



# Graduate Student Guide



UNIVERSITY OF  
NOTRE DAME

College of Arts and Letters

**GRADUATE GUIDE**  
**DEPARTMENT OF ANTHROPOLOGY, PhD PROGRAM**  
**THE UNIVERSITY OF NOTRE DAME**

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## **1. Introduction and Statement of Pedagogy**

Notre Dame's Anthropology doctoral program is committed to the richness and diversity of the discipline by building bridges between various humanistic and scientific approaches. Our graduate program in Anthropology emphasizes broad training in writing, research, teaching, and the skills, ethics, values, traditions, and philosophies of responsible professionals. Anthropologists apply their skills in a variety of settings including, but not limited to, academic institutions, governmental agencies, businesses, non-governmental organizations, museums, public or private archives, health-care institutions, or research units. We seek to involve graduate students in an integrative anthropology, including engagement with different anthropological and interdisciplinary perspectives, integration of theory and application, and integration of teaching, research, and ethics. Individualized programs are made possible by a close working relationship with other departments and institutes. This includes the Keough School of Global Affairs, Helen Kellogg Institute for International Studies, the Keough-Naughton Institute for Irish Studies, the Joan B. Kroc Institute for International Peace Studies, the Institute for Latino Studies, the Nanovic Institute for European Studies, the Liu Institute for Asia and Asian Studies, iCeNSA-- the Interdisciplinary Center for Network Science and Application, the Eck Institute for Global Health, and the Department of Biology, Notre Dame Initiative for Global Development (Appendix 1).

The doctoral program is designed to enable students to spend a major part of their graduate work on their chosen specialties. Doctoral candidates follow a trajectory of study in methods and theory, based upon particular areas of anthropological inquiry, with flexible language, laboratory, and field training depending upon perceived need and as determined by their individual intellectual trajectory and research goals and agenda. Along with required courses in the first two years of study, each spring students prepare and present a research project at the end of term.

Academic anthropologists at research universities publish and teach, as well as serving a variety of roles as consultants, reviewers, public intellectuals, and researchers committed to a field of study. Researching, writing, and sharing publishable articles, books, and multi-media materials are core skills for academic anthropologists. This is why the department requires a research presentation in May of each of the first three years of study, and why success in fulfilling this requirement is a major factor in the evaluation of students (in consultation with faculty) at the end of the first and second years. Students should aspire to produce rigorous scholarship that makes significant contributions to anthropological knowledge, and to share these contributions in public and professional settings.

By the end of the first term of their third year, students take comprehensive examinations, and finalize a formal dissertation proposal that is suitable for submission to an external

funding agency. The dissertation and oral defense are the final steps in the Ph.D. requirement with the goal of completing all requirements within five years.

Completion of a Ph.D. in Anthropology at the University of Notre Dame formally recognizes the recipient as commanding a body of knowledge to which she/he has made a contribution through the dissertation, and developed and demonstrated skills in research, writing, and teaching.

### **1.1. Understanding these Guidelines**

The Anthropology Graduate program at Notre Dame is bound by rules and guidelines determined by the Graduate School and the College of Arts and Letters. These rules are described in the “Academic Regulations” section of the Graduate School Bulletin of Information, found on their web site. The Graduate School and the College of Arts and Letters provides departments considerable latitude in organizing and running individual departments and programs. Questions about the applicability of particular regulations should be addressed to the student’s advisor, the Anthropology Director of Graduate Studies (DGS), and / or the Graduate Committee. In all cases the Graduate Committee furnishes authoritative interpretations of academic rules, often after direct consultation with administrators of the Graduate School and the College of Arts and Letters.

Ordinarily, changes in the Department graduate program are not imposed retroactively. Students who enter the Anthropology program under a given set of regulations have the option of completing their graduate work under them.

### **1.2. Administration of the Program**

The administrator of academic affairs in the Department of Anthropology is the Chair. The supervision, however, of the graduate program is the specific responsibility of the DGS. The Director is a faculty member who is appointed by the Chair, in consultation with other faculty members, and is assisted by the members of the Graduate Committee. The Committee is normally composed of the Director of Graduate Studies (who serves as its Chair), three additional faculty members in Anthropology who represent the interests of the department, and a student representative. The student representative participates in most deliberations of the Committee, except those relating to individual students in the program.

