

**GRADUATE  
STUDENT  
HANDBOOK**

**Department of  
Anthropology  
University of Oregon  
*(2015-2016)***

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**The Department of Anthropology’s Graduate Student Handbook and Faculty Advising Manual was originally compiled by Tiffany Brannon and Lynn Stephen during the summer of 2002. It is continually revised and updated by the current DGS and Graduate Coordinator including revisions by Madonna Moss, Tiffany Brannon, and Angela Donaldson during summers 2003 -2004, Aletta Biersack in 2005, Larry Sugiyama in 2006 - 2007, Madonna Moss and Betina Lynn in 2008, Frances White and Betina Lynn in 2009, Frances White and Phil Scher in 2010, Stephen Frost and Betina Lynn in 2012 - 2014, and Stephen Frost and Leah Frazier 2014-2015.**

## GENERAL INFORMATION

### University Catalog and Schedule of Classes

The 2015-2016 *University of Oregon Catalog*, which includes the *Graduate Studies and Research* section, and the University of Oregon's *Class Schedule*, contain information on University and Department rules and regulations, registration procedures, and student services. The catalog is published annually, includes information on classes that can be taught, as well as departments, faculty, programs, and other useful information. It can be accessed here <http://uocatalog.uoregon.edu/>. The *Class Schedule* lists classes for the current and future terms including times, rooms, and any special requirements. It is available at <http://classes.uoregon.edu/>. A tentative schedule of Anthropology classes for the academic year is available on the departmental web page at <https://blogs.uoregon.edu/anthro/files/2015/08/Year-Long-Course-Offering-2015-2016-docx-1u2xqlb.pdf>

### University of Oregon Graduate School Web Site

The Graduate School's web site has many useful pages documenting policies and procedures that pertain to graduate students, funding opportunities, and information to help students get oriented at the UO. It is located here: <http://gradschool.uoregon.edu>.

### Department of Anthropology Graduate Student Policy Documents

This is the Department of Anthropology's *Graduate Student Handbook and Faculty Advising Manual*. It is a basic reference for graduate students in the Anthropology program and should be read and referred to frequently. The *General Duties and Responsibilities Statement, Department of Anthropology, Graduate Teaching Fellowships* governs most matters concerning teaching fellowships in Anthropology. It may be found on line at: <http://gradschool.uoregon.edu/gtf/rights-and-responsibilities/gdrs>.

Additionally several documents related to this handbook can be found on the "Graduate Program in Anthropology" blackboard page, under the "Graduate Handbook" link.

### Student Conduct Code

The University operates under a student conduct program designed to protect the health, safety, and well being of everyone within the university community and to protect the educational objectives of the university. All university students are expected to abide by the UO Code of Student Conduct, which is here: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

Plagiarism will not be tolerated. Every student should read these helpful web pages which provide clear and explicit definitions and examples of what is and is not plagiarism: Plagiarism Guide for Students <http://libweb.uoregon.edu/guides/plagiarism/students/> Plagiarism Guide for Instructors <http://libweb.uoregon.edu/guides/plagiarism/faculty/>

### University of Oregon Directory

The Student, Faculty, and Staff Directory is available online from the University of Oregon homepage under "Find People" (<http://www.uoregon.edu/findpeople>).

### Telephones

On campus telephones, the four-digit telephone numbers listed in this handbook are UO campus extension numbers. If you're calling from a campus phone (for example, from an office in Condon Hall), simply dial 6, then the four-digit number to complete your call. When calling from off-campus, the area code and prefix for all campus extension numbers is 541-346; dial the area code and prefix plus the four-digit extension to complete your call. The area code for Eugene is 541, Salem is 503, and Portland is 503 and 971.

### Information Technology (formerly computing center)

Information Technology, located in McKenzie Hall, supports the computing needs of the university through the creation and maintenance of computing and networking environments. They have software available for download that is free to all university members, including virus and spyware protection, as well as a step-by-step guide to setting up your on and off-campus connection. All university members receive free

internet access. To connect to UOnet, see <http://it.uoregon.edu/help/getconnected/index.shtml>. To set up an email account, see <http://it.uoregon.edu/help/email/index.shtml>. Microcomputer Services are fully detailed at: <http://it.uoregon.edu/services-grid/all>. The various computing labs on campus can be found at: [http://it.uoregon.edu/campus\\_labs.shtml](http://it.uoregon.edu/campus_labs.shtml).

## DEPARTMENT OF ANTHROPOLOGY INFORMATION

### Department Protocols and Support Staff.

Our Anthropology Department Support Staff, Brenda Dutton, Leah Frazier, Lisa Clawson, and various work study students are valued employees with a tremendous amount of knowledge and expertise. Be kind and courteous to them at all times, and respect their work spaces. **Their desktops and desk drawers are private spaces; they are not “open to the public.”** Good advice comes from Robert L Peter’s 1992 book, *Getting What You Came For: the Smart Student’s Guide to Earning Masters or a Ph.D.* (Noonday Press, NY): “One of the most common mistakes of both grad student and professors is to treat secretaries and support staff with condescension. Considerations of human decency aside, this is really stupid because these people can either make life easy for you or not. If they choose to make your life hell, the chances are you won’t even know it.” While none of our support staff will “make your life hell,” they are both knowledgeable and powerful, and it is in your best interest to show them respect and courtesy at all times.

### Condon Hall

The Anthropology department is centered on Condon Hall: this is where the main office is located (308 Condon), most faculty offices, teaching labs, some faculty labs, graduate student mail boxes and offices (365/366 Condon) are housed.

Condon Hall Hours. The entrance to Condon Hall is open from 7:30 am to 7:00 pm, Monday–Friday. The main office is open from 8:00 a.m. to 12 noon and from 1 p.m. to 5:00 p.m. weekdays, except holidays. The main office is also open when classes are not in session, although the hours may be reduced.

Condon Hall Access. Access to Condon hall afterhours is by proximity card. You must ask the personnel at the EMU Card Office to add this access to the back of your UO student id card and then report the last 5 digit number to Leah Frazier in 312 Condon. All graduate students are eligible for access to the outer building doors of Condon Hall after office hours and over the weekend. All graduate students may request a key for the graduate offices main room (366 and 365 Condon). If you need keys to faculty laboratories, obtain authorization from the relevant faculty member. Have them notify the graduate coordinator in the main office. You will need your student ID to obtain keys or Condon Hall access. Once the ID is issued, you need to take it, along with your keycard, to the Office of Public Safety in Straub Hall (1319 East 15th, 6-5444), across from the Student Recreation Center. A refundable deposit of \$10.00 will be charged for each key checked out. Please remember that you must return your keys to campus security when you graduate, terminate your studies, or no longer need access to Condon. Your deposit will then be returned.

Condon Hall Computers. Graduate students may use computers in the graduate offices main room on the third floor of Condon Hall for various tasks, although these computers are generally for short-term use. The Cultural Laboratory (315 Condon) also has some computers for graduate student use. The computers in the archaeology laboratories are for laboratory use, i.e., cataloguing collections, generating illustrations such as maps, site plans, etc. and are generally not to be used for email or student internet browsing. These computers were made available when faculty upgraded to new systems; we do not have a separate budget for Graduate Student office computers. The various computing labs on campus, including those in the Knight Library, have computers for student use (as specified above): [http://it.uoregon.edu/campus\\_labs.shtml](http://it.uoregon.edu/campus_labs.shtml).

Recycling. The Anthropology Department has recycling containers placed outside of the main office (Room 308) and in the Graduate Student Lounge. Students, faculty and staff are encouraged to recycle paper, and to use divided boxes for this purpose at their desks. Each recycle location typically has four bins—one for white, three for “mixed” and non-white paper types. Some locations also have a bin for bottles and cans.

White is for letterhead, copy machine paper, index cards, and notebook paper. Mixed is for pastels, as well as all white products that contain color, including printing in colored ink, magazines, paper items with labels still attached, paper bags, and all bright and neon colors. Staples may be left in recyclable items, but paperclips should not. None of these bins are for disposal of facial tissue, food wrappers, paper cups or paper plates. For more detail regarding the University's well-established recycling program, check out the following link <http://pages.uoregon.edu/recycle/>.

**Bulletin Boards.** There are bulletin boards containing miscellaneous information in the hallway outside the main office and on other boards down the hall. Check the boards often for information pertaining to graduate education, departmental colloquia, department news, sales and notices, employment opportunities, calls for papers, and graduate school recruiting posters and materials. See office personnel if you have a question about bulletin board information or if you would like to post something on one of the boards.

**Mailboxes.** The Anthropology Department provides mailboxes for graduate students in the graduate offices main room. You will be sharing your box with other graduate students, so be careful when picking up your mail. Mail for faculty can be left in the main office. Out-going mailing services are not provided to graduate students.

**Office Space, Printing, Supplies.** The Department of Anthropology provides office space in 365 and 366 Condon Hall for Graduate Teaching Fellows (GTFs) with teaching assignments so that they can hold office hours for the number of hours required by their appointments. A single office with a door is available for GTFs to meet privately with undergraduates in their classes if their office or cubicle is not private or open to undergraduates. GTFs may use the telephone in graduate offices main room for local calls and for purposes directly related to their GTF teaching duties. Upon approval of their supervising course instructor, GTFs should use the Graduate Student Office copy machine to copy course materials that have been explicitly approved by the course instructor using the code provided to them by the Graduate Coordinator. Larger copy jobs, i.e. those requiring more than 100 printed pages total, must be sent to the Campus Copy office in advance. GTFs are not permitted to charge copy orders without the permission of the Graduate Coordinator, who will provide the index code needed for the Campus Copy Center. In the interest of both conservation and to reduce costs, all are encouraged to "think before you print" and avoid unnecessary paper use. Departmental printers may be used in emergencies when directly related to GTF teaching duties and the Graduate Student copier is not working. For those documents that must be printed, double sided printing is required.

**Important:** Unfortunately, the Department of Anthropology does not control sufficient space or resources to provide all graduate students with individual offices and unlimited printing. Therefore office space and printing resources must be limited to those relating to GTF positions and responsibilities. Sometimes, shared space can be made available in the cubicles in the Graduate Student Office area or through a student's advisor. The phones, office space, copy machines, FAX machine, and printers are not for personal or unauthorized use by graduate students. Printing articles, course materials and papers, manuscripts, or dissertations, etc., are personal professional expenses that the Department cannot fully subsidize but each student will be given an annual allotment of 100 pages worth of copies. Additional printing on Anthropology resources can be arranged if funding is available from the student. Otherwise, printing can be done at the Knight Library, EMU, and other facilities on and off campus. If a graduate student is working on a faculty grant or their own research grant which provides administrative support to the Department, then printing can be done under the aegis of the grant. Leah Frazier should be informed of the incurred costs so she can make the appropriate fund transfers.

Graduate students can use Department stationery and mailing supplies for academic business. The Department provides office supplies for GTF offices, but not for work at home. The laptop computer, projector, etc., are for teaching purposes and use must be scheduled in advance. The Graduate Coordinator is knowledgeable about all sign-out procedures. See the Graduate Coordinator for any questions.

**Videos and Films.** The department has a number of videos and films as supplemental teaching materials.

These must be checked out via the main office, preferably by the student worker on duty.

