

GRADUATE GUIDE
DEPARTMENT OF ANTHROPOLOGY, Ph.D. PROGRAM
THE UNIVERSITY OF NOTRE DAME

Table of Contents

1. Introduction and Statement of Pedagogy	1
1.1. Understanding these Guidelines	2
1.2. Administration of the Program	2
2. Degree Requirements	2
2.1. Evaluation of Progress	2
2.2. Chairs and Committees	4
2.3. Coursework	5
2.4. Academic Integrity	6
2.5. Written Qualifying Examination	6
2.6. Oral Qualifying Examination	7
2.6.1 Peace Studies-Anthropology Students Qualifying Examination Process	8
2.7. Thesis Prospectus and Presentation	9
2.8. Grant Applications	9
2.9. Conferral of Master’s Degree and Ph.D. Candidacy	10
2.10. The Dissertation	10
2.10.1 Dissertation Committee	10
2.10.2 Dissertation Document	10
2.10.3 Dissertation Defense	12
2.10.4 Peace-Anthropology Dissertation Proposal	15
3. Language Requirements	15
4. Additional Context	15
4.1. Financial Support	15
4.2. Credit and Transfer of Credit	17
4.3. Being in Residence while a Graduate Student	17
4.4. Grievances and Appeals	17
4.5. Anthropology Graduate Student Representation	18
4.6. Graduate Student Wellness	18
4.7. Graduate Student Teaching	19
Appendices	20
Appendix 1: University of Notre Dame Centers and Institutes	20
Appendix 2: A Typical Course of Study	22
Appendix 3: Expectations of a Teaching Assistant	26
Appendix 4: Checklist	28
Appendix 5: Timelines	29

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, and integrating across, 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, and 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. The structure and diversity of our individualized programs are made possible by a close working relationship with other departments and institutes. These include 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, the GLOBES program, and Notre Dame Initiative for Global Development (among others, see 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/agenda, and the guidance/mentoring from the dissertation committee. Along with required courses in the first two years of study, each spring students prepare and present on their research and development 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, mentors and researchers. Researching, writing, and sharing publishable articles, books, and multimedia materials are core skills for academic anthropologists. Students should aspire to produce rigorous scholarship that makes significant contributions to anthropological knowledge, and to share these contributions in public and professional settings.

During their third year, students take qualifying examinations and present a finalized dissertation proposal that is suitable for submission to an external funding agency. Conducting their research project, submitting the written dissertation, and engaging in an oral defense of it are the final steps in the Ph.D. requirement with the goal of completing all requirements within six years, for which the students are guaranteed five years of full tuition funding and a stipend.

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 they have 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 website.¹ The Graduate School and the College of Arts and Letters provide departments considerable latitude in organizing and running individual programs. Questions about the applicability of particular regulations should be addressed to the student’s advisory chair(s) and committee members, 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 Dean, in consultation with the Chair and other faculty members, and is the head 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. Term length for faculty representatives is a minimum of two years, with three years considered ideal. The student representative participates in most deliberations of the Committee, except those relating to individual students in the program. Term length for student representatives is one year, with an opportunity for renewal (see also 3.5). Ideally, representatives will be on alternate cycles, to maintain continuity.

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 (at least 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 student’s dissertation committee and Anthropology

¹ <https://graduateschool.nd.edu/>

Graduate Committee. Continuation in the program is assessed through a consideration of the graduate student's yearly profile as well as an evaluation from the student's dissertation committee, which could consist of any of the following: (1) the academic performance of students in class, (2) the student's research presentation as part of the Notre Dame Anthropology Conference, and (3) the student's Teaching Assistantship and/or Instructor of Record Teaching, if applicable. It should include any additional achievements, 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 recommendation on the student's admission to the following year of study based on the evaluations. Normally, by the third year, it is the student's PhD committee that is responsible for making sure that a student is achieving their goals, meeting departmental expectations, and developing as a professional. The role of the Graduate Committee will be to formally acknowledge the student's completion of the third year and their transition into PhD candidacy, but the broader development is in the hands of a student's committee. In exceptional circumstances, the Graduate Committee might also participate in a deeper evaluation of a student after the third year.

