

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.

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

Higher Levels. Although the role of the advisory committee (or first- or second-year advisor) is central, a role may also be played by the Director of Graduate Studies (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).

Foreign Language. Prior to admission to doctoral candidacy (i.e., before you begin field research), all doctoral candidates must meet the Departmental requirement of demonstrating competence in a language in which there is a substantial and relevant scholarly literature. Although you are encouraged to satisfy this requirement at an early point in your work by passing an examination in one of the customarily specified languages (e.g., French, German,

Spanish, Russian), your advisory committee may require additional language training, depending on your research interests. To satisfy the Departmental Language requirement, you must receive a “High Pass” P*/P+ on a university administered language exam. (A grade of “Pass”/“P” will not suffice.)

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

Course Completion and Quality Grades. Your academic record, including course grades, 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.

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 two academic progress reports. One is required by the Dean of Students; the other is intradepartmental, and provides information for our Annual Review. In preparing these reports, you are encouraged to check that your departmental records are up to date. 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 From

RESEARCH SUPPORT

Graduate education is a costly process, especially when it involves research at a distance from Chicago. All students in the Department are admitted with 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. Most University support is allocated only to entering students, and awards are tenable for five years. The only significant exceptions are the Foreign Language and Area Studies Fellowships (FLAS) that are allocated one year at a time and must be re-applied for annually. University awards may be placed “on hold” while a student is in the field supported by external funding -- to be resumed after the completion of field work. Or in lieu of external support, a student may use a University stipend in the field.

Renewal of Support. Although tuition and fellowship support from the University is normally renewable over a specified term (5 years), this is not automatic. If you want your financial aid to be continued, you must apply in January of each year. The continuance of University awards depends on satisfactory academic progress. Normally, this means that courses should be completed in a timely fashion and that the GPA should maintain an average level of A- or better.

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

Scheduling of Applications. Normally applications for fellowships and research grants must be submitted roughly a year in advance, usually during the Autumn of the year prior to the time you expect to take up the grant/fellowship. 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 Frederick Starr 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. Aside from the salary, a tuition scholarship is usually provided (for those in Advanced Residence). The university requires teaching ‘credits’ for all doctoral students, regardless of their funding source. A typical distribution is five ‘credits’, usually distributed as three internships (like TA-ships, worth one credit each) and one lectureship (worth two credits). Normally, most of these teaching credits are satisfied before candidacy, but this schedule may be negotiated with good cause.

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 is a full-time registration category, with minimal tuition dues, specifically designed for students doing overseas research or language study. Pro Forma,

like any full-time registration, enables students to continue to defer loan repayments, to retain University health insurance, and to borrow under the guaranteed loan programs. Pro Forma is strictly limited to periods of actual research carried on outside of Chicago and to a maximum of 2 years (6 quarters) - - or 3 years (9 quarters) in the case of students who need a year of pre-field language study abroad prior to departure for field research. You must fill out the appropriate Pro Forma forms with the Administrator for Student Affairs prior to departure.

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

By its 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

defendable 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
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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).

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.**

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 may designate a second-year advisor with whom they think they would like to work (they are not obligated to continue the first-year advising relationship). When preparing the Qualifying/Oral Examination, each student must form an 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.

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 until such time as a 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 by May 1 of the second 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). No student will be allowed to register for the Autumn of the fourth year who does not have an approved MA paper. Similarly, no student may take the PhD Qualifying/Oral Examination until the MA paper is accepted. 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. In the first year, 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.

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. The Examination **must** be taken by the end of the Winter Quarter of the 4th year – to avoid being in Academic Supervision – although optimal timing is sometime in the third year.

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.

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).

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.

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.