## **2. Degree Requirements**

### **2.1. Evaluation of Progress**

Continuation in the graduate program in Anthropology beyond the first year is contingent on successful completion of coursework in each term (three classes each term), completion of a research presentation in the Notre Dame Anthropology Conference in the spring term of the student’s first three years, and evaluation by the Anthropology Graduate Committee.

Continuation is assessed through a consideration of the graduate student's yearly portfolio. This portfolio is based on written evaluations of the following: (1) the academic performance of students in each class, (2) the student's research presentation as part of the Notre Dame Anthropology Conference by the student's primary advisor or co-advisors, and (3) the student's Teaching assistantship and/or teaching, if applicable. It should include any additional portfolio materials, potentially including local, national, and international professional conference participation, publications, community outreach, language training, and field and laboratory research over this period of time. The Graduate Committee will make a determination on the student's admission to the following year of study based on the evaluations.

At the end of each year the full faculty will meet to evaluate the progress of each student in the program. As part of this process the DGS will gather information from a variety of sources defined earlier. The faculty will identify both exemplary and problematic cases that require further discussion and evaluation. For each student the faculty may pursue one of the following four options: (1) commend the student for her/his outstanding performance and progress; (2) indicate that the student is doing satisfactory work and demonstrating good progress to completing their degree; (3) issue a formal warning that better performance is expected, along with a description of potential future consequences and suggestions for improvement; or (4) terminate the student from the program.

The Anthropology Department expects its graduate students to maintain a B+ (3.33) grade point average. Grades of B- or lower highlight the faculty member's concern with the quality of a student's work. Advanced students who have completed all course requirements will receive grades of "S" or "U" for examination preparation and dissertation research. A student who receives a grade of "U" (unsatisfactory) will not likely be funded in the following semester. A student who receives grades of "U" in two semesters will be dismissed from the graduate program. Advanced students must register each semester for nine credits of dissertation research with their advisor. Students must complete at least twelve graduate level courses in Anthropology and related disciplines to complete their PhD.

Continuation in the graduate program in Anthropology after the second year is normally contingent on successful completion of coursework, including a second research presentation, by the end of the spring term except in those cases where additional coursework is dictated by the field research or special circumstances. The procedure for evaluation and the Graduate Committee's decision on continuation is the same as for the first year. The evaluation criteria are the same.

"Incompletes" should be rare, subject to a clear and specific agreement about the work remaining and the date by which it will be submitted to the faculty member. Incompletes in

classes are grounds for serious concern, which may lead the Graduate Committee to impose a clearly defined deadline for completion. Failure to meet such a deadline can result in probation, suspension, or dismissal from the program. More than one Incomplete in any one semester is cause for grave concern about the student's continuation in the program. A pattern of multiple Incompletes over two or more semesters is unacceptable and subjects the student to review and possible loss of funding or dismissal from the program. Coursework not completed by the end of classes for the semester following the Incomplete course will result in an automatic grade change to "F" in all cases.

Students must fulfill all doctoral requirements, including the dissertation and its defense, within seven years from the time of matriculation. Failure to complete any of the Graduate School or Anthropology Department requirements within the prescribed period will result in forfeiture of funding and degree eligibility. For exceptional reasons a student in good academic standing may be granted a leave of absence for a maximum of two consecutive semesters. Such requests must be made before the beginning of classes for the semester in which the leave is requested. Procedures for requesting medical and maternity leaves and withdrawing from the University are described in the Graduate School Bulletin.

## **2.2 Chairs and Dissertation Committees**

Forming a strong mentoring relationship with one or ideally several faculty advisor(s) is an extremely important part of a student's intellectual and professional development. By the end of the first term of their first year (basically by December of their first year) students are expected to develop an advisory committee of between three to five faculty members, with one faculty identified as the chair of this committee. At least three members of the committee should be Anthropology Department teaching and research faculty. Exceptions must be approved by the student's committee and the DGS. Kroc students must have at least two members on their committee who are Kroc faculty or faculty fellows. Ideally, the faculty identified should have compatible research interests. Students are free to change the composition of advisory committee, and their chair, in consultation with the DGS and their committee. Committee chairs are chosen from the department's regular teaching and research faculty. Students may also choose to have members of the faculty serve as co-chairs for their dissertations.

We strongly encourage students to include a member from outside the department, whether at Notre Dame or another university, subject to approval from the Graduate Committee.

Once officially selected, the dissertation committee is to: (1) regularly review grades and other indicators of progress for each student under her/his direction, (2) assist students in planning work towards the completion of their goals in the program, and (3) insure that students' written examination topics are in the appropriate areas of anthropology to facilitate

general and specific knowledge, both to avoid overspecialization and to prepare students for future employment and teaching responsibilities (see below).