At the end of each year the Anthropology Graduate Committee will meet to evaluate the progress of each student in their first three years of the program. As part of this process the DGS will gather information from the 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, when they exceed the department's high expectations for their course year; (2) indicate that the student is meeting the department's high expectations 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 (that is, students are not meeting expectations); or (4) terminate the student from the program. In this regard, the Department of Anthropology follows the regulations outlined in the current University of Notre Dame Graduate Bulletin (link below). If a student chooses to withdraw from the University of their own accord, they must inform the program and the Graduate School, and complete the Registrar's Separation from the University Form. Further information is contained in the Graduate School's [Bulletin of Information, Graduate Programs and Policies](#).²

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 likely not 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

² <https://graduateschool.nd.edu/assets/302218/gsbulletin20182019.pdf>

must register each semester for nine credits of dissertation research. 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(s), 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 given only in exceptional circumstances when there are compelling reasons, and require a clear and specific agreement about the work remaining and the date by which it will be submitted to the faculty member. Normally, the student will have to submit their work within a 30-day deadline to avoid receiving an "F" grade. Students should refer to the "Graduate Bulletin" (section on "Incomplete Coursework") for additional stipulations and procedures. Failure to meet the deadline can result in probation, suspension, or dismissal from the program.

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 Bulletin".

Please note that the University has a "Childbirth and Adoption Accommodation Policy" intending to assist graduate students who become parents. The Department of Anthropology may work on specific arrangements with students, on a case-by-case basis, within the broad framework of this policy (please refer to the Graduate Bulletin, "Childbirth and Adoption Accommodation").

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 qualifying exams and prospectus defense. It should have between three to five faculty members, with one faculty identified as the chair of this committee (although, there may be co-chairs, see below). 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 2.10.1 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 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.

Students should be aware that the composition of the committee might change as they progress through the program. This is normal, and any changes should be addressed with the committee members themselves, with the DGS, with the Department Chair, or [members of the Graduate Committee](#).³

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. In general, this practice 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 should not register for more than six credits with any individual faculty member over the course of their studies; the

³ <https://anthropology.nd.edu/graduate-program/resources-for-current-graduate-students/>

exceptions are generally with faculty members who have taught one or more of the required courses and for students registering with the Anthropology DGS for their dissertation credits. Exceptions should be discussed with the DGS and the student's committee. Students normally should 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 Academic Integrity

Truly collaborative study can have great educational value. Unless such consultation is forbidden by an instructor, students may present ideas and even written work to their peers for comment and criticism. It is understood that ideas and expressions in a submitted paper or report, unless otherwise indicated with appropriate references/citations/footnotes, belong to the student. Consequently, if ideas or expressions in their written work originate from another person (whether the source is a website, an author, or a fellow student) students must cite that source each and every time it is used / quoted / paraphrased. By being part of this intellectual community, students pledge not to tolerate or participate in academic dishonesty. Additionally, students should note that the Honor Code stipulates that "Students may not submit for one course any work that has been used to fulfill the requirements of another course previously taken at this or any other school without obtaining permission of the current professor in advance." Professors have an obligation to report alleged Honor Code violations. A violation of the Honor Code could result in a failing grade. The ND Student Guide to the Academic Code of Honor is available at <http://honorcode.nd.edu>

2.5. 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 student's third year.

The written examination will normally 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 (total of 15,000 words), excluding references, should be typed, and formatted with 1.5 line spacing and 12-point font. Students requiring disability accommodations should set those up early with Sara Bea Disability Services.

2.6. 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 to pass any of the exam components will result in a rewrite of those components (i.e., a rewrite of the relevant exams), in consultation with the student's committee. All three questions must be passed in the rewrite for a student to pass onto candidacy. Failure to pass the qualifying examination in two attempts will result in the student's dismissal from the doctoral program.

