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# Anthropology (PhD) Program Handbook

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2018-2019

**School of Human Evolution and Social Change**

**Anthropology PhD Handbook**

**Arizona State University**

Last Revision: June 2018

Prepared by:

Andy Drotos, Manager, Student and Academic Services, [andy.drotos@asu.edu](mailto:andy.drotos@asu.edu)

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## INTRODUCTION

This guidebook outlines the graduate requirements and procedures set forth by the faculty of the School of Human Evolution and Social Change (SHESC) at Arizona State University. These graduate degree programs are directed toward the attainment of excellence in Anthropology, Global Health, Environmental Social Science, and Applied Mathematics for the Life and Social Sciences as demonstrated by accomplishments in research, coursework, and examinations.

This guidebook is a living document and SHESC will refer to the most current version for the enforcement of policy. Any student can petition for a specific exception to the current guidebook if it puts them at a disadvantage.

In addition to the requirements set by SHESC, students must follow the [policies and procedures](#) established by the Graduate College.

## ADMISSIONS

To be eligible for admission to SHESC's graduate programs, applicants must:

- Have earned a bachelor's degree or higher from a regionally accredited institution in the
- U.S. or the equivalent of a U.S. bachelor's degree from an international institution that is officially recognized by that country. Although applicants are not required to have a specific type of bachelor's degree, most admitted students have a degree related to their graduate program of interest.
- Have maintained a "B" (3.00 on a 4.00 scale) grade point average (GPA) in the last 60 semester hours or 90 quarter hours of undergraduate course work. If students do not meet the minimum GPA requirements, their application may still be considered.
- Submit general GRE scores; exam must have been taken within the last 5 years.
- Demonstrate [English proficiency](#) if the applicant's native language is not English.

### Application Information

SHESC's admissions are for the fall semester. Graduate admission to SHESC consists of the following application dates for full consideration of funding and campus recruitment activities. Applications received after these dates will be considered at a lower priority for funding and visitation:

**December 1** – Submission of online application

**December 15** – Receipt of all application supplemental materials

All application materials are submitted online through the Graduate Admissions [electronic application](#). The application consists of two categories of materials: those required by Graduate Admissions and those required by SHESC. The application will provide instructions regarding the

required materials, which include:

- Basic application and fees
- Personal statement/letter of interest
- Three letters of recommendation
- Official GRE scores
- Official TOEFL scores
- Official transcripts from all former institutions
- Academic Record Form

More details regarding the required documents can be found at the electronic admissions application.

All applicants will be considered for financial support. Applicants not in need of financial support should notify the prospective faculty advisor(s) at the time the application is submitted. Funding resources greatly impact the admissions review process and the number of students who are admitted.

### **Contact Information**

#### **School of Human Evolution and Social Change**

900 S. Cady Mall, Tempe, AZ 85281

**Mailing:** P.O. Box 872402, Tempe, AZ 85287-2402

**Phone:** 480-965-6215 | **Fax:** 480-965-7671

**General Information Email:** [shescinfo@asu.edu](mailto:shescinfo@asu.edu)

### **Graduate Studies and Graduate School Applications**

Please email [shesc.grad@asu.edu](mailto:shesc.grad@asu.edu) to request information or for questions on the admission process.

### **Advising Support**

For academic advising – please contact the following Academic Success Specialists:

- Stefanie Bobar, at [Stefanie.bobar@asu.edu](mailto:Stefanie.bobar@asu.edu) or 480-965-6215
- Wondra Lee, at [Wondra.lee@asu.edu](mailto:Wondra.lee@asu.edu) or 480-965-6215
- Andy Drotos, at [Andy.drotos@asu.edu](mailto:Andy.drotos@asu.edu) or 480-727-6137
- Kim Denning, at [Kim.denning@asu.edu](mailto:Kim.denning@asu.edu) or 480-965-6215

As a graduate student, you need to proactively seek a faculty supervisor in your first semester to help you develop an appropriate Plan of Study (see below). Your supervisor must be a member of the graduate faculty for your program, which you can verify in the [online listings](#). Master's and certificate students are typically advised by the head of their programs.

Our school's academic advisors can guide you through the application process, orientation, funding, course registration, degree progress, various ASU administrative situations and graduation. Faculty members who serve as the head of each approach and degree program serve on the school's graduate committee. If you have questions about any aspect of the program, you are welcome to bring those concerns to the appropriate member of the graduate committee.

## **STUDENT ADVISING**

During Orientation, which is mandatory and typically occurs the week of or before the fall semester starts, each incoming graduate student will receive general information about the graduate program from the Associate Director of Graduate Studies as well as the Approach Head of their program. Students should meet individually with their research advisors for personalized guidance about the graduate program, advice in first year class selections, and discussion of other related matters. The Associate Director of Graduate Studies is available to assist in advising graduate students at any time, but particularly during this period.

### **Research Advisor**

The student must identify a faculty member (job titles are Assistant Professor, Associate Professor, Professor) of the School of Human Evolution and Social Change who agrees to serve as their research advisor and chair their Thesis/Dissertation Supervisory Committee. Co- advisors and co-chairs are allowed.

### **Thesis or Supervisory Committee**

The student, after consultation with their advisor, will secure the appropriate number of ASU faculty members as members of their Thesis/Dissertation Supervisory Committee. These members in general will be from the [Graduate Faculty](#) — a classification defined and managed by the ASU Graduate College. All SHESC faculty members are on the Graduate Faculty, along with various researchers and lecturers. Most Graduate Faculty can be committee chairs or co- chairs. Personnel may be added to the Graduate Faculty by a request submitted by the SHESC Student Support Specialist with approval from the Associate Director of Graduate Studies. Students who wish to add members to the Graduate Faculty should contact the Student Support Specialist for the procedures.

### **M.A. Supervisory Committee**

This three-person committee shall consist of:

- The research advisor as chair or two research advisors as co-chairs
- Two members of the [Graduate Faculty](#) in the degree program (which includes all SHESC faculty as well as other research staff and faculty from other programs). If a student has co-chairs only one additional committee member is required.
- Additional participants (e.g., academic professionals, adjunct faculty, affiliated faculty, or non-ASU faculty members not on the SHESC Graduate Faculty) may serve only in

addition to the three Graduate Faculty members upon approval of the Graduate Committee.

### **Ph.D. Supervisory Committee**

This three-person committee shall consist of:

- The research advisor as chair or two research advisors as co-chairs
- Two members of the [Graduate Faculty](#) in the degree program (which includes all SHESC faculty as well as other research staff and faculty from other ASU degree/research programs). If a student has co-chairs only one additional committee members are required.
- Additional participants (e.g., Academic Professionals or external faculty members not on the SHESC Graduate Faculty) may serve as one of the committee members pending approval of the Supervisory Committee, the Associate Director of Graduate Studies, and the Graduate College.
- Students must have at least half of their committee consist of SHESC faculty, exceptions can be made, but must be approved by the supervisory committee, Approach Head, and Associate Director of Graduate Studies.

If a student wishes to include non-ASU participants, they should submit the name of the proposed member and a rationale for that choice to the Supervisory Committee for evaluation. Should the Supervisory Committee concur, the outside participant should be contacted by the student and asked to provide their curriculum vitae. The student submits a short memo requesting this addition and presenting the rationale for it along with their curriculum vitae and a [committee approval request form](#) to the Associate Director of Graduate Studies through the Academic Success Specialist. With