

Northwestern University

Department of Anthropology

Official Guide to Graduate Study

Updated August 2017

Northwestern University reserves the right to change, without notice, any statement in these guidelines concerning, but not limited to rules, policies, curricula, etc.

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 the Director of Graduate Studies or the Graduate Program Administrator.

It is also 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 developing expertise in, and conversations across, the major anthropological sub-fields: archaeology, cultural anthropology, biological anthropology, and linguistic anthropology. We train graduate students to harness the strengths of different approaches 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
Language use and ideologies
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 projects in Europe, the Caribbean, Africa, South America, Mesoamerica, the Middle East, and Southeast Asia
- Connections to interdisciplinary programs in the University, including 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

Core Graduate Faculty

Katherine Amato, Assistant Professor (Ph.D. University of Illinois at Urbana-Champaign 2013); Americas, Africa, biological anthropology, environment, food, health & medicine, globalization, development, evolution.

Ana Aparicio, Associate Professor (Ph.D. Graduate Center, City University of New York 2004); urban anthropology, race/ethnicity, social movements and activism, youth, immigration; Latinas, urban U.S.

Adia Benton, Assistant Professor (Ph.D. Harvard University 2009); global health, biomedicine, development, humanitarianism, political economy, race, gender, sports, Africa, U.S.

Caroline H. Bledsoe, Professor (Ph.D. Stanford 1976); sociocultural anthropology, kinship and marriage, demography, medicine, the life course, Africa.

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

Mark Hauser, Associate Professor (Ph.D. Syracuse University 2001); archaeology, historical anthropology, slavery, colonialism, informal markets, race, scale, space and place, ceramic analysis, Caribbean, African Diaspora.

Katherine E. Hoffman, Associate Professor (Ph.D. Columbia 2000); linguistic and sociocultural anthropology, ethnomusicology, ethnicity, indigenous people, rural-urban relations, migration, colonialism, Imazighen (Berbers), Morocco, North Africa.

Matthew Johnson, Professor (Ph.D. 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 (Ph.D. 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 (Ph.D. Cambridge 1975); social organization, history of theory, Islam; West Africa.

William R. Leonard, Professor (Ph.D. Michigan 1987); biological anthropology, adaptability, growth and development, nutrition, South America, Asia, U.S.

Amanda Logan, Assistant Professor (Ph.D. Michigan 2012); archaeology, inequality, foodways, food insecurity, environment, gender, political economy, structural violence, paleoethnobotany, ethnoarchaeology, Africa.

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

Cynthia Robin, Professor (Ph.D. University of Pennsylvania 1999); archaeology, households and settlements, social organization, complex societies, gender, class, feminist theory, Mesoamerica.

Rebecca Seligman, Associate Professor (Ph.D. Emory University 2004); culture and mental health; global health, medical anthropology, psychological anthropology, mind-body interaction, ritual, Latin America, U.S.

Shalini Shankar, Professor (Ph.D. New York University 2003); sociocultural and linguistic anthropology, media, materiality, youth culture, language and identity, race/ ethnicity, South Asian diaspora, suburban U.S.

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

Jessica Winegar, Associate Professor (Ph.D. New York University 2003); sociocultural anthropology, cultural politics and culture industries, material and visual culture, the culture concept, class, gender, generation, anthropological practice, Middle East and North Africa.

Emrah Yıldız, Assistant Professor (Ph.D. Harvard University 2016); sociocultural anthropology, political economy, religion and ritual, historical ethnography, borders, Middle East.

Sera Young, Assistant Professor (Ph.D. Cornell University 2008); biological anthropology, global health, nutrition, food insecurity, medical anthropology, Africa.

Graduate Affiliate Faculty

M. Geoffrey Hayes, Associate Professor, Feinberg School of Medicine (Ph.D. Utah 2002); evolutionary population genetics and genetic epidemiology, North American Arctic and Subarctic.

Megan Crowley-Matoka, Associate Professor, Feinberg School of Medicine (Ph.D. Irvine 2001); sociocultural, medical anthropology, bioethics, transplantation, Latin America, U.S.

D. Soyini Madison, Professor, Performance Studies (Ph.D. Northwestern 1989) social movements/activism and radical performance, critical performance ethnography, black diaspora studies, postcolonial theory/film/fiction, oral history, memory, Africa.

Emeritus and teaching track faculty are listed on the Department website.

