It is the student’s responsibility to comply with these regulations and deadlines, and those of The Graduate School. Refer to both regularly and, when in doubt, ask questions.

It is the student’s responsibility to see that his/her Department file is up to date. Both the Department and The Graduate School should have a current address, whether one is in or away from Evanston.
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Introduction to the Department

Northwestern’s graduate program in Anthropology is committed to fostering the historic diversity of the discipline by building an intellectual dialogue between humanistic and scientific approaches. In particular, the department’s research and graduate training emphasizes the integration of the major anthropological sub-fields: archaeology, cultural anthropology, biological anthropology, and linguistic anthropology. We train graduate students to harness these strengths in basic research, in effective teaching, and in the application of anthropology both inside and outside of academia.

Faculty members have a broad range of topical interests, with particular strengths in:

Political economy
Inequality
Gender/sexuality, race/ethnicity, social class
Urban anthropology
Material culture
Africa, Latin America, North America, Middle East
Prehistoric complex societies
Historical archaeology
Reproductive ecology
Quantitative analysis
Human biology
Global health
Medical anthropology

The department offers graduate students a variety of research and educational opportunities:

- Ongoing field research projects in Europe, the Caribbean, Africa, South America, Mesoamerica, the Middle East, and Southeast Asia
- Connections to interdisciplinary programs in the University, including the Program of African Studies, Latin American and Caribbean Studies, Middle East and North African Studies, Gender and Sexuality Studies, Medieval Studies, the Kaplan Institute for the Humanities, and the Institute for Policy Research
- Professional training in research design, grant preparation and teaching
- Opportunities for study at major Chicago-area universities, laboratories and museums
- Summer research support
- Collaborative program of research and training with Chicago’s Field Museum which provides an opportunity to participate in field collections and research projects
Faculty

Graduate Faculty

Katherine Amato, Assistant Professor (PhD University of Illinois at Urbana-Champaign 2013); Americas, Africa, Biological Anthropology, Environment, Food, Health & Medicine, Globalization, Development, Evolution

Ana Aparicio, Associate Professor (PhD Graduate Center, City University of New York 2004); Urban Anthropology, race/ethnicity, social movements and activism, youth, immigration; Latinas, urban US.

Adia Benton, Assistant Professor

Caroline H. Bledsoe, Professor (PhD Stanford 1976); Socio-cultural anthropology, kinship and marriage, demography, medicine; Africa.

Micaela di Leonardo, Professor (PhD Berkeley 1981); Gender, race/ethnicity, political economy, cultural theory, urban anthropology, kinship theory, U.S.

Mark Hauser, Associate Professor (PhD Syracuse University 2001); Archaeology, Historical Anthropology, Slavery, Colonialism, Informal Markets, Race, Scale, Space and Place, Ceramic Analysis, Caribbean, African Diaspora.

M. Geoffrey Hayes, Assistant Professor Feinberg School of Medicine and the Department of Anthropology (PhD Utah 2002); evolutionary population genetics and genetic epidemiology, North American Arctic and Subarctic.

Katherine E. Hoffman, Associate Professor (PhD Columbia 2000); Linguistic and socio-cultural anthropology, ethnomusicology, ethnicity, indigenous people, rural-urban relations, migration, colonialism, Imazighen (Berbers), Morocco, North Africa.

Matthew Johnson, Professor (PhD Cambridge 1990); Archaeological theory, especially interpretive and interdisciplinary approaches; England and Europe AD1200-1800, particularly landscape castles and houses; world historical archaeology; archaeology in its cultural and political context.

Chris Kuzawa, Professor (PhD Emory 2001, MsPH Emory 2001); Developmental and evolutionary perspectives on health and disease, Human growth and development, Public health and biocultural perspectives on cardiovascular disease.

Robert Launay, Professor (PhD Cambridge 1975); Social organization, history of theory, Islam; West Africa.
William R. Leonard, Professor (PhD Michigan 1987); Biological anthropology, adaptability, growth and development, nutrition, South America, Asia, U.S.

Amanda Logan, Assistant Professor (PhD Michigan 2012); Anthropology of Food, Ethnobotany, Foodways, Historical Anthropology, Africa (Archaeology), Ethnoarchaeology, Gender Archaeology, Archaeology, Phytoliths, Andean Archaeology, Archaeobotany, African Studies, Ghana.

D. Soyini Madison, Professor of Anthropology, Performance Studies and African Studies (PhD Northwestern University 1989); Social Movements/Activism and Radical Performance, Critical Performance Ethnography, Public Culture, Black Diaspora Studies, Postcolonial Theory/Film/Fiction, Staging Oral History and Memory.

Thomas McDade, Professor (PhD Emory 1999); Human biology, bio-cultural perspectives on health and human development, medical anthropology, ecological immunology, stress and health.

Cynthia Robin Rivera, Associate Professor (PhD University of Pennsylvania 1999); Archaeology, households and settlements, social organization, complex societies, gender, class, feminist theory; Mesoamerica.

Rebecca Seligman, Assistant Professor (PhD Emory University 2004); Culture and mental health; global health, medical anthropology, psychological anthropology; mind-body interaction; ritual; Latin America.

Shalini Shankar, Associate Professor (PhD New York University 2003); Sociocultural and Linguistic Anthropology, media, materiality, youth culture, language and identity, race/ethnicity, South Asian diaspora, suburban US. Joint appointment with Asian American Studies.

Mary Weismantel, Professor (PhD University of Illinois 1986); Cultural anthropology, food, adoption, sex/gender, race, historical materialism; Andes, Latin America.

