



ANTHROPOLOGY
AND GEOGRAPHY
COLORADO STATE UNIVERSITY

Doctoral Student Handbook

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Table of Contents

Part I: The Ph.D. Program	1
Description of the Ph.D. degree.....	1
Course requirements.....	1
Ph.D. comprehensive papers, proposal, and dissertation	2
Teaching assistantships.....	5
Grants and scholarships	5
<i>Field School Award</i>	6
<i>Anthropology Scholarship Endowment</i>	6
<i>Student Research Scholarship</i>	6
<i>Karen S. Greiner Endowment for the Preservation of Colorado Archaeology</i>	6
<i>Indigenous Stewardship Award</i>	6
Part II: Matriculation into the Program	7
Residency	7
Academic advisors.....	7
Forming a graduate committee and submitting a program of study	7
Expectations, quality of work and student progress	8
Data management and research ethics	9
Part III. Timeline and Forms	11
Ph.D. Calendar.....	11
Ph.D. Forms	13
Appendix 1 – Rubric for PhD Comprehensive Papers.....	15
Appendix 2 – PhD Proposal Guidelines.....	17

The purpose of this handbook is to provide admitted students who are pursuing a doctoral degree in anthropology with a convenient summary of the information they need to navigate the program. Students are responsible for fulfilling curriculum requirements and submitting the appropriate paperwork to the Graduate School, and so should consult this handbook as well as the Graduate School website at the beginning of each semester to ensure that they are on track to complete their degree.

Part I: The Ph.D. Program

Description of the Ph.D. degree

The Department of Anthropology at Colorado State University supports a PhD program in anthropology focused on Place, Space, and Adaptation. This innovative degree program builds on the diverse research interests of our faculty who specialize in cultural anthropology, archaeology, and biological anthropology as well as human and physical geography. The program will provide students with the conceptual expertise and skills to address research questions that:

- sit at the intersection of anthropology and geography
- apply geographic methods to anthropological questions
- critically evaluate the impact of place and space on human/ecosystem adaptation

Graduates will leave with training and skills that can be leveraged in both academic and non-academic settings. Required course work includes topics and methods from geography.

Course requirements

It is the student's responsibility to evaluate each semester the appropriateness of courses taken to fulfill Ph.D. requirements to ensure that every course counts towards the student's degree plan. The student should meet with the faculty advisor (and Department graduate coordinator, if needed) to navigate this process.

Students will enter the program with roughly 30 credits of coursework from an M.A. or M.S. degree. The Ph.D. program requires an additional 42 credits beyond the Master's degree for a total of 72 credits of graduate work. The Ph.D. requirements include:

- Core Courses: two required classes (6 credits total)
 - Place, Space and Adaptation (ANTH 617, 3 credits)
 - ANTH 650 Edge Effects-Place, Embodiment, Environment may be used as a substitute for ANTH 617 when offered
 - The Development of Anthropological Theory (ANTH 500, 3 credits)

- Methods Courses: three courses relevant to the student’s dissertation (9 credits total)
 - At least three credits in anthropology and three in geography
 - GR 420 is the required methods course for Geography but can be substituted if others better fit student interests.
- Electives in theory and/or specific topics: five courses (15 credits total)
 - Must include one course in each of the three subdisciplines of anthropology (9 credits) and one course from geography (3 credits).
 - One elective or methods course (3 credits) must be taken outside the Department.
- Additional credits for dissertation work, independent study, or electives (12 credits)
- If any of the above requirements were met at the Master’s level, then the student may choose other courses relevant to their training. Be sure to discuss this process of a “requirement waiver” with your faculty advisor during the first semester of coursework and have the waiver approved (in writing) by the Department graduate coordinator and Department chair.
- Any proposed transfer credits from your M.A. institution must be for relevant classes and for credits that were above and beyond any requirements (in terms of credits and courses) in the student’s prior department. Be sure to discuss this process of “transfer credits” with your faculty advisor during the first semester of coursework and have the request approved (in writing) by the Department graduate coordinator and Department chair.

Ph.D. comprehensive papers, proposal, and dissertation

The purpose of the comprehensive papers is twofold. First, students must demonstrate their ability to identify, synthesize, and critically examine important bodies of research that are related to broader issues in anthropology and geography. Second, through this process, students will develop expertise in topics that can be drawn on for their dissertations as well as in their future careers.

