



Graduate Student Guide

GRADUATE GUIDE
DEPARTMENT OF ANTHROPOLOGY, Ph.D. 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, the Department of Biology GLOBES, and 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 on their 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 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 Director of Graduate Studies (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), 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 as well as an evaluation from a student’s graduate committee. A 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 Graduate Committee 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 their 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 of probation that better performance is expected, along with a description of potential future consequences and steps 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 Ph.D.

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. Students also need to demonstrate research commitment and development to the satisfaction of their chair, committee, and professors. The procedure and criteria for evaluation and the Graduate Committee's decision on continuation is the same as for the first year.

"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 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. Over the course of their time in the Ph.D. program, a student will have two committees. The first committee is formed by the end of a student’s first year and will advise the student through their comprehensive exams and prospectus defense. It should have 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 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. Students are free to change the composition of their 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. The second committee normally emerges from the exam committee, and will advise a student through their dissertation research, writing, and defense. Normally, this committee will contain the members of the exam committee. It should have at least four people, the majority of whom must be Anthropology faculty at Notre Dame. Concurrent faculty are considered as external members. The committee should be formed no later than the end of the Spring semester of a student’s fourth year. (See 2.8 for additional dissertation committee guidelines).

When appropriate, students can include a committee member from outside the department, whether at Notre Dame or another university, subject to approval from a student’s chair and committee members. Though likely rare, students are also allowed to add a committee member who is not affiliated with a university (who might work for the Park Service, World Bank, CDC, etc.). As long as the student has met the minimum stipulations by the Graduate School and our department, then this member can be added.

Once officially selected, a student’s 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) ensure 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. All students must be registered for nine credit hours every semester while enrolled in the Ph.D. 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 or the Senior Administrative Assistant.

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 and a maximum of five, three 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.

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 Conferral of Master's Degree and Admission to Ph.D. Candidacy

A master's degree is awarded where a student has successfully completed all required coursework. The MA degree is not linked to the written and oral qualifying examinations, and can be awarded as early as the end of the 4th semester once all course requirements have been completed.

As stated in 2.1 above, at the end of the first year a student may receive a letter informing them of deficiencies in performance and placing the student on probation in year two. It is possible that a student may complete coursework and be awarded a Master's Degree yet remain on probation and be asked to leave the Ph.D. program at the end of year two (see also Appendix 2).

Admission to candidacy is a prerequisite to receiving a doctoral degree. To qualify for admission to doctoral candidacy, a student must: 1) be in a doctoral program; 2) complete the departmental coursework requirement with an average grade of B+ or better; 3) pass the written and oral parts of the doctoral candidacy examination; and 4) have an approved dissertation proposal. Upon completion of these requirements, students can apply to the DGS and to the Senior Administrative Assistant to complete the paperwork for official conferral of Ph.D. Candidacy status.

2.8 The Dissertation

2.8.1 Dissertation Committee

The dissertation committee is normally drawn from the membership of the student's exam committee but the membership of the two committees does not have to be identical. Ordinarily, the dissertation committee shall consist of the student's chair and at least three other faculty members. Ideally this committee is assembled between the 3rd year and no later than the end of the Spring semester of the 4th year. All Notre Dame members of this committee must hold rank in the

University as regular faculty (i.e. Teaching & Research, Special Professional, or Research Faculty). A majority must also be faculty of the Anthropology Department. One member of the committee can also be from outside the Department or University. The student may petition their dissertation committee for their inclusion. The request should describe the specific skills and expertise that this person will provide and explain the reason for including them on the committee. This request should be discussed with and approved by the dissertation advisor before it is sent to the DGS.

2.8.2 Dissertation Document

The dissertation is a formal written document that presents a student's original thesis. It should be theoretically sophisticated, should produce original knowledge, and must further the state of the anthropological discipline.