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 five 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. TGS strongly encourages every student to apply for funding from a source external to the University sometime prior to the end of their fourth year. Many of our Ph.D. candidates win external awards to fund their thesis research. If you receive a major external award (e.g., NSF-GRF or other stipend replacement awards as laid out in the TGS external award policy found here: <http://www.tgs.northwestern.edu/about/policies/financial-aid-policies.html#external>), you can bank a 6th year funding for use after the initial 5 are completed. Interdisciplinary Graduate Assistantships if awarded to students in the 2nd through 5th year make them eligible to receive up to 3 additional quarters of funding during their sixth year. The full list of eligible assistantships is found on the TGS web page: <http://www.tgs.northwestern.edu/funding/assistantships/cross-discipline.html>. 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 Ph.D. students by providing a full subsidy to cover the cost of health insurance for fully enrolled students (students enrolling in TGS 512 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, even if they are only registered in one quarter. For more information, see The Graduate School Website: <http://www.tgs.northwestern.edu/campus-life/health-and-wellness/student-health-insurance/>

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 Ph.D. program, and ideally in the third year. The Department runs a professionalization workshop series on grant-writing to assist students. In the spring quarter of their first year, students will work closely with their advisors to complete a draft of an NSF Graduate Research Fellowship. Eligible applicants

will submit a final NSF GRF application in the fall of their second year. 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 Institute for Global 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 Anthropology Graduate Student Association google drive (grants and fellowships folder) the Office of Fellowships, and the AAA website.

Conference Travel

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. Note: before a student submits an application for participation in a conference, they must obtain advance permission from their advisor.

TGS Conference Travel Information: <http://www.tgs.northwestern.edu/resources-for/staff/funding/conference-travel-grant-approval/>

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 on its website (<http://www.tgs.northwestern.edu/about/policies/financial-aid-policies.html#permission>). See also the discussion in "Teaching Requirement" below. The Department has also established the following guidelines 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 try to avoid employing 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

The Department of Anthropology only accepts students who intend to work toward the doctorate.

The M.A.: 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 Second Year Qualifying Paper.

See TGS webpage “Master Degree Policies” found at <http://www.tgs.northwestern.edu/about/policies/masters-degree-requirements.html#residency> for all TGS Master’s Degree requirements and Policies. 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 Ph.D.: The Doctor of Philosophy in Anthropology requires satisfying The Graduate School’s residency requirements and Department course requirements, passing the Second Year Qualifying Paper, fulfilling the language requirement, 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 students are admitted to candidacy at the end of 3 years. All requirements for the doctoral degree must be met within nine years of initial registration in the doctoral program, but ideally sooner. Please see the Ph.D. completion “Timeline” on The Graduate School website <http://www.tgs.northwestern.edu/about/policies/phd-degree-requirements.html#timeline>.

See TGS webpage found at <http://www.tgs.northwestern.edu/academics/degree-requirements/index.html> for all TGS Ph.D. Requirements and Policies. 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 a Master’s degree 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).

All students must complete the Department’s 401 series (“Logic of Inquiry in Anthropology” which are introductions to each sub-field), one cross sub-field Bridging Seminar (Anthro 496), the Anthro 470 History of Anthropological Theory course, and a methods course in their sub-field. Each sub-field has additional requirements (see below).

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 their Second Year

Qualifying Paper at the end of their first year of study in the Department. Please note that it is not possible to receive an MA 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 year requirements, second year paper 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.

<http://www.tgs.northwestern.edu/about/policies/phd-degree-requirements.html#candidacy>

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. TGS Registration Policy and Grades: <http://www.tgs.northwestern.edu/about/policies/general-registration-policies.html>

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.

Incompletes: 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.

Graduate Program Overview and Timeline

The Department of Anthropology expects students to develop a broad based understanding of the ways that 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 and to gain expertise in one or more subfields. To achieve these goals, the Department has established the following objectives for each year of graduate work.

First Year Objectives:

- *Introduction to the four-fields and consideration of ways to bridge the sub-fields and carry on meaningful conversations across them
- *Gain training and historical grounding in the discipline
- *Develop research questions and specific sub-field and regional areas of specialization
- *Work on writing and critical thinking skills
- *Attend all departmental colloquia, professionalization events, and proposal defenses
- *Begin language training if necessary.
- *Possibly apply for summer language and/or fieldwork funding (typically in the winter quarter).
- *Complete coursework and an acceptable draft of an NSF GRF or equivalent grant application.
- *Do summer pre-dissertation research

Second Year Objectives:

- *Continued introduction to the four-field approach and focus on specific sub-field and regional areas of specialization
- *Further develop research questions/problems based on summer research experience
- *Develop familiarity with research methodologies
- *Engage in interdisciplinary course work
- *Attend all departmental colloquia, professionalization events, and proposal defenses
- *Continue language training if necessary
- *Possibly apply for summer language and/or fieldwork funding (typically in the winter quarter).
- *Complete coursework and pass Second Year Qualifying Paper.
- *Submit NSF GRF or equivalent grant if eligible.