1. By March 1 of the first year of residency, the student should select three topics for their Ph.D. comprehensive papers with the faculty advisor and other internal committee members (see below for section on committee members) and begin preliminary work on these papers. The three topics should align with student and advisor/graduate committee interest and expertise; topics should also be aligned with student’s post-graduation goals (tenure-track position, applied work, NGOs, etc.).
 - The three topics include:
 - Place, space, and adaptation; this paper should be started in the 2nd semester of the first year, in conjunction with either ANTH 617 or 650.
 - Theory
 - A substantive issue related to student’s dissertation topic
 - The student will research and write the three approved papers; these must be 15-25 double-spaced pages each (3750-6250 words) with 40-60 citations

relevant to each topic (page/word count does not include references or tables/figures).

- Student should seek feedback/discussion with faculty advisor and/or committee members about the appropriateness of the literature selected for papers; *advisors are not to comment on drafts or provide edits of writing during the process, though faculty can help guide the structure and identify appropriate literature*
 - Papers are not to be considered and/or structured as articles for journal submission or dissertation chapters, although this work can certainly be used at a later date as deemed appropriate by committee
 - Examples of these papers can be found at the Rutgers website (<https://anthro.rutgers.edu/field-statements>)
 - Each paper should be a "critical" review of the literature, a "state-of-the-art" essay that identifies an active area of contemporary research, sorts out the important topics and debates within it, demonstrates awareness of the history of these debates, and suggests future directions. Extensive bibliography is essential, though students should be selective in its preparation. Sweep and saliency are the norms: one must know the best work well and must know of the existence and general contents of related literature. A critical review is NOT a simple summary. Assessment is the key attitude -- judgment about the relative importance and interrelation of the many items being pulled together. See *Annual Review of Anthropology* for good examples of this type of scholarly writing in biological, archaeological, and cultural anthropology.
 - The student can write the first of their three papers as related to Place, Space, and Adaptation as part of the requirements for ANTH 617 (Place, Space, and Adaptation) or ANTH 650 when used as substitute for ANTH 617. The paper is due at the end of the semester, as part of the course requirements.
 - The theory and substantive issue paper should be written during the summer and fall semester of the second year of study (three ANTH 795 Independent Study Credits should be used to complete the papers in the fall semester).
2. The complete set of the three comprehensive papers must be submitted to the committee by December 1 of the second year of study. Committee members (excluding the outside member) will then evaluate the work and assign one of the four following grades no later than December 15. Please refer to Appendix 1 to review faculty rubric for written papers.
- Potential Scores on Individual Papers
 - High pass (exceptional work in analysis and scope)
 - Pass

- Marginal pass (needs improvement in terms of either logic of argument, appropriateness of literature, etc., but still considered by committee as meeting basic level of comprehension)
 - Fail (poorly written, missing key literature, lack of critical analysis, etc.)
 - Any paper that receives a marginal pass will then be the topic of a 'corrective' oral portion of the Ph.D. comprehensive papers.
 - Any paper that receives a fail must be revised/rewritten in light of feedback from the committee and resubmitted before February 15 of the next semester. The quality of the revision will determine if an oral discussion is required.
 - If notable improvement on the written paper(s) is not made, a recommendation for dismissal from program will be made.
 - Students may formally appeal a failing score by contacting the Department chair and Graduate Coordinator.
 - If any of the papers received a marginal pass, the student must schedule a two-hour oral defense no later than April 1. During the oral discussion, internal committee members will ask student questions or to summarize literature that is absent in the papers, or not synthesized appropriately. The student may also be asked to frame theoretical debates, or to offer assessments of certain bodies of literature.
 - If the student fails the corrective oral discussion, paper revisions and rewrites are then required.
 - If notable improvement on the written paper(s) is not made, a recommendation for dismissal from program will be made.
 - Students may formally appeal a failing score by contacting the Department chair and Graduate Coordinator
3. The dissertation proposal should be written during the spring semester of the second year of study (three ANTH 799 Dissertation Credits should be used to complete proposal). The proposal should be presented to the committee at the end of the semester or at an appropriate time selected by the committee (including outside member).
- Please see Appendix 2 for general instructions on how to prepare a dissertation proposal and what to expect during the defense of the proposal.
 - If completion of the data collection for a student's dissertation project requires fieldwork and substantial funding, the schedule presented above either needs to be accelerated or spread out over another year-long cycle.
 - The ideal situation is for a student to defend their dissertation proposal at the end of the 4th semester in residency. Application for funding is done concurrently, and then over the subsequent summer and fall (longer if need be) data is collected (see section 4 below).