### **Laboratories**

The Anthropology Department's laboratories are set up for teaching and research in three areas: archaeology, cultural anthropology, and biological anthropology. The laboratory facilities are described at: <http://anthropology.uoregon.edu/labspace/>

### **University of Oregon Museum of Natural and Cultural History**

The Museum of Natural and Cultural History is located at 1680 East 15th Avenue, just behind the Knight Law Center. It houses exhibits on the cultural and natural history of Oregon, and is open to the public between 11:00 am and 5:00 pm Wednesday through Sunday. The MNCH consists of three primary units: Collections, Research, and Public Programs. The Museum's research division includes archaeological and paleontological foci. Most of the Research Division's archaeologists work in buildings near the Millrace or on Moss Street, where they conduct Cultural Resource Management (CRM) work. The Collections Division staff work to accession and safeguard the material remains of Oregon's past and work in the Museum itself. The Public Programs division provides learning experiences for visitors and strives to promote curiosity in natural and cultural history and science. During fall and spring terms, the Museum sponsors lecture series. In winter term, it hosts the Margaret Mead Film Festival. The MNCH Director, Jon Erlandson, is also Professor in the Department of Anthropology. Museum Research staff also teach ANTH 344 *Oregon Archaeology*. For more information visit the Museum's webpage, <http://natural-history.uoregon.edu/>.

**Current Departmental Faculty:** Anthropology and associated faculty, their research interests and contact information are listed on the department's website at:

<http://anthropology.uoregon.edu/people-2/>

### **Association of Anthropology Graduate Students (AAGS)**

The Association of Anthropology Graduate Students (AAGS) was founded for the purpose of facilitating communication between graduate students and faculty. AAGS consists of the graduate student body as a whole, elected officers, and the Director of Graduate Studies as faculty liaison. This organization was intended to: 1) facilitate communication and community among the UO Anthropology graduate students, 2) serve as a forum for pursuing graduate student concerns and interests, 3) facilitate communication between graduate students and faculty, and 4) organize the Department Colloquium series and social events. AAGS three organizing members are elected annually. AAGS generally holds its first meeting of the year immediately following the faculty-graduate student reception. The Anthropology Department encourages participation in the Graduate Student Association. Any graduate student should feel free to play an active part attending meetings and organizing the group. More information can be found at <http://anthropology.uoregon.edu/academics/graduate/aags/>.

### **AAGS/Department Colloquium**

The Department Colloquium Series is organized by the Faculty Colloquium Committee in concert with AAGS. The series is comprised of talks and lectures offered by visiting and resident faculty and graduate students. Presentations are typically scheduled on Friday afternoons in 204 Condon, although these may vary. As there are so many events on campus, it is important to coordinate the Department Colloquium Series with speakers jointly sponsored by other units on campus. Light refreshments are organized by AAGS and the office staff. See: <http://anthropology.uoregon.edu/eventscalendar/speaker-series/>

### **Resource People**

Specific questions on the requirements and regulations of the Department and the Graduate School should be addressed to the Graduate Coordinator, Leah Frazier ([lfrazier@uoregon.edu](mailto:lfrazier@uoregon.edu), 346-5103), 308 Condon. Your academic advisor (see **The Advisor** below) is the best resource regarding course selection, professional development, and planning a multiyear schedule to clear requirements for the degree or degrees you seek. S/he is also the primary source of information on conceptualizing and preparing your research proposal, researching and writing your masters paper and/or dissertation, your job applications, and your job talks. The Director of Graduate Studies may also be consulted for other questions about Department and Graduate School regulations and requirements. S/he will have an open meeting with any



interested graduate students as a group at regular intervals, approximately once per term in order to facilitate communication between the graduate students and faculty.

**Departmental Staff and faculty who should be able to assist you with questions:**

<b>Contact:</b>	<b>Extension:</b>	<b>With Questions About:</b>
Your advisor	see directory	Specific course content, course load planning, research plans, your future
Frances White, Department Head	6-5278	Regulations and Grievances
Scott Fitzpatrick, Associate Department Head	6-5095	Regulations and Grievances
Stephen Frost, Director of Graduate Studies	6-5161	Graduate program and policies; petitions on ancillary skills and to deviate from departmental regulations; GTF assignments; grievances; graduate student interface with faculty
Brenda Dutton, Director of Administrative Operations	6-5125	Payroll
Leah Frazier, Associate DAO, Graduate Coordinator	6-5136	Purchasing, travel reimbursement, grant administration, Department and Graduate School regulations and requirements, GTF contracts, Individualized study preauthorization, keys, room reservations, general questions.
Lisa Clawson, Undergraduate Coordinator	6-5103	

**UNIVERSITY OF OREGON GRADUATE SCHOOL REGULATIONS**

**General Information**

The Graduate School is located in 170 Susan Campbell Hall. The office hours are 8:00 am to 12:00 pm and 1:00 pm to 5:00 pm, Monday through Friday. The phone number is (541) 346-5129. The Graduate School web site is <http://gradschool.uoregon.edu/>

The Graduate School maintains a clear and thorough web page detailing regulations and requirements that apply to all graduate students at the University of Oregon, including those in Anthropology. You should familiarize yourself with these, which can be found here: <http://gradschool.uoregon.edu/policies-procedures>

Many important topics are covered by the Graduate School's page. These include, but are not limited to:

- Satisfactory Progress and Good Standing: <http://gradschool.uoregon.edu/policies-procedures/satisfactory-progress>
- Grade Requirements and Incompletes: <http://gradschool.uoregon.edu/policies-procedures/grades>
- Enrollment and residency Policies, including joint-campus program and reservation of credit: <http://gradschool.uoregon.edu/policies-procedures/enrollment-residency>
- Transfer of Credit: <http://gradschool.uoregon.edu/policies-procedures/masters/transfer>
- Research Ethics and Compliance: <http://gradschool.uoregon.edu/policies-procedures/research>
- On-Leave and In-Absentia Status: <http://gradschool.uoregon.edu/policies-procedures/leave>
- Degree Completion Deadlines: <http://gradschool.uoregon.edu/deadlines>
- Waiver of Regulations: <http://gradschool.uoregon.edu/policies-procedures/general-petition>
- Academic Forms: <http://gradschool.uoregon.edu/current-students/academic-forms>

**Application for a Degree**

*The application for a degree must be filed online to the Graduate School by the second week of classes in the term of graduation.* Please see <http://gradschool.uoregon.edu/node/152>. All grade changes, removal of incompletes, and transfer work necessary to complete degree requirements must be filed with the Graduate School the term prior to the term of graduation. Corrections to an academic record can be made only during the 30 days following the granting of a degree. Deadline for degree completion is available on the Graduate School website <http://gradschool.uoregon.edu/deadlines>.

## UO GRADUATE SCHOOL REGULATIONS: MASTERS DEGREE

### Summary of Graduate School Requirements for a Masters Degree

The following summary of requirements is taken directly from the graduate school's web page for masters requirements. More detail on these requirements, along with time limits and other regulations, are clearly described on the graduate school's web page, be sure to carefully read all relevant policies on the graduate school's page: <http://gradschool.uoregon.edu/policies-procedures/masters>.

Total credit minimum	45 credits
Minimum credits in major	30 credits
Minimum credits in residence	30 credits
Minimum graded credits taken in residence	24 credits
Minimum 600-level credits in residence	9 credits
Minimum thesis credits (if completing a thesis)	9 credits
Minimum GPA	3.00
Language requirement	M.A. only
Time limit for program completion	7 years
Registration and continuous enrollment	3 credits per term

## UO GRADUATE SCHOOL REGULATIONS: DOCTORAL DEGREE

### Chronological Summary of Procedures Leading to Doctoral Degrees

The following summary of requirements is taken directly from the graduate school's web page for doctoral requirements. More detail on these requirements, along with time limits and other regulations, are clearly described on the graduate school's web page, be sure to carefully read all relevant policies on the graduate school's page: <http://gradschool.uoregon.edu/policies-procedures/doctoral>.

1. Admission
2. Continuous enrollment
3. Course work and residence
4. Foreign languages or other specialized knowledge. Regulations are set by the department, school, or college
5. Comprehensive examination, covering the major discipline, advances the student to candidacy for the degree
6. Appointment of dissertation committee, registration for Dissertation (603), and completion of dissertation. A minimum of 18 credits of Dissertation (603) are required after advancement
7. In Absentia. Post-advancement doctoral students are allowed up to three quarters of in absentia status following advancement to candidacy
8. Application for degree made to the Graduate School. Deadlines are available from the Graduate School
9. Defense of dissertation. Degree must be completed within 7 years
10. Dissertation publication, arrangement through the Graduate School
11. Granting of degree at end of term in which all degree requirements are satisfied
12. Diploma, with commencement date, issued by Registrar

## DEPARTMENT OF ANTHROPOLOGY GRADUATE PROGRAM REQUIREMENTS: GENERAL INFORMATION

### Overview of Degrees Granted

Three advanced degrees are offered in Anthropology: Master of Arts, Master of Science, and Doctor of Philosophy. Generally speaking, a Masters degree is appropriate for employment in various positions in government, community colleges, the private sector, and museum administration. The Ph.D. is required to teach in four-year colleges and universities and preferred by many community colleges.

A realistic timetable for a Masters degree is two years, with a course load of 12 credits per term. For students wishing to pursue a Ph.D., an additional five years is reasonable.

### **Admissions**

All students entering the University of Oregon Department of Anthropology graduate program without a Masters Degree enter the program as conditional doctoral students (status "Y"), except for those seeking the Cultural Resource Management Masters (see below). Students entering the program with a Masters degree enter as doctoral students (status "D"). Students whose Masters degree is not in Anthropology may have to complete additional Anthropology course requirements as determined by the Graduate Studies committee before they can advance to candidacy.

Students entering the University of Oregon Department of Anthropology graduate program seeking only a Masters Degree in Cultural Resource Management enter the program as Masters students (status "M").

### **The Advisor**

Each entering student is assigned a departmental advisor. It is the student's responsibility to confer with their advisor, who will assist in planning a course of study consistent with the student's interests, competence based on prior performance, and departmental requirements. The design of a course of study remains primarily the responsibility of the student, drawing upon the counsel of the advisor. The advisor is generally the faculty member whose interests and expertise are most compatible with those of the student. If at any time a student feels s/he would be better served by changing the advisor, s/he should consult with the Director of Graduate Studies and Department Head. The student should, of course, clear the change with the potential new advisor. After approval by the Director of Graduate Studies and Department Head, the student should notify the Graduate Coordinator who will formalize the change.

If a graduate student's advisor intends to take a leave of absence or sabbatical, they should, in consultation with the graduate student, work out a plan to cover all of the student's mentoring needs. This should be done well in advance. These arrangements should be mutually agreeable and helpful to the student. All graduate students will be assigned a second advisor who will be responsible for mentoring in the case of primary advisor's absence.

While not ideal, it is possible that in some cases (e.g. advisor retires or moves to another institution) it may be necessary for a student's primary academic and intellectual advisor to be from another department. If this is the case, then that student must also have on their exam committee a committee chair from the Anthropology department who can serve as their programmatic advisor as well.

### **Course Load**

Nine to sixteen credit hours is considered the full-time course load for graduate students. GTFs are required to register for and complete a minimum of 9 graduate credits each term to maintain their GTF status at the University of Oregon. The same is true for International students here on an F-1 (student) visa to maintain their immigration status. A fixed tuition rate is assessed for 9-16 graduate credits per term. In the absence of a GTF, a minimum of 3 credit hours is required to remain in the program, but the appropriateness of this should be discussed with the advisor and the Director of Graduate Studies.

### **Courses Requiring Faculty Approval**

Open-ended courses and Individualized Study Plans include Thesis (ANTH 503), Research (ANTH 601), Supervised College Teaching (ANTH 602), Dissertation (ANTH 603), Reading (ANTH 605), Special Problems (ANTH 606), and Practicum (ANTH 609). In order to be pre-authorized for an open-ended course or study plan with a faculty member, a graduate student must fill out a "Permission to Register for Individualized Study" form, which outlines the specifics and is signed by the instructor. The student will then submit the form to the main office, and office staff will pre-authorize the graduate student to register. *The student will still need to register via DuckWeb.* If you wish to identify a reading or project course and have a specific title appear on your transcript, you should be sure to include this on the form.