Writing a dissertation is a gradual process. Graduate students are expected to coordinate the timing of the process with their chair and committee. Ideally, students should create an outline and begin writing chapters of their dissertation by the end of their 3rd year (such as the literature review or other thematic chapters). Students are advised to meet with their chair and dissertation committee when they return from dissertation fieldwork to develop a timeline for writing, submitting, revising, and defending the dissertation.

In consultation with their chair and dissertation committee, students can choose to write a traditional monograph thesis or an article-based dissertation. In practice, all students will include elements of a monograph and publishable articles in their dissertation. On the monograph track, they should plan to develop articles from some chapters of the dissertation and on the article track, they should contextualize the dissertation by including monograph style chapters in addition to the articles themselves. Students should discuss the format for the dissertation with their committee early in their trajectory. The dissertation must follow the guidelines in the Graduate School's Guide for Writing Dissertations and Theses, a copy of which is available online at <https://graduateschool.nd.edu/policies-forms/doctoral-dissertations-masters-theses/> and <https://graduateschool.nd.edu/policies-forms/doctoral-dissertations-masters-theses/formal-submissions/>.

For students whose eventual goal is to write a book from their Ph.D. research, the monograph would normally be the appropriate track (typically for sociocultural or linguistic anthropology). Students should consult with their committees on the content and approach, especially if the end goal is its publication as a book. The department expects the student to produce a monograph containing between five to eight high quality chapters. Monograph-based dissertations normally include the following (and must conform to the specifications of the Graduate College): (1) Front matter (table of contents, figure and table lists, glossary as needed, acknowledgements, and abstract); (2) Introduction or Preface (introducing the dissertation topic contextualizing a student's material); (3) Middle Chapters (consisting of between three to six chapters); (4) Conclusion (that

provides additional broader context for a student's dissertation); (5) Back matter (consisting of a composite bibliography, appendices, additional data, etc.).

For the journal article-based dissertation (usually in bioanthropology and sometimes archaeology), the student should produce three journal articles (not book chapters) as the core of the dissertation. Only articles in which the student is the sole or lead author should be included as a dissertation chapter, with approval of the student's research advisor. Additional contributors should also be noted if applicable. The journals should be chosen in consultation with a student's chair and dissertation committee (aiming for high quality and impact). The manuscripts for these articles must be deemed to be "submittable" and of publishable quality by a student's chair and dissertation committee. This means that they would be favorably reviewed in a well-respected journal. Article-based dissertations should also include the following (and must conform to the specifications of the Graduate College): (1) Front matter (table of contents, figure and table lists, glossary as needed, acknowledgements, and abstract); (2) Introduction or Preface (introducing the dissertation topic contextualizing a student's material); (3) Middle Chapters (consisting of the three articles, with details about where the article will be submitted); (4) Conclusion (that provides additional broader context for a student's dissertation); (5) Back matter (consisting of a composite bibliography, appendices, additional data, etc.). Articles converted into chapters may need to be revised or reformatted for consistency within the dissertation and in conformance with the Graduate School formatting guidelines.

Students planning to include an article as a dissertation chapter should examine their publication contract closely. Some publishers do not allow dissertations containing reproduced articles to be included in other media, collections, or books without permission from the publisher — or at all. In addition, a few publishers will not allow the chapter to be disseminated by ProQuest or the CurateND repository, which means even if they grant permission to use the article, the dissertation must remain in permanent embargo and will be inaccessible to other researchers. If a student is required to secure permission before including the article as a chapter in their dissertation, they should do so either upon signing the agreement, or when they begin writing the dissertation. The request should ideally relay that a) this request is for academic use, specifically a doctoral dissertation, and b) the content may be revised or reformatted to conform with the requirements of the Graduate School. As mentioned above, the publisher's response may affect the availability of the final dissertation.