Third Year Objectives:

- *Preparation of research proposal and further sub-field/regional specialization
- * Engage interdisciplinary course work
- *Continuing language work if necessary
- *Apply for dissertation fieldwork grants and fellowships
- *Attend all departmental colloquia, professionalization events, and proposal defenses
- *Qualify for dissertation research by completing all remaining course and language requirements except the proposal defense and dissertation. Note: Many students also complete the proposal defense at the end of the third year.

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. <http://www.tgs.northwestern.edu/about/policies/phd-degree-requirements.html#candidacy>

Fourth Year Objectives: 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 and Departmental requirements. 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 their 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, students may bank one year of funding, which TGS will provide in the 6th year.

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 (3 quarters) 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.

Core Requirements

Course Requirements

The Department of Anthropology's core requirements for all Ph.D. students include: (1) the four-quarter sequence of Anthro 401, "The Logic of Inquiry in Anthropology;" (2) Anthro 496 "Bridging Seminar" (a topically focused, advanced course designed to integrate at least two of the four sub-fields); (3) Anthro 470 "History of Anthropological Theory" course; (4) 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 anthropology students are required to take Ethnographic Methods (Anthro 489) 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.

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 (Anthro 361 or Anthro 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" (Anthro 322) and two graduate level Topics courses (Anthro 490). All students must also demonstrate knowledge of 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" (Anthro 386), "Human Population Biology" (Anthro 490), and "Evolution and Biological Anthropology" (Anthro 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 Short Grant Proposal, 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 second year paper and third year proposal requirements.

1. Short Grant Proposal Requirement

First year students are required to write a National Science Foundation Graduate Research Fellowship Proposal (NSF GRF), or equivalent grant decided in consultation with their advisor, in the spring of their 1st year - to be revised and submitted in the fall of their second year. Below is the protocol for fulfilling this requirement.

- First years are required to take an Anthro 499 “Independent Study” with their advisor either in winter or spring quarter in order to prepare for writing the grant application.
- All committee members will receive a draft and provide comments/feedback for the student.
- Drafts are due on Tuesday of the 3rd week of the Spring Quarter. **Final submission is due at midnight on Tuesday of the 8th week of Spring Quarter.**
- Where students already have an NSF GRF or are ineligible to apply, the student and advisor will agree on a comparable grant to which they will apply.

2. Second Year Qualifying Papers

Second year students are expected to write a Second Year Qualifying Paper during Spring Quarter of their second year. Students should take an Anthro 590 “Research” or Anthro 499 “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 (See “Departmental Advisory System”). An archive of past student papers is available; please ask the Graduate Program Assistant.

Next-to-final drafts of Second Year Qualifying Papers are due to students’ committee members by **midnight on Tuesday of the 7th week of Spring Quarter**. Final copies, incorporating committee members’ comments are due by **midnight on Tuesday of the 9th week of the Spring Quarter**. Four electronic copies of the final paper should be submitted to the department: 3 for committee members, and 1 to the Graduate Program 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 Second Year Qualifying Papers need revision, the Department may allow a student to submit a revision to the student’s committee three weeks prior to the first day of classes in the Fall Quarter. By one week prior to classes, the student’s advisor and committee will evaluate the paper and provide the Department Chair with the Committee’s recommendation for continued funding.

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.

Guidelines

These are the goals of the qualifying papers:

- Act as a focus and key intellectual milestone in the development of your ideas

- Help you articulate your thoughts as you move towards Ph.D. 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

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 Ph.D. topic.

Papers should be complete, clearly written, properly formatted and referenced. They are roughly 25 pages in length, not including bibliography (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 advisor at the very start of Winter Quarter and maintain close contact with them 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 Anthro 499 "Independent Study" with your advisor in the Winter and/or Spring Quarters to facilitate your writing, depending on the particular year's Winter and Spring Quarter course offerings.

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 7th week of Spring Quarter. The final draft of the paper is due in the 9th week of the Spring Quarter.

The Evaluation Process

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

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 June faculty meeting and will be given one of the following assessments: pass, no pass, pass after acceptable rewrite, acceptable for terminal M.A.

“Pass”: This evaluation permits a student to continue in the Ph.D. 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 Ph.D. 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 M.A.”: (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 Ph.D. 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 Ph.D. 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/about/policies/phd-degree-requirements.html#candidacy>). 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, second, and third year students are expected to attend.**

4. 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 Ph.D. 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. TGS Dissertation information: <http://www.tgs.northwestern.edu/about/policies/phd-degree-requirements.html#candidacy>

The Ph.D. 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.

