

CURRICULUM PLAN FOR DOCTORAL DEGREE IN ANTHROPOLOGY
SCHOOL OF HUMAN EVOLUTION AND SOCIAL CHANGE
ARIZONA STATE UNIVERSITY
Revised May, 2016

I. Mission and Overview

The School of Human Evolution and Social Change (SHESC) aims to advance knowledge and understanding of human life, culture, 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, and to allow flexibility that facilitates the design of innovative programs.

This document sets forth the requirements for all students pursuing a **PhD in Anthropology** within SHESC. This program 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). As described in the document, "Anthropology Graduate Faculty Policy and Procedures," the Anthropology Graduate Committee governs the curriculum for the Anthropology Graduate Program, with the advice of the Anthropology Graduate Faculty and in compliance with the requirements of the Office of Graduate Education 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.¹

¹ In this document, forms and memos that are required are indicated in bold font and marked with ***. See the "Procedures and Paperwork" information on the Grad students Blackboard for more details.

II. Organization of SHESC and Advisory Curricula Tracks

A. Faculty: Faculty in SHESC are organized in terms of approaches. Most faculty members are associated with a single approach and some are associated with several. The approaches in anthropology that are included in the Anthropology PhD are:

- Archaeology
- Bioarchaeology
- Evolutionary Anthropology
- Sociocultural Anthropology
- Environment Technology and Society

B. Curricula Tracks: Guidelines regarding the specifics of the requirements to fulfill the degree can vary among the approaches, but each approach must follow the same timeline and has the same general requirements, described in this document. For example, the degree requires written exams, but the specifics of how those exams are constructed and administered is in the approach's purview. Each approach has an advisory document that lists the educational goals of the approach, and the coursework and a research program that students can follow to pursue those goals. The student's supervisory committee, in consultation with the student, ultimately determines the courses that comprise a student's Plan of Study.

III. General Requirements

A. Self-Reporting, Requirements, and Evaluation: Students are required to meet with their committee at least once each calendar year. In this meeting, students will report on what they have done in the previous year, what they are doing in the current year, and what their plans are for the following year. Every committee member must sign the plan presented for the following year, and the student will submit the signature page and the date that the meeting occurred to the Graduate Academic Success Specialist. This meeting should be reported with the progress report (see below).

Every Spring semester, each graduate student will submit a progress report and curriculum vitae to the Graduate Academic Success Specialist. This report represents student activity for the previous calendar year (i.e., May through April). The reports are solicited, and deadlines specified, by the Graduate Academic Success Specialist. The student's progress report is then evaluated by the student's approach faculty in consultation with the student's committee chair, based on School-wide requirements and approach-specific guidelines (Sections IV.B and V.B). Students use the report format specified by their approach.

Before the end of the Spring semester, the student will receive a letter from either his/her approach head or committee chair informing her/him of the results of the evaluation and expectations for the future.

The approach faculty meet in the spring to consider the student's performance, which is determined to be "satisfactory" or "unsatisfactory" based on three criteria: (1) progress toward degree (have deadlines been met); (2) the student's professional development; and, (3) when applicable, grade average. In cases where the evaluation deems the student's performance to be "unsatisfactory," the letter specifies what the student must do (including a timeline) to change their status. Failure to achieve what is specified in that letter by the stated date may result in dismissal from the program. A status of unsatisfactory also results in the termination of SHESC financial support for the student until the situation is rectified, at which time the student becomes eligible again for financial aid.

B. Exceptions: The Director of Graduate Studies, in consultation with the Anthropology Graduate Committee, may grant exceptions to some of the policies set forth in the document. Policies set by the ASU Office of Graduate Education (e.g., hours required for degrees) cannot be changed within the School.

IV. Phase I (30 hours)

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

A. Program objectives: Students in Phase I begin to develop skills to identify significant research problems in anthropology. Students develop a specific area of expertise, build broad knowledge, and develop skills as researcher.

B. Phase I supervisor and committee: Each student must have a faculty supervisor, selected by mutual agreement between the student and the faculty member. If an advisor is not arranged prior to the student's arrival on campus, the approach faculty will assign a temporary advisor at the start of the first semester. Students should then arrange for their Phase I supervisor (which could be the temporary advisor, or someone else) before the middle of the first semester. The supervisor helps the student develop an appropriate Plan of Study (POS) and prepare a publishable paper of original research. The faculty supervisor must be a member in good standing of the Anthropology Graduate Faculty. By the end of the first semester, the student selects another two faculty members to serve on the MA committee, although a committee may be optional in some approaches. The student files the **Committee Formation form***** for the MA committee with the Academic Success Specialist.

C. Plan of Study (“POS”): By the end of the second semester, the student, in close consultation with their Phase I supervisor, develops a POS for the PhD considering the Phase I course requirements (listed in section IV.D below), the student’s chosen curricular tracks, and the master’s paper requirement (Section IV.E). This document is filed online with Grad Ed; it is called an “Interactive Plan of Study” (iPOS). To satisfy a counterintuitive ASU requirement, the PhD POS must be completed **before** one can be created for the MIP (this is an Office of Graduate Education issue that SHESC cannot change). In accordance with Graduate College policies, the MIP 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 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 Office of Graduate Education, and must be approved by the student’s Phase I supervisor.

