



CURRICULUM PLAN FOR DOCTORAL DEGREES IN ANTHROPOLOGY
SCHOOL OF HUMAN EVOLUTION AND SOCIAL CHANGE
ARIZONA STATE UNIVERSITY
Revised Spring 2009

I. Mission and Overview

The School of Human Evolution and Social Change (SHESC) aims to advance knowledge and understanding of human life and societies, and, in the process, to become an international leader in transforming the role of anthropology and interdisciplinary approaches in addressing issues of global, national, and regional concern. SHESC students identify significant research problems that relate to humankind's past, present, and/or future, and pursue courses of study and research that allow them to address these problems. To this end, the School's graduate curricula are designed to ensure that all students receive broad training, to allow flexibility that facilitates the design of innovative programs, and to encourage interdisciplinary training.

This document sets forth the requirements for all students pursuing a PhD in Anthropology within SHESC. This includes students entering without an MA (who are accepted into the MA/PhD program and begin in Phase I) and students entering with an MA (who are accepted into the PhD program and begin in Phase II). Requirements for students pursuing only an MA with a concentration in Museum Studies are outlined in a separate document. As described in the Anthropology Graduate Faculty Policy and Procedures, the curriculum for the Anthropology Graduate Program is governed by the Anthropology Graduate Committee, with the advice of the Anthropology Graduate Faculty and in compliance with the requirements of the Graduate College at Arizona State University.

The baseline curriculum is outlined in Sections III-V, below. Within this context (i.e., meeting the baseline requirements) and working in close consultation with faculty advisors, each student designs a Plan of Study to meet his or her educational needs. This can be accomplished through the advisory tracks of one or more themes and/or disciplinary/subdisciplinary approaches (Section II) or by focusing on a well-defined interdisciplinary research issue.

II. Organization of SHESC and Advisory Curricula Tracks

Anthropology faculty in SHESC are organized in terms of cross-cutting research themes and research approaches. Most faculty members are associated with at least one of each, and many are associated with several. The research approaches and themes current at the time this curriculum document was prepared are listed below. However, the structure of SHESC is flexible, such that changes in the research themes or the addition of new themes, is expected to be an ongoing process.

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A. Research Approaches as of 2009

- Archaeology
- Bioarchaeology
- Environment, Technology, and Society
- Museum Anthropology
- Physical Anthropology
- Sociocultural Anthropology

B. Research Themes as of 2009

- Human Origins, Evolution, and Diversity
- Biological, Social and Cultural Dimensions of Human Health
- Society and Environment
- Global Dynamics and Regional Interactions
- Culture, Heritage and Identity
- Urban Societies

C. Advisory Curricula Tracks: Each research approach and research theme has one or more advisory tracks. These can be used by students and their supervisory committees (Sections IV.B and V.B) to develop Plans of Study (POS). An advisory track states the educational goals of the approach or theme and outlines coursework and other activities (e.g., internships) students can follow to pursue those goals. These tracks are advisory, in that the courses that comprise a student's Plan of Study are determined by the student's supervisory committee in consultation with the student. Programs of study typically combine one research approach and one or two research themes (for example, Physical Anthropology and Human Origins, Evolution, and Diversity; or Sociocultural Anthropology and Culture, Heritage and Identity), but many other combinations are both possible and encouraged.

III. General Requirements

A. Self Reporting and Evaluation: Every Spring semester, graduate students at all levels submit a progress report and vita to the Graduate Coordinator. These reports represent student activity for the previous calendar year (i.e., January through December). These reports are solicited, and deadlines specified, by the Graduate Coordinator. The student's progress is then evaluated based on these reports. The evaluation is done primarily by the faculty associated with the theme or approach with which the student identifies most strongly, in consultation with the student's Phase I supervisor or PhD committee chair (Sections IV.B and V.B). Students use the report format specified by that theme or approach.

Before the end of the Spring semester, each student's Phase I supervisor or PhD, committee chair, will then send the student a letter informing her or him of the results of the evaluation and expectations for the future. If a student has not yet selected a Phase I supervisor or PhD chair, the head of the relevant theme or approach evaluating the student will send the letter.

In cases where the evaluation deems the student's progress to be "Unsatisfactory," the letter specifies what the student must do (including a timeline) to improve their status. Failure to follow what is specified in that letter (i.e., continual unsatisfactory status) results in dismissal from the program. Normally, a student who receives an unsatisfactory evaluation two years in a row is dismissed from the program.