Jessica Winegar, Associate Professor (PhD New York University 2003); Sociocultural Anthropology, cultural politics and culture industries, material and visual culture, the culture concept, class, gender, Islam, Middle East and North Africa.

Sera Young, Assistant Professor (PhD Cornell University)
Emeritus Faculty

James A. Brown, Professor Emeritus (PhD Chicago 1965); Archaeology, quantitative analysis, comparative mortuary studies, evolution of cultural complexity, eastern North America.

William Irons, Professor Emeritus (PhD Michigan 1969); Evolutionary ecology, reproductive strategies, demography, evolutionary foundations of morality and religion, pastoral nomads, Middle East.

Timothy Earle, Professor Emeritus (PhD Michigan 1973); Archaeology of complex societies, ecological anthropology, prehistoric economics, Andes, Polynesia, Northern Europe.

Helen B. Schwartzman, Professor Emeritus (PhD Northwestern 1973); Psychological anthropology, organizational ethnology, play and work, children and technology; U.S.

Karen Tranberg Hansen, Professor Emeritus (PhD Washington 1979); Socio-cultural anthropology, urban anthropology, political economy, gender relations, colonial culture; Southern Africa.

Continuing Lecturer Faculty

William Murphy, Emeritus (PhD Stanford 1976); Language and Culture, politics, and aesthetics; West Africa.

Monica Russel y Rodriguez, Senior Lecturer, Assoc Dean Weinberg College (PhD UCLA 1995); Cultural anthropology, race & mestizaje, Chicana feminist theory; U.S., Latino communities.

Noelle Sullivan, Assistant Professor of Instruction (PhD University of Florida 2011); Medical anthropology, political anthropology, development, biomedicine and bureaucracy, institutional culture, global health practice, health policy and practice, anthropology of science and technology, infrastructure, medical professionalism, medical pluralism, hospital ethnography, maternal health and development, eastern Africa.

Erin B. Waxenbaum, Senior Lecturer (PhD University of Florida 2007); Physical anthropology, skeletal biology, growth and development, human variation, forensics; Native North America.
Admission

Students must be admitted to The Graduate School before they can be enrolled in the Department of Anthropology. All applicants must apply online via the ApplyYourself website. The Departmental application deadline is December 15th. For information on admission, see The Graduate School’s (TGS) Admission Webpage. The TGS webpage also provides information on Financial Aid, Tuition, and Academic Services.

The Department relies on the Graduate Record Examination (GRE), letters of recommendation, transcripts, and, most importantly, a Statement of Purpose in making choices for admission and financial aid. GREs are required for admission to the Department whether or not the applicant is seeking financial aid.

In order to be considered for the graduate program, students whose first language is not English must take the TOEFL examination and score 577 or higher on the paper-based test, 213 or higher on the computer-based test, or 90 or higher on the internet based test. The test must be taken no more than two years before the intended quarter of entry.

Departmental requirements supplement, but do not supersede, The Graduate School regulations. Students should study the list of courses offered by the Department of Anthropology and related departments to ascertain the availability of courses in their desired specializations. Bear in mind that not all courses are offered every year.
Financial Matters

Funding for Study
In addition to the information supplied on The Graduate School’s webpage students should be aware that there are two sources of University funding (1) University Fellowships and (2) Graduate (teaching) Assistantships. These carry different amounts of aid. The Department of Anthropology offers graduate students support for their first five years of study, contingent upon satisfactory progress toward the Ph.D. degree according to the Department’s procedures of evaluation. This support includes four summers of study, contingent upon approved proposals for summer study (as well as satisfactory progress toward the Ph.D. degree). Typically, our financial support is in the form of a University Fellowship during the first year and a combination of fellowship, assistantship, and external funding in years 2–5. Many of our Ph.D. candidates win external grants to fund their thesis research. If you receive a major external award (e.g., NSF, Wenner-Gren, or equivalent), you will receive funding for a 6th year of study after the initial 5 are completed. There are also internal fellowships for dissertation research and writing within the University.

Health Insurance
Northwestern University requires all full-time students to maintain health insurance coverage that meets the University’s standards. Full time students may either enroll in the NU/Aetna Student Health Insurance plan, or use private health insurance that meets the standards. TGS supports all PhD students by providing a full subsidy to cover the cost of health insurance for fully enrolled students (students enrolling in TGS 512 or 513 are not eligible). Health insurance is billed as a lump sum at the beginning of the year for MA students (September 1st), with due dates for payments for Winter, Spring, and Summer quarters. Students can also arrange coverage for partners and children through Northwestern’s program, though the associated charges must be paid out of pocket. Doctoral students are always covered from the beginning of their first quarter of registration in a given year until August 31st months, even if they are only registered in one quarter.

The subsidy itself is applied in its entirety against the bill at the beginning of the year. The subsidy applies only against the student’s bill - it cannot be applied against both their bill and their partner’s/child’s. However, in situations where a student is paying for family coverage and elects to cancel their coverage early, the subsidy will not be pro-rated. As a result, a student wanting coverage only during Fall quarter (if they are graduating, for instance) might be able to arrange matters in such a way that the subsidy covers the entirety of their health insurance bill for the Fall. They can then cancel their health insurance for Winter and Spring (must be done by mid-December), and end up owing nothing on the year...aside from a possible late-fee, which can be cancelled by Student Accounts if they are amenable.