- Following the successful defense of the PhD proposal, the student officially becomes a Ph.D. candidate. The GS-16 form is completed by the candidate and full committee and submitted to the Graduate School.
 - Dissertation write up ideally begins during the spring semester of the third year, and into the next summer.
4. Proposals for external funding (e.g. NSF, Wenner-Gren, Smithsonian) should be based on the proposal and submitted by the appropriate deadlines.
 5. The schedule outlined in Section 3 represents the best-case scenario for completion of the Ph.D. while financially supported by the department in the form of GTAs. Although the schedule is non-negotiable with regard to the due dates stated for the written and (if needed) oral portions of the comprehensive papers, scheduling a defense for the dissertation proposal as well as applying for external money may require time that goes beyond the three-year funding period. It is highly likely that most PhD students in our program will have exhausted their Department funding by the time they are ready to write their dissertation. Please be proactive about this timeline and meet with your primary advisor to discuss other avenues of funding.

Teaching assistantships

Students accepted into the doctoral program are typically given three years of funding in the form of graduate teaching assistantships. Students should consult with their supervising instructors at the beginning of the semester so that they have a clear understanding of their responsibilities.

All GTAs must attend an orientation provided by the CSU Graduate School. GTAs who are assigned to writing-intensive courses (called “gtPathways” classes), must also enroll in E608, Integrating Writing in the Academic Core. This one-credit class meets for the first five weeks of the semester.

Students in their fourth year are eligible to apply for a Graduate Teaching Instructor position if one becomes available. The department chair will make the graduate students aware of these opportunities during the spring semester of the third year of the program.

Grants and scholarships

PhD students are expected to seek funding from outside agencies, such as the National Science Foundation, Wenner-Gren Foundation, American Council of Learned Societies, and American Philosophical Society, to support their doctoral research (for a useful list use the following link: <http://www.wennergren.org/resources>). In addition, the Department offers a small number of

awards to facilitate graduate training and research. Applications are due in the spring. Detailed information about these and additional awards offered by the Graduate School can be found at the following link:

<http://anthropology.colostate.edu/scholarships-awards/>

Field School Award

The department provides modest financial support for Colorado State University Anthropology and Geography undergraduate and graduate students to support participation in field school within any subdiscipline. Funds shall be used to cover necessary expenses associated with field school costs including travel, accommodations, transportation, supplies, etc. Awards are made on a competitive basis.

Anthropology Scholarship Endowment

The purpose of this fund is to provide scholarships to benefit full time graduate students in the CSU Department of Anthropology and Geography. Students must apply for the award; decisions are made by the end of March and often are used to fund summer research. Attendance at the CLA Donor Brunch during the fall is required of each awardee.

Student Research Scholarship

The Student Research Scholarship was established to provide support for students engaged in special projects, travel for individual research and/or presentation of research at professional conferences. The Anthropology Graduate Student Association typically puts a call for applications out in February. Work to be funded must be completed within the fiscal year of the award period, from July before the call goes out, to the next July.

Karen S. Greiner Endowment for the Preservation of Colorado Archaeology

The Karen S. Greiner Endowment provides funding for graduate students and junior professionals to support archaeological research in Colorado.

Indigenous Stewardship Award

The Indigenous Stewardship Award was established in 2013 by Emerita Kathleen Pickering to support students who are traditionally underrepresented in the discipline. Preference will be given to students who have a research interest in and/or community ties to indigenous populations.

Part II: Matriculation into the Program

Residency

Graduate students who have established a home (domicile) in Colorado, can prove intent to make Colorado their permanent home, and have severed legal ties with other states (e.g. no longer pay taxes or vote outside Colorado) for one year can petition for in-state tuition classification. This is particularly important for students who do not hold assistantships since residency substantially reduces the cost of tuition in the second year of graduate school. In order to do this it is imperative to start acquiring documentation (e.g. lease agreements, voter registration, etc.) at least one year prior to the beginning of the school year for which one intends to petition for residency. Information about the process, including and on-line residency orientation that explains the procedure, can be found at the following website:

<https://financialaid.colostate.edu/residency/>

Academic advisors

Academic advisors play a pivotal role in mentoring and training graduate students. They provide guidance and support in all aspects of students' graduate education, including the selection of courses, the supervision of dissertations, facilitating the development of professional networks, and writing letters of recommendation for jobs. A strong mentoring relationship is based on mutual respect and open communication. It requires proactive engagement with the program on the part of the student, and the provision of guidance and timely feedback by the advisor.