2.8.3 Dissertation Defense

The defense is the traditional instrument that enables the candidate to explore with the dissertation committee the dissertation's substantive and methodological force. It is a public event. In this way, the candidate and the committee confirm the candidate's scholarly grasp of the chosen research area. In defending the dissertation, the doctoral candidate supports their claims, procedures, and results.

Final analysis and writing of the dissertation data should commence on a student's return to campus after their extended fieldwork. Students must submit at least one full draft of each article and/or all chapters to the members of their committee for comments, questions, and revisions well before the final product is submitted. This process will allow their supervisors to help mold a cohesive and clear argument. Students must take seriously the comments from their committee members and make necessary changes to clarify and refine their argument and the clarity of presentation of the evidence and results. The candidate must be in communication with their chair and committee prior to submitting their dissertation for defense and must get permission from their committee prior to submitting the final draft. The candidate must distribute a final draft to their committee members no later than six weeks before the anticipated defense date (for a May graduation this would mean no later than mid-February). This allows the committee to read, approve, or reject the finished dissertation. It is the responsibility of the candidate to check with the committee members to ensure that they have sufficient time to read the document. If a reader is not satisfied with any part of the dissertation they will notify the candidate and the advisor of this decision at least three weeks prior to the anticipated defense. The chair of a student's committee will take the lead in weighing any differences of opinion, talking to committee members, and deciding whether or not the dissertation goes to defense. In the case of a dissertation not being ready for defense in a given semester, the student's chair should contact the DGS to discuss rescheduling for a later semester. Students should be aware that in cases such as these, permission might need to be granted by the Dean of the College.

Even though the dissertation has reader approval, revisions may be required. If defects in the dissertation come to light at the defense, the candidate may be asked to revise the dissertation before it is accepted by the Graduate School and the Doctoral degree is conferred. Committee members may have questions that arose when reading the dissertation that were not addressed in initial revisions and that may emerge during the oral defense. In that case, it will be the responsibility of the dissertation chair and committee to determine how long a student may have to submit any changes requested (and might be affected by the graduation dates of the Graduate School). The dissertation chair will be responsible to report to the Graduate School that such revisions have been completed satisfactorily.

The administrative assistant produces Readers Reports, which are distributed to all committee members, who must sign and return the Report to the administrative assistant within four business days prior to the defense. (Do not submit the Readers Reports directly to the Graduate School). Readers Reports simply indicate that the committee believes the dissertation is ready to be defended.

After the committee members have unanimously indicated approval of the dissertation for defense, the student may schedule the defense date. The dates, times, and places for dissertation defenses

will be publicly posted at least one week prior to the defense. All interested parties will be invited to attend. The oral defense shall be held in public for no longer than 2 hours. The normal format is as follows.

Before the defense begins, the committee should inform the candidate and audience members of the defense process. The candidate begins the defense with a presentation (approximately 15-20 minutes in length) in which they review the basic thesis and argument of the dissertation. The committee then examines the candidate for approximately 45 to 60 minutes. Following the questions of the committee, the advisor may offer anyone in attendance the opportunity to ask a question. These may take up to 30 minutes. After the questioning is complete, the committee excuses everyone from the room in order to discuss and vote on the defense. The committee ultimately votes on whether the performance merits a passing or failing of the defense. No other distinctions are made. At least three affirmative votes (out of a maximum of four) or four affirmative votes (out of a maximum of five) are required to pass.

The administrative assistant provides the committee with a Reporting Form for Results of Oral Candidacy Exams and Dissertation Defenses. At the completion of the defense, all committee members must sign the form and indicate their vote. A committee member not physically present should email their vote to the administrative assistant. (Under normal circumstances, and per University rules, only one member of the committee may attend via telephone or video. All others should be physically present at the defense). This form is returned to the graduate program administrative assistant who submits it to the Graduate School.

In the case of failure to pass the defense, the Department Chair, on the recommendation of a majority of the examiners, may authorize a retake of the defense. An authorization to retake must also be approved by the Graduate School. A second failure results in a forfeiture of degree eligibility and is recorded in the candidate's permanent record.