The University maintains a health service for students on the Evanston campus at Searle Hall, 633 Emerson Street and for students on the Chicago campus at the Northwestern Medical Faculty Foundation, 675 N. St. Clair St., Suite 18-200. All full-time students who register for three or four courses or for TGS 588 Resident Master's Study or TGS 500 Advanced Doctoral Study or
TGS 512 Continuous Registration are eligible to use the outpatient services. Part-time students may elect to use the Health Service by special arrangement and payment of a quarterly fee.

**Grants for Fieldwork and Language Learning**
The mentored experience of writing grant applications as a graduate student is critical, and the receipt of external awards constitutes a significant advantage on the job market. Thus, doctoral students are required to apply for external grants no later than the fourth year of their PhD program, and ideally in the third year. The department runs a professionalization workshop series on grant-writing to assist students. Eligible first year students should also apply for NSF fellowships during that first year, and the department runs a special seminar in the fall to prepare students for this application process. Students should be in close contact with their advisors as well as the Department’s Business Administrator throughout the process of grant writing to be assured that they meet appropriate university and grant organization deadlines.

Students are also encouraged to apply for internal sources of funding for summer fieldwork and/or language learning during the first and second years. The Graduate School and The Buffett Center for International and Area Studies regularly fund graduate students, as do various other units within Weinberg. Department sources include the FAN-Friends of Anthropology Grant and the Foster Grant. Students may learn about other sources of support from the Director of Graduate Studies, their advisor, the Office of Fellowships, and the AAA website. Archaeology students in the past have received grants from Sigma Xi, The Explorers Club Exploration Grant Fund, The Lewis and Clark Fund for Exploration and Field Research, and the National Geographic Young Explorers Grant.

**Conference Travel Funding**
During a student’s career at Northwestern, funds may be made available to them to offset travel costs to participate in conferences. TGS will fund up to two trips for conference paper presentations per student. The Department also has FAN and Foster awards that may be used for conference travel. Before a student submits an application for participation in a conference, they must obtain advance permission from their advisor. The intention here is to make sure that the student’s time is being well spent before they even start the process of applying.
Additional Remunerative Work
The Department of Anthropology recognizes that students may want to take on additional work to compensate for any added expenses. The Graduate School has a policy for additional academic remunerative work here: [http://www.tgs.northwestern.edu/about/policies/financial-aid-policies.html](http://www.tgs.northwestern.edu/about/policies/financial-aid-policies.html) See also the discussion in “Teaching Requirement” below. The Department has also established the following guidelines for its faculty members hiring graduate students for temporary, non-academic work (e.g., child care, household work, lawn care, transportation).

- Faculty should provide the student with a written description outlining the expectations of the job.
- Faculty should not employ their graduate advisees, graduate students on whose committees they serve, or graduate students whom they are currently teaching in a class. If they do so, they should be sensitive to the power dynamics of the faculty/student relationship.
- The minimum hourly wage for non-academic work will be $15/hour.
- Students should not serve as volunteers for these non-academic work opportunities.
General Requirements for the M.A. and Ph.D. Degrees

Students commence their studies in the Fall Quarter. The Department of Anthropology is devoted to the preparation of professional anthropologists. Therefore, we accept only students who intend to work toward the doctorate.

The MA: See TGS webpage “Master Degree Policies” found at http://www.tgs.northwestern.edu/academics/academic-services/masters/index.html for all TGS Master Degree requirements and Policies.

The Master of Arts in Anthropology is an intermediate degree granted upon application to students who satisfactorily complete one year of residence (nine courses), fulfill Department course requirements for the first two years, and successfully complete the First and Second Year Papers.

All second-year graduate students wishing to get certification for a Master’s degree should, with DGS approval, complete both the Master’s Degree Completion form and the Application for Degree. These forms are available on CAESAR (http://www.northwestern.edu/caesar/) for electronic submission.

The PhD: See TGS webpage “Ph.D. Policies” found at http://www.tgs.northwestern.edu/academics/academic-services/phd/index.html for all TGS Ph.D. Requirements and Policies.

The Doctor of Philosophy in Anthropology requires satisfying The Graduate School’s residency requirements and Department course requirements, passing the First and Second Year Paper requirements, successfully writing and defending a dissertation prospectus, submitting an acceptable doctoral dissertation, and passing the final oral examination. A minimum of three years is required for graduate students. Typically the student is admitted to candidacy at the end of 3 years.

Full-time enrollment comprises three credits, which is the normal course load for the first three years. Part-time enrollment is allowed under special circumstances until the equivalent of the first year of residency, or five quarters of part-time residency (which is two courses per quarter), to comply with the doctoral requirements. Fulfilling the residency requirement on a part-time basis requires approval of the Department and The Graduate School Dean.

Students entering with an M.A. are subject to the same general academic requirements as other first-year graduate students. The Graduate School (TGS) will award no residency credit for work completed in a graduate program outside of TGS. Students must also complete nine graded courses in TGS and maintain a B average (3.0 GPA).
students must also complete the Department’s 401 series, one Bridging Seminar, and a methods course in their sub-field. The Department may waive course requirements based on work completed at another institution (either prior to or after enrollment at Northwestern). It is expected that such students would have the option, dependent on consultation with their advisor and the DGS, to submit a Second-Year paper instead of a First-Year paper at the end of their first year of study in the Department. Please note that it is not possible to receive an M.A. in Anthropology from Northwestern and also receive transfer credit toward the Ph.D. for advanced work taken elsewhere.

The Ph.D. Qualifying Exam form (completed by the Department after the student has passed the first and second year papers and all coursework) and The Ph.D. Prospectus form (submitted by the student after successful completion of the dissertation proposal defense) must be filed with The Graduate School via TGS forms in CAESAR. The Department acts on this application after the student has completed departmental requirements. All requirements for the doctoral degree must be met within nine years of initial registration in the doctoral program. Please see the Ph.D. completion “Timeline” on The Graduate School website.

