. [The Office for Sexual Misconduct and Prevention Support \(Title IX\)](#)
 - b. [The Bias Education and Support Team](#)

Important Note on Mandated Reporting Duties:

All of the advising support listed above at the departmental, divisional and university levels involve members of the university community who have a mandated duty to report all incidents of sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking to the Title IX Coordinator for the University. Please note that the protocols for reporting an incident to the Title IX Office aim to preserve privacy, even if they cannot fully guarantee confidentiality in every case. If students would like a confidential resource, they can ask the Title IX office for a list of confidential resources. A short list is also available below. As the Title IX Office explains, “the Title IX Coordinators are here to advise members of our community on their options regarding remaining anonymous, confidentiality, the University’s process for investigating complaints of sexual misconduct, dating violence, domestic violence, and stalking, and the University’s disciplinary process.”

If students prefer strictly confidential sources of support as they consider making changes to their PhD committees, some alternative resources are listed below:

- *Confidential Sources of Support:*
 1. [Student Counseling Services](#)
 2. [The Sexual Assault Dean on Call](#)
 3. [Student Health Services](#)
 4. [Members of the Clergy](#)

Protocols for Making Formal Request for a Committee Change:

In the event that a student needs to make a change to faculty advising on their PhD committee, they must complete a “Request for Committee Change” Form and obtain **signatures from TWO** of the following as confirmation of the change: **the resigning faculty member, the Department Chair, and/or the DGS.**

Ideally in an amicable and mutually agreed upon situation, the following protocol should be followed:

1. The student should visit the resigning faculty in office hours or by appointment to sign off on the “Committee Change” Form.

2. The student should then check in with either the Department Chair or the DGS to confirm and sign off on the request for committee change. This visit is to ensure that the request for change will not derail the student's progress towards the PhD and to troubleshoot any larger issues of faculty-student relations in the department.
3. Once the form is complete, it should be scanned and sent via email to both the Department Chair and the DGS. The form should also be cc:d to the Department Administrator of Student Affairs.
4. In the event, the student does not feel comfortable discussing the change in committee with either the Department Chair or the DGS, they may check in with the SSD Dean of Students instead.

The Department recognizes that in some exceptional cases, students may face obstacles in asking a faculty member to resign from their PhD committee. Where there is a need for external intervention to help facilitate the process of requesting this change to the student's committee, the following protocol is recommended:

Option 1: The student may ask the Department Chair or the DGS to intervene on their behalf and formally issue the request to a specific faculty member to resign from the PhD committee.

Option 2: The student may seek support from outside of the Department to intervene on their behalf to mediate this process for requesting a committee change. The typical starting points for external support are one of the following:

1. [The SSD Dean of Students Office](#)
2. [The Title IX Office](#) (for cases involving sexual misconduct, discrimination and other forms of faculty abuse of power)

Please note that as a community of scholars aiming to foster the highest form of professionalism and collegiality in our intellectual pursuits, the Anthropology Department does not tolerate any faculty abuse of power. Similarly, we expect the highest form of conduct from students in fostering collegiality and equity in the department.

We abide by the University Policy on Harrassment, Discrimination, and Sexual Misconduct and expect all members of our community -- faculty, students, and staff -- to know and respect [these rules](#). Any student, faculty or staff who have experienced or know of conduct in violation of this policy should report to the Chair, the DGS or directly to the [Title IX Office](#).

ADDENDUM: Joint-Degree Admissions

Students petitioning for joint-degree admissions into the Anthropology PhD program must follow not only the Divisional procedures but obtain the Anthropology Department's approval through the following process:

- 1) Submit the following materials for admission to the PhD Program:
 - a. personal statement
 - b. academic transcripts
 - c. plan of study in Anthropology for completing the joint degree
 - d. two letters of reference
 - e. writing sample
- 2) The application will then be vetted in one of these ways:
 - a. If the file is submitted by the regular admissions deadline, the application will be reviewed by Anthropology's Admissions Committee as part of its annual deliberations
 - b. If the file is submitted outside the window for regular admissions, the application will be reviewed by Anthropology's Graduate Affairs Committee for approval in consultation with other faculty relevant to the candidate's research interests

Prior to admission into the PhD program, prospective joint-degree candidates should draw mainly on their home departments (outside of Anthropology) for administrative and advisory support. While students may begin to take some core PhD Anthropology courses, enrollment in these courses are not guaranteed and subject to the approval of instructors. To ensure timely completion of the first-year core sequence in anthropological theory (aka Systems 1 and 2), we recommend that applicants submit their materials prior to or along with a request to enroll in Systems-1.