D. Coursework: The following graduate level course requirements apply to all students who enter the School the goal of earning a PhD in Anthropology, but without a MA or MS degree

- One school-wide course in Professionalism taken in the first year (Phase I).
- A minimum of six credits of Reading and Conference and/or Research taken with the student’s advisor for the research paper requirement of Phase I. This requirement is in place to involve the student as quickly as possible in a research project or in developing a feasible research project for the MA paper requirement.

E. Masters Research Paper: The student writes one publishable research paper that demonstrates the ability to develop a research question, and to gather, analyze, and interpret data systematically to address that question. The paper could be inspired by course work, but will ultimately derive from the Readings and Conference and/or Research work with the supervisor (see IV.D).

- The paper will be written in the style and format of a leading journal in the student’s approach.
- The paper must receive comments from the supervisor (and, ideally, from other committee members also) and be revised at least once based on those comments.
- The revised paper is due on April 1, which will typically coincide with the student’s fourth semester. It will be evaluated by the student’s supervisor and by the committee. The committee’s approval of the paper must be ratified by the faculty of the relevant approach. If the student has not produced a suitable research paper by this deadline, they will receive an evaluation of “unsatisfactory,” subject to the stipulations associated with that evaluation (section IIIA above). If they then fail to have their MA paper approved by the end of their 5th semester, they will be dismissed from the program. However, this deadline may be extended by the

Graduate Committee if they decide that circumstances beyond control of the student warrant such an action.

- The paper will be presented in a School-wide research symposium (see below) in the Spring semester following the successful evaluation of the paper by the supervisor and committee.
- Students are, of course, encouraged to develop additional research projects and write papers based on those projects during their graduate career, but they should focus on one paper for the completion of the MA.

F. Presentation of Research: Students present the research paper as an oral presentation in a School-wide research symposium, held in the latter part of each Spring semester.

G. Timeline: The MA should be completed within four semesters, although students are encouraged to finish more quickly if they can. If not completed in four semesters, students will be dismissed from the program.

H. Award of MA: Upon completion of the Phase I Program of Study with a grade point average of at least 3.2 and a research paper approved by the committee and the approach faculty, the student is approved for the degree of Masters in Passing (MIP). The student completes the **MA Culminating Experience form**^{***}, which requires signatures from each committee member and the approach head.

I. Evaluation of passing from Phase I to Phase II. Continuation into Phase II of the PhD program is based on these criteria:

- Completion of all requirements listed above
- The MA paper
- The student's grades and professional development
- The approval of the student's approach to advance to Phase II.

The student's advisor prepares **a written evaluation**^{***} of the extent to which the student's performance demonstrates the intellectual ability and research skills necessary to continue toward a PhD. This evaluation is then approved by the approach faculty by May 1. When approved, the approach convener submits a **memo to the Graduate Student Success Specialist**^{***}, with a copy to the Graduate Director, certifying the student's passage into Phase II. If the approach faculty decide that the student will **not** continue into Phase II, the advisor will submit a memo explaining the decision and its rationale to the Graduate Student Success Specialist.

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 MA 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; and to address issues of global, national, and/or regional concern. Students develop in-depth expertise in anthropology research areas; carry out research on a problem of significant interest to their field; and learn methods most relevant for their research focus. Students should also develop the skills to teach students at a college/university level and to carry out the professional duties of a Ph.D. scholar.

B. Supervisory Committee: Before the first semester in Phase II for continuing students and at the beginning of the first semester for those students admitted with an outside MA, 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 (which is listed online). The chair or co-chairs of the student's PhD supervisory committee must be members in good standing of the Anthropology Graduate Faculty who have been approved to chair doctoral committees by the Anthropology Graduate Committee and the ASU Office of Graduate Education. If the student completed the MIP in SHESC the chair may or may not be the Phase I supervisor.

Two memos are prepared, and submitted to the Student Success Specialist, along with the **Committee Formation form*****. (1) **The student writes a brief memo***** describing their scientific and logistical plans for dissertation research. (2) The **committee chair writes a memo***** to the Graduate Director explaining how the committee membership is appropriate to guide the student and supervise the student's research for a PhD in Anthropology. The form and memos are reviewed and signed by the Graduate Director, and then they are submitted to the ASU Office of Graduate Education for approval. Subsequent changes to the student's committee must be approved by the Graduate Director, and reported to the ASU Office of Graduate Education. The supervisory committee helps the student develop an appropriate Phase II (doctoral) Plan of Study (Section IV.C).

C. Plan of Study ("POS"): By the end of the first year in Phase II, the student develops, with the consultation and approval of their supervisory committee, a POS for Phase II that addresses 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 Office of Graduate Education requirements, as follows. In accordance with ASU Office of Graduate Education policies, the POS must include at least 54 post-MA hours, including (a) 30 hours of coursework or independent study (e.g., Research and Conference) prior to candidacy, (b) 12 research hours (ASB/ASM

792), and (c) 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 online with the ASU Office of Graduate Education. Subsequent changes to the POS must be approved by the student's committee and formally reported to the Office of Graduate Education and the SHESC Graduate Coordinator in an approved manner.