### **2.3. Coursework**

Students normally register for twelve courses (thirty-six credits) during their first two years of study. All students must take the required four Orientations Classes as well as the Research Design class. Given class scheduling and staffing needs, the Research Design class is offered every two years. All students must be registered for nine credit hours every semester while enrolled in the PhD program. Students wanting to take more than three graduate classes (nine credit hours) must get approval from the DGS and their committee. But in general this is discouraged. Questions concerning registration should be directed to the DGS.

We expect students to take advantage of the high quality of research and teaching skills in the Anthropology Department. Students in the Anthropology program normally do not register for more than six credits with any individual faculty member over the course of their studies; the exceptions are generally with faculty members who have taught one or more of the required courses and for students registering with the Anthropology Chair for their dissertation credits. Exceptions should be organized with the DGS and the student's committee. Students normally do not register for more than six credits outside the Department of Anthropology during the first year (except for students in the joint Kroc/Anthropology program). The exception to the six-credit rule is normally for languages.

Some courses mix graduate and undergraduate students, but those will generally have a graduate course number assigned to them and will have additional work assigned beyond what is expected of undergraduates. Graduate students may also register for undergraduate language and methodology classes outside the department, with the approval of the DGS and their committee.

Registration for independent study and directed readings must be approved by the student's committee. We believe that students in the first two years of study are better educated in a course setting where they benefit from exchanging ideas with their peers, which in turn contributes to the creation of intellectual community. This can be accomplished either in graduate courses or in undergraduate courses that reserve seats for graduate students and make special allowance for their needs. We also believe that independent work is a professional expectation above specific requirements and encourage students and faculty also to work together informally outside the classroom. Appendix 2 presents a typical yearly schedule of coursework and other activities.

## **2.4. Written Qualifying Examination**

The overall purpose of qualifying exams is to provide the opportunity for the student to develop broad expertise in an aspect or aspects of Anthropology, and to recognize that expertise. Having passed the exam, the student will have demonstrated familiarity with their chosen area of study, including basic knowledge and understanding of its core issues, important literature, and significant questions. The demonstration will not only focus on basic knowledge necessary for a literature review, but also the mastery of an independent voice within their topic(s) of study.

Qualifying examinations consist of a written examination adjudicated by a committee consisting of a minimum of three faculty members, two of whom must be from the Anthropology department. Committee composition should be based on student research interest and faculty expertise, and one faculty member from Anthropology should serve as Chair. The exam committee is assembled by the student's advisory committee and the student.

By the end of their third semester of study, students should have identified the three broad subject areas on which they will take exams and confirmed the committee who will examine them. Passing this exam reflects the faculty's judgment that the student has adequate knowledge of the appropriate literature, problems, and methods of the field, and a basic ability to synthesize relevant information, as well as to analyze and reflect in detail upon a specific anthropological problem/topic/question. One area should be focused on the student's primary anthropological research question, while others might be focused on research methods and approaches, or background history of research in the subject of interest. The topics and format of the qualifying exams are flexible. Students' reading lists must be approved by the faculty overseeing the testing in each subject, and should clarify examiners' expectations. The specific organization, format, and scope of the exams will be tailored to the needs, interests, background, and experience of the student

The chair (or co-chairs) of the student's committee will normally schedule the written and oral examinations during the fall semester of student's third year (fifth semester).

The written examination will take place over one week (seven day) period, with the exam questions normally being made available by the committee members to the student at 9:00 am, with all three written questions due at 9:00 am, one week later. The exam is open book with students allowed to consult sources as they see fit. Each of the three exam questions is limited to 5,000 words each (total of 15,000 words), excluding references, should be typed, and formatted with 1.5 line spacing and 12 point font.

## **2.5. Oral Qualifying Examination**

After completing the written examination the student will be asked to participate in an oral discussion of the written examination. The oral exam should take place approximately one

week after the student has submitted the written exam to the committee. The intent of this exam is for committee members to better understand the written exam and the students' expertise in an aspect or aspects of Anthropology, and their familiarity with their chosen area of study, including basic knowledge and understanding of its core issues, important literature, and significant questions.