Students should meet regularly with their advisors to discuss coursework, research, and relevant aspects of professional development. Advisors may provide students with a written statement or orally review the expectations of both parties.

The name of your advisor is indicated in your letter of acceptance into the program. Although this person is called a "temporary advisor," it is assumed that s/he will work with you through the completion of your degree. However, students do have the right to change advisors if necessary, but both the original and new advisor must be consulted and agree. If such a change occurs after the GS6 Program of Study is submitted, the student must submit a GS9A form, Petition for Committee Member Changes, to the Graduate School. The form can be found at:

<http://graduateschool.colostate.edu/policies-and-procedures/forms/#GS9A>

Forming a graduate committee and submitting a program of study

PhD committees must consist of at least four faculty members, including an advisor (and, optionally, a co-advisor) from the Department. The remaining three members should include one or more members of the Department, and an outside member from another department at CSU. An additional committee member from outside the university may also be included but must first obtain affiliate status with the Department. If from outside CSU, this committee

member can serve as one of the four on the committee, but NOT as the “outside” the department committee member. You will still need to find someone from CSU, but outside the department, to serve in this capacity.

Students must submit the GS6 Program of Study form electronically to the Graduate School by the end of the second semester. It requires:

- a list of completed and planned courses that will count towards your degree.
- selection of your permanent advisor who will chair your graduate committee.
- selection of at least three additional faculty members to serve on your committee. One of these members must be a CSU faculty member from outside the Department of Anthropology and Geography, and is usually, although not always, someone from whom you have taken a course that is related to your dissertation. An additional member from outside CSU may be included in the committee if your advisor agrees. This person must hold an M.A. or Ph.D. and submit a resumé to the Department chair. If the Chair approves s/he will forward a recommendation to the Dean of the Graduate School in support of the person’s appointment to the committee.

Expectations, quality of work and student progress

Graduate students are expected to be fully committed to and actively engaged in all aspects of their education. Excellent performance in courses and participation in class discussions form the baseline of these expectations. In addition, students should demonstrate professional behavior towards their advisors, other faculty members, staff, classmates, and undergraduates. Professional norms include, for example, notifying faculty when you are unable to attend class, preparing for meetings with your advisor, performing well as a GTA, meeting class and dissertation deadlines, and attendance at departmental events such as invited lectures, brown-bags, symposia, and job talks.

<https://resolutioncenter.colostate.edu/wp-content/uploads/sites/32/2018/08/Student-Conduct-Code-v2018.pdf>

The link above directs you to the student conduct code; this document describes general behavioral expectations for all students and also outlines processes around how student complaints are handled, and the role of the Student Resolution Center. It touches on the consequences of plagiarism and other types of academic misconduct.

Good academic standing is predicated on satisfactory progress in the overall program, in addition to maintaining an adequate cumulative GPA. Progress is demonstrated by student adherence to the academic plan developed in conjunction with his/her advisor. This entails taking the appropriate courses as well as submitting and revising thesis chapters and portfolio components in a timely fashion. To facilitate this process, the Department expects students to

complete a yearly assessment of their progress that describes what aspects of the graduate requirements need to be completed and a plan for accomplishing this. The request for this information is sent to students in the spring.

The consequences of poor performance in classes, a lack of professional ethics, poor performance in the role of GTA, as well as the inability to meet deadlines associated with dissertation work may include the removal from a GTA position or placing a student on probation with a specific time limit associated with the completion of tasks. If deadlines are missed and poor performance continues, steps will be taken toward student dismissal.

The Graduate School at Colorado State University only assesses whether graduate students are making satisfactory progress after the student has completed 12 credits. They consider; 1) a GPA under 3.0 to indicate an unsatisfactory performance as well as, 2) committee judgment about sub-par performance in program specific measures. As a department, we observe all Graduate School policies related to performance by a student. Within this framework, we have developed our own standards for what satisfactory performance entails and how it is demonstrated.