PHASES II-III: TEACHING REQUIREMENT

Since 2007, pedagogical training has been a component of the University's doctoral programs, which requires students to undertake practical teaching experience equivalent to five teaching assistantships. The teaching requirement may be met with compensated service as a Teaching Assistant or Intern, as a Lecturer (equivalent to two TAships) or as a Preceptor (equivalent to one TAship for each quarter served). Students are responsible to apply for and secure acceptable teaching positions within the University through standard application procedures and may fulfill their total teaching component according to circumstances and opportunities, provided they do so by the end of the fifth year. University fellowship awards are a combination of stipend and compensation, and the standard pattern of teaching assignments is two courses in each of years three and four and one course in year five. Most anthropology students, however, are doing fieldwork in their fourth or fifth years so some 'freezing' of university awards (replaced by outside research fellowships) or individual negotiation with the Dean of Students may be necessary. On the normal schedule, the *stipend* portions of awards are disbursed according to the standard pattern: that is the full stipend amount *minus* the standard teaching assistant/intern compensation for two courses (currently \$6000) in each of years three and four and *minus* the compensation for one TA/internship in year five (currently \$3000 -- i.e., A total \$15,000 is withheld from stipends over three years in order to cover anticipated teaching compensation. In reality, most students earn more than 5 teaching points – and earn more than the \$15,000 during the course of a graduate career.) Students receive the *compensation* portion of their awards according to the actual pattern of teaching (as opposed to exactly corresponding with the standard pattern of withholding from the stipend.)

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).

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.

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.

State of the Dissertation Reports. Following completion of fieldwork, the Department requires a substantial annual graduate report to be submitted at the time of Annual Review. This report should detail the student's activity on the dissertation during the year. It should give an account of the research undertaken, of writing accomplished, and outline the major developments in

hypotheses, reasoning, material evidence and possible conclusions that have taken place. This is a “state of the dissertation” report. It is designed to improve contacts between the Department and students in the later years of their progress towards the PhD and to further develop the kind of support the Department can offer at this stage of the student’s career. In general terms, the Department expects graduate students to maintain active contact with their committee members during the write-up process.

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 Frederick Starr Lectureships each year for graduate students to teach courses of their own design in the Department’s undergraduate major. There is one Starr 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 Starr Lectureship syllabi for reference by potential Starr candidates. Teaching Assistantships and Lectureships also come available in the College, most notably in the Core and Civilization sequences. The availability of these positions and procedures for applying for them are announced annually.

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

Scheduling a Defense. Dissertation Defenses should be scheduled well in advance. They will not be held in the summer unless there is 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).

Abstract and Manuscript. At least two weeks before the date scheduled for your defense, you should submit to the Department (Haskell 119) one copy of your complete dissertation

manuscript, a fifteen to twenty-five page summary (Abstract) of the dissertation along with a half page Précis and Key Words, an extra copy of the dissertation's table of contents, and your curriculum vitae. These materials will be available to faculty and students who attend the defense.

Defense. The dissertation defense is open to faculty and students and is directed by the chair of your advisory committee. Your opening statement (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 ON TEACHING REQUIREMENTS

Requirements

All students admitted since 2007 are required (by the University, this is not merely a Departmental requirement) to complete 5 teaching points before the beginning of the sixth year in the program. The teaching is fulfilled over the last three years of the student's funding package. Any time spent on leave of absence or in pro forma status does not count in the five-year limit.

(For students who entered the university prior to 2007, teaching was included in some funding packages but was not considered a University requirement.)

Disbursement of Teaching

In years three through five, if the student has university funding, the aid package is a combination of stipend and salary from teaching. The ratio of stipend to salary is scheduled according to the student's year in the program.

Year 3: Stipend is reduced by the current rate for 2 TAships/Internships (currently \$6000)

Year 4: Stipend is reduced by the current rate for 2 TAships/Internships (currently \$6000)

Year 5: Stipend is reduced by the current rate for 1 TAship/Internship (currently \$3000)

(NOTE: The student's actual teaching may not match the scheduled deductions. For example, a student may do one TAship during year three, taking a \$3000 cut for that year, and three TAships in year 4, earning an additional \$3000. Realistically most students will accumulate *more* than the required 5 teaching points over the course of their graduate careers.)

Reporting of Teaching: Teaching is tracked through the Registrar and Deans of Students Offices. Once a year, the Dean of Students Office issues each student a "Teaching Transcript" of their teaching points to date.