Grades: Only courses listed in CAESAR with a career of The Graduate School (TGS) are authorized for graduate credit and must be used to fulfill graduate degree requirements.

No credit is allowed for any course with a grade below C. An overall B average must be maintained. Note also that a 300-level course cannot be taken for credit if there is an equivalent 400-level course; e.g., 399 vs. 499. University regulations governing incomplete grades are stringent: loss of credit will result unless there is proof of illness or other hardship. Incomplete grades must be made up within one academic year. To maintain good standing with the Department and The Graduate School, no student should have more than one incomplete on his/her record. Exceptions are (1) automatic incomplete to all students at the end of the first quarter of a two-quarter course sequence, and (2) 590 Research.

Residency Credit: If you have completed, as a graduate student, some appropriate courses you would like considered for acceptance toward your residency credits, be sure to bring that fact to our attention upon application. It is not possible to take a Northwestern M.A. degree as well as residency credit toward the Ph.D. Please consult the TGS website for the most updated residency credit information.
Departmental Advisory System

The general philosophy of Northwestern’s Department of Anthropology calls for a fundamental education in all major branches of anthropology during the first two years, with individually designed programs of specialization built into these years in consultation with an advisor, and becoming a focus thereafter. The advisory system is thus intended to support each student’s development as an individual scholar and as a member of the discipline.

At the Department orientation at the start of the fall of their first year, students are given an initial advisor for that year. The advisor is expected to guide the incoming student and help him/her to choose an appropriate program of courses. The advisor should be consulted before registration each quarter and as often as necessary to prepare the first-year paper. The other members of the committee should be consulted regularly during the development of the first-year paper. In the second year, or in some cases the first year, the student may wish to change the advisor and/or the committee composition. If she/he wishes to do so, arrangements should be made beginning in the fall quarter. As students prepare the dissertation prospectus in the third year, they should consult with their advisor about constructing a dissertation committee. This committee must include two members of the department, but typically includes more. It can also include faculty in other departments at Northwestern, and sometimes includes a faculty member from another university. At least three members of the committee must be from the Graduate Faculty at Northwestern. The DGS and the Graduate Program Assistant, as well as all former and new committee members, must be informed of all changes to committees at any point in the process.

In the advisory relationship, students are expected to:

- Maintain regular (at least monthly) contact with their advisor while in coursework, via email and/or office hours
- Maintain regular (at least bimonthly) contact with their advisor while conducting fieldwork and while writing their dissertations
- Prepare grant proposals with ample time for several rounds of advisor feedback (typically 3-6 months, check with your advisor)
- Provide at least 3-4 weeks notice for letters of recommendation
- Communicate clearly with their advisor about their academic goals and mentoring needs
- Communicate with their advisor about any academic problems that arise
- Communicate with their advisor about any problems that may affect their academic performance
Students may expect advisors to:

- Establish clear expectations for advisee progress
- Guide them in selecting courses
- Provide timely oral or written feedback on writing, usually within a month or less
- Respond promptly to emails (within one week if the advisor is not on leave, within three weeks if they are on leave)
- Be available to meet in person or speak on the phone if the advisor is not on leave. If the advisor is on leave and unavailable, alternative arrangements for a temporary advisor can be made by consulting with the original advisor or the DGS
- Provide support when applying for grants (e.g., feedback on proposals, write recommendation letters)
- Provide support when entering the job market (e.g., feedback on job letters and job talks, write recommendations)

If a student wishes to change advisors for any reason, she/he should follow these procedures:

1. The student consults with the Director of Graduate Study, and, if possible, the advisor. (If the advisor is the DGS, the student may instead speak with the Department Chair). This consultation will include consideration of the timing of the request vis-à-vis the student’s course of study.
2. The student, in consultation with the DGS/Chair, secures a new advisor
3. The Department Chair writes a letter announcing the shift to a new advisor
4. The new advisor agrees in writing to accept the student as an advisee
5. The DGS informs the members of the student’s committee as well as the Graduate Program Assistant of the change

If an advisor seeks to be removed from a student’s committee, or to be removed as their main advisor, she/he should follow these procedures:

1. The advisor consults with the Director of Graduate Study and the Department Chair. This consultation will include consideration of the timing of the request vis-à-vis the student’s course of study.
2. The advisor, DGS, and Chair meet with the other committee members to work out a new committee structure
3. The DGS, and possibly the Chair and other committee members, meet with the student to inform them of the former advisor’s decision and to finalize the committee structure in consultation with the student
4. The DGS informs, in writing, the student, the members of the student’s committee, and the Graduate Program Assistant of the change
General Graduate/Faculty Communications

The Department has three main means of communication between faculty and graduate students as a whole.

1. **Graduate Student Liaison Committee.** The graduate student/faculty liaison committee consists of 6 graduate students of varying seniority. The committee is responsible for bringing graduate student feedback, proposals, and concerns (both individual and collective) to the Chair & DGS. The committee meets with the Chair & DGS twice per year, or more frequently, as issues arise.

2. **Chair & DGS Meetings with the Graduate Students.** The Chair and DGS meet with the graduate students, as a group, at least twice a year to discuss curricular/programmatic issues or other matters. Additional meetings with the students may also be requested, as needed, by the liaison committee.