### **Proseminar in Anthropology (ANTH 615)**

All newly admitted graduate students in Anthropology are required to register for the Proseminar (ANTH 615; 2 credits). The proseminar provides a forum for reviewing departmental structure and requirements, introducing important extra-departmental links for research and funding, and permits a structured environment in which new students may become better acquainted with the anthropology faculty and pursue intellectual issues and practical aspects of anthropology. The Director of Graduate Studies coordinates the Proseminar and meets with new graduate students during their first term in residence.

### **Annual Reviews of Graduate Students**

At the end of the academic year, during the last one or two faculty meetings, the progress of all students is reviewed by the entire faculty. In advance of this review, each student meets with their advisor to discuss their progress during the previous year and plans for their future time in the program. The faculty meeting review then provides a forum for sharing information about individual graduate students with the intention of identifying student strengths and weaknesses and offering guidance for future years. On the basis of the faculty review, advisor-student meeting, and any other information the advisor may have, the advisor then prepares a summary review specifying progress toward the degree during the past year and expectations and planned work for the next year or more. The advisor's summary then serves as the basis of the annual progress letter written by the Director of Graduate Studies and sent to the student at the end of the year. These annual progress letters become part of the student's Department file and documents the progress of the student and whether or not it has been satisfactory and timely.

### **Timely and Satisfactory Progress**

The graduate student is evaluated, in part, in terms of timely progress through the Masters and/or doctoral degrees. In addition to fulfilling all Graduate School requirements (<http://gradschool.uoregon.edu/policies-procedures/satisfactory-progress>) and receiving positive annual reviews, timely and satisfactory progress includes:

1. Complete the M.A. or M.S. degree in two years.
2. Advance to candidacy, including completion of skills, formation of the exam/prospectus committee, passing comprehensive exams, and writing and successfully defending a research prospectus within three years of entering the doctoral program.
3. Doctoral research may begin as early as the second year, but no later than the third year in the doctoral program. It should be completed no later than the fifth year in the doctoral program. In other words, students are expected to spend one to two years actively conducting field and/or laboratory research for the dissertation.
4. The dissertation should take about one to two years to write and successfully defend.

### **Timing of Degree Completion**

The Department of Anthropology policy is that no Ph.D. defenses are scheduled during the summer, defined for this purpose as between June 15 and the beginning of fall term in September. Summer defenses put a special burden on faculty who are not paid during the summer and who typically use summer to pursue their own research. Under special circumstances summer defenses can be scheduled if all committee members, including the "outside" members, and the DGS agree. Nevertheless, the Department strongly discourages summer defenses. Simply failing to submit a defensible manuscript in time to meet Spring deadlines does not constitute a special circumstance warranting approval of a summer defense. Completion of Masters degrees during the summer is also discouraged, but in special situations is possible at the discretion of the advisor, second faculty reader, and DGS.

### **Incompletes as an Impediment to the Degree**

A graduate student otherwise qualified to be awarded a masters or doctoral degree must remove any grades of "incomplete" (I) for courses given by the Department before being certified for the degree. Graduate students have a maximum of one year in which to remove an incomplete from their record.

## **DEPARTMENT OF ANTHROPOLOGY MASTERS DEGREE REQUIREMENTS**

### **Overview**

The M.A. and M.S. degrees each require a minimum of 45 credit hours, 30 of which must be in anthropology. Students who fulfill their requirements by demonstrating proficiency in a second language will obtain a Masters of Arts. All other students will receive a Masters of Science degree. The Masters degree program requirements vary depending on whether the student focuses on archaeology, biological anthropology, or cultural anthropology. To obtain the Masters degree, ALL students must complete the following requirements:

1. Proseminar, ANTH 615: Graduate Studies in Anthropology
2. Core courses in 1) Archaeology, 2) Biological Anthropology, and 3) one of two core courses in Cultural Anthropology
3. Masters paper or Masters Thesis
4. Additional requirements by subfield: described in subsequent sections for archaeology, biological anthropology and cultural anthropology.

**Core Courses**

Masters students and Ph.D. students without a Masters in anthropology or an allied field are required to complete one core course in each subfield: archaeology, biological, and cultural anthropology during their first two years in residence. The three core courses required of students from all subfields are:

1. ANTH 680 Basic Graduate Physical Anthropology, or ANTH 610 Topics in Biological Anthropology
2. ANTH 681 Archaeology and Anthropology
3. ANTH 688 Social Theory I, or ANTH 689 Social Theory II

These courses offer an advanced introduction to biological anthropology, archaeology, and cultural anthropology. Each class is five credit hours and requires a concomitant amount of work. There are no formal prerequisites for these core courses. Core courses must be passed with a grade of B- or better. In the event of failure, only one retake of any single core course or re-examination will be permitted. In the case of a second failure, the student will be dropped from the graduate program in anthropology. The core course program is designed to give Masters Students an overview of each subfield, prepare them for introductory-level instruction in higher education, and more immediately, help prepare students to lead anthropology discussion and laboratory sections as a Graduate Teaching Fellow (GTF) (as described below and in the GDRS). Core course exams become part of the student’s permanent academic file.

**Expected Core Course Offerings for Fall 2015 through Spring 2016**

<b>Core</b>	<b>Fall ‘15</b>	<b>Winter ‘16</b>	<b>Spring ‘16</b>
Archaeology			
Biological Anthropology	ANTH 680		ANTH 610
Cultural Anthropology	ANTH 688 (I)	ANTH 689 (II)	

Students who believe they already have scholarly background equivalent to one or more of the core courses may petition the Graduate Committee to have the background accepted in place of one or more of the core courses.

**Masters Paper**

A Masters paper is normally submitted by the end of the student’s second year in residence. Planning for the paper should begin during the first year of the program, the earlier the better. Working on the Masters paper provides the student with experience in conceptualizing (spring term), implementing (fall and winter terms), and writing up (spring term) a major piece of research, in preparation for the demands of professional research and publishing. The topic should be selected in consultation with the advisor. It should set out a problem and clearly follow the theme or themes involved. It should attend to the relevant literature and show an ability to synthesize material in a way that brings it to bear on the chosen subject. The length should be comparable to a typical journal article, decided in consultation with the advisor. It must be presented in a finished format and of sufficiently high caliber that it is ready to submit to a professional journal. Students writing Masters papers register for at least 4 credits of ANTH 606 Special Problems during the final term of working on the paper. Most students take additional ANTH 606 credits to

plan and conduct their Masters research. The Masters paper is read and approved by the student's advisor and a second faculty reader. Copies of all Masters Papers (and Theses) with the signatures of the advisor and second reader are maintained in the permanent files of the Department of Anthropology.

While most students choose to complete a Masters paper, a Masters thesis can be done instead. There are many more requirements associated with completing a Masters thesis. For a discussion of the relative merits of these two options, consult the "Masters Paper or Thesis?" document on the "Graduate Program in Anthropology" blackboard page in the "Professional Development" in the "Graduate Handbook" folder.

The application for the Masters degree must be filed in the Graduate School by the second week of classes in the term of graduation. Once all requirements for the Masters degree have been completed, the advisor will notify the Graduate Coordinator, who will notify the Graduate School to clear the student for graduation.

### Summary Table of the Masters Degree Requirements in Anthropology

General Requirements			
Proseminar:	ANTH 615: Proseminar in Anthropology, Fall term, first year, 2 credits		
Core classes:	ANTH 681 Archaeology ANTH 680 Bio Core or ANTH 610 Topics in BioAnth ANTH 688 or ANTH 689 Social Theory I or II (both for cultural students)		
Recommended	ANTH 685 Professional Writing		
Masters paper or thesis	To be completed in second year (plan during 1 <sup>st</sup> year; research winter or spring of 1 <sup>st</sup> year through fall or winter of 2 <sup>nd</sup> year; write during winter and spring of 2 <sup>nd</sup> year)		
Masters degree	Plan to complete during spring term of 2 <sup>nd</sup> year.		
Subfield Specific Requirements			
	Archaeology	Biological	Cultural
Research methods	ANTH 549 CRM, or other course as agreed upon by Archaeology Faculty	ANTH 587 BioAnth Methods	ANTH 524: Feminist Methods, or ANTH 611: Ethnographic Research
Other requirements	Statistics (1 class) Skill	Statistics (3 classes) as 1 <sup>st</sup> skill, including Anth 570 Statistics for Biological Anthropologists.	2 <sup>nd</sup> Social Theory Course, Language

#### Other Masters Requirements for Archaeology Students

To obtain the Masters degree, archaeology students must complete the following requirements in addition to the proseminar, core courses and Masters paper or thesis:

1. Research Methods (one course)
2. Statistics (one course)
3. Skill (three courses taken outside the Department of Anthropology)

Research Methods. Completion of ANTH 549 Cultural Resource Management fulfills the research methods requirement for archaeology students. This course should help prepare students for research in contemporary archaeology. The course is generally offered once every two years. A graduate course in Historic Preservation, offered in the School of Architecture and Allied Arts, or other course as agreed upon by Archaeology Faculty may be substituted by petition.

Basic Statistical Methods Requirement. All archaeology Masters students, or those with a Masters in another field, are required to complete a basic statistics course during the first year of study. Normally any basic upper-division or graduate-level statistics course offered in the University or its equivalent will be accepted, as long as the student has passed the course with a C or higher, for an undergraduate course, or

a B- or higher for a graduate course. Traditionally this requirement is completed by Anth 570 Statistics for Biological Anthropologists or courses offered in other departments such as Math (MTH 525 or 526), Political Science (PS 445/545: Methods for Politics and Policy Analysis I), Psychology (PSY 302 Statistical Methods in Psychology) or Sociology (SOC 312: Quantitative Methods in Sociology).

**Skill Requirement.** Archaeology students choose a skill in consultation with the advisor during the first year of graduate study. Language skills, statistic skills, and a variety of “ancillary skills” may be used to fulfill this requirement. All classes used to satisfy the skill requirement must be taken on a graded basis.

Possible skill packages include:

*Computer science skills:* A three-term sequence of courses that provides an advanced introduction to computer science will be accepted in fulfillment of the skill requirement. One of these courses must include programming in a language that facilitates numeric programming. The student’s advisor must approve the courses selected.

*Statistics skills:* Students may define, in consultation with their advisors, a two-term advanced statistics course work package to be taken as a follow-up to the one term of introductory statistics required of all graduate students. The two terms of advanced statistics may be selected from among any appropriate offering available in any department of the university. If desired, one of the two advanced courses may be taken as a tutorial within the department of anthropology by enrolling with a faculty member for at least four credits of ANTH 606 Special Problems to work on a statistical problem of specific relevance and professional interest to the student. Students should take the initiative in setting up such arrangements.

*Language skills:* Any second language may be submitted by the student, with the advisor’s approval. Competence in a second language is normally demonstrated by successful completion of the last term of the second year of college-level course work or by passing the GSFLT or other appropriate examination with a score equivalent to that of the 50<sup>th</sup> percentile. International students may claim their English language competence in fulfillment of the skill requirement provided that their language of instruction for their high school or college education was not English.

*Ancillary skills:* Competence in a variety of professional and scientific research skills may be developed through completing a set of three or more interrelated courses that include both practical and theoretical components. An ancillary skills package is designed in consultation with the advisor and should complement the student’s areas of expertise in anthropology. The package of ancillary skill courses should be individually tailored to a student’s research interests and are typically **not** in anthropology, but from allied fields (e.g. art history, biology, folklore, geography, geology, public policy and planning).