Deadlines for defenses and final submission are set yearly by the Graduate College. Students should check the College's website for the exact dates. But in general, for a May graduation, students should normally defend no later than the 1st of April and submit no later than the 8th of April; for a January graduation, students should defend no later than the middle of November and submit no later than the end of the month; and for an August graduation, students should defend no later than the end of June and submit by the first days of July. Students should be aware, however, that most faculty members are not on campus during the summer, so they need to plan accordingly.

The Doctoral candidate who has successfully defended their dissertation must present two copies, signed by their advisor, to the Graduate School. Deadlines are published in the Graduate School Calendar. The Graduate School will verify the dissertation for compliance with the approved style manual. The candidate then delivers the approved copies along with the Graduate School approval

form to the Hesburgh Library and pays microfilming costs. The administrative office in the library handles this publication requirement. Students should be aware that dissertations are available to the public.

2.8.4 Peace-Anthropology Dissertation Proposal

The Kroc Institute protocol for dissertation proposals and for the research, writing, and defense of dissertations generally follows the procedures and policies listed in detail in the doctoral studies handbook of the Anthropology Department, with the understanding that the following two requirements are met: (1) the dissertation advisor will typically be a Kroc Institute faculty or faculty fellow, usually drawn from the Department, and (2) a minimum of one-half of the members of the faculty committee for the dissertation proposal examination and the dissertation defense normally will be Kroc faculty or faculty fellows, frequently drawn from the Department.

2.9 Language Requirement

There are no formal language requirements for the Ph.D. 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 support for at least one summer. 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, and a subsidy for health insurance. Assignments for students with teaching assistantships are determined at the start of each semester by the DGS in collaboration with the Senior Administrative Assistant, the Chair, and the Director of Undergraduate Studies. Graduate students who receive full stipends cannot be employed elsewhere on campus for more than 2 hours a week.

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 students making satisfactory or outstanding progress in the program. Normally this support is provided in the first and second year summers. Students do not normally take courses during the summer, except for intensive foreign-language study or field school participation. Reading for exams, preliminary (pilot) dissertation research, and language preparation are the usual foci of graduate students during the summer.

The current funding the Department provides graduate students is as follows:

Summer funding to establish dissertation topics and gather pilot data: Summers 1 and 2, up to \$2,000 each year (maximum of \$4,000). We expect students in their 3rd summer to already be on external dissertation research grants. We encourage students to apply to external places (on or off campus) even if these funds from the department exist, as the process of writing grants is part of a student's intellectual formation and obtaining grants looks good on CVs.

Emergency Dissertation Research: These funds are for students who applied for grants to fund fieldwork in year 4 but were not successful. Eligible students can be provided a maximum of \$4,000. Students in this situation need to send a detailed budget to the DGS and to the department Chair, as well as their committee members. If the department approves the costs, the student will be provided the money. The Chair and DGS will subsequently let the Dean of Arts and Letters know of these expenses.

Conference Travel: All incoming students receive \$1500 for professional development from the Dean of Arts and Letters. Once a student has spent this money, the Department will provide up to \$300 per year if they obtain at least \$300 from somewhere else on campus. These are matching funds. They are a one-time only per year. For fifth year students only, the Department will provide \$200 for conference travel. This is in addition to the \$300 matching funds. We believe that more advanced students will have a greater need to travel to conferences, for networking and job interviewing, and so want to make sure to support students in additional ways during this year.

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. Our four Orientations and the Research Design courses are required for all students.

3.3. Being In Residence as a Graduate Student

It is expected that students will be in residence for their first three years in the program as well as during their fifth year. Any exceptions should be addressed with a student's chair and committee and with the DGS. Students not in residence and still receiving a stipend are prohibited from seeking other employment.