Stipend/Salary

Stipend: University stipends are disbursed over three quarters with equal amounts each quarter. For example, if the total stipend amount is \$24,000 and is reduced by a teaching salary equivalent to 2 TAships (e.g. \$6000), the remaining stipend will be \$18,000 – disbursed as \$6000 per quarter over three quarters. Salary amounts reserved for teaching compensation are held in a salary fund and paid out as the student actually earns salary.

Salary: Salary is paid out only during the quarter(s) a student actually holds a teaching assignment. Teaching salaries are disbursed (generally by direct deposit) over 5 bi-weekly periods during the quarter in which the position is held. Payroll for *almost* all teaching positions is done through the College. Paperwork for payroll must be completed in the College before the check will be issued. The payroll deadline is very early in the month, so it is imperative that the student fill out the paperwork with the College in the first week of the quarter, or as soon as an appointment goes through. Any teaching that earns more than the amount by which the stipend has been reduced is additional income. For example, if a 3rd-year student receives a 3-quarter

Internship, the amount earned from teaching will be \$9000 – which will be \$3000 more than the amount withheld from the original stipend.

Teaching Salary in Relation to Fellowship Aid

Where a division or university fellowship is combined with an external fellowship, the division or university's portion of the fellowship stipend will follow the standard pattern of stipend disbursement that incorporates the teaching component, to the extent possible. Where the division does not provide any portion of a fellowship stipend, the full external stipend will be disbursed, but the teaching requirement (with remuneration) is still a condition of both good progress and any divisional support after the tenure of the external fellowship.

Teaching Restrictions

Yearly Teaching Limits: Under the university policy, students may not accept more than four one-quarter teaching assignments in any given year (for example, a one-quarter teaching internship and a three-quarter preceptorship, or a three-quarter internship and a one-quarter lectureship, etc.), and not more than 2 assignments in any one quarter.

GAI Teaching Limits: Students supported by the Graduate Aid Initiative (typically through the first five years) must have approval from their Divisional Dean of Students to earn more than a total of five teaching points in their first five years – unless the extra points come from lectureships or preceptorships. Petitions for points beyond the limit before the beginning of the sixth year are processed by the Dean of Students.

Department Role in Securing Teaching

The Department does not automatically assign teaching to students who are due to be earning points. (The Department *does* appoint a few TAs who actually work for the Department on funds from the Social Science Dean's Office rather than the College. Those are exceptions to the usual pattern.) Each student is expected to apply broadly for teaching positions – this most generally entails applying through the winter and spring for widely advertised openings in the Writing Program and the College Core and Civilization sequences. If a student is having trouble securing teaching appointments, the Department will attempt to assist. But because the teaching budget does not come from the Department, we cannot just “create” TAs if a course does not have enough undergraduate enrollment to support a TA.

Types of Teaching

Students may engage in any teaching for which they are qualified beginning with their third year. Teaching is called by a variety of names with requirements varying by program: Teaching Assistantships, Internships, Lectureships, Preceptorships, Writing Interns, Language Assistants, etc. all count as teaching positions and generate varying numbers of teaching points.

(Lectureships give 2 points, some kinds of writing and language assistantships, however, give only .5 points.) Only teaching within the College and the Division of the Social Sciences can be used to fulfill GAI teaching responsibilities. (For example, teaching for the Undergraduate program in Public Policy Studies counts, but teaching for the Harris School, or any of the Professional Schools, does not count.)

Teaching and the Later Years of Funding

Students must have taken the equivalent of at least 3 TA assignments to be eligible for financial aid for the 5th year of study, including fellowship stipends, travel and research grants, and dissertation write-up fellowships. A student who holds a 'final year' dissertation completion fellowship (e.g., Harper, Markovitz) in the fifth year will not be required to discharge the remaining TA assignments. Students must have fulfilled the entire teaching requirement to be eligible for grants and fellowship support, including dissertation fellowships, beyond the fifth year of study.

Students who apply for pro forma status in the fifth year of study must have held at least 3 TA assignments and made adequate arrangements to take the remaining assignments upon their return from pro forma.

A student who has not met the entire teaching requirement by the beginning of the sixth year will not be eligible for the standard provision of advanced residence aid without an approved plan to discharge the requirement.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF ANTHROPOLOGY

STUDENT HANDBOOK

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

(September 2017)

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