B. Courses: The following graduate level course requirements apply to all students who enter the School with the goal of earning a PhD in Anthropology. Students who enter in Phase I may take some of these courses in Phase I and others in Phase II.

- One school-wide course in scholarly inquiry, taken in the student's first year. Policy regarding this course, including possible exemptions, is outlined in the Scholarly Inquiry in Anthropology: Working Policy document.
- One or more methods/analysis courses.
- Three or more courses outside of the student's primary research approach. Examples of ways of satisfying this requirement include, but are not restricted to, the following:
 - **Disciplinary:** Three courses in alternative research approaches that are traditionally part of anthropology (e.g., a student whose primary research approach is Sociocultural Anthropology might take three courses in Archaeology and Physical Anthropology).
 - **Minor field:** Three courses in a single area of study other than the student's primary research approach (e.g., an Archaeology student might take three courses in Geology).
 - **Interdisciplinary concentration:** Three courses in other disciplines or approaches that provide an interdisciplinary perspective on a student's chosen subject (e.g., a Physical Anthropology student interested in early hominids might take courses on Pleistocene archaeology [within SHESC] and on human anatomy/physiology [in other departments]).

Determination of whether courses are “outside of the student's primary research approach” is done by the student's supervisory committee, with approval of the Anthropology Graduate Committee. Outside courses are justified and documented using the *Documentation of the Outside Courses for a PhD in Anthropology* form, which is filed with the Phase II Plan of Study (Section V.C). In some cases, “outside” courses may be part of one of the student's research themes. For example, a class on the geography of contemporary urbanism may count as an outside course for a student focusing on ‘Archaeology’ and ‘Urban Societies.’

- **One** independent study, taken in Phase II, focused broadly on the theory, methods, empirical data, and literature needed to prepare for the written doctoral examination. This course is directed by the student's doctoral supervisor and the written doctoral exam serves as the course's final product.
- **One** research design, professionalism, and ethics course, taken in Phase II.

C. Exceptions: Exceptions to some of the policies set forth in the document may be granted by the Director of Graduate Studies, in consultation with the Anthropology Graduate Committee. Policies set by the ASU Graduate College (e.g., hours required for degrees) cannot be excepted within the School.

IV. Phase I (30 hours)

Students who enter the program without an MA begin in Phase I. Receipt of a Masters in Passing (MIP) is the culmination of Phase I.

A. Program objectives: Students in Phase I begin to develop skills and background necessary to identify significant research problems regarding the past, present and/or future of human life and societies. Students develop a specific area of expertise, build broad knowledge of other fields, and develop skills as researcher.

B. Phase I supervisor: Students select a Phase I faculty supervisor in their first semester, who helps the student develop an appropriate Plan of Study and prepare a Research Skills Portfolio (Sections IV.C and D). The faculty supervisor must be a member in good standing of the Anthropology Graduate Faculty. The proposed supervisor writes a memo to the Anthropology Graduate Committee explaining how she or he is appropriate to guide the student and supervise the student's research for an MIP in Anthropology. The faculty supervisor is then approved by the Graduate Committee. Any subsequent change to the student's Phase I supervisor must be approved by the Anthropology Graduate Committee.

C. Plan of Study: By the end of the second semester, the student, in close consultation with their Phase I supervisor, develops a Plan of Study (POS) for Phase I that addresses the course requirements listed in Section III, the student's chosen curricular tracks, and the research skills portfolio requirements (Section IV.D). In accordance with Graduate College policies, the POS must include at least 30 hours (which may consist of formal courses as well as independent study hours). The POS is formally filed with the Graduate College, at the earliest possible time permitted by the Graduate College and must be approved by the student's Phase I supervisor. Subsequent changes to the POS may be made by filing appropriate paperwork with the Graduate College, and must be approved by the student's Phase I supervisor.

D. Phase I supervisory committee: Before the beginning of the third semester, the student selects a Phase I supervisory committee. This committee will advise the student on classes and research skills portfolio (see below), and will evaluate the student's performance to make a recommendation as to whether the student should pass from Phase I to Phase II (see below). The Phase I supervisory committee is composed as follows: (1) the student's Phase I supervisor; (2) a member of the Anthropology Graduate Faculty from outside the student's primary research approach; and (3) a third member from the Anthropology Graduate Faculty.

E. Research skills portfolio: The student writes two research papers that demonstrate the ability to systematically gather, analyze, and interpret data; and to use those data to address a question of disciplinary or interdisciplinary interest. Such papers are normally written in the context of courses taken to meet the Phase I requirements, but papers written in other contexts are also encouraged. The papers must meet the following requirements:

- The papers are normally written in a form that could be published in a professional book, journal, or exhibit.
- The student must be a major contributor on both papers, and must be the sole author of at least one.