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 regarding their status 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 (Title VII). 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 Spring the Anthropology graduate students of Notre Dame elect one Graduate Representative for the following academic year(s). In total, there will be two Representatives, each serving two

years, but entering into the position in alternating years to maintain continuity. The Anthropology Graduate Student Representatives serve as ex officio members of the Anthropology Department Graduate Committee, but do not participate in meetings where confidential matters about other graduate students are discussed. The representatives also will attend departmental faculty meetings.

3.6. Graduate Student Wellness

The faculty of the Anthropology Department is committed to making our graduate program not only one of the best in the nation, but also one where student success does not come at the expense of their wellness—physical, mental, or emotional. Wellness matters to all of us. As a department we believe that it is important for everyone to achieve optimal wellness in order to subdue stress and anxiety, reduce the risk of illness, and ensure positive interactions. Notre Dame offers a variety of wellness resources for students, listed below:

Students can contact the University Counseling Center on the 3rd floor of St. Liam's Hall (<https://ucc.nd.edu/>, phone: 574-631-7336, after hours: 574-631-7336) for support with emotional and mental health concerns.

For wellness and prevention, the McDonald Center for Student Well-Being (<https://mcwell.nd.edu/>) provides workshops, wellness assessment, Koru mindfulness classes, sleep and stress support, restorative spaces, etc. It is located on the 2nd floor of St. Liam's, 574-631-7970.

The University also provides Care Consultants (case managers) who can help students navigate issues and connect to the necessary resources (e.g. if a student would like to take a leave of absence or is overwhelmed with stress). The Care Consultant for graduate students is Sarah Priebe (574-631-2491, spriebe1@nd.edu, <https://care.nd.edu/>).

Sara Bea Disability Services coordinates the process by which qualified students with disabilities can request and receive reasonable accommodations (<https://sarabeadisabilityservices.nd.edu/>, 574-631-7157).

3.7. Graduate Student Teaching

Also see Appendix 3 for the Expectations of a Teaching Assistant. All students are expected to be a Teaching Assistant for at least two classes, though students can TA for more than two. Classes that will receive a TA preferentially are the Fundamentals and 10109. Specialized courses (smaller seminars, labs, etc.) can have a TA, but these would be over and above (that is, the others get preference, and these would not count as one of the two required TA courses). This rule applies only to students entering the program in 2017-2018 and later.

Classes will have an approximate ratio of one TA to 30 students. Classes with more students than that would generally have more than one TA. Graduate students should discuss with their committee

when they should TA (preferably between their 1st and 3rd years). This decision would likely depend on a graduate student's previous experience.

We will make an effort to accommodate a student's request to TA for a particular class, taking into consideration their prior expertise, year in the program, etc. However, students should be open to the possibility that they might TA for a class that they have not requested.

Students would only be allowed to teach their own class (of a Fundamentals and 10109) if they have been a TA for it previously. (This rule will be applicable for students entering into the program in 2017 and later). Depending upon circumstances, and in consultation with their Ph.D. committee, senior graduate students may be eligible to teach an independent class as instructor of record.

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, 3) written evaluation of the student's graduate committee, and 4) successful completion of a 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, but by the second year, students will be presenting posters and papers at national and international conferences (the number and type determined in consultation with their committee). 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.
- **Coursework.** 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, 3) written evaluation of the student's graduate committee, and 4) successful completion of a 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 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 (but preferably several) external funding agency (e.g. Wenner-Gren, National Science Foundation, National Geographic, Fulbright).
- **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, and

taking classes relevant to their trajectory. 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, as well as evaluation by the student's graduate committee, 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, with continuance, or alternatively, discontinuance in the program.
- **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. Students should focus on drafting out parts of their dissertation chapters during their third year. The format of the dissertation should be discussed with their committee members. We strongly encourage all third years to have a publication by the end of this academic year.
- **Summer support.** It is expected that summer research will be self-funded through external grants applied for during the third year. Exceptions should be addressed with the DGS.