2.6.1 Peace Studies-Anthropology Students Qualifying Examination Process

Anthropology students in the joint program must pass the comprehensive exam in peace studies and anthropology. In anthropology, students normally schedule their examinations during the fall semester of their third year (fifth semester), although they may do so as soon as the end of their fourth semester. The exam consists of four questions, and takes the following form:

1. The readings for question one are based on the syllabi of the three core 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 they chose not to answer in writing.
2. The student works with an Anthropologist who is also a Kroc faculty member or faculty fellow (normally their advisor) on a reading list that is geared toward her/his dissertation/research topical interests. The examiner writes one question based on this list.
3. The student works with an Anthropologist to select a topic area that is broadly foundational to their proposed dissertation work on a reading list that includes canonical literature on that topic as well as new cutting-edge research. The examiner writes one question based on this list.
4. The student selects a second of two broad peace studies areas that are different from the topic chosen for question two 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.

The qualifying exam guidelines for Peace Studies-Anthropology students are as follows. The examination period consists of four two-hour blocks over the course of two days, as predetermined by the Doctoral Advisory Committee. The exam will be offered twice a year, typically at the end of each semester on a predetermined date. The DDS should be informed no later than the beginning of the previous semester of a student's intention to take the exam. An oral examination of one to two hours will be scheduled approximately one week after the written exam. 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 has approved an alternative schedule. Failure to pass the comprehensive examination in two attempts will result in the student's dismissal from the doctoral program.

2.7. 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 their qualifying written and oral 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 (excluding 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 student's committee and Anthropology faculty and graduate students will have the opportunity to ask questions and 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 committee will convene in private to determine if the prospectus presentation passes or fails.

2.8 Grant Applications

It is expected that all students will regularly submit grants as part of their professional development. All eligible students are expected to submit an NSF-GRFP by their second year. Students in their third year are expected to submit at least two external grants to fund their dissertation work.

International students have fewer options for external grants, and should closely work with their advisors to determine the best course of action for grant applications.

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

A master's degree is awarded when 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.

2.10. The Dissertation

2.10.1 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.

2.10.2 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 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 dissertation committee when they return from dissertation fieldwork to develop a timeline for writing, submitting, revising, and defending the dissertation.

In consultation with their 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.⁴

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 (cover and signature pages, 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.). The candidate should be in regular consultation with members of their committee during the writing process.

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 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 dissertation committee. This means that they would be favorably reviewed in a well-respected journal. Article-based dissertations

⁴ <https://graduateschool.nd.edu/policies-forms/doctoral-dissertations-masters-theses/> and <https://graduateschool.nd.edu/policies-forms/doctoral-dissertations-masters-theses/formal-submissions/>.

should also include the following (and must conform to the specifications of the Graduate College): (1) Front matter (cover and signature pages, table of contents, figure and table lists, glossary as needed, acknowledgements, and abstract); (2) Introduction (introducing the dissertation topic contextualizing a student's material); (3) Middle Chapters (consisting of at least three articles, with details about where each 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.

2.10.3 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 (see section 4.3 of this guide for Residency requirements of the program). 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 committee prior to submitting their dissertation for defense and must get permission from their committee prior to submitting the final draft to their committee. 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 and gives the student time to make required corrections. 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, student will need to defer the dissertation defense to the following semester. Students should check the deadlines posted annually by the Graduate School.

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 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. 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. A candidate has the right to appeal the result of the defense to the Dean of the Graduate School on procedural grounds only, not on its substance or on their performance. If a retake is granted, an outside monitor appointed by the Graduate School must be present.

Deadlines for defenses and final submission are set yearly by the Graduate College. Students should check the College's website for the exact dates (the link to the Graduate School deadlines is [here](#)).⁵ 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 November; 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 upload their primary submission file as one PDF to the CurateND formal dissertation submission [portal](#).⁶ Additional expectations of the Graduate School requirements can be found [here](#).⁷ 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 archiving fees. The administrative office in the library handles this publication requirement. Students should be aware that dissertations are available to the public.

⁵ <https://graduateschool.nd.edu/policies-forms/academic-year-deadlines/>

⁶ <https://deposit.library.nd.edu/areas/etd>

⁷ <https://graduateschool.nd.edu/policies-forms/doctoral-dissertations-masters-theses/formal-submissions/#DoctoralDissertationChecklist>

2.10.4 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 Anthropology Department.