5. 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

<http://www.tgs.northwestern.edu/funding/assistantships/graduate-and-teaching.html>

Teaching is integral part of every graduate student's training for a professional career. Each student can receive one unit of credit for teaching, 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 Ph.D. 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. Faculty mentoring TAs will provide a short evaluation of student teaching that will go into the student's GSTS file.

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 be 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 TAs are as follows:

1. **Teaching Requirements.** The Department requires each student to have one year of teaching experience prior to completing the Ph.D.. 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 TAs 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
Anthro 213: Human Origins
Anthro 214: Archaeology: Unearthing History
Anthro 215: The Study of Culture Through Language
Anthro 255: Contemporary African Worlds
Anthro 370: Anthropology in Historical Perspective
Anthro 386: Methods in Human Biology Research
Anthro 389: Ethnographic Methods
Anthro 398: Capstone Seminar
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 Ph.D..
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.

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: scheduling regular meetings through the quarter; defining grading rubrics and turn-around time; discussion section assignments; TA office hours and communication with undergraduates; 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-student-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 Requirement

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, students should meet with their advisors to develop a Language Plan, based on the responses to the above questions. This plan should include either a request for an exemption, or the following elements: 1) what language(s) are needed for the research; 2) how the student will achieve competency in that language; 3) how the student will demonstrate proficiency. This plan should be sent to the Graduate Administrator for entry into GSTS. Modifications to this plan should be approved by the advisor and documented in GSTS.

Language training should be built into the coursework or summers of the early years of graduate study. The committee of each 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. The language requirement must be completed at the time of the prospectus defense.

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. Information re the Traveling Scholar Program is found on the TGS web page <http://www.tgs.northwestern.edu/about/policies/general-registration-policies.html>

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: <http://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 are available at the TGS website.

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 them to choose an appropriate program of courses. The advisor should be consulted before registration each quarter. Students should work closely with their advisors beginning in the winter quarter of the second year in order to develop the Second Year Qualifying Paper. Other committee members should be consulted as necessary. At the end of the second year, students will schedule a meeting with their entire committee to assess their progress. 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.

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 beginning 3-6 months prior to the grant due date, check with your advisor)
- Provide at least 3-4 weeks notice for letters of recommendation (may depend upon advisor, check with them)
- Communicate clearly with their advisor about their academic goals and mentoring needs
- Communicate with their advisor about any academic problems that may 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, recommendation letters)
- Provide support when entering the job market (e.g., feedback on job letters and job talks, recommendation letters)

At any time, a student may wish to change the advisor and/or the committee composition. Changes of committee members should be discussed with advisors. If a student wishes to change advisors for any reason, they 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 to the former and new committees announcing the shift to a new advisor, cc'ing the Director of Graduate Studies and the Graduate Program Assistant.

If an advisor seeks to be removed from a student's committee, or to be removed as their main advisor, they 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 Chair and DGS inform, in writing, the student, the members of the student's committee, and the Graduate Program Assistant of the change.

Student/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 constituted through election by members of the Anthropology Graduate Student Association. It 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.** By invitation of AGSA, the Chair and DGS typically meet with the graduate students, as a group, once 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.

Green Certification

The Anthropology Department received Green Office Certification through NU's Office of Sustainability in 2016 due to the efforts of a small team of graduate students. To maintain certification, the department must pass a yearly review carried out by the Office of Sustainability. Graduate students in the Anthropology Department should expect to support these efforts by taking simple steps to reduce their energy and resource use. These include:

1. Limit your printing and print in greyscale when possible, and recycle or reuse paper when you are finished with it.
2. Recycle paper, glass, plastic, cans, and other materials. There are bins and boxes available throughout the department to recycle most things. You can find out what Northwestern recycles on this page: <http://www.northwestern.edu/sustainability/take-action/recycle/index.html>
3. Unplug or turn off lights, computers, and other power-guzzling devices when you're not using them.
4. Use reusable mugs, dishes, and silverware when you eat at the department, and do your part to keep the kitchens and dishes clean.
5. Use water pitchers at events instead of distributing plastic water bottles.
6. Bike or use public transportation to get to the Department. There is a bike rack located between 1810 and 1812 Hinman Ave. CTA bus routes 205 and 201 stop near the department, as does the NU Intercampus shuttle and the CTA purple line.

For more information about green initiatives in Anthropology or to join the Green Team, contact the AGSA committee (agsa.northwestern@gmail.com) or the Green Team faculty advisor (Thom McDade, t-mcdade@northwestern.edu).