The oral exam is a private academic examination, with participation limited to the graduate student, the committee members, and, if necessary, the DGS. The oral examination is likely to last around one hour, but may take up to two. At the completion of the oral examination the committee members privately discuss the performance of the student in the oral and written exams, paying particular attention to how the student's discussion expanded upon and complemented the written work, and then vote on performance of the student. The examiners' options are "pass" or "fail." Failure in two or more of the written exams will necessitate retaking them, based on new questions but the same body of reading.

### **2.5.1 Peace Studies-Anthropology Students Qualifying Examination Process**

Anthropology students in the joint program must pass the Comprehensive Exam in Peace Studies, which, given its extended format, also serves as his/her Qualifying Exam in Anthropology. In Anthropology students normally schedule their examinations during the Fall semester of their third year (fifth semester). In the two anthropology questions anthropological theory and methods should be specifically attended to by the students. The exam consists of four questions, and takes the following form:

1. The readings for question 1 are based on syllabi of the three core Peace Studies courses. (Each instructor writes one question and the student is able to answer one out of the three). In the follow-up oral exam the student is expected to answer the questions s/he chose not to answer.
2. Question 2: the student works with an Anthropologist who is also a Kroc core faculty member or faculty fellow (normally her/his advisor) on a reading list that is geared toward her/his dissertation/research interests. This would involve "deep" reading in one peace studies topic (selected by the student in agreement with her/his advisor) that should help the student prepare for the next stage of her studies. The examiner writes one question based on this list.
3. Question 3: the student selects one of two broad peace studies areas (see list below) that are different from the topic chosen for question 2 and works with an Anthropologist (preferably a Kroc faculty member or faculty fellow, although exceptions may be approved by the DDS) on a reading list that includes canonical literature as well as new cutting edge research. The examiner writes one question based on this list.

4. Question 4: the student selects a second of two broad peace studies areas (see list below) that are different from the topic chosen for question 2 and works with a non-anthropologist Kroc faculty member or faculty fellow on a reading list that includes canonical literature as well as new cutting edge research. The examiner writes one question based on this list.

List of topical areas:

1. International law, norms, and governance systems
2. Social movements and civil society
3. Religion, theology, ethics, peace-building and conflict
4. Causes of war; quality of peace
5. Community violence, trauma and healing.
6. Other

The comprehensive exam guidelines for Peace Studies-Anthropology students are as follows:

1. The examination period consists of four two-hour blocks over the course of two days, as predetermined by the Doctoral Advisory Committee.
2. The exam will be offered twice a year, typically at the end of each semester on a predetermined date. The DDS and DGS should be informed no later than the beginning of the previous semester of students' intention to take the exam.
3. An oral examination of one to two hours will be scheduled approximately one week after the written exam.
4. To successfully complete the comprehensive examination, the candidate must pass the written and oral parts of the examination. A student who fails the comprehensive exam, must retake it at the end of the subsequent semester unless the DDS and DGS have approved an alternative schedule. Failure to pass the comprehensive examination in two attempts will result in the student's dismissal from the doctoral program.

## **2.6. Thesis Prospectus and Presentation**

Upon passing both the written and oral qualifying examination each graduate student is asked to prepare a written thesis prospectus and to present this as a 20-minute public presentation. Ideally both of these should be completed within the same term the student passes her/his qualifying written and oral qualifying examinations. The doctoral thesis prospectus is normally submitted to the student's committee.

The written dissertation prospectus should aim for a length of no more than 5,000 words (including bibliography) and should provide:

- a clear statement of the anthropological problem engaged by the research,
- a summary of the dissertation's relationship to the literature in the field,
- a discussion of methodology and theory informing the project,
- an outline of what data will be required for this research and how this will be obtained,
- a detailed discussion of how this research will be organized.

The prospectus presentation is intended to constructively assist the graduate student in conceptualizing, designing, and implementing their dissertation research. The public presentation of the proposed research will aid the student in the broad conceptualization of the anthropological question they are focused on, the theoretical approach and methods used to address their questions, how their research links to a broad range of intellectual communities, and how to fund and implement the proposed research. The public presentation also generally helps clarify the planned research as the student must think about how to present and explain it to a thoughtful and informed audience who may not know all the intricacies of their area and research.

The student will make a 20-minute presentation, which should address the same questions in the written prospectus presentation (see above). Students will need to work in close consultation with their advisory committee in developing and organizing a successful presentation. After the presentation the Graduate Committee, Anthropology faculty, and graduate students will have the opportunity to present questions, offer constructive comments and suggestions for approximately 60 minutes. At the conclusion of the prospectus presentation and all discussion, the members of the student's Dissertation Committee will convene in private to determine if the prospectus presentation passes or fails.