3. **Director of Graduate Studies.** The Director of Graduate Studies is always available to discuss, confidentially or otherwise, any issues related to a student’s progress. Students are also always welcome to meet with the Department Chair, should that be more appropriate.
Graduate Program Overview and Timeline

The Department of Anthropology places a strong emphasis on an integrative approach to the discipline. Students are expected to develop a broad based understanding of the ways in which the major sub-fields of anthropology (archaeology, sociocultural anthropology, biological anthropology, and linguistic anthropology) provide complementary approaches to the study of human origins, thought, behavior, and society. The Department has established the following general goals for each year of graduate work.

First Year: Introduction to the four-field approach at Northwestern and possible ways to bridge and integrate the sub-fields, historical grounding in the discipline, development of research questions and specific sub-field and regional areas of specialization, writing and critical thinking skills, attending all departmental colloquia, professionalization events, and proposal defenses, and doing language work if necessary. Possibly apply for summer language and/or fieldwork funding (typically in the winter quarter). Complete coursework\(^1\) and pass first year paper.

Second Year: Continued introduction to the four-field approach and focus on specific sub-field and regional areas of specialization, further development of research questions/problems based on fieldwork experience, developing familiarity with research methodologies, developing writing and critical thinking skills, engaging in interdisciplinary course work, attending all departmental colloquia, professionalization events, and proposal defenses, and continuing language work. Possibly apply for summer language and/or fieldwork funding (typically in the winter quarter). Complete coursework and pass second year paper.

Third-Year: Preparation of research proposal and further sub-field/regional specialization, taking interdisciplinary course work, continuing language work, applying for dissertation fieldwork grants and fellowships, attending all departmental colloquia and professionalization events, and qualifying for dissertation research by completing all requirements except the proposal defense and dissertation. By the end of the Third Year, students must complete the Qualifying Exam form with TGS, indicating that they have completed all such requirements, or else they will be placed on academic probation. Many students complete the proposal defense at the end of the third year also.

\(^1\) Note: Not all courses listed in CAESAR with a career of The Graduate School (TGS) are offered every year. Students should check the actual course offerings and plan their programs accordingly. The Department posts a Yearly Course planner on the Department webpage.
**Fourth Year:** Proposal defense (if not completed in the third year), fieldwork. **All students must defend their Dissertation Proposal by the end of their fourth year, or else TGS will place them on academic probation.**

**Admission to Candidacy**  
To be admitted to Ph.D. candidacy by TGS, the student must satisfactorily complete all TGS requirements, as well as their department coursework, and pass their first and second year papers. Students are notified by The Graduate School of their admission to candidacy, further requirements for the completion of their program, and their degree deadline. The Department considers students to be Ph.D. candidates (ABD) once the dissertation proposal is defended.

A student may be required, or find it advisable, to do further course work after admission to candidacy. The Department reserves the right to require or encourage such work in order to ascertain that each student has adequate training in his/her particular specialty.

**Fifth Year:** Fieldwork and/or dissertation write-up and defense. If external funding has been secured for any of the first five years, TGS will provide one additional 6th year of funding.

**Beyond:** One can continue to write the dissertation up until the 9th year. However, students will not receive any additional funding unless they have previously received external funding, and in this case only one additional year of funding beyond the 5 will be provided by TGS. **Students must complete all requirements for the degree by the end of the 9th year after matriculation.**

**Course Requirements**  
The Department of Anthropology’s core requirements for all Ph.D. students include: (1) the four-quarter sequence of 401, “The Logic of Inquiry in Anthropology;” (2) the 496 “Bridging Seminar” (a topically focused, advanced course designed to integrate at least two of the four sub-fields); (3) a sub-field specific methods course. Students must register for the 401 courses offered during their first and second years.

**Subfield Course Requirements**  
**Cultural Anthropology students:** In addition to the above core requirements, cultural students are required to take (489) Ethnographic Methods along with three additional courses from a “cafeteria” list approved by the cultural/linguistic faculty. The list of approved courses is distributed by the DGS at the beginning of each year. A complete list including past years is available from the Graduate Program Assistant.
**Linguistic Anthropology students:** In addition to the above core requirements, Linguistic Anthropology students are required to take two advanced graduate seminars in Linguistic Anthropology, one course in methods in Linguistic Anthropology (361 or 461) and at least one, and preferably two or more of the cafeteria courses.

**Archaeology students:** In addition to the above core requirements, archaeology students are required to take seven sub-field requirements: two graduate level courses in biological, cultural or linguistic anthropology, “Introduction to Archaeological Research Design and Methods” (322) and two graduate level Topics courses (490). All students must also demonstrate knowledge and field and laboratory methods.

**Biological Anthropology students:** In addition to the above core requirements, biological anthropology students are required to take “Methods in Human Biology Research” (386), “Human Population Biology” (490), and “Evolution and Biological Anthropology” (486). Biological students are also required to take at least one (and preferably) two quarters of statistics, which can be fulfilled through the Anthropology Department or elsewhere (e.g., Sociology, public health, SESP).

**Required Papers and Proposals**

Students are required to complete a First Year Qualifying Paper (with some exceptions), a Second Year Qualifying Paper, a Dissertation Proposal, and a Dissertation. Evaluation of the papers and the dissertation proposal is determined by a committee composed of the student’s advisor and two or more additional faculty members (see discussion in Departmental Advisory System). Students will be evaluated for continuation in the graduate program, for Graduate (Teaching) Assistantships, and for summer fieldwork using grades in course work, faculty evaluations and a specific evaluation of the First-year, Second-year and Third-year paper/proposal requirements.