3. 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 and their supervisors, as well as by the geographical, cultural, and temporal areas of focus. Students are expected to have fulfilled any language needs by the beginning of their third year.

4. Additional Context

4.1. Financial Support

Full-time, degree-seeking graduate students in good academic standing may be eligible for financial support provided by the Graduate College, and distributed by the College of Arts and Letters, which 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 two hours a week during the academic year.

All students are strongly encouraged to seek outside funding through dissertation research and writing 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 funding (to the department or university) each year to remain eligible for University support, and with the goal of securing funding to cover field work and post-field work dissertation writing. Students who entered before 2020 and 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, as indicated in their yearly written reviews from the Graduate Committee in consultation with their dissertation committee. 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 for external support (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 professional development.

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 elsewhere 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.

4.2. Credit and Transfer of Credit

Students who arrive with an MA from another program may transfer up to nine semester credit hours to the master's program and up to 24 semester-credit hours to the doctoral program. A student transferring from an unfinished master's program may not transfer more than six semester credit hours into the anthropology doctoral program. Grades for transferred courses are not included in the student's Notre Dame G.P.A. Our four Orientations and the Research Design courses are required for all students.

4.3. Being in Residence as a Graduate Student

It is expected that students will normally 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 committee and with the DGS. Exceptions will be evaluated on a case-by-case basis. Students not in residence and still receiving a stipend are prohibited from seeking other employment. Their designation will be as non-resident graduate students.

4.4. Grievances and Appeals

The Department of Anthropology's Ombudspersons Committee (OC) provides informal, independent, impartial, and confidential advice on any issue that may affect students, faculty, and staff in their work, study, and interpersonal relations within the Department. Students who wish to file a formal grievance against the Anthropology Department or its faculty or to appeal a departmental decision regarding their status should normally consult with the DGS (or members of the Graduate Committee), except in those cases where the DGS and/or the Graduate Committee members are the subject of the grievance, in which case the student should consult with the Department Chair. If both the DGS and Department Chair are subjects of the grievance, the student may appeal directly to the Graduate School using the procedure described in the [Academic Code of the Graduate School](#).⁸ These procedures do not apply to cases of sexual harassment, which are governed by University policy as described in the Graduate School Academic Code. The DGS or departmental chair may, in consultation with the student, attempt to resolve the grievance. 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

⁸ https://graduateschool.nd.edu/assets/255298/academic_code_2019_2020.pdf

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 Academic Code of the Graduate School.

4.5. 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 one year with an opportunity for renewal for one additional year. 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 may present items for discussion or action at departmental faculty meetings and participate in the discussions (except when they involve confidential matters as described above)

4.6. 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).

4.7. 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.) would receive a TA only when the preferential classes are filled.

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 previously been a TA for the same course. (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 course as instructor of record.

APPENDIX 1

UNIVERSITY OF NOTRE DAME CENTERS AND INSTITUTES

- The Center for Environmental Science and Technology fosters interdisciplinary environmental research and education by providing cutting-edge analytical technologies needed to address national and international problems.
- The Center for Italian Studies organizes and supports research, education, and outreach in the languages, cultures, and peoples of Italy's past, present, and future from a broad array of disciplinary perspectives.
- 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 Social Science Research is dedicated to improving the quality and efficiency of social science research at the university by working with faculty, students, and staff across all academic disciplines.
- The Center for the Study of Languages and Cultures is an interdisciplinary initiative that offers a broad array of programs, technologies, and assessment systems to advance language acquisition and cultural understanding.
- 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 Environmental Change Initiative provides solutions to society's complex environmental challenges to minimize the trade-offs between human welfare and environmental health.
- 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 for Educational Initiatives strives to improve the education of all young people, particularly the disadvantaged, with a special--though not exclusive--call to sustain, strengthen, and transform elementary and secondary Catholic schools.
- 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 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.
- The 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.
- The William J Shaw Center for Children and Families is a dynamic center for advancing the well-being of children and families through basic and applied research, the dissemination of research findings, and community outreach.