## **2.7 Language Requirement**

There are no formal language requirements for the PhD in Anthropology. It is clear, however, that command of a foreign field language is essential in some specializations and specific areas of study. Foreign language requirements are determined through consultation between the student, her/his supervisors, and the DGS, as well as by the geographical, cultural and temporal areas of focus. Courses in language skills do not count towards the program's course minimum. Students are expected to have fulfilled any language requirements by the beginning of their third year.

## **3. Additional Context**

### **3.1. Financial Support**

Full-time, degree-seeking graduate students in good academic standing may be eligible for financial support provided by the University. Financial support provided by the College of

Arts and Letters, and distributed by the Anthropology Department, includes academic year tuition scholarships and graduate assistantships for five years, plus research fellowships for two summers, unless the student wins a special University fellowship package that exceeds this minimum. The standard support package includes: tuition that entitles the recipient to the remission of tuition charges for a fixed number of credit hours in a given semester, a living stipend that is paid to the student in return for her or his services (not to exceed 15 hours a week) in the instructional activities of the Department or collaborative research with faculty members, and a subsidy for health insurance. Assignments for students with graduate assistantships are determined at the start of each academic year by the DGS in consultation with the Chair and Director of Undergraduate Studies. Graduate students who receive full stipends cannot be employed elsewhere on campus. All students are strongly encouraged to seek outside funding through dissertation research and write-up grants during years three onward, and to aim for completion of their dissertation within five years. All students must show evidence of application for external (to the department or university) funding each year to remain eligible for University funding, and with the goal of securing funding to cover field work and post-field work dissertation writing. Students who complete their requirements in five years are eligible to participate in the College of Arts and Letters' 5+1 Postdoctoral Fellowship Program that includes funding for a student's sixth year. Students in their seventh year and beyond cannot be supported through the department, unless their stipend comes from an external research grant.

Additional summer support for students, such as for language training, summer travel, and field research is available through the Graduate School, campus institutes, and ISLA. Students normally receive a maximum of two years' summer support from the Anthropology Department. In allocating summer stipends preference is given to those student making satisfactory, or better, progress in the program. Normally this is taken in the first and second years. Students do not normally take courses during the summer, except for intensive foreign-language study. Reading for exams, preliminary (pilot) dissertation research, and language preparation are the usual foci of graduate students during the summer.

As is outlined in Appendix 2, it is expected that graduate students will actively participate in professional meetings and workshops on a regular basis, including giving conference presentations and posters at academic meetings, providing public talks in the local and field communities, and organizing or co-organizing symposiums in their later years of graduate studies. International and national funding support is available through the Graduate School, campus institutes, and ISLA.

### **3.2. Credit and Transfer of Credit**

Students in their first and second years of study normally register for nine graduate-level

credits each semester. Students receive credit towards their degree for graduate level courses that make accommodations for graduate students. Students who arrive with an MA from another program may be credited for up to two three-credit Anthropology elective courses from their previous studies. Students should petition the DGS, who in consultation with the Graduate Committee will define which elective class (or classes) a student will be exempt from. Our four *Orientations* and the *Research Design* courses are required for all students.

### **3.3. Master's Degree on the way to Ph.D.**

A master's degree is awarded in all cases where a student has successfully completed all required coursework with an average grade of B or higher. The MA degree is not linked to the written and oral qualifying examinations, and can be awarded as early as the end of the 4<sup>th</sup> semester once all course requirements have been completed.

### **3.4. Grievances and Appeals**

Students who wish to file a grievance against the Anthropology Department or its faculty or to appeal a departmental decision in respect to them should normally consult with the DGS, except in those cases where the DGS is the subject of the grievance, in which case the student should consult with the Department Chair. This procedure does not apply to cases of sexual harassment, which should be governed by University policy as described in the Graduate School Bulletin of Information. The DGS or departmental chair may, in consultation with the student, attempt to resolve the grievance personally. In the event that the problem is not resolved to the student's satisfaction, the DGS will appoint a departmental grievance committee, which will normally be composed of three members of the Graduate Committee, to address the problem. The student must submit the complaint in writing to the grievance committee. The complaint should be very specific as to the nature of the problem, the date or dates when the problem occurred, the grounds on which the appeal is based, and the specific relief requested. The grievance committee may take testimony from the complainant, DGS, dissertation chair, and any faculty associated with the complaint. The committee will deliberate and submit a written report to the DGS within thirty days of its appointment. The committee's decision is final within the Anthropology Department, but can be appealed by the complainant to the Graduate School consistent with procedures described in the Graduate School Bulletin.