Following the Graduate Student Bulletin, “when a student’s graduate advisory committee or an appropriate departmental graduate committee finds that a student is not making satisfactory progress toward the degree due to factors other than grade point average, and that satisfactory progress cannot be anticipated”, a plan will be drafted and signed by committee members and student. The plan will; 1) identify the concerns and the solutions, 2) present a calendar/timeline to chart progress, and 3) describe the consequences (dismissal) if the progress is not satisfactory.

The committee will keep in contact with the student to give feedback during the progress plan timeline and document such contacts and their outcomes. At the end of the timeline, if progress is not adequate, the committee may recommend dismissal from the program. The student may appeal such an immediate dismissal through the existing Graduate School appeals procedure.

Data management and research ethics

During your residency in our program, you will inevitably collect data and participate in analysis and write-up. When are data yours? When do you require permission for data usage? What are the rules of the game? The first rule is, when in doubt, ask your supervising professor. Initiate a conversation around best practices concerning data usage, management, citation, etc. Second, if you are getting paid to collect data, even if it is used as the basis of a thesis or a publication, those data are not yours. You need to have an explicit conversation about how to manage citation with the individual who paid you to collect those data. In addition, copies of

Excel spreadsheets are required to be housed with the person who paid you for the work. If you are analyzing data that was previously collected by another person, the same rule applies; those data are not yours. Unless given permission and authorship is agreed upon, it is unethical for you to use those data as the basis of subsequent publications on which you are sole author either during your residency or after you leave our program. The link below outlines intellectual property guidelines important to students who produce dissertations. Please review the document and then engage in a dialogue about these issues with your advisor.

<https://graduateschool.colostate.edu/wp-content/uploads/2016/01/GS-Publishing.pdf>

Although common ethical standards apply to all academic disciplines, those of us who study living humans are required to have our research proposals vetted by an Institutional Review Board (IRB). The link below provides you with the information you need to submit proposals to IRB for review.

<https://www.research.colostate.edu/ricro/irb/>

If you are conducting research that is supported by the federal government, you are required to undergo ethics training. The link below provides details concerning not only that training but also many other issues related to research ethics, including a clear statement of what research misconduct entails.

<https://www.research.colostate.edu/ricro/rcr/research-ethics-at-csu/>

The department takes research misconduct very seriously; it is grounds for immediate dismissal. When in doubt, ask.

Part III. Timeline and Forms

Ph.D. Calendar

Fall Semester of 1st Year

- Anth 500 (History/Theory)
- Two additional graduate courses of student/advisor's choice
- Consider presenting previous M.A. or other research in the CSU Graduate Showcase
- Discuss/finalize any proposed graduate transfer credits by the end of the November as well as waiver of any PhD plan requirements
- 1st Semester review with student, advisor, and Department chair in early December

Spring Semester of 1st Year

- ANTH 617 (Place, Space, and Adaptation) or ANTH 650 (Edge Effects)
 - Research and write paper related to place, space, and adaptation as part of the comprehensive papers
- Two additional graduate courses of student/advisor's choice
- By March 1, select two internal (anthropology or geography faculty in the Department) members of Ph.D. committee in addition to the advisor; an outside committee member can be added at this time or later in the fall (four committee members total)
- By March 1, discuss/select three topics for PhD comprehensive papers with the faculty advisor and other committee members;
 - As part of the PhD comprehensive papers over the next year, the student will research and write these three papers
- Begin to formulate dissertation proposal ideas with faculty advisor and other committee members; apply for funding for preliminary research in summer
- 2nd Semester review with student, advisor, and chair in early May

Summer of 1st Year

- Conduct preliminary research and/or feasibility studies

Fall Semester of 2nd Year

- ANTH 795 (3 credits of independent study)
 - Research and write two additional papers related to theory and another substantive issue related to dissertation topic as part of comprehensive papers
- One to two additional graduate courses of student/advisor's preference and/or Anth799 Dissertation credits (three to six credits dependent on student/advisor)

- Consider presenting at CSU Graduate Showcase regarding Ph.D. project
- Select outside department committee member by October 15
- Submit GS-6 form to Graduate School
- Ph.D. Comprehensive Papers Due December 1
 - If approved, student moves forward to eventually scheduling a dissertation proposal defense the next semester
 - If not approved, either oral follow-up will be scheduled or paper revisions will be requested. A time line for revisions will be determined by student's committee.