1. **First and Second Year Qualifying Papers**

First-year students are expected to write a First Year Qualifying Paper during Spring Quarter of their first year. (Exceptions may be made for those students entering with prior MA credit who, in consultation with their advisor and DGS, write a Second Year Qualifying Paper instead). Second year students (and the excepted first year students) are expected to write a Second Year Qualifying Paper during Spring Quarter of their second year. Students typically take a 590 Research Independent Study with their advisors during the winter and/or spring quarters to prepare these papers. Advisors are the main directors for these papers, but additional input should be sought from other committee members. An archive of past student papers is available; please ask the Graduate Program Assistant.
Next-to-final drafts of First and Second-year papers are due to students’ committee members by Tuesday of the 7th week of Spring Quarter. Final copies, incorporating committee members’ comments are due by Tuesday of the 9th week of the Spring Quarter. Four copies of the final paper should be submitted to the department: 3 for committee members, and 1 to the Graduate Assistant for the archive. The faculty meeting to evaluate these papers will be held the 10th (reading) week. Students will be informed of the results of this meeting in writing.

In situations when First and Second-year papers need revision or other circumstances arise, the Department may offer an extension of the deadlines to complete papers. Under these circumstances, the last deadline for papers to be submitted to the student’s committee is two weeks prior to the first day of classes in the Fall Quarter. By one week prior to classes, the student’s Committee Chair will evaluate the paper and provide the Department Chair with the Committee’s recommendation for continued funding. The full faculty will make decisions on appropriate action.

**Guidance on First and Second Year Qualifying Papers**

The following are broad guidelines whose details should be worked out with the adviser and the committee to suit individual students’ academic needs and trajectory.

**Goals of Qualifying Papers**
All graduate students are expected to write a paper at the end of their first and their second years. The purpose of these papers is to:

- Act as a focus and key intellectual milestone in the development of your ideas
- Help you articulate your thoughts as you move towards PhD research
- Gather together the insights you have gained over the academic year and apply them to your chosen topic
- Assist your committee in monitoring and evaluating your progress

**Criteria for Qualifying Papers**
The first year paper should focus on research that helps you move your PhD forward. It is typically a review of a body of literature pertinent to your research.

The second year paper is often based upon original field research. However, in a number of cases this paper may be based on secondary library and/or lab research depending on the individual student’s needs and trajectory, as well as sub-field considerations. Ideally, it should contain material of publishable quality, and should be prepared in a format and language suitable for publication in a peer-reviewed journal. It should show deep familiarity with relevant arguments from the theoretical and anthropological literature and an ability to apply these in a systematic and sustained fashion to your chosen PhD topic.
Both first and second year papers will be evaluated according to the degree to which they:

- Demonstrate graduate level writing skills, including structural coherence
- Have a clear analytic argument that is well-substantiated
- Demonstrate command of a body of literature related to the proposed dissertation project
- Evidence an accurate understanding of scholarly arguments
- Contain rigorous treatment of scholarly sources, data, their connections, and their implications
- Show promise of theoretical/ethnographic innovation or intervention

Both first and second year papers should be complete, clearly written, properly formatted and referenced. They are roughly 25 pages in length (text should be double spaced, 12 point font). They should be accompanied by an abstract. Illustrations should be included when relevant, and properly cross-referenced in the text.

Timeline
You should start discussing your paper with your adviser at the very start of Winter Quarter and maintain close contact with him/her as your paper progresses through Winter and Spring. You should keep your other committee members abreast of your ideas and progress as the Winter Quarter comes to a close and throughout the Spring Quarter writing process. It is recommended that you take an Independent Study with your adviser in the Winter Quarter to facilitate your writing, depending on the particular year’s Winter and Spring Quarter course offerings. In some cases, a Spring Quarter Independent Study is advisable.

A first draft of the paper should be presented to your advisor and/or your committee (check with your advisor) within two to three weeks of the beginning of Spring Quarter. A second and next-to-final draft of the paper is due to your Committee in the seventh week of Spring Quarter. The final draft of the paper is due in the ninth week of the Spring Quarter.

The Evaluation Process
Your advisor and/or your committee will give you comments on the very first draft of your paper. This phase will focus on the broader issues and your professors will provide you with feedback on the research you need to do to complete your paper. Your entire committee will give you comments on the next-to-final draft that is due in the 7th week of the Spring Quarter. This phase focuses on remaining issues that are often smaller in scope and significance. Your committee expects a complete draft, properly formatted, referenced, and proofread, for this next-to-final draft.
It is reasonable to expect members of your committee to:

- Read through both drafts carefully
- Give you comments, either orally or in writing
- Make suggestions for improving the paper in terms of structure, content etc.
- Make suggestions for further reading

It is not reasonable to expect members of your Committee to:

- Read and comment at short notice (less than a week)
- Give you a detailed check-list of everything you must do
- Give you a complete list of everything you need to read
- Copy-edit and/or proof-read the paper

Your papers will be evaluated by your committee at the first June faculty meeting and will be given one of the following assessments: pass, no pass, pass after acceptable rewrite, acceptable for terminal MA.

“Pass”: This evaluation permits a student to continue in the PhD program. The student is eligible, but not guaranteed, financial aid.

“Pass after acceptable rewrite”: This evaluation permits a student to continue course work in the PhD program, but the student will not be eligible for advancement to candidacy until the paper is rewritten and accepted by the student’s committee. After the committee accepts the paper/proposal, the student will be eligible for financial aid.

“Acceptable for terminal MA”: (Second-year Research Paper): This evaluation means that the quality of the student’s work meets the Department’s standards for the Master’s Degree, but is not sufficiently high quality to permit the student to continue in the PhD program. The student may be eligible for a Master’s Degree if all other requirements are met.