### **3.5. Anthropology Graduate Student Representation**

Each fall the Anthropology graduate students of Notre Dame elect a Graduate Representative. The Anthropology Graduate Student Representative serves as an ex officio member of the Anthropology Department Graduate Committee, but does not participate in meetings where confidential matters about other graduate students are discussed. The individual also will attend departmental faculty meetings.

## APPENDIX 1

### UNIVERSITY OF NOTRE DAME CENTERS AND INSTITUTES

- The Center for Research on Educational Opportunities, part of the University of Notre Dame's Institute for Educational Initiatives, conducts basic and applied research on schools and the learning process.
- The Center for the Study of Religion and Society is a community of scholars dedicated to advancing social scientific understanding of religion through empirical research, scholarly publications, intellectual interchange, and a vibrant graduate training program.
- The Center for the Study of Social Movements and Social Change provides an interdisciplinary emphasis on the study of collective political challenges expressed via protest, collective violence, and other extra-institutional collective
- Eck Institute for Global Health recognizes health as a fundamental human right and endeavors to promote research, training, and service to advance health standards for all people, especially people in low and middle-income countries, who are disproportionately impacted by preventable diseases.
- The Helen Kellogg Institute for International Studies brings together top scholars and prominent public intellectuals from the US, Latin America, Africa, and elsewhere around the globe to work on issues of democratization and human development.
- The Institute of Latino Studies aims to promote greater understanding of the U.S. Latino experience through research, teaching, and community outreach.
- The Interdisciplinary Center for Network Science and Application—iCeNSA— is an interdisciplinary research center organized around network and data science problems in social, biological, physical, environmental, financial, business, and defense systems.
- The Joan B. Kroc Institute for International Peace Studies promotes research, teaching, and public education in the areas of war prevention, conflict resolution, human rights, and social justice.
- The Kaneb Center for Excellence in Teaching provides information, training, awards, and other support for instruction and learning to graduate students and faculty members.
- The Keough School of Global Affairs advances integral human development through research, policy and practice, transformative educational programs, and partnerships for global engagement.
- The Keough-Naughton Institute for Irish Studies is a teaching and research institute dedicated to the study and understanding of Irish culture in all of its manifestations.

- The Liu Institute for Asia and Asian Studies has the mission to develop Asia-focused programs that foster collaborative and multidisciplinary scholarship and advance our knowledge of cultural, social, historical, political, economic, ethical, scientific, technological, environmental, and religious issues within a global context.
- The Nanovic Institute for European Studies has the mission to enrich the intellectual culture of Notre Dame by creating an integrated, interdisciplinary home for students and faculty to explore the evolving ideas, cultures, beliefs, and institutions that shape Europe today.
- Notre Dame Initiative for Global Development promotes human development and dignity among people worldwide through applied innovations, impact evaluation, education, and training that help build just and equitable societies.
- Facilities of the Office of Instructional Technology (OIT) are open to all graduate students. The staff of OIT regularly teaches short courses on techniques for the use of computers in social science research.

## APPENDIX 2: A TYPICAL COURSE OF STUDY

### First year of study

- **Overall goal.** The goals of the first year of study are to provide an introduction to the contemporary approaches to the study of anthropology, the foundations for an integrated approach to Anthropology, and preliminary exposure to research as a craft as students begin to explore potential dissertation topics.
- **Coursework.** Full-time first-year students without transfer credit from previous post-baccalaureate degrees (e.g., MA from another program) will normally complete eighteen credit-hours of coursework (three courses each semester). Students should think about this year as one that provides a broad introduction to the sub-fields of anthropology, research methods, and the preliminary narrowing of ideas towards a dissertation.
- **Academic Portfolio.** While in their first year students will start to develop an academic portfolio. This portfolio, with additions and academic growth, will serve as the foundation for evaluating student performance at multiple academic moments. This portfolio includes coursework, conference participation, papers and presentations, other written works, and professional assessments by faculty, teaching evaluations, and other relevant materials. Students will be asked to maintain e-versions of all their work and to submit these to the DGS by the first week in May.
- **First-year assessment.** When considering a student's first-year portfolio, the Graduate Committee will look at the following: 1) successful completion of all coursework by the first week of May, 2) a written 1-2 paragraph assessment by the instructors of these classes, and successful completion of a paper and presentation at the Anthropology Graduate Research Conference. Based on these elements, during the second and third week of May the graduate committee will evaluate first-year students and continuance to the second year of studies. Possible outcomes include: 1) continuance into the second year, 2) provisional continuance with reassessment at 18 months, and 3) direct termination.
- **Advisors.** By the end of the first year of study students should have identified one or two faculty members who will assume the role of their advisor(s) as well as additional committee members to guide their trajectory.
- **Additional expectations.** The development of a successful professional career requires active involvement in the profession. Starting in the first year, it is expected that students will not only attend professional meetings (determined in consultation with their advisors), but by the second year, students will be presenting posters and papers at national and international conferences. Similarly, it is expected that starting in the first year students will actively share their ideas, research, and laboratory/field work with professional and public audiences. This may include, but is not limited to, research reports, journal publications, and other published products.
- **Summer support.** Students who successfully complete the first year of study may be eligible for summer financial support to: 1) study independently in their chosen field, 2) prepare for language exams, and 3) participate in laboratory or field research. Students should prepare a summer study plan based on advice with their advisors.