Spring Semester of 2nd Year

- One to two additional graduate courses of student/advisor's preference and/or Anth799 Dissertation Credits (three to six credits dependent on student/advisor)
- Dissertation proposal (three Anth799 Dissertation Credits to complete proposal)
 - Write and defend dissertation proposal to the entire committee by end of semester or at appropriate time as selected by committee
 - Following successful defense of proposal, student officially becomes PhD candidate (GS16 form, CSU Grad School)
- Submit grant proposals to external agencies

Summer of 2nd Year

- Dissertation field/lab work

Fall Semester of 3rd Year

- ANTH 799 Dissertation Credits (six credits) or any other classes needed to finish degree plan
- Consider presenting at CSU Graduate Showcase regarding PhD project

Spring Semester of 3rd Year

- ANTH 799 Dissertation Credits (if needed) or continuous registration (CR)

Summer of 3rd Year

- Dissertation field/lab work

Fall Semester of 4th Year

- Continuous registration (CR)
- Dissertation research/analysis/writing

Spring Semester of 4th Year

- Continuous registration (CR)

Dissertation Defense

At the beginning of the semester students intend to graduate, they should coordinate with their advisor and other committee members to identify a tentative defense date prior to the Graduate School deadline in the 10th week of the semester (see Graduate School website for precise date). The complete dissertation should be submitted to the committee at least one month prior to the defense date. Enough time should also be included in the schedule for the student to complete any revisions required by the committee prior to the Graduate School deadline.

Please note that faculty are not on contract during the summer, and students should not assume that professors are available to read their work or attend a defense during that time.

The following table provides a suggested timeline for completion of a Ph.D. in Anthropology based on submitted forms. Students are required to submit all forms required by the Graduate School by the relevant deadlines. Forms and deadlines can be found on the Graduate School website which takes precedent over the information provided here:

<http://graduateschool.colostate.edu/>

Ph.D. Forms

Form	Time Frame
GS6 Program of Study form	By the end of the second semester (department deadline) submit the GS6 which lists committee members and courses to be taken to complete degree. http://graduateschool.colostate.edu/policies-and-procedures/forms/#GS6 Both committee members and classes can be changed, if necessary, using the appropriate forms (see Graduate School website)
GS16 Report of Preliminary Examination for the Ph.D. degree	A prelim exam is administered at least two terms before the defense to determine whether student is qualified to continue towards doctorate. Within the CSU Anthropology program, this is tied to the successful defense of the PhD proposal.

Form	Time Frame
GS25 Application for Graduation form	<p>Second week of intended graduation semester (fall or spring). This should be submitted after consulting with graduate advisor and establishing a tentative defense date.</p> <p>http://graduateschool.colostate.edu/policies-and-procedures/forms/#GS25</p> <p>This form must be resubmitted if student does not defend during semester first indicated.</p>
Submit GS24 Results of Examination form	<p>Day of defense. This form, which reports the results of the defense, should be printed and brought to the defense by the student. It will be signed by the committee and must be hand delivered by the student to the Graduate School within two business days.</p>
Submit GS30 Thesis Submission form	<p>This form should be brought to the defense. It must be signed and submitted to the Graduate School before the 10th week of the graduation semester.</p>
Submit GS30/ dissertation submission	<p>Students must electronically submit their correctly formatted dissertation to ProQuest by the Graduate School deadline (10th week of the graduation semester). See the following link for formatting and submission requirements:</p> <p>http://graduateschool.colostate.edu/for-current-students/completing-your-degree/thesis-dissertation/</p>
Optional submission of GS31, Embargo form	<p>Students who wish to delay the public release of their dissertations for one year may request their advisors to complete the GS31.</p>
Submit GS25B Departmental Requirements Clearance form	<p>Prior to graduation. Students must return keys and submit an exit survey to the Department which will then submit the GS25B to the Graduate School.</p>

Appendix 1 – Rubric for PhD Comprehensive Papers

Synthesis

Were 2-3 main themes identified and defined?

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

Was the importance of the themes justified/well argued?

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

Were the overall arguments based more on thick description/overview or more so based on summary and critical analysis?