“No pass”: This evaluation means that the quality of the student’s work meets neither the standards required of students continuing in the PhD program, nor the standards required for the Master’s Degree. The student will not be permitted to continue in the Department, nor will he/she receive a Master’s Degree, regardless of the student’s grade-point average.

2. Dissertation Proposal

Third year students should prepare a formal Dissertation Proposal that will be presented before the student’s dissertation research committee at a formal dissertation proposal defense, either in the third or fourth year, in consultation with the advisor. Each student should work closely with his/her advisor on the preparation of the dissertation
proposal. Ideally, the proposal should be started during the end of the second year and completed early in the third year of graduate work because of the deadlines of funding agencies and The Graduate School deadlines (http://www.tgs.northwestern.edu/academics/academic-services/phd/candidacy/index.html). Most deadlines cluster in October to early January. Special care should be taken with this requirement since the funding of fieldwork depends almost entirely on the quality of the proposal. Students should be prepared to adapt the form of the proposal to the differing requirements of various funding agencies, and should bear in mind that preparation of an acceptable proposal is time consuming for both students and faculty. If the proposal is not defended by the end of the fourth year, TGS will place the student on academic probation.

Students should inform the Director of Graduate Studies and the Graduate Program Assistant of the date, time, and title of the proposal defense at least two weeks in advance. Proposal Defenses have both a public and private (committee only) portion. The Defense usually consists of a public talk, public question time, and a private question time. The advisor will make the determination regarding how much of the defense will be public. Proposal defenses will be announced to the department with all invited to the public portion. **First and second year students are expected to attend.**

3. Dissertation
The student’s Dissertation Committee must approve the topic and a general outline of the proposed dissertation. Dissertation committees are constituted by the student, in consultation with the advisor. Two Department members sit on the committee, although additional Committee members may be chosen from the department, or from other departments in the university or at other universities. At least three of the committee members must be from Northwestern’s Graduate Faculty. The Department will provide students with advice and references when seeking financial support for fieldwork. The primary responsibility, however, falls on the student to prepare a research proposal suitable for funding. All applications for field awards, and all correspondence concerning plans for field projects by graduate students, must be cleared with a faculty member, with copies provided for the student’s file. The Department encourages graduate students to find opportunities for fieldwork experience; as a matter of general policy, however, fieldwork carried out prior to admission to candidacy is not acceptable as the basis for a doctoral dissertation. Students should be in regular touch with their advisor throughout fieldwork (at least bimonthly).

The completed first draft of the dissertation should be presented to the dissertation advisor (Committee Chair) no later than mid-January if the PhD degree is to be granted the following June. The members of the Dissertation Committee may read the first draft of the dissertation, and/or individual chapters if so agreed by the advisor. Directions for
the final form of the dissertation are on The Graduate School’s web site and should be consulted early and regularly thereafter.

The PhD degree is granted at the end of each quarter (August, December, March, and June). However, if all the requirements for the degree have been satisfied and only the formality of presentation at Commencement is lacking, The Graduate School will provide a letter attesting to the completion of all work for the degree. No draft of any thesis will be read by any member of the Department between the close of the Spring Quarter and the beginning of the Fall Quarter. Faculty members are otherwise employed during the summer in field schools, research, writing, and/or course preparation.

**Final Doctoral Oral Examination**

In accordance with The Graduate School requirements, the candidate must defend the dissertation before a committee, and submit the completed dissertation with The Graduate School at least three weeks in advance of Commencement. The Department also requires that all students present a summary of their dissertation research at a public portion of the defense. For all the details on the precise steps for completing the Ph.D. and filing, consult The Graduate School’s Webpage.
Teaching Requirement

An integral part of every graduate student’s training for a professional career is service as a teaching assistant. Each student can receive one unit of credit, and normally registers in the Spring Quarter of the 2nd year for one unit of Anthro 570 “Anthropology Seminar” with the Director of Graduate Studies. In the event that the student serves as a TA with several professors, they jointly determine the grade. Schedules assigning TAs are prepared at least two weeks before the beginning of each quarter, and student’s special interests are taken into account to the extent possible. Students are not expected to teach during their first year of graduate study. Thereafter, receipt of a university stipend is dependent upon serving as a graduate assistant.

One year (3 quarters) of serving as a Teaching Assistant is required for completion of the PhD and is never waived, even in the case of students who have previous teaching experience or external sources of funding. The faculty must be able to judge each student’s teaching ability, based on direct observation, for letters of recommendation when the student seeks a teaching position. Students who do not anticipate teaching also need to be evaluated on their performance before an audience. Your advisor and/or any member of your committee may sit in on one or two of your classes to observe your teaching. In addition, the TA role affords an opportunity for faculty-graduate contact in a different context, and direct mentorship in teaching.

In assigning Teaching Assistantships (TAs) each year, the Department attempts to give graduate students a range of teaching experiences, spanning variation in both class size and sub-discipline. We try to insure that no student is assigned 3 quarters of introductory-levels classes in a given year. Additionally, when possible we try to flexible in teaching assignments to address student needs. This includes allowing students to “double up” their teaching during a given quarter to create a free quarter without teaching.

The general guidelines and expectations on TAships are as follows:

1. **Teaching Requirements.** The Department requires each student to have one year of teaching experience prior to completing the PhD. The expected workload for TAs at Northwestern is 12-15 hours per week, on average, during the quarter. These hours include lesson planning, grading, leading discussion sections, attending TA meetings, attending lectures, and meeting with students. Hours may be spread throughout the quarter or clustered around specific assignments or exams, depending on the course.