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.** All full-time first-year students 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 subfields of anthropology, research methods, and the preliminary narrowing of ideas towards a dissertation.
- **Academic Profile.** During their first year, students will start to develop an academic profile, which will serve as the foundation for evaluating their performance. This profile includes coursework, departmental talks and conference participation, papers and presentations, other written works, and professional assessments by faculty, teaching evaluations (if pertinent), and other relevant materials. Students need to maintain records of their work and submit these to their Committees by the end of the Spring semester for evaluation.
- **First-year assessment.** When considering a student's first-year profile, the Graduate Committee may look at the following: 1) 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) completion of a presentation at the Anthropology Graduate Research Conference. Based on these elements, at the end of the Spring semester the Graduate Committee will evaluate all first-year students and determine continuance to the second year of studies. Possible outcomes include: 1) continuance into the second year (as exceeding or meeting the department's high expectations), 2) provisional continuance with reassessment at 18 months (below expectations), 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 attend professional meetings, and by the second year, they 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 analytical, laboratory, language, and field skills, and to refine possible dissertation topics. All eligible students are expected to submit an NSF-GRFP by their second year.
- **Coursework.** Students will normally complete 18 credit hours of coursework (three courses each semester). The Research Design course is required of all graduate students, and, starting in Fall 2020, students will also be expected to complete the final two Orientations courses. Elective 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 Profile.** As with the first year, it is expected that students will continue to develop their academic profile.
- **Second-year evaluation.** When considering a student's second-year profile, the graduate committee may look at: 1) 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) completion of a presentation at the Anthropology Graduate Research Conference. The satisfaction of these expectations (exceeding/meeting/below expectations) will be the basis for the Graduate 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 work on publications to share their ideas, research and laboratory/field work with professional and public audiences. The aim is for students to 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 qualifying examinations, develop a written doctoral research proposal, and write and submit research grants to several external funding agencies (e.g. Wenner-Gren, National Science Foundation, National Geographic, Fulbright, etc.).
- **Academic Profile.** As with the previous years, it is expected that students will continue to develop their academic profiles, engaging in professional activities such as conference participation, summer experiences, serving as a TA, passing the qualifying examination and prospectus, applying for grants to external agencies, and taking classes relevant to their trajectory.

- **Third-year evaluation.** Normally, by the third year, it is the student's PhD committee that is responsible for making sure that a student is achieving their goals, meeting departmental expectations, and developing as a professional. The role of the Graduate Committee will be to formally acknowledge the student's completion of the third year and their transition into PhD candidacy, but the broader development is in the hands of a student's committee. In exceptional circumstances, the Graduate Committee might also participate in a deeper evaluation of a student.
- **Additional expectations.** By the third year it is expected that students will actively present at national and international professional meetings (determined in consultation with their committee). It is also expected that third-year students will increasingly engage in dissemination (broadly defined) and sharing of their ideas, research, and laboratory/field work with professional and public audiences. 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. All third years are strongly encouraged to have a publication by the end of this academic year. Students might also consider serving as TA or instructor of record (with approval from their committee) to gain additional teaching experience.
- **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 years of study

- **Overall goal.** The goals of the fourth and fifth years 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 as Instructor of Record. Students are also eligible to serve as TAs.
- **Academic Profile.** It is expected that students will continue to develop their academic profile 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 profile includes publishing research in regional or methodological journals, book chapters, or other publishing venues, presenting thematically oriented papers 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 graduate committee.
- **Additional expectations.** Dissertation defense takes place in the last term enrolled in graduate school. All fourth and fifth years are strongly encouraged 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.

Sixth year of study

Students will normally complete their PhD within five years. However, in exceptional circumstances, some students may have a sixth year.

- **Overall goal.** The overall goal of the sixth year is to complete and defend the dissertation. Students should also apply for and secure employment.

- **Teaching.** Depending upon circumstances, and in consultation with their Ph.D. committee, senior graduate students may be eligible to teach one independent class as Instructor of Record. Students are also eligible to serve as TAs if interested.
- **Academic Profile.** It is expected that students will focus the bulk of their attention on completing their dissertation, preparing and submitting manuscripts for publication, presenting at conferences, and teaching.
- **Dissertation.** Its format is negotiated in consultation with a student's graduate committee.
- **Additional expectations.** Dissertation defense takes place in the last term enrolled in graduate school. All sixth years are strongly encouraged to have multiple publications in the pipeline (in preparation, submitted, in review, in press, published).
- **Summer support.** No summer support is provided to sixth year students.