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

Writing Style

Quality of writing (grammar, flow)

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

Typographical errors

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

Overall organization of paper (logical order, linkage between sections, etc.)

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

References

Contains at least 40-60 citations in bibliography (yes/no)?

Contains a smaller subset with the reference cited section (yes/no)?

Were the citations in the proper style/format for the student’s discipline?

Evaluate the appropriateness of references cited/bibliography (how comprehensive was the review? Did it contain the most important literature? Current literature? Classic literature?)

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

Overall Paper Assessment

1	2	3	4	5
Needs Significant Improvement (Fail)	Needs Improvement	Pass (Adequate)	Solid Response	Highest Achievement

Appendix 2 – PhD Proposal Guidelines

Your PhD proposal should be approximately 10-15 pages in length (single spaced), including figures and tables but not references. It should adequately describe what you propose to undertake for your dissertation project. It should be substantive, detailed, and logically organized. The sub-disciplines in anthropology have different ways of approaching the format for this document. The department's goal is to have you prepare a document that can also be used as a first draft for a variety of different grant proposals, from NSF dissertation improvement grants to those offered by Wenner-Gren. Each funding agency has slightly different formats and emphases. Please work with your advisor to identify an appropriate format and set of specific guidelines to follow that may slightly change/alter the order or emphases of the general guidelines offered below.

Your document should include:

1. A title page listing your project title, your name, the name of your primary advisor and committee members, 150-word abstract, and date of draft.
2. A table of contents
3. The proposal should have the following sections, to ensure that you adequately detail your project. Please use figures and tables (of your own design) where appropriate.
 - Introduction, Background, and Theoretical Perspective
 - Identify your topic of interest. Review it in basic details and context using background research. Identify “holes” in the topic that need to be better understood or resolved. Think of this section as the umbrella for a more specific set of questions or hypotheses that you outline in the next section.
 - Discuss a body of theory that you will use to better understand the topic of interest and how/why that theory is germane to the topic.
 - Proposed Project
 - Describe the 3-4 questions that you would like to pursue in your dissertation.
 - These questions can be framed following the best practices of your sub-discipline, from formal null and competing hypotheses to a series of interrelated questions.
 - In this section, you should explain how your hypotheses/questions solve or resolve some of the larger issues raised in the introduction.
 - Data Collection and Methodology
 - What sorts of data will you collect to address your questions/hypotheses? Why are the data relevant to the hypotheses? Where are you going to collect these

data, how long will it take you, what permissions are required (IRB protocol, letters of permission from museums, etc.)?)

- Be sure to be detailed about what methodology you plan to use to collect information in the field, from library sources, and in the lab. Methods also include ways of approaching and analyzing the data you collect. Be specific here, name software, and/or statistical approaches, whether your methods are qualitative, quantitative, or mixed. Also describe or acknowledge literature about methodological approaches, potential pitfalls, and how your work addresses these issues from a methodological point of view.
- Results
 - What are your expectations of the results of your analyses, how do your expectations link back to your introduction and hypotheses? You have not done your analysis yet, what do you anticipate will happen? What are the different 'results' scenarios and what impact do these scenarios have on the larger context that frames your hypotheses?
 - What sorts of difficulties do you anticipate in your project? Is the project entirely feasible? Is it important, ethical, necessary to make data public? How do you intend to do this?
- Conclusion
 - Brief summary of project proposal. Aim for 250-500 words max.
- References Cited
 - List only those papers cited in the proposal. You can append a larger bibliography in your appendices if desired. The references should be presented in the appropriate format for your sub-discipline.
- Appendices
 - Provide an approximate calendar for your project, including proposed background research, applying for funding, conducting fieldwork, data collection, analysis, and writing.
 - Provide a bulleted list of potential funding sources for your project
 - Provide a budget for the research described.

PhD Proposal Defense General Guidelines

Students should prepare a 30 min Powerpoint presentation that includes relevant summary of topic as well as the main hypotheses to be tested, materials and methods, anticipated results, and how the project links to discipline or larger questions within the sub-field.

Students should be prepared to answer questions from committee members. Students may pass their proposal defense, as which time committee will sign off on form GS-16 and the student will submit to the Graduate School. A conditional pass requires some revision of the document, or perhaps another in person meeting with the committee once revisions are made. If a student fails the defense, they will be released from the program.