2. **Timetable for TA assignments.** The Department strives to assign TAships for the entire academic year when possible. In most cases, however, TA assignments are announced at a reasonable interval prior to the start of the quarter, usually
approximately 2 weeks.

3. **Courses requiring TAs.** Although the specific courses with TAs vary from year to year, the classes that typically require teaching assistants from Anthropology are as follows:

   Anthro 211: Culture and Society/212: Global Cultures, Global Inequalities (Spring)
   Anthro 213: Human Origins (Winter)
   Anthro 214: Archaeology: Unearthing History (Fall)
   Anthro 215: The Study of Culture Through Language (Winter)
   Anthro 255: Contemporary African Worlds (Fall or Spring)
   Anthro 370: Anthropology in Historical Perspective (Fall)
   Anthro 386: Methods in Human Biology Research (Winter)
   Anthro 389: Ethnographic Methods (variable)
   Anthro 398: Capstone Seminar (Fall)
   Global Health 301: Introduction to International Public Health (multiple quarters)

   Other classes sometimes require TAs. In general, courses under 30 students do not get TAs unless there is a strong laboratory or research component.

   For each year, the schedule of classes is posted on the Anthropology home page.

4. **Non-classroom TAs.** On occasion, graduate students will be given non-teaching assignments as part of their graduate assistantships. These assignments may include: technology/office assistant, laboratory/research assistant (RA), or other assignments as agreed upon by the student and faculty supervisors. Such assistantships satisfy the requirement to receive the university stipend, but may NOT substitute for the full year of teaching required for the PhD.

5. **TA requests.** Both graduate students and faculty may request particular TA assignments. These requests should be submitted to the Graduate Program Assistant. In general, special requests (e.g., particular course assignments, ‘doubling up’ of courses) should be made by about one month before the start of the academic year.

6. **Expectations.** TAs will meet with their assigned faculty members prior to the start of the course to establish expectations for the course. These include, as applicable:
   
   A. Scheduling regular meetings through the quarter
   B. Defining grading rubrics and turn-around times
   C. Discussion section assignments
   D. TA office hours and communication with undergraduates
E. Lecture, lab and exam schedules

RAs and other non-teaching assistantships should also include regular meetings with faculty supervisors, with expectations to be established at the first meeting of the quarter.

Assistantships should adhere to The Graduate Scholl’s Assistantship Best Practices available on the TGS website. (http://www.tgs.northwestern.edu/academics/academic-services/assistantship-best-practices/teaching-assistants.html)

Graduate students may also wish to avail themselves of the teaching resources at the Searle Center for Advanced Learning and Teaching (http://www.northwestern.edu/searle/).

All students wishing to take on additional teaching, whether at Northwestern or at other universities, should first seek the approval of their advisor (if in the first 5 years) and input from their advisor (thereafter). Priority should always be given to completing and defending a dissertation.

Language Training

At Northwestern, language training in one or more languages is an integral part of doctoral training for many students across the subfields. Cultural and linguistic students are expected to undertake language training unless the advisor and DGS approve an exemption. Training may focus on a field language, a scholarly language for archival work or reading secondary literature, or both. For some students, English may be the most relevant research language. Upon entering the Ph.D program, all students should consult with their advisors to assess what, if any, language training is appropriate for their proposed research and wider academic training, by considering these questions:

1. Which languages are spoken at the student’s research site?
2. Which languages are required for archival, historical, or academic work in the student’s field?
3. If the response to one or both of these questions is a language other than English, please consider:
   o What level of competence would be useful to the research project?
   o What coursework at Northwestern or elsewhere, or extra-curricular instruction, is available for training in this language?
   o What external funding (if any) is required to complete language training?
   o How will the student demonstrate competence in their field or scholarly language to the satisfaction of committee members?
By the end of the Fall quarter of each student’s first year, based on responses to the above questions, a note should go into the student’s file that either clearly outlines a plan for language training or requests an exemption. Modifications to this plan should be documented and approved by the advisor. Language training should be built into the coursework or summers of the early years of graduate study. The committee of each cultural and linguistic anthropology student will determine and administer the evaluation of student’s language competence—through an exam, completed coursework, or some other method—before the student embarks on field research.

Graduate Exchange Program
The CIC Traveling Scholar Program is open to doctoral level students enrolled in any of the “Big Ten” Universities or the University of Chicago. This program, and the Chicago Metropolitan Exchange Program, enables students to enroll for a short-term period of study or research at a participating university in order to take advantage of opportunities not available at the home institution, e.g., specialized course offerings, research opportunities, laboratory facilities, library collections, etc. An interested student should first consult his/her advisor, who will then determine the advisability of the off-campus work. The student remains registered at the home university and pays all fees of the home institution only. Credit earned for CIC study is accepted and entered on the student’s record at the home university. Courses at other Universities should be taken under the CIC or CMEP program when such courses are important to an individual’s program and are not available at Northwestern. For further information and application deadlines see The Graduate School website.

Writing Skills
The Department strongly values excellent writing skills. To that end, we encourage students to take advantage of the multiple writing resources available for graduate students at Northwestern. One excellent resource is the individual appointments with graduate writing consultants at The Graduate Writing Place. Individual consultants can assist with writing assignments for course work, dissertation proposals and chapters, etc. More information is available here: www.writing.northwestern.edu

The Graduate School also runs a number of workshops of interest to graduate students. These include: cross-disciplinary writing workshops; grant and fellowship proposal writing workshops; and dissertation boot camps. Information on these programs is available at the TGS website.