### Second year of study

- **Overall goal.** The goals of the second year of study are to complete their coursework, to

develop appropriate analytic, laboratory, language, and field skills, and to refine possible dissertation topics.

- **Course work.** Students will normally complete 18 credit hours of coursework (three courses each semester). In addition to the required Research Design course the courses can include a wide range of classes negotiated with advisors and participation in workshop series developed by the Notre Dame Graduate School that introduce an array of professional issues that are related to teaching.
- **Teaching.** All second-year students, and occasionally first-year students depending upon academic background, should expect to serve one or two semesters as a Teaching Assistant, normally aligned with their own focus within Anthropology.
- **Academic Portfolio.** As with the first year, it is expected that students will continue to develop their academic portfolio.
- **Second-year evaluation.** When considering a student's second-year portfolio, the graduate committee will look at: 1) successful completion of all coursework by the first week of May, 2) a written 1-2 paragraph assessment by the instructors of these classes, and successful completion of a paper and presentation at the Anthropology Graduate Research Conference. The satisfaction of these expectations will be the basis for the committee's recommendation to the department for continuance to the third year of study.
- **Additional expectations.** By the second year it is expected that students will be actively attend professional meetings (determined in consultation with their advisors). Focus should be on presenting posters and papers at national and international conferences. It is also expected that second-year students will seek out ways to share their ideas, research and laboratory/field work with professional and public audiences. Over the graduate program it is expected that students will move towards the dissemination (broadly defined) of projects and research in recognized academic forums that will contribute towards increased professionalization and profile.
- **Summer support.** Students who successfully complete the second year of study may be eligible for summer financial support between their second and third year to: 1) study independently in their chosen field, 2) prepare for language exams, and 3) participate in laboratory or field research. Students should prepare a summer research plan based on advice with their committee members. It is expected that this research program will be clearly focused on students' proposed research area and subject.

### **Third year of study**

- **Overall goal.** The goals of the third year of study are to successfully complete general examinations in the Fall semester, develop a written doctoral research proposal also in the Fall semester, and writing and submitting a research grant to at least one external funding agency (e.g. Wenner-Gren, National Science Foundation, National Geographic, Fulbright) by the end of the semester.
- **Academic Portfolio.** As with the previous years, it is expected that students will continue to develop their academic portfolio, preserving material beyond class work, such as conference participation, summer experiences, serving as a TA, passing the general examination. The portfolio will also include the written/oral exams and proposal defense along with grant applications to external funding agencies.
- **Third-year evaluation.** When considering the third year portfolio the Graduate Committee anticipates the following is accomplished by the end of the third year: 1) completion of

oral/written examinations, 2) development and presentation of a thesis proposal, 3) development and submission of an external grant proposal, and 4) presentation of research at the May Anthropology Graduate Research Conference. The satisfaction of these expectations will be the basis for the committee's recommendation to the department for continuance to advanced study. The graduate committee will consider a student's portfolio in the second week of March with students notified by the second week in April. At this point students will be notified that they have gained ABD status, with continuance, or alternatively, discontinuance in the program with a terminal MA being awarded to the student.