In archaeology, students frequently include an integrated set of three or more courses in cartography, advanced cartography, geographic information systems (GIS), geomorphology, hydrology, marine biology, paleopedology, Quaternary environments. For example:

Landforms & Environments Skill

GEOG 522: Advanced Geomorphology  
GEOG 527: Fluvial Geomorphology  
GEOG 530: Quaternary Environments

Mapping & GIS Skill

GEOG 511: Advanced Cartography  
GEOG 516: Intro to GIS  
GEOG 572: Advanced GIS

Ancillary skill satisfying course packages: a) are from allied fields (*not* from anthropology course offerings), b) comprise a minimum of three interrelated courses, c) develop practical expertise in data collection, manipulation, or analysis, and d) involve learning experiences in laboratory or field settings. Students are encouraged to carefully plan their skill package with their advisor taking their professional and career goals and their research interests into account. A one page description of the ancillary skill package, how it relates to the student’s academic program and research, and the courses that will fulfill the skill requirement should be approved by the advisor and submitted Graduate Coordinator.

**Other Masters Requirements for Biological Anthropology Students**

To obtain the Masters degree, biological anthropology students must complete the following requirements in addition to the proseminar, core courses and Masters paper or thesis:

1. Research Methods (one course)
2. Statistics (three courses)

Research Methods Requirement. Completion of ANTH 587 Bioanthropology Methods fulfills the research methods requirement for biological anthropology students. The course is generally offered once every year, and should be completed during the first year in the Masters program. Another course as agreed upon by the Biological Anthropology Faculty may be substituted by petition.

Statistical Methods Requirement. All biological anthropology Masters students, or those with a Masters in another field, are required to complete a basic statistics course during the first year of study. Normally any basic upper-division or graduate-level statistics course offered in the University or its equivalent will be accepted, as long as the student has passed the course with a C or higher, for an undergraduate course, or a B- or higher for a graduate course. Traditionally this requirement is completed by courses offered in other departments including Math (MTH 525 or 526), Political Science (PS 445/545: Methods for Politics and Policy Analysis I), Psychology (PSY 302 Statistical Methods in Psychology) or Sociology (SOC 312: Quantitative Methods in Sociology), for example.

Biological anthropology students go on to define, in consultation with their advisors, a two-term advanced statistics coursework package to be taken as a follow-up to the one term of introductory statistics. The two terms of advanced statistics may be selected from among any appropriate offering available in any department of the university. ANTH 570 (Statistics of Biological Anthropology) is designed to fulfill one term of this requirement and Biological Anthropology students are strongly encouraged to take this class which is typically taught every year. If desired, one or both of the two advanced courses may be taken as a tutorial within the department of anthropology by enrolling with a faculty member for at least four credits of ANTH 606 Special Problems to work on a statistical problem of specific relevance and professional interest to the student. Students should take the initiative in setting up such arrangements.

### **Other Masters Requirements for Cultural Anthropology Students**

To obtain the Masters degree, cultural anthropology students must complete the following requirements in addition to the proseminar, core courses and Masters paper or thesis:

1. Second Core Course in Cultural Anthropology
2. Research Methods (one course)
3. Language

Second Core Course in Cultural Anthropology. All graduate students of cultural anthropology are required to take both core classes in social theory, ANTH 688 Social Theory I and ANTH 689 Social Theory II. Despite the numbering of these courses, one is not a prerequisite for the other and the courses do not have to be taken sequentially. ANTH 688 is an intellectual history of the foundations of anthropology from the 1900s to 1970s. ANTH 689 is on contemporary cultural theory from 1980s to the present. Cultural students should take these two courses as soon as possible when they are offered. These courses should provide students with a solid foundation in contemporary social theory.

Research Methods Requirement. This requirement prepares students for research in cultural anthropology. Students should complete this requirement during their first year in the program in order to commence research for the Masters paper or thesis in the second year. It is strongly advised to take the course no later than fall term of the second year. The research methods requirement can be met with any of the following courses:

1. ANTH 524 Feminist Methods
2. ANTH 611 Ethnographic Research: Epistemology, Methods, Ethics
3. SOC 612 Overview of Sociological Methods
4. SOC 613 Advanced Sociological Methods



5. Journalism 641 Qualitative Research Methods
6. Journalism 642 Quantitative Research Methods
7. Journalism 660 Advanced Research Methods

Additional courses may be added to this list as approved by the Graduate Committee. Courses from another institution that are demonstrably similar in content to any of those on the list may be accepted upon approval of a petition.

Language. Any second language may be submitted by the student with their advisor's approval. See description for archaeology students above.

## DEPARTMENT OF ANTHROPOLOGY DOCTORATE DEGREE REQUIREMENTS

### Admission / Transition

Students who apply externally for admission to the doctoral program and have a Masters degree from another program will be admitted directly into the doctoral program. Students who receive their Masters degree from the University of Oregon Department of Anthropology must transition to the Ph.D. program and need to submit materials comparable to those of external applicants:

1. Completed Transition to Doctoral Program form signed by advisor and two exam committee members. The form is available on the "Graduate Program in Anthropology" Blackboard page in the "Forms" folder.
2. Statement of purpose: This should be ~1000 word statement describing the dissertation topic and indicating how, where, and when it will be pursued.
3. Current curriculum vitae.
4. Current academic transcript.
5. Three departmental references using the "Report on Graduate Applicant" forms, one of which must be from the proposed committee chair. The form is here:  
<http://gradschool.uoregon.edu/sites/default/files/reportGradApplicantGS620.pdf>.

Admission to the doctoral program is competitive and is decided by the Graduate Committee, generally in the Winter or Spring term of the Academic year prior to Admission.

### Summary of Ph.D. Degree requirements in Anthropology

Transition to PhD program	See procedures outlined above.		
<b>PhD Program</b>	<b>Archaeology</b>	<b>Biological</b>	<b>Cultural</b>
comprehensive exam 1	Arch Method & Theory (tailored by student)	Area selected by student	Theory Position Paper
comprehensive exam 2	Area selected by student	Area selected by student	Topic and/or geog area selected by student
dissertation prospectus	The passing of comprehensive examinations and dissertation prospectus should be completed two years after entry into the Ph.D. program. The schedule for the two exams and prospectus will be determined by the student in consultation with his/her exam committee. <sup>1</sup>		As for Arch and Bio, except that the first Social Theory comprehensive exam may be taken prior to transition to the doctoral program.
other course requirements	2 <sup>nd</sup> skill, published paper, major research proposal, or language		Language, 3 courses in cognate field(s) outside ANTH, published paper, or major funding proposal
Advancement	The Director of Graduate Studies will notify the Graduate Coordinator, who will notify the Graduate School		
Dissertation Research	research and writing of dissertation		

Committee	Grad School formally appoints dissertation committee/ schedule defense
Ph.D.	defense of dissertation

<sup>1</sup>The advantage of doing the prospectus first is that grant proposals can be submitted while the student is preparing for comprehensive exams. This works well if the student has a good command of the literature and if the dissertation topic is an outgrowth of the Masters research. In other cases, it may be more advantageous to take exams first, especially if the student's research represents a new research focus.

### Obtaining Doctoral Candidacy

Those admitted into the doctoral program are doctoral students, but they are not yet doctoral *candidates*. To become a doctoral candidate, a student must:

1. Form their examination committee
2. Pass both comprehensive examinations,
3. Satisfactorily complete and defend a dissertation prospectus, and
4. Clear all of the coursework and skill or language requirements for the doctorate.

Students should attain candidacy by the end of their third year in the Ph.D. program.

Examination Committee. Upon entering the doctoral program, a student needs to form their examination committee. The examination committee writes and evaluates the comprehensive examinations and evaluates the dissertation prospectus. It consists of three members: the advisor plus two others who are generally faculty in Anthropology, although one may be from another academic department or program. In consultation with their advisor, the student selects the two additional members and secures their consent to serve. The student then submits the list to the Graduate Coordinator, who submits it to the Graduate School.

If a graduate student is unable to form a committee, then the graduate committee may ask faculty members to serve. If none will serve, then the DGS or Head will serve on the committee. Similarly, if a graduate student has a primary academic advisor who is not in the Anthropology Department and the student is unable to find committee chair, then the Head or DGS will serve as the committee chair. If the student is unable to form a committee with a sufficient number of members, the Head or DGS will serve as chair of the committee and appoint the other members of the committee.

Comprehensive Examinations. Students of *archaeology* and *biological anthropology* develop bibliographies for two exam areas which can be topical, theoretical, or geographic in focus. Students choose their exam foci, develop synthetic statements about the scope of exam areas, conceptualize questions to direct their readings, and develop the bibliographies in consultation with their advisors and examination committees. The 2 to 3 page-long synthetic statement (~2000 words) defines each of the comprehensive exam areas, justifies or explains the focus or scope of each, and specifies the relationship of the exam areas to the dissertation prospectus. The bibliographies developed for the comprehensive exams should be broader than the specialized research pursued in the dissertation as designed in the prospectus.

Students in *cultural anthropology* write a theory position paper and take a second comprehensive exam (typically topical and/or geographic in focus). For the theory position paper, students take two core theory courses during their first year in the program: ANTH 688 in Fall and ANTH 689 in Winter. Students who have passed both ANTH 688 and ANTH 689 will then be eligible to develop and submit their theory position paper in the Spring Term of their first year or Fall Term of their second year. For the second comprehensive exam, students in consultation with their examination committee, develop a synthetic statement about the scope of the exam area and a bibliography. The bibliography developed by the student for this comprehensive exam may overlap with, but should also be significantly distinct from, the references cited in their prospectus (see below).

For *all three subfields*, when the comprehensive exam bibliographies are in near-final form, the student calls a meeting of the exam committee for final discussion and approval of the bibliographies and to schedule the dates and times of the exams. Through the process of writing the synthetic statement and

meeting with the committee, the student has an opportunity to describe the boundaries and content of the particular comprehensive exam areas and explain their relationship to each other and to the dissertation research topic in a coherent way. At the committee meeting, the student orally summarizes the synthetic statement and the exam committee as a whole approves the final version of the exam bibliographies on which the exams will be based. The synthetic statement and exam bibliographies are included in the student's official departmental file. A student preparing for the comprehensive examinations is typically invited to submit questions for the exam. This procedure serves the purpose of providing the examination committee with a concrete indication of the student's understanding of the exam as intellectual terrain. Where it is inadequate, this can be corrected by the examination committee. If the questions are good, they will inform the writing of the exam.

*Archaeology* and *biological anthropology* students have the option of taking their comprehensive examinations as: 1) two four-hour sit-down exams, 2) as two take-home exams, or 3) as one of each. Whichever option is chosen must be made in consultation with their Advisor and be approved by all members of their examination committee. Students who chose take home exams will have 10 days to write them, and the final result will be a 15-20 page paper (single-spaced, 12 point font, 1-inch margins). Regardless of how the exams are done, they are read by the examination committee, which then confers as to whether or not the student has passed.

*Cultural anthropology* students complete a theory position paper by the end of the Fall term of their second year. In the theory position paper the student uses content learned in ANTH 688 and 689 to identify their own theoretical perspective or perspectives, given their actual empirical project (master's paper or dissertation). After passing both ANTH 688 and 689, the student meets with their advisor and together they decide on a second reader who can be the second advisor. With input from both, the student decides on selected readings to investigate a set of concepts (e.g. power, bio-politics, sexuality, capital, state, sovereignty, democracy, etc.), develop questions, and a theoretical frame that may help with the student's future research connected to the master's paper or Ph.D. dissertation prospectus. In this theory position paper, the aim is to engage with theoretical frameworks and concepts, sort out which ones will be of use in the student's proposed research (master's paper or dissertation prospectus, depending on level), justify their choices, and indicate how they will use them to frame their proposed empirical research. The theory position paper will be between 10-12 pages of text with a substantial bibliography. Consultation with the advisor and secondary reader is expected. Students should engage in this project over the course of a quarter. Students should complete their Theory Position paper by the beginning of Fall Term of their 2nd year. The second comprehensive exam for students in *Cultural Anthropology* may be taken as either a five-day take-home written exam or as a four hour sit-down exam. The process of preparing for the second exam is the same as that for students in archaeology and biological anthropology. The student's exam committee will grade this exam.