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) carrying out dissertation fieldwork, 3) writing the dissertation, and 4) preparing to apply for and securing employment.
- **Teaching.** Depending upon circumstances, and in consultation with their Ph.D. committee, senior graduate students may 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 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.** Its format is negotiated in consultation with a student's academic committee.
- **Additional expectations.** Dissertation defense in the last term enrolled in graduate school. We strongly encourage all fourth and fifth years to have multiple publications in the pipeline (in preparation, submitted, in review, in press, published).
- **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. Classes that will get a TA preferentially are Fundamentals and 10109. Other specialized courses can have a TA, but these would only receive them once the required classes are filled; these would not count as one of the two required TA courses (this rule would only apply to students entering the program in 2017-2018 and later). 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.

**APPENDIX 4:
CHECKLIST**

Task/Assignment	Deadline	Date Completed
Finalize Oral Candidacy Committee Members	Spring of 1 st year	
Schedule Qualifying Exam and Defense Dates	Spring of 2 nd year	
Qualifying Exam and Defense	Fall of 3 rd year	
Prospectus Defense	Fall of 3 rd year	
Submit External Grants	3 rd Year	
Prepare Drafts of Dissertation Chapters	3 rd Year	
Work on Publications	3 rd Year	
Finalize Ph.D. Committee Members	Spring of 4 th year	
Dissertation Defense	Spring of 5 th year	

UNIVERSITY OF NOTRE DAME ANTHROPOLOGY DEPARTMENT IDEALIZED GRADUATE TRAJECTORY

		Year one		Year two		Year three		Year four		Year five					
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
Course work		Bio-Anth foundation*	Anth-Arch foundation*	Elect.	Research Design.	Generally limited to language training, laboratory and analytical methods		Dissertation research and writing		Dissertation research and writing					
		Soc-Cult foundation*	Ling-Anth foundation*	Elect.	Elect.										
		Elect.	Elect.	Elect.	Elect.										
Academic stages		Presentation at ND Anthro. Conf. (May)		Attending national conference (Fall and/or spring)	Presentation at ND Anthro. Conf. (May)	Qualifying exams (Oct. or earlier)	Presentation at ND Anthro. Conf. (May)	Presenting poster/ paper / PPT at national conf. (Fall and/or spring)		Submit publications					
		Attending national conference (Fall and/or spring)		Presenting poster/ paper / PPT at national conf. (Fall and/or spring)		Doctoral Research Proposal and grant app. (Dec. or earlier)	Drafting outline of Dissertation; Submit articles for publication	Presenting paper at national conference (Fall and/or spring)		Application for post-doctoral and other employment					
		Summer: develop research tools (lab. methods, field skills, langs)		Summer: developing (lab. methods, field skills, langs, study for qualifying exams (variable depending on student))		Student serving as TA (Fall and/or spring)						Summer: dissertation focused laboratory and field research		Summer: dissertation focused laboratory and field research	
						Presenting poster/ paper / PPT at national conf. (Fall and/or spring)						Submission of Dissertation (April)			
		Summer: develop research tools (lab. methods, field skills, langs)		Summer: developing (lab. methods, field skills, langs, study for qualifying exams (variable depending on student))		Presenting poster/ paper / PPT at national conf. (Fall and/or spring)		Summer: dissertation focused laboratory and field research		Summer: dissertation focused laboratory and field research					
						Student serving as TA (Fall and/or spring)		Submission of Dissertation (April)							

1st year gate

2nd year gate

3rd year gate



Awarding of M.A.

Continue to Ph.D. dissertation

**APPENDIX 5:
TIMELINES**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
	Orientation	Qualifying Exam	Proposal Defense	Proposal Defense	Kroc-Anth Exams	Prospective student visit		Organize Exam/PhD Committee	Dissertation Defense	Graduation
1 st										
2 nd										
3 rd										
4 th										
5 th										