- At least one of the papers must receive comments and be revised based on those comments. In the case of papers written for a course, the comments are normally from the professor who taught the course. With Phase I supervisor approval, comments from other professionals (e.g., book or journal editors) are also acceptable.
- One of the papers is presented in a School-wide research symposium (Section IV.E) in the student's fourth semester. This paper must be completed by the end of the student's third semester.
- The second paper must be completed no later than four weeks prior to the last day of classes in the fourth semester.
- The research portfolio is documented with the *Documentation of the Research Skills Portfolio for an MIP in Anthropology* form. The portfolio and accompanying form must be submitted by the student to her/his Phase I supervisor upon completion of the second paper, and no later than four weeks prior to the last day of classes in the fourth semester.
- The student's Phase I supervisor must complete (i.e., approve or disapprove) the *Documentation of the Research Skills Portfolio for an MIP in Anthropology* form no later than one week prior to the last day of classes in the student's fourth semester.
- In order to meet the above deadlines and have the research skills portfolio approved on time, students who are completing their second research portfolio paper in their fourth semester should be in close contact with their supervisors regarding that paper.
- Students are, of course, encouraged to write many papers, but they should select only two for the research portfolio.

F. Presentation of Research: Students present one of the research papers in a School-wide research symposium, held in the latter part of each Spring semester.

G. Timeline: The MIP should be completed within four semesters. Detailed deadlines regarding the research portfolio are outlined above (Section IV. D)

H. Award of MA: Upon completion of the Phase I Program of Study with a grade point average of at least 3.2, the research skills portfolio (documented with the *Documentation of the Research Skills Portfolio for an MIP in Anthropology* form), and presentation of research at the School-wide research symposium, the student is granted a Masters degree.

I. Evaluation of passing from Phase I to Phase II. Continuation into Phase II of the PhD program is conditioned on a formal evaluation by the student's Phase I supervisory committee of the extent to which the student's performance demonstrates the intellectual ability and research skills necessary to continue toward a PhD. The evaluation is completed before the formal end of the student's fourth semester. At the beginning of the fourth semester, Phase I students intending to continue into Phase II inform the Graduate Committee of their plans by means of a very brief (one or two sentence) memo or e-mail. The evaluation is based on the following:

- The student's coursework and grades.
- The research portfolio and accompanying Documentation of the Research Skills Portfolio for an MIP in Anthropology form.
- A memo, one page or less in length, to the Director of Graduate Studies, from a faculty member (normally the student's Phase I supervisor or the expected PhD chair). This must be submitted no less than two weeks before the last day of classes in the student's fourth semester.

- A brief (one page or less) statement of purpose by the student, which includes discussion of the theme(s) approach(s) the student intends to pursue in Phase II. This takes the form of a memo to the Director of Graduate Studies. This must be submitted no less than two weeks before the last day of classes in the student's fourth semester.

The Phase I supervisory committee makes a recommendation to the Graduate Committee regarding whether the student should continue into Phase II. Based on this recommendation, the Graduate Committee decides whether the student may advance into the Phase II.

V. Phase II (30 hours coursework, 24 hours research or dissertation)

Students who enter the program with an MA in Anthropology or a related field approved by the admissions committee begin in Phase II. Students who earn their Anthropology MIP in SHESC and are approved to continue, move from Phase I into Phase II. Receipt of the PhD in Anthropology is the culmination of Phase II.

A. Program objectives: Phase II of the program trains students to become expert scholars able to contribute to their chosen field; to advance knowledge and understanding of the past, present, and/or future of human societies; and to address issues of global, national, and/or regional concern. Students develop in-depth expertise in one or more Anthropology research areas; carry out research on a problem of significant interest to their field; learn methods most relevant for their research focus; receive broad and/or interdisciplinary training compatible with the research focus; and develop the skills to train students at a college/university level.