- **Additional expectations.** By the third year it is expected that students will actively attend professional meetings (determined in consultation with their committee). Focus should be on presenting posters and papers at national and international conferences. It is also expected that third-year students will seek out ways to share their ideas, research and laboratory/field work with professional and public audiences. It is expected that beyond the third year students will increasingly engage in dissemination (broadly defined) and sharing of projects and research in a range of venues and forums.
- **Summer support.** It is expected that summer research will be self-funded through external grants applied for during the third year.

#### **Fourth and Fifth year of study**

- **Overall goal.** The goals of the fourth and fifth year of graduate studies are: 1) securing funding for additional summer laboratory or field research, 2) writing the dissertation, and 3) preparing to apply for and securing employment.
- **Teaching.** Depending upon circumstances, senior graduate students will be eligible to teach one independent class.
- **Academic Portfolio.** It is expected that students will continue to develop their academic portfolio through their program of study. In addition to conference participation, summer research and writing, it is anticipated that students will increasingly strive towards the profile of a senior graduate student. This potential includes publishing initial descriptive research in regional or methodological journals, book chapters, or other publishing venues, presenting thematically oriented paper or presentations at national and international meetings, and increasingly considering how their research interfaces with on-going debates within Anthropology.
- **Dissertation.** As per proposal negotiated in consultation with academic committee.
- **Additional expectations.** Dissertation defense in the last term enrolled in graduate school.
- **Summer support.** It is expected that summer research will be self-funded through external research grants.

### **APPENDIX 3: EXPECTATIONS OF A TEACHING ASSISTANT**

Part of your very generous stipend includes serving as a graduate teaching assistant (TA) during your time in the Anthropology doctoral program. This requirement is meant to allow you to gain insights as a teaching apprentice, working with a professor to learn aspects of organizing, directing, grading, and mentoring an undergraduate course. It is also a way to collect information to prepare for a class you might teach later in your career. We try to match your TA component to courses related to your areas of interest, allowing you to gather information useful for future teaching preparations. Teaching outside of your sub-discipline is a good way to become familiar with other approaches as well. Each class type (lab, seminar, large/small lecture, etc.) will have different dimensions and expectations and will engage you in different ways.

**We expect you to meet with the professor teaching the course well before the semester begins. There, the professor will delineate their expectations and they will go through the schedule, important dates, grading approach, etc. You will provide the professor with your conference and travel schedule so they can approve of the days you will be absent. You are expected to participate through the duration of the semester (through finals).**

General duties include (but are not limited to):

- An average of 10 hrs work/week – This includes time in class (3 hrs), office hours (1 hr), and helping the professor with class preparation (grading, copying, scanning, research, paperwork, etc.). Your professor may also want to set up a regular meeting schedule with you during your weekly hours, you two will work that out at the start of the semester;
- Attend class – You are expected to attend each class unless instructed otherwise. Arrive several minutes before class so you are available to answer questions, help the professor set up the room, etc.;
- Role model – You are a role model for the undergraduates in the class. Though you might not realize it, they are watching you regarding classroom behavior, enthusiasm for the field, respect for the professor, etc. Remember that you are there to aid the professor as well as learn pedagogy; thus, it is expected that you will pay attention during class, take notes on the material, keep an eye out for student behavior that the professor might not see, and to help develop exam questions. The students will look to you as an example, therefore arriving late to class, sleeping/zoning out/texting during lectures or discussions, etc. are not acceptable behaviors;
- Grading and activity/assignment preparation – Part of your apprenticeship includes helping to develop exam questions from daily lectures to expand the professor's test bank, finding new ways to ask old questions, suggesting activities that might work for given topics, listening to student feedback, holding review sessions, and participating in grading;
- Teaching – You are learning how to present ideas (regardless of career trajectory), so you will be expected to teach one or two classes during the semester. These will be determined in consultation with the professor, with plenty of forewarning to give you time to prepare;

- Hold office hour(s) – You will hold at least one office hour a week, and you will be at the designated location, at the designated time every week unless there is an emergency;
- Do the readings – Make sure you stay on top of the required readings for the class. Students will ask you questions from them, and it is expected that you will know the contents so you can direct their attention to salient portions.

Although we hope the TAs and professors will develop a partnership, please remember that it is the professor's class and theirs to direct. If you are given a task that you do not understand or think is in error, do not hesitate to talk about it or contact the professor via whatever means you two have established, but *do not* second-guess their pedagogical approach, particularly in a manner that might undercut their standing with the students. We expect that you will have exciting, new, innovative viewpoints to offer; however, your professor has been teaching for *many* years more than you and may have very sound reasons for a given activity. Ask, don't assume.