APPENDIX 3: EXPECTATIONS OF A TEACHING ASSISTANT

Part of a graduate student's trajectory includes serving as a graduate teaching assistant (TA) during their time in the Anthropology doctoral program. This requirement allows them to gain insights as a teaching apprentice and work with a professor to learn aspects of organizing, directing, grading, and mentoring an undergraduate course. It is a way to collect information to prepare for a class that students might teach later in their career. First-time TAs are usually matched to courses related to their areas of interest; subsequent TA-ships can be outside of a student's research interests. 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. Teaching outside of one's sub-discipline is a good way for students to become familiar with other approaches. Each class type (lab, seminar, large/small lecture, etc.) will have different dimensions and expectations and will engage TAs in different ways.

We expect TAs 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. TAs will provide the professor with their conference and travel schedule so they can approve of the days they will be absent. TAs 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.). The professor may also want to set up a regular meeting schedule with the TA during the weekly office hours, which will be worked out at the start of the semester;
- Attending class – TAs are expected to attend each class unless instructed otherwise. TAs should arrive several minutes before class so they are available to answer questions, help the professor set up the room, etc.;
- Role model – TAs are a role model for the undergraduates in the class. Though TAs might not realize it, undergrads are watching them regarding classroom behavior, enthusiasm for the field, respect for the professor, etc. TAs should remember that they are there to aid the professor as well as learn pedagogy; thus, it is expected that they will pay attention during class, take notes on the material, keep an eye out for student behavior that the professor might not see, and help develop exam questions. The undergraduate students will look to the TA 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 the TA 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 – TAs are learning how to present ideas (regardless of career trajectory), so they will normally 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 the TA time to prepare;

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

Although the Department hopes the TAs and professors will develop a partnership, TAs should remember that it is the professor's class and theirs to direct. If TAs are given a task that they do not understand or think is in error, TAs should not hesitate to talk about it or contact the professor, but they *do not* second-guess their pedagogical approach, particularly in a manner that might undercut their standing with the enrolled students. The Department expects that TAs will bring exciting, new, innovative viewpoints to offer; however, the professor has been teaching for *many* years more than the TA and may have very sound reasons for a given activity. TAs should ask, not assume.

**APPENDIX 4:
CHECKLIST**

Task/Assignment	Deadline	Date Completed
Finalize Candidacy Committee Members	Spring of 1 st Year	
Schedule Qualifying Exam Date	Spring of 2 nd Year	
Schedule Prospectus Defense Date	Spring of 2 nd Year	
Qualifying Exam	3 rd Year	
Prospectus Defense	3 rd Year	
Submit External Grants	3 rd Year	
Prepare Drafts of Dissertation Chapters	3 rd Year	
Work on Publications	All Years	
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 (18 credits)		Year two (18 credits)		Year three		Year four		Year five	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Course work		Bio-Anth Orientations*	Elective	Archeology Orientations*	Research Design*	Coursework as needed to complete credit requirements		Coursework as needed to complete credit requirements		Dissertation research and writing	
		Ling-Anth Orientations*	Elective	Socio-Cult Orientations*	Elective						
		Elective	Elective	Elective	Elective						
Academic stages			Present on progress to ND Anthro Department	Attend a national conference	Present on progress to ND Anthro Department	Qualifying exams	Present on progress to ND Anthro Department	Dissertation research and writing		Teach stand-alone course	
		Attend a national conference	Present poster or paper at a national conference		Present and defend PhD dissertation proposal						
			Serve as Teaching Assistant		Serve as Teaching Assistant	Present poster or paper at a national conference					
					Summer: Continue to develop research tools, prepare and study for qualifying exams		Summer: dissertation laboratory and field research		Summer: dissertation laboratory and field research		Summer: dissertation focused laboratory and field research

1st year gate

2nd year gate

3rd year gate

* Required enrollment for all graduate students.



Awarding of M.A.



Continue to Ph.D. dissertation