Students should make sure their answers clearly respond to the questions, and present coherently developed arguments and detailed treatments of the texts chosen to discuss as evidence. Students may introduce texts that do not appear on the comprehensive exam bibliographies, but the questions will give the student ample opportunity to discuss the works on the official bibliography for the exam. Quality of writing is a factor in the evaluation of exams, but the exam committee will not penalize students for superficial blunders that sometimes occur, if the exams are taken in the four-hour sit-down format. Take home exams will, of course, be held to a higher standard in this regard.

Dissertation Prospectus. The student will write a dissertation prospectus and formally present it before a special meeting of the examination committee. The prospectus should include: a) definition of the research problem, b) a literature review placing the research problem in broader context, c) a statement of the significance of research, d) a detailed description of methods to be used in data collection and analysis, and e) a list of references cited. Although format may vary, the dissertation prospectus should embody the academic rigor and detail of a National Science Foundation (NSF) doctoral dissertation improvement grant proposal. The prospectus bibliography should be extensive and similar in magnitude to the comprehensive exam bibliographies. As indicated above, the references cited in the prospectus may overlap to a degree, but should also be significantly distinct from either of the comprehensive exam areas. The oral presentation should not be scheduled until the dissertation prospectus is acceptable to the examination/prospectus

committee. The purpose of the oral presentation is to allow the committee as a whole to collectively discuss the student's research prospectus with a view toward facilitating implementation of the research project.

Ideally, the prospectus is completed in time to use it as the basis for students to apply for research funding. Such proposals grow out of the dissertation prospectus, which functions doubly to prepare a student to write a competitive research proposal as well as to conduct doctoral research. Although some students may need no external funding for their research, most will. The submission of external funding proposals is an important component of professional development. Students typically submit proposals to multiple agencies (e.g., NSF, Wenner-Gren, NIH, Fulbright), to increase their chances of success. Because the time-lag between proposal submission, notification regarding proposal acceptance (or rejection), and the time at which the funds are made available may be 9 months or more, *proposals should be submitted to the earliest possible deadline or deadlines once the student has entered the doctoral program*. This presupposes that the student has identified likely sources, learned their deadlines, and organized his or her schedule in such a way as to accommodate the targeted deadlines. Failure to submit in a timely way will postpone research and cause students to lose significant time. Some links to on- and off-campus sites containing information on funding can be found on the departmental web site here: <http://anthropology.uoregon.edu/academics/graduate/aags/>

A student who fails one or both of the two written examinations, or who performed unsatisfactorily in the oral presentation of the dissertation prospectus, will be permitted one retake. Any retake must occur within one year of taking the first exam or defending his/her prospectus, whichever occurred first.

#### **Other Requirements for the Doctorate**

The following course and additional requirements for the Ph.D. must be completed before advancement to candidacy.

**Other Requirements for Archaeology Students** As described in an earlier section, in order to complete the Masters degree, an archaeology student must complete a skill requirement. To complete the doctoral degree, an archaeology student must complete an additional (second) "skill." Alternatively, a high level of competence in a single second language will fulfill both skills required at the doctoral level. Students should choose a skill in consultation with the advisor no later than the first year of the doctoral program. The student preparing for the doctorate must complete both skill requirements before the Ph.D. comprehensive examinations may be taken. All classes used to satisfy the skill requirement must be taken on a graded basis.

There are several ways to complete the skill requirement for the Ph.D.:

- Ancillary skill (as described under Skill Requirement for the Masters degree).
- Language. A second language (as described under Skill Requirement for Masters degree), or demonstration of greater proficiency in a single second language, or demonstration of greater proficiency in English and proficiency in a field language.
- Major Research Proposal or a Paper accepted for publication

*Ancillary Skill.* The skill requirement for advancement is the same as described above for the Masters degree.

*Language.* Students who desire to satisfy both skills by demonstrating high proficiency in a single language must pass the Modern Language Association (MLA) examinations in listening comprehension, speaking, reading, and writing, with an average percentile score of 55 or better and no individual score below the 45<sup>th</sup> percentile. In the case of languages for which no MLA exam is available, students may demonstrate their ability by another appropriate examination procedure.

International students who desire to meet both skills by demonstrating high proficiency in English may do so by documenting their graduation from a degree program at an institution where English is the language of instruction. Alternatively, such students may undergo an English proficiency evaluation by their doctoral committee, based on the written Ph.D. examinations and oral defense of the dissertation prospectus.

In cases where a student wishes to develop as a skill a field language not taught on campus, the student, with the support of his/her advisor, may petition the Graduate Committee for the acceptance of a package of three appropriate courses in Linguistics, chosen to prepare the student for language learning in the field. Alternatively, if an examiner is available, an examination procedure will be permitted. The examination procedure must first be cleared by the Graduate Committee.

*Major Research Proposal or a Paper accepted for publication.* Ph.D. students may submit--in consultation with their faculty advisor and Ph.D. committee--a substantive and significant research paper for peer-reviewed publication, or a grant application to a major funding source (NSF, Wenner-Gren, SSRC, NIH, or comparable funding source). Publications or grant proposals must be submitted while in residence at the University of Oregon. If graduate students choose to submit a paper for peer-reviewed publication, they are encouraged to present the paper or poster session at a national, international, or regional conference before the paper comes out, although this is not required. For papers submitted for publication, the graduate student must be the first author and the student's advisor and committee should be satisfied that the work is primarily the intellectual product of the student. The paper must be formally accepted by the journal to meet this requirement. The publication or grant proposal option is strongly recommended for Ph.D. students who hope to pursue careers in academia, but may also be extremely helpful for those pursuing applied or CRM careers.

Other Requirements for Biological Anthropology Students Biological Anthropology students choose a skill in consultation with their advisor no later than the first year of the doctoral program. Language skills and a variety of ancillary skills may be used to fulfill this requirement. All classes used to satisfy the skill requirement must be taken on a graded basis.

*Ancillary skill.* Competence in a variety of professional and scientific research skills may be developed through completing a set of three or more interrelated courses that include both practical and theoretical components. An ancillary skills package is designed in consultation with the advisor and should complement the student's areas of expertise in anthropology. Ancillary skill satisfying course packages:

- are from allied fields (not from anthropology course offerings, examples include anatomy, biology, computer science, geography, geology, and psychology),
- comprise a minimum of three interrelated courses,
- develop practical expertise in data collection, manipulation, or analysis, and
- involve learning experiences in laboratory or field settings.

Students are encouraged to plan their skill package carefully with their advisor taking their professional and career goals and their more immediate dissertation research into account. A one-page description of the ancillary skill package, how it relates to the student's academic program and dissertation research, and the courses that will fulfill the skill requirement should be approved by the advisor and submitted to the Graduate Coordinator.

*Language.* Any second language may be submitted by the student with their advisor's approval. See description for archaeology students above.

*Major Research Proposal or a Paper accepted for publication.* See description for archaeology students above.

Other Requirements for Cultural Anthropology Students. In cultural anthropology, students can demonstrate competence in a second language other than the one completed for the Masters degree, demonstrate high proficiency in a single language, take three courses in a cognate field, submit a high-quality paper for publication, or develop a major funding proposal (e.g., NSF, Wenner-Gren). All classes used to satisfy this requirement must be taken on a graded basis.

*Language.* Students can demonstrate competence in a second language other than the one completed for the Masters by following the same requirements as specified under Language Requirement for Masters degree.

Students who desire to satisfy both Masters and Ph.D. requirements with a single language, must demonstrate high proficiency by passing the Modern Language Association (MLA) examinations in listening comprehension, speaking, reading, and writing, with an average percentile score of 55 or better and no individual score below the 45<sup>th</sup> percentile. In the case of languages for which no MLA exam is available, students may demonstrate their ability by another appropriate examination procedure.

International students who desire to meet the language requirement by demonstrating high proficiency in English may do so by documenting their graduation from a degree program at an institution where English is the language of instruction. Alternatively, such students may undergo an English proficiency evaluation by their doctoral committee, based on the written Ph.D. examinations and oral defense of the dissertation prospectus.

In cases where a student wishes to develop knowledge of a field language not taught on campus, the student, with the support of his/her advisor, may petition the Graduate Committee for the acceptance of a package of three appropriate courses in Linguistics, chosen to prepare the student for language learning in the field. Alternatively, if an examiner is available, an examination procedure will be permitted. The examination procedure must first be cleared by the Graduate Committee.

*Cognate Field.* Competence in a variety of professional and scientific research skills may be developed through completing a set of three or more interrelated courses that include both practical and theoretical components. A cognate field package is designed in consultation with the advisor and should complement the student's areas of expertise in anthropology. The package of cognate courses should be tailored to a student's research interests and offered not in anthropology but in allied fields (art history, biology, comparative literature, folklore, geography, geology, psychology, public policy and planning, sociology, for example).

*Major Research Proposal or Paper accepted for publication.* See description for archaeology students above.

### **From Doctoral Candidacy to the Ph.D.**

Once advanced to candidacy, the doctoral candidate will propose a doctoral committee, in consultation with their advisor. The doctoral committee must include three members from the Anthropology Department plus one member from a University of Oregon department other than Anthropology, who is termed the "outside member". Usually the doctoral committee consists of the examination committee plus the outside member as the fourth member. If the examination committee included a member from another department, then a third member from the Anthropology Department must be added. The student's advisor will inform the Graduate Coordinator of the proposed committee, who will inform the Graduate School, which authorizes the formation of the committee. The remainder of the candidate's program will be devoted to the research upon which the dissertation is to be based, to the preparation of the final manuscript, and to its successful defense. Students who aspire to obtaining a position in academia should also work on publications during this time.

Field Research. Normally a student undertakes dissertation research in the year following advancement to candidacy. Much of the basic planning, however, is done during or as a part of the preparation of the prospectus beforehand. If research funds are required, applications to funding agencies should have been submitted while the student was taking courses and preparing for exams. All required permits must be obtained prior to the beginning of the research. If research involves human subjects, before research begins, on-campus clearance must be obtained through the Committee for the Protection of Human Subjects in the Office of Research Compliance Services. <http://orcr.uoregon.edu/index.cfm?action=irb>. If research involves animals, on-campus clearance must be obtained through the Office of Veterinary Services and Animal Care. <http://ovsac.uoregon.edu/>

Preparation of the Dissertation. While in the field, students will maintain contact with their dissertation advisor and continue to be enrolled *in absentia* at the University. Preparation of the dissertation will be done in close consultation with the advisor. The dissertation itself should be based upon original research, typically involving field or laboratory work. It must be written in fully professional and publishable style, appropriate to the sub-field of specialization and adhering to the *University of Oregon Thesis and Dissertation Style and Policy Manual*, which can be found here: <http://gradschool.uoregon.edu/policies-procedures/doctoral/dissertation>

Presentation of the Dissertation. All members of the dissertation committee read and make any comments on the dissertation early enough that the student may make revisions before undertaking the final draft. The student should make drafts of the dissertation available to the committee in a timely fashion according to an agreed upon schedule, and the committee should provide feedback to the student in a timely manner. A complete revised draft of the dissertation must be distributed to all committee members at least three weeks before the candidate can take action to schedule the oral defense. The chair of the student's committee will confer with the committee to decide whether the defense should be scheduled. After the committee has agreed that the dissertation is defensible, the student must orally present and defend the dissertation before the committee and such faculty, graduate students, and others as desire to attend. Dissertation defenses are open to the public.