D. Coursework: The following Phase II graduate level course requirements apply to all students who have obtained a Master's in Passing from the School, or enter with an MA from outside the school and have the goal of earning a PhD in Anthropology.

- *Six credits of Reading and Conference and/or Research, taken in the first two semesters of Phase II, focused broadly on the theory, methods, empirical data, and literature needed to prepare for the research involved in the dissertation. The student's doctoral supervisor directs these courses in conjunction with a committee member, if desired. The written doctoral exam (in whatever format) serves as the final outcome of these courses.*
- *ASM 579, Proposal Writing, or an equivalent course in research design.*

E. Doctoral Examinations: During Phase II, the student completes a written doctoral examination and prepares and orally defends a dissertation proposal (oral examination). These two steps are formally considered to constitute the written and oral doctoral examination, respectively. The written examination can take the form that most suits the approach, such as a comprehensive exam developed by the committee, a field statement, or a pre-proposal background statement.

- In preparation for the written exam, the student submits a document outlining their planned dissertation research(1-2 pages), accompanied by a relevant bibliography, to her/his supervisory committee. This document should be approved in the first semester of Phase II.
- After the committee approves the research statement and bibliography, the student prepares for the exam in a two-semester Reading and Conference and/or Research class with his or her chair (and the rest of the doctoral supervisory committee if desired). The exam must be completed by April 15 or November 15 of the third semester of Phase II.
- If the student has not completed the exam by the third semester of Phase II, she/he will have one more semester in which to complete the exam before being dismissed from the program. Circumstances beyond the control of the student will be taken into consideration.
- Proposal (and oral exam): The student prepares a dissertation proposal in consultation with his or her committee. This proposal includes the questions or hypotheses, research design, methods, and data to be

collected. Basic information on each of these should be at hand **BEFORE** the student takes the proposal writing class, which enables the development of the proposal into the format of a major relevant funding agency (e.g., NSF, NEH, NIH). The proposal must then be presented publicly, defended orally, and approved by the supervisory committee. The proposal should be completed and defended by the 20th day of either April or November, three semesters after completing the written exam. If the student has not completed the proposal by that deadline, he or she will have one more semester in which to complete the exam before being dismissed from the program.

- After each of these two steps (written and oral components), the student submits the form **Report of Comp Exam/Dissertation Proposal***** to the Student Support Specialist. The form needs to be signed by all committee members.

F. Advancement to Candidacy: Upon completion of 30 hours of coursework, successful completion of the doctoral exams, both written and oral, the student is advanced to candidacy. When the form for the oral comprehensive exam is filed, the Student Success Specialist will notify Graduate Education that the student has advanced to candidacy, and the University's 5-year deadline for completion is initiated.

G. Timeline: The written examination should be completed no later than the end of the student's third semester in Phase II. All coursework (30 hours) and the proposal should be completed by the end of the student's sixth semester (Year 3) in Phase II of the program. Once the student has advanced to candidacy, the student and his/her advisory committee sets a schedule that delineates time needed to accomplish specific steps for completing the dissertation. The timeline will be based on the amount of data collection and associated permits needed, the nature and timing of external funding, data analysis, and writing the dissertation. The student will **file the timeline***** with the Graduate Academic Success Specialist and approved by the Graduate Committee. In general, it is expected that this timeline should include no more than two years, unless circumstances dictate otherwise. That is, if a dissertation requires a year or more in the field, the timeline would be adjusted accordingly. Annual evaluations regarding satisfactory progress will be based on this timeline. Circumstances beyond control of the student will also be taken into consideration. Students in good standing and having met deadlines through Phase II AND in their personal timelines are eligible for dissertation writing fellowships when the data collection is accomplished.

H. Dissertation: Students write a dissertation, which must be approved by their supervisory committee. The format of the dissertation must be in accordance with ASU Office of Graduate Education guidelines. The ASU Office of Graduate Education accepts either **three** published (or publishable) papers or a

dissertation format. The student, in conjunction with the committee, selects the format usually at the time the timeline is produced.

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 the research portion of a job interview. The student's supervisory committee, in consultation with the student, determines the format of the public presentation.

I. 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.

J. Award of the PhD: Upon completion of the 24 research hours and satisfactory filing 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 promptly to students with comments. During the regular fall and spring semesters, the advisor and committee members should return research paper drafts, doctoral written exams, doctoral proposals to students with comments within three weeks of receiving them. Dissertations should be returned within six weeks of receipt. This is irrespective of how many documents the faculty member receives.

If documents are not received during the semester or not sufficiently prior to the end of a regular semester (Graduation Day) to allow for the above periods of review, students and advisors/committee members should jointly agree on a review period. Most faculty receive no salary from the University during the summer, and their review of student materials over the summer is at their discretion. 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. Faculty on sabbatical are obligated to review academic documents on the same time schedules as faculty in residence. Faculty who are in the field during semesters should meet with students to design deadlines to facilitate timely turn around when possible.