B. Supervisory Committee: Within the first year in Phase II, the student selects a supervisory committee. The PhD supervisory committee consists of three or more faculty members who agree to serve on the student's committee, with at least half being members in good standing of the Anthropology Graduate Faculty. The chair or co-chair of the a student's PhD supervisory committee must be a member in good standing of the Anthropology Graduate Faculty who has been approved to chair doctoral committees by the Anthropology Graduate Committee and the ASU Graduate College. If the student completed the MIP in SHESC the chair may or may not be the Phase I supervisor. The proposed committee chair writes a memo to the Anthropology Graduate Committee explaining how the committee membership is appropriate to guide the student and supervise the student's research for a PhD in Anthropology. The supervisory committee is then approved by the Anthropology Graduate Committee and the ASU Graduate College. Subsequent changes to the student's committee must be approved by the student's committee chair/co-chair and the Anthropology Graduate Committee, and reported to the ASU Graduate College. The supervisory committee helps the student develop an appropriate Phase II (doctoral) Plan of Study (Section IV.C).

C. Plan of Study: By the end of the first year in Phase II, the student develops, with the consultation and approval of their supervisory committee, a Plan of Study (POS) for Phase II that addresses all the course requirements listed above (Section III.B) that have not been fulfilled during Phase I (MA) course work at ASU, as well as ASU Graduate College requirements as follows. In accordance with ASU Graduate College policies, the POS must include at least 54 post-MA hours, including: (1) 30 hours of coursework or independent study prior to candidacy, (2) 12 research hours (ASB/ASM 792), and (3) 12 dissertation hours (ASB/ASM 799). There are no formal foreign language requirements, although a student's committee may require

proficiency in a foreign language in order to approve a POS. The POS is formally filed with the ASU Graduate College. Subsequent changes to the POS must be approved by the student's committee and formally reported to the Graduate College in an approved manner.

D. Doctoral Examination:

During Phase II, the student prepares for and takes a doctoral examination, and prepares and orally defends a dissertation proposal. These two steps are formally considered to constitute the written and oral doctoral examination, and doctoral approval required by the Graduate College.

- In preparation for the exam, the student prepares a research statement (1-2 pages) and relevant bibliography approved by his/her supervisory committee.
- Exam preparation: The student may prepare for the exam in an independent study (Reading and Conference) with his or her chair (and the rest of the doctoral supervisory committee if desired). This preparatory course is completed by the end of the 4th semester of Phase II.
- Exam: By the end of the 4th semester of Phase II, the student completes a written examination, designed for the student by his/her supervisory committee and based on the research statement and bibliography.
- Proposal: After passing the written exam, the student prepares a dissertation proposal, following the format of a major relevant funding agency (e.g., NSF, NEH, or NIH), which must be defended orally and approved by the supervisory committee. The proposed research also must be presented publically..

E. Advancement to Candidacy: Upon completion of 30 hours of coursework, successful completion of the doctoral exams, and approval of the dissertation proposal, the student is advanced to candidacy.

F. Timeline: The examination (Section V.D.2) should be completed by the end of the student's fourth semester in Phase II. All coursework (30 hours) and the proposal (Section V.D.3) should be completed by the end of the student's sixth semester in Phase II of the program. Once the student has achieved candidacy, a timeline for the dissertation work is set by the student and their advisory committee consistent with Graduate College policy. Annual evaluations regarding satisfactory progress (Section III.A) are based heavily on this timeline.

G. Dissertation

- Students write a dissertation, which must be approved by their supervisory committee. The format of the dissertation must be in accordance with ASU Graduate College guidelines.
- The culmination of Phase II is the public presentation and oral defense of the dissertation. Possible formats for the public presentation include: (1) a summary (ca. 20 minutes) of the most important points in the dissertation; or (2) a longer (ca. 40 minutes) talk, based on the dissertation, of the kind that would be expected in a job interview. The format of the public presentation is determined by the student's supervisory committee.

H. Teaching Experience: Phase II students are strongly encouraged to develop skills and experience teaching at the college/university level by participating in training opportunities offered by the school and university, and/or by other post-secondary teaching.

I. Award of the PhD: Upon completion of the 24 research hours and satisfactory defense of the dissertation, students are awarded a PhD in Anthropology.

VI. Faculty Review of Critical Documents

In order for students to complete their degree requirements in a timely manner, it is very important that Phase I supervisors and PhD committee members review critical documents and return them to students with comments promptly. During the regular fall or spring semesters, advisor and committee members should return short documents (including portfolio papers, doctoral written exams, and doctoral proposals) to students with comments within four weeks of receiving them. Dissertations should be returned with comments by faculty within six weeks of receiving them from students.

Faculty are not obligated to review these academic documents outside of the regular semester. If documents are not received during the semester or not sufficiently prior to the end of a regular semester to allow for four or six weeks of review, students and advisors/committee members should jointly agree on a review period. Faculty may give priority to student work submitted on time, and in accordance with any timeline agreed to by the student and her/his committee.