The decision on the dissertation is made by the dissertation committee alone. Upon its positive recommendation to the Dean of the Graduate School, and with the fulfillment of all other requirements, the candidate is awarded the Ph.D. degree.

No candidate can be recommended for the degree until the minimum Graduate School requirements for credits, residence, study, and the skills requirements set forth by the Department have been satisfied.

## **POLICIES AND REGULATIONS ON COURSEWORK COMPLETION**

### **Grade Policy/GPA**

Each graduate student should be familiar with both departmental and Graduate School regulations for maintaining graduate status and for graduation (see <http://gradschool.uoregon.edu/policies-procedures>). All 15 core credits must be taken for a letter grade and passed with grades of B– or better. A B– is expected for all other courses as well. Students who fail to maintain a cumulative 3.00 GPA in two successive terms may be dropped from the program.

### **Pass/No Pass**

Please note that P indicates satisfactory performance, which is defined by the university as a grade of B– or better for graduate students.

### **Incompletes - Anthropology Department Policy**

An “I” is appropriate only in an extraordinary circumstance, such as serious illness or injury, which precludes completion of the course before the end of the term, and then only if the completed coursework is satisfactory (B– or higher). In particular, “I” may not be used to forestall a failing or otherwise undesirable grade. If the conditions for the removal of the incomplete grade are not fulfilled within one year, the incomplete will remain on the student's transcript permanently.

### **Incompletes - University Regulation**

An incomplete may be issued when the quality of work is satisfactory but some minor requirement has not been completed for reasons acceptable to the instructor. To remove an incomplete, a graduate student must convert a graduate course incomplete into a passing grade within one calendar year of the assignment of the incomplete. Students may request additional time for the removal of the incomplete by submitting a petition stating the course requirements that were not initially completed, signed by the instructor, to the Dean of the Graduate School for approval. This policy does not apply to incompletes assigned to Thesis (503), or Dissertation (603). Thesis and dissertation credits are automatically converted to “Pass” when the thesis is completed and accepted by the Graduate School. Students who are

graduating and planning to remove an incomplete must have it completed and recorded with the Registrar within 30 days after graduation. Otherwise it will remain as a permanent "I" on the transcript.

### **Transfer Credits**

Courses required for the Ph.D. degree may be waived if taken at another university, regardless of whether they have been officially transferred. The Graduate Committee should be petitioned to waive the course, after an advisor agrees that equivalent coursework has been met.

### **GRADUATION CEREMONIES**

The main University of Oregon graduation ceremonies take place in June, when students who have completed their degrees in fall, winter, and spring terms graduate. The University of Oregon also has a small graduation ceremony in August for those who have completed their degrees in the summer, although Ph.D. defenses are not scheduled during the summer (see above). There are two Spring (or June) Commencement ceremonies. The University-wide graduation typically takes place in McArthur Court, while the Department of Anthropology ceremony takes place outdoors on the east side of Condon Hall. The Department of Anthropology policy is that *all* requirements for graduation must be completed for a student to walk in the Department's graduation ceremony.

### **DEPARTMENT OF ANTHROPOLOGY FUNDING**

#### **Graduate Teaching Fellowships (GTFs)**

Every year the Department supports the majority of its graduate students in residence through GTFs. *Presently, however, there is no guarantee of any level of support.* Students typically receive funding in their first year in our program. The Department is working toward offering multiple years of funding, assuming academic merit and timely progress through the program (see "Timely and Satisfactory Progress" above).

Standard GTFs. GTF positions are generally leading laboratory and discussion sections for larger classes, teaching assistant positions, although they sometimes involve serving as instructor of record, research or lab work. GTFs and potential GTFs must read the *General Duties and Responsibilities Statement (GDRS)* (<http://gradschool.uoregon.edu/gtf/rights-and-responsibilities/gdrs>).

GTFs typically lead weekly discussion or laboratory sections of a larger class, or are assigned as teaching assistants (readers) who aid the instructor in grading and logistics in classes without sections. In either case, by accepting a GTF the graduate student agrees to teach course content as designated by the primary instructor.

Typically, GTFs are offered between 0.4 Full Time Equivalent (FTE) and 0.49 FTE (the maximum for graduate students allowed by the university). GTFs teaching sections are appointed following this formula:

- 0.40 FTE if leading 3 50-minute sections, or 2 80-minute sections, or 2 50-minute sections plus serving as a coordinating "super" GTF in courses with 14 sections or more.
- 0.48 FTE if leading 4 50-minute sections, or 3 80-minute sections, or 2 sections of ANTH 366 human osteology.

Readerships are typically appointed at 0.4 to 0.48 FTE depending upon course enrollment, following this formula:

- 0.40 FTE if enrollment is greater than or equal to 75, but less than 100,
- 0.48 FTE if enrollment is greater than or equal to 100, but less than 125.

Details on typical workload and duties for various appointments in Anthropology are given in the GDRS. Information on number of work hours a particular FTE entails, pay scale, and benefits and can be found on the Graduate School's web page, here: <http://gradschool.uoregon.edu/node/163>.



All incoming graduate students and all continuing graduate students in good standing who are making timely and satisfactory progress will be eligible and automatically be considered for GTF appointments. Timely and satisfactory progress (see **Timely and Satisfactory Progress** above) and good standing in the Anthropology Graduate Program are assessed by a faculty-level departmental review (see **Annual Reviews of Graduate Students** above). Any student not wishing to receive a GTF in the following year should inform the Director of Graduate Studies as early as possible. Additionally, students have the opportunity to apply for GTFs in other departments. In the past, anthropology students have held GTFs in Biology, Ethnic Studies, Humanities, International Studies, Religious Studies, Women's Studies, General Science, Physical Education, The Museum of Natural and Cultural History, and the English Department's Writing Program.

GTF Selection Criteria and procedures are detailed in the GDRS.

The Stern and Barnett (Graduate Teaching) Fellowships. The Stern and Barnett Fellows are chosen by the departmental Awards Committee. Applicants must be advanced to candidacy or will achieve candidacy in the Spring Term prior to the fellowship year. Application is done via the "Anthropology Graduate Studies Applications and Awards" blackboard page, in the Spring Term. Graduate students propose to teach a class and submit a letter of interest, letters of recommendation, CV, and syllabus for the proposed class. These fellowships offer a one year GTF with an FTE of 0.4 for the terms in which the student does not teach his or her own course and .49 for the term in which the fellow teaches his or her own course. There may also be professional development funds awarded with these fellowships, in 2013-2014 these were in the amount of \$1,000. Applicants are evaluated in terms of timely progress through the graduate program, and academic merit. Winners tend to have sterling records in terms of grants, publications, and faculty support, and the course they propose teaching is a well designed and significant contribution to our course offerings for the year in which they will hold the fellowship. Generally, two students are selected each year, one as the Stern Fellow and the other as the Barnett Fellow in honor of distinguished University of Oregon Department of Anthropology faculty Theodore Stern and Homer Barnett.

Assigning GTFs to Particular Courses. The Director of Graduate Studies attempts to make the regular GTF assignments for the entire year at the end of spring term of the previous year. GTFs and the faculty teaching the courses requiring GTFs are asked to identify their preferences and e-mail these to the DGS. Although the DGS tries to honor both student and faculty requests, students must be willing to accept the GTF assignment that they are given. The DGS reserves the right to make these decisions as s/he sees fit to meet curricular, enrollment, and departmental needs. Because students' schedules change (for example, when they receive grants supporting field research off-campus), adjustments have to be made prior to the beginning of each term. The DGS and Graduate Coordinator greatly appreciate students' flexibility and cooperation during this process.

The Teaching Effectiveness Program (TEP). The Teaching Effectiveness Program (TEP) is available to all teaching staff at the University of Oregon. Throughout the year they offer free workshops on a variety of teaching issues. Most helpful to GTFs is the new GTF training. Please see their website <http://darkwing.uoregon.edu/~tep/> or contact Georgeanne Cooper at [gcooper@uoregon.edu](mailto:gcooper@uoregon.edu) or 346-2177 for more information. The Center for Educational Technology (CET) <http://libweb.uoregon.edu/cet/> also provides training in the use of instructional technology and multimedia (e.g., using Blackboard course websites). GTFs teaching in the Department of Anthropology are encouraged to take advantage of these opportunities to improve their teaching skills.

If you are concerned about your teaching now, you might want to plan on doing a midterm evaluation of teaching by TEP. Georgeanne Cooper is the person to contact; she can arrange for a classroom interview or compile email comments. If you identify problems from this kind of feedback during week 5, you have time to make improvements by the end of the term.

GTF Evaluations. GTF Evaluations in the Department of Anthropology consist of:

1. Course Evaluations filled out online by students. Your students will assess your preparation, course content, fairness of grading, willingness to engage in dialogue, and availability outside of

class (i.e., office hours). These surveys are compiled and summary statistics (z-scores) are provided to you for each category. A z-score measures how well you are doing compared to the Department average of other ANTH GTFs. A positive z-score (+1) is great; it means that you are above average. A negative z-score (-0.5, -1, etc.) means you are below average. Someone has to be "average" and the quality of our GTFs is usually good, so please don't worry too much about this at this stage in your career. Your students are also invited to write narrative comments about your teaching. These are typically short, and often can be quite helpful in learning to improve your teaching. A typical one might read, "She was really well-organized, but had a tendency to call on the same students week after week." Sometimes you will receive unmitigated praise, sometimes not. Copies of both the summary statistics and narrative comments become part of your Departmental file.

2. Letters written by your supervising instructor about your performance as a GTF.
3. Feedback from faculty during the **Annual Reviews Graduate Students** (see above).

Summer Session/Summer Sandwich. A "Summer Sandwich" allows a student without a summer term GTF appointment to take courses at a reduced fee (typically the same fee paid by students who have a summer GTF). Students without a summer term GTF appointment are eligible for a summer sandwich if they: 1) have a GTF in the preceding spring term and have GTF appointments for all three terms the following year; or 2) have at least two terms of GTF appointment in the preceding academic year and a GTF the following fall term. In addition, an eligible student needs to complete forms available on the Graduate School website (<http://gradschool.uoregon.edu/gtf/summer-sandwich>).

Occasionally, employment during summer is available as a GTF. Advanced graduate students sometimes have the opportunity to teach their own courses in the summer. Interested students should inform the faculty person in charge of summer session that they are interested in a position as soon as possible. Decisions about the summer teaching schedule are usually made during the first half of fall term.

Research Assistantships. Faculty members sometimes have grant-supported positions similar to GTFs for students. In some cases these positions are structured like GTFs with tuition waivers, and in other cases, a position may simply provide an hourly wage. More information about such positions is available from individual faculty.

### **Other Departmental Awards**

The department administers and awards a range of awards and scholarships available to graduate students in the department. They range in focus and scope, but generally aim to support graduate student research, travel, and other costs. A comprehensive list of these, along with brief descriptions and recent awardees can be found on the departmental web page here:

<http://anthropology.uoregon.edu/academics/student-awards/>

## **OTHER FUNDING OPPORTUNITIES AT THE UNIVERSITY OF OREGON**

### **Graduate School**

The University of Oregon Graduate School offers and administers a range of awards and fellowships every year for which graduate students may apply. Application procedures vary, but are found along with any relevant forms and deadlines on the graduate school's "Awards and Fellowships" web page (<http://gradschool.uoregon.edu/fellowships>).

### **Center for the Study of Women in Society (CSWS)**

The Center for the Study of Women in Society offers **CSWS** travel and research grants to students working on topics about gender, feminist theory, or any aspect of women's experience. **CSWS Graduate Student Travel Grants** (from \$100 to \$400) have application deadlines in fall and spring, and support travel for research and to attend conferences. **CSWS Graduate Student Research Support Grants**, which range from \$100 to \$2000, also have deadlines in fall and spring. The **CSWS Laurel Research Award** offers \$2500 to graduate students of under-represented groups; the **CSWS International Laurel Research**

**Award** offers \$2500 to international students. Applications for the Laurel awards are due in April. CSWS also offers the **Jane Grant Dissertation Fellowship**, a \$10,000 award, to a graduate student working on topics of gender, feminist theory, or any aspect of women's lives; its deadline for applications is in early May. See <http://csws.uoregon.edu/grants/index.shtml>

### **College of Arts and Sciences**

The College of Arts and Sciences (CAS) offers several awards each year, most of which range from \$500 to \$1000. **The Mary Chambers Brockelbank Endowed Assistance Fund** Awards of \$500-\$1000 will be made to outstanding students of limited means, teaching assistants, instructors, or support staff who are students. Students are nominated by the department. **The Risa Palm Graduate Fellowship** provides an annual source of income to supplement support for one or more graduate students (M.A., M.S., Ph.D. degree candidates) in any of the College of Arts and Sciences (CAS) departments or programs. Candidates shall show exceptional promise for achievement in their chosen academic field as evidenced by GPA, originality of research, publication, teaching evaluations or other applicable criteria. Typically, awards will be made for one year, but may be repeated for not more than two consecutive years. At present, the annual award is \$1,000. **The John L. and Naomi Luvaas Graduate Fellowship** award criteria are the same as those for the Risa Palm Fellowship described above. The deadlines for applications and nominations are usually in mid-February, and the awards are announced in March or April. See the CAS website, <http://cas.uoregon.edu/uogetpage.php?page=http://darkwing.uoregon.edu/%7Efinaid/index.htm>.

### **University of Oregon Center on Diversity and Community (CoDaC)**

CoDaC and the Graduate School provide 10 \$1,000 summer stipends for outstanding UO graduate student research projects on issues relating directly to the Center's mission. Applications may be for a portion of research projects already underway (such as theses or dissertations), or to launch a new project. See <http://www.uoregon.edu/~codac>.

### **University of Oregon Diversity-Building Scholarship**

This scholarship recognizes undergraduate and graduate students who enhance the educational experience of all students by sharing diverse cultural experiences. These scholarships are an integral part of the university's effort to meet the educational-diversity needs of its students, and they complement other programs in the UO campus diversity plan. The Diversity-Building Scholarship is a tuition-remission scholarship with awards ranging from partial to full tuition and fee waivers. The amount of each award is determined by the UO Diversity-Building Scholarship Committee. Scholarships are renewable. The duration of each award depends on the recipient's class standing at the time of initial award. Recipients must meet specific scholarship-renewal requirements to retain their scholarships. See <http://financialaid.uoregon.edu/SCG-dbsinfo.htm>.

## **NATIONAL AND INTERNATIONAL AGENCIES**

### **National Science Foundation Graduate Fellowships**

The NSF graduate fellowships offer recognition and three years of support for advanced study to approximately 900 outstanding graduate students (nation-wide) in the mathematical, physical, biological, engineering, and behavioral and social sciences, including the history of science and the philosophy of science, and to research-based PhD degrees in science education. Applicants must be U.S. citizens or nationals who are at or near the beginning of their graduate study. Awards that were made in March 2003 carry a stipend for each fellow of \$27,500 for a 12-month tenure (prorated monthly at \$2,291 for lesser periods) and an annual cost-of-education allowance of \$10,500, paid to the Fellow's institution in lieu of tuition and fees. See <http://www.fastlane.nsf.gov>.

### **NSF Doctoral Dissertation Improvement Grants.**

The NSF offers DDIGs in Physical Anthropology, Archaeology and Cultural Anthropology. Awards of up to \$12,000 to meet expenses associated with doctoral dissertation research. Items normally requested include per diem for time spent away from the home institution, travel funds, supplies and equipment, costs associated with field research and analysis fees. Salary for research at one's home institution is not permitted. Recent panel advice to applicants in cultural anthropology notes that "projects which advance

our theoretical understanding are more scientifically meritorious than descriptive projects which add a case study of some (albeit fascinating and topical) situation. Outstanding proposals specify how the knowledge to be created advances our theoretical understanding of the study situation, so that people interested in similar situations in different contexts will learn from the project's outcome. The key is to be explicit in showing how the general theory explains the local situation, and in showing how the new knowledge from the local situation will advance the theory." This advice is relevant to applicants in all subfields.

<http://www.fastlane.nsf.gov>

### **Fulbright Fellowships for Graduate Study and Research Abroad.**

These awards provide travel and maintenance, and specific book or research allowances for study or research projects in over 100 nations. Level of required language training depends on the project or study plan and the country in question. The UO interviews applicants and forwards applications in a single institutional packet. For application materials see [Kathy Poole](#), OIP, 346-1212. The campus deadline is in late September or early October.

**Preservation Technology and Training Grants (PTTGrants) Program:** The PTT Grants program supports research, training, meetings and conferences, and publications that advance the application of technology to the preservation of cultural resources. Preservation technology refers broadly to any equipment, method, or technique that can be applied to the discovery, analysis, interpretation, conservation, protection, and management of historic objects, sites, structures or landscapes. Research priorities include protecting cultural resources against vandalism, looting and terrorism, studying environmental effects of pollution on cultural resources, and documenting and preserving threatened cultural landscapes. The proposal deadline is usually in December. More information can be found at [www.ncptt.nps.gov](http://www.ncptt.nps.gov).

**National Institute of Mental Health:** The National Institute of Mental Health is the lead Federal agency for research on mental and behavioral disorders. NIMH does support some doctoral research, please see <http://www.nimh.nih.gov/nimhhome/index.cfm> and discuss with your advisor.

### **Student Career Experience Program (SCEP)**

The Student Career Experience Program is a strong recruitment source for Federal agencies that need to attract diverse and talented students with skills which will be critical to the future workforce needs of the Federal Government. For example, both the Forest Service and Bureau of Land Management use this program to train and recruit archaeologists and heritage specialists. The program provides for work-study partnerships between the students, the university, and a Federal agency. The SCEP provides an opportunity to gain work experience directly related to an academic field of study, and allows for a flexible work schedule. See <http://www.usajobs.gov/EI14.asp>, and the appropriate federal agency website.

### **Canadian Embassy - Canadian Studies Graduate Student Fellowships**

The purpose of the fellowship is to offer graduate students an opportunity to conduct part of their doctoral research in Canada. The fellowships will support research in the social and human sciences, journalism, business, trade, environment, and law with a view to contributing to a better knowledge and understanding of Canada and its relationship with the U.S. and/or other countries of the world. Applicants must be U.S. citizens or permanent residents of the U.S. and should have completed all doctoral requirements except their dissertations at the time of application. All dissertations must be related in substantial part to the study of Canada, Canada/U.S. or Canada/North America. The fellowships are available for up to nine months, with a maximum stipend of up to \$850 per month. See <http://geo.international.gc.ca/can-am/washington/studies/graduate-en.asp>.

Please note: the Canadian Embassy is just one example of an international funding opportunity.

## **PRIVATE FOUNDATIONS**

### **American Association of University Women.**

One of the world's largest sources of funding exclusively for graduate women, the AAUW Educational Foundation supports aspiring scholars around the globe, teachers and activists in local communities,

women at critical stages of their careers, and those pursuing professions where women are underrepresented. See <http://www.aauw.org/fga/index.cfm>.

#### **Ford Foundation Predoctoral and Dissertation Fellowships for Minorities.**

Open to U.S. citizens who are members of one or more groups: Alaskan Natives, Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders, and Puerto Ricans. The awards are made for study in research-based doctoral programs that will lead to careers in teaching or research at the university or college level in the behavioral and social sciences, humanities, engineering, mathematics, physical sciences, and life sciences. **Predoctoral Fellowships** are for students with fewer than two years of graduate study completed. The awards include a stipend of \$16,000 plus and \$7,500 institutional allowance toward tuition. **Dissertation Fellowships** are for candidates who have finished all degree requirements except for the writing and defense of the dissertation and who expected to complete the dissertation during the fellowship year. The award provides a one-year stipend of \$21,000 and expenses paid to attend three Conferences of Ford Fellows. See <http://www7.nationalacademies.org/fellowships/index.html>.

#### **Jacob K. Javits Fellowships.**

These provides financial assistance to students who have demonstrated: (1) superior academic ability and achievement; (2) exceptional promise; and (3) financial need to undertake graduate study leading to a doctoral degree or a masters degree in which the masters degree is the terminal (highest) degree in the selected field of study. The Department of Education awards fellowships in selected fields of study in the arts, humanities and social sciences. Fellowships can be offered to individuals who at the time of application have not yet completed their first full year of a doctoral or masters degree program (whichever is the terminal degree for the field of study) or are entering graduate school for the first time in the next academic year. <http://www.ed.gov/programs/jacobjavits/index.html>

#### **The Newberry Library**

The Newberry Library offers the Frances C. Allen Fellowship for Women of American Indian Heritage. This fellowship is for women of American Indian heritage working on a project appropriate to the collections of the Newberry Library. Applicants may be working in any graduate or pre-professional field. Financial support varies according to their need and may include travel expenses. Allen Fellows are expected to spend a significant part of their tenure (one month to one year) in residence at Newberry's D'Arcy McNickle Center for American Indian History. Applicants must submit a budget of travel and research expenses. Awards will vary from \$1,200 to \$8,000 of approved expenses. See <http://www.newberry.org/research/felshp/fellapp.html>.

#### **School of American Research**

The School of American Research is a nonprofit center for advanced studies, contributes to the understanding of the human condition by supporting the study and practice of anthropology and Southwest Indian arts. Two **Weatherhead Fellowships** are available for either Ph.D. candidates or scholars with doctorates whose work is either humanistic or scientific in nature. The **Katrin H. Lamon Fellowship** is available for a Native American scholar, either pre- or post-doctoral, working in either the humanities or the sciences. See <http://www.sarweb.org/scholars/scholars.htm>.

#### **Social Sciences Research Council.**

International Dissertation Field Research Fellowships are available to provide 9-12 months of dissertation field research abroad in social science and humanities disciplines, especially comparative, cross-regional, and/or cross-cultural projects that build knowledge about some part(s) of the world other than the U.S. Upon completion of the field research, fellows will participate in multi-disciplinary workshops. Applicants may be citizens of any country, but must have completed all Ph.D. requirements except the research component by the time the fellowship begins. Support includes maintenance funds plus travel, normally under \$15,000 per award. See [www.ssrc.org](http://www.ssrc.org).

#### **Wenner-Gren Foundation for Anthropological Research.**

The Wenner-Gren Foundation seeks to further the discipline of anthropology. **Dissertation Fieldwork Grants** are awarded to individuals to aid doctoral dissertation or thesis research. Applicants must be

enrolled for a doctoral degree. Application must be made jointly with a thesis advisor or other scholar who will undertake responsibility for supervising the project. Awards are contingent upon the applicant's successful completion of all requirements for the degree other than the dissertation/thesis. Applications may be submitted before such requirements have been met; however, should an award be approved, the foundation will at that time request evidence of that the applicant is "all-but-dissertation/ advanced-to-candidacy." Qualified students of all nationalities are eligible. See [www.wennergren.org](http://www.wennergren.org).

#### **Woodrow Wilson Foundation.**

Founded in 1945, the Woodrow Wilson National Fellowship Foundation is an independent, nonprofit organization dedicated to the encouragement of excellence in education through the identification of critical needs and the development of effective national programs to address them. Graduate student funding opportunities can be found at [http://www.woodrow.org/students\\_graduate.html](http://www.woodrow.org/students_graduate.html).

**American Indian Graduate Center:** Founded in 1969 to assist American Indian college graduates who want to pursue graduate degrees, AIGC fellowships are made to enrolled members of U.S. federally recognized Indian tribes and of Alaska Native groups in need of financial aid. See [www.aigc.com](http://www.aigc.com) for more information.

#### **The Leakey Foundation**

The Foundation exclusively funds research specifically related to human origins, including paleoanthropology, primate behavior, and studies of modern hunter-gatherer groups. Graduate students who are advanced to candidacy may apply. Research grants are awarded twice per year, with grants to doctoral students typically in the range of \$3,000 – \$13,500. Priority is given to projects in the exploratory phase of research. See [www.leakeyfoundation.org](http://www.leakeyfoundation.org).

### **PROFESSIONAL SOCIETIES**

Students are encouraged to join professional societies such as the American Anthropological Association and other organizations tailored to regional and topical interests. Most of these societies provide students with reduced membership fees and offer scholarship opportunities to student members.

#### **American Anthropological Association (AAA)**

The primary professional society of anthropologists in the United States since its founding in 1902, is the world's largest professional organization of individuals interested in anthropology. The AAA provides numerous online resources for graduate students, and an extensive list of funding opportunities. Please see <http://www.aaanet.org/students.htm>.

#### **Society for American Archaeology (SAA)**

An international organization dedicated to the research, interpretation, and protection of the archaeological heritage of the Americas. With more than 6,600 members, the society represents professional, student, and vocational archaeologists working in a variety of settings including government agencies, colleges and universities, museums, and the private sector. See [www.saa.org](http://www.saa.org). The SAA presents the **Arthur C. Parker Scholarship** and National Science Foundation (NSF) Scholarships for Archaeological Training for Native Americans and Native Hawaiians. See the SAA website for application deadlines. The **Dienje Kenyon Fellowship** is presented in support of research by women students in the early stages of their archaeological training. It is presented in honor of Dienje Kenyon and was awarded for the first time in 2000. The Student Paper Award is designed to recognize the best student research paper presented at the Annual Meeting. All student members of SAA are eligible to participate.

#### **American Association of Physical Anthropologists (AAPA)**

The world's leading professional organization for physical anthropologists. Formed by 83 charter members in 1930, the AAPA now has an international membership of over 1,700. The Association's annual meetings draw nearly two thousand scientists and students from all over the world. Their webpage provides links to several funding sources that support biological anthropology including the National Geographic Society, National Institutes of Health, Decade of Behavior, and Ellis R. Kerley Forensic Sciences Foundation. The AAPA also awards several student prizes to graduate students. See <http://www.pysanth.org/>.

## **Sigma Xi**

Founded in 1886, Sigma Xi, the Scientific Research Society is a non-profit membership society of more than 70,000 scientists and engineers who were elected to the Society because of their research achievements or potential. Sigma Xi has more than 500 chapters at universities and colleges, government laboratories and industry research centers. In addition to publishing *American Scientist*, Sigma Xi awards grants annually to promising young researchers. See <http://www.sigmaxi.org/> for more information.

## **Regional societies**

While this list is not comprehensive, it does provide a good sampling of the types of professional organizations that support graduate students in anthropology.

Oregon Archaeological Society. Offers the Roy F. Jones Memorial Scholarship. This \$1500 award is made to a student enrolled in a college or university in Oregon or Washington, to assist in funding a worthy archaeological project. This scholarship was established in 1973 to honor the memory of a man who was an enthusiastic supporter of archaeology. The deadline is usually in February. See <http://www.oregonarchaeological.org> for more information.

Association for Oregon Archaeologists. Accepts proposals for funding archaeological research in Oregon. Grants will provide funds for technical analyses necessary for ongoing research in the state. The total amount of this award is \$500. Proposals may target all or part of this amount. The application deadline is usually in February, and announcement of the winner usually takes place at the Northwest Anthropological Conference in March.

## **INFORMATION FOR INTERNATIONAL STUDENTS**

Students who require tutoring or additional coursework in written or oral English skills may wish to contact the American English Institute (107 Pacific, 6-3945), the English Department at the UO (118 PLC, 63911), or Lane Community College Downtown Center (1059 Willamette Street, 747-4501).

### **International Education and Exchange**

The Office of International Education and Exchange, located in 330 Oregon Hall (6-3206), offers a variety of services to new and returning students. The office provides information about admissions, housing, U.S. immigration regulations, employment opportunities, and scholarships. International Education and Exchange also offers academic and personal counseling, helps students adjust to life in the U.S., and coordinates the Friendship Family program that introduces foreign students to local families. The Office of International Education and Exchange produces a publication, *Resource Guide for Foreign Students and Families* full of valuable information for foreign students. Contact their office if you have not yet received a copy. Please see <http://oip.uoregon.edu/iss/index.php> for information from the Office of International Programs.

### **SPEAK Test for International Students**

Nonnative speakers of English who accept graduate teaching fellowships for teaching-related positions must submit a score for the Test of Spoken English (TSE) or the SPEAK test to the Graduate School. Individuals scoring below 50 on either of these tests will be required to attend language support classes (at no additional charge to the student) and may be subject to limitations on the kinds of activities they may carry out as GTFs. The TSE is available at many TOEFL testing sites. If a TSE score is not submitted to the Graduate School in advance of arrival on campus, the student must take the SPEAK test at the University of Oregon prior to the first term of appointment. The cost of the SPEAK test is \$35.00. This cost is refunded to students who have GTF appointments during the term they take the SPEAK Test. More information about this test can be found at <http://gradschool.uoregon.edu/?page=intlGTFLangRequirement>. The results of this test will be considered in the student's application, if the exam is taken before a GTF decision is made.

### **International Cultural Service Program (ICSP)**

International students demonstrating financial need and exceptional merit are encouraged to apply to participate in the University of Oregon's International Cultural Service Program (ICSP). Students selected to participate in ICSP receive a partial tuition waiver of \$6,000-\$18,000 per academic year (prorated per term). In very exceptional cases, supplemental awards may be given which cover the full cost of non-resident tuition. Fees are not covered by ICSP include non-instructional, departmental, and resource fees. As a participant in the program, ICSP students agree to complete 80 hours per year of cultural service. This service takes the form of speaking about your country, culture and traditions, to school classes and community groups. For more current information and details, see <http://international.uoregon.edu/isss/icsp>

## **UNIVERSITY FACILITIES, SERVICES, AND OTHER USEFUL LINKS**

### **UO Libraries**

<http://library.uoregon.edu/>

A note regarding "Waiving Confidentiality" -- Waiving this right means that if someone requests a particular book you have checked out, that person may contact you to determine when the book will be available. In many cases, the person who contacts you will be a colleague. Waiving your right to confidentiality will help you and your peers trace materials currently on loan from the library.

### **Bookstore**

<http://uoduckstore.com/>

### **University Housing**

<http://housing.uoregon.edu/>.

### **UO Teaching and Learning Center (formerly Academic Learning Services)**

The TLC Center provides assistance to students in a variety of ways: academic courses (Introduction to University Studies and College Reading Skills), research skills, speed-reading, writing and math workshops, and general study skills. <http://tlc.uoregon.edu/>

### **Student Financial Aid/Employment**

<http://financialaid.uoregon.edu/>

### **Oregon State Museum of Anthropology**

The State Museum of Anthropology sometimes has part-time positions for Archaeologists for field and lab workers during the school year, and full-time temporary work in the summer. OSMA is a separate and self-supporting section of the University of Oregon Museum of Natural and Cultural History and conducts archaeological research under contract with state agencies and a few large corporations, in compliance with federal and state cultural resource protection laws, as well as through grants and other awards. The museum presently handles work for the Oregon Department of Transportation highway projects, and other large development projects. A huge amount of research on Oregon prehistory is represented by these endeavors. ANTH 549 (Cultural Resource Management) provides excellent background for working at OSMA. See: <http://natural-history.uoregon.edu/contact-us/research>.

### **ERB Memorial Union (EMU)**

The EMU provides a very wide range of services, from bicycle repair to child care which are summarized on their web site: <http://emu.oregon.edu>

### **Health Insurance**

All students are encouraged to purchase health insurance coverage. Student health insurance is available through the University Health Center (<http://healthcenter.uoregon.edu/Insurance.aspx>). International students are automatically billed for this insurance, unless they have submitted a waiver verifying adequate coverage of their own. Students awarded a GTF obtain insurance through the GTFF, see: <http://gradschool.uoregon.edu/node/163>.

### **Medical Emergencies**



In the case of an on-campus emergency, call 6-6666 for help. Ambulance is 911. Be sure to state your actual location on campus; a street address is best.

### **University Health Center**

The Student Health Center (6-2770) is located on the corner of 13th and Agate Streets (across from Oregon Hall). All currently registered University of Oregon students are eligible to use the Student Health Center, whether they have insurance or not. See: <http://healthcenter.uoregon.edu/>.

### **University Counseling Center and Testing**

Located on the second floor of the Student Health Center, the Counseling Center provides trained counselors to assist students with personal problems. The Testing Office, housed also on the second floor, coordinates most of the national testing programs such as the School Aptitude Test (SAT), the Graduate Record Exam (GRE), Test of English as a Foreign Language (TOEFL), and the Law School Admission Test (LSAT). See: <http://counseling.uoregon.edu/dnn/>.

### **Academic Advising and Student Services**

(164 Oregon Hall, 346-3211) See: <http://advising.uoregon.edu/>.

### **Office of Affirmative Action & Equal Opportunity** (474 Oregon Hall, 346-3123)

See: <http://aaeo.uoregon.edu/>.

### **UO Crisis Hotline**

(541) 346-4488. The hotline is 24-hour telephone emergency service for personal and emotional problems. Crisis Center staff provides emergency counseling at times when other University facilities are unavailable.

### **Department of Public Safety**

(1319 East 15th, 346-5444) handles emergencies regarding security (including keys/locks), safety and environmental health. See: <http://police.uoregon.edu>.

### **Project Safe Ride**

This ASUO Women's Center program provides a safe alternative to walking alone at night and risking possible assault. The shuttle service is free and available to all UO students, faculty and staff. For hours of operation and shuttle boundaries visit Safe Ride's website: <http://www.uoregon.edu/~saferide>

### **Safety Escorts**

If a member of the University community (either man or woman) feels threatened or unsafe walking to his or her dorm room or office, the Office of Public Safety offers on-campus escorts during the evening hours. This service is provided based on the availability of on-duty Public Safety personnel and if alternatives are unavailable for the campus member. See: <http://police.uoregon.edu/escorts>

### **Information about Eugene**

<http://www.uoregon.edu/eugene-and-local-area>

### **Child Care**

For University-affiliated childcare information, go to the U.O. human resources Children, Elders, and Family Services Web Site at <http://hr.uoregon.edu/work-life-resources/children-elders-and-family>. Once there you may link to the various center sites.

**EMU Child Care and Development Centers** (children 15 months to 6 yrs), 346-4384

**Co-op Family Center/Spencer View** (children 8 wks to 10 yrs), 346-7400

**Vivian Olum Child Development Center** (children 6 wks to 11 yrs), 346-6586

**U.O. Parent and Baby Co-op** (children 6 wks to 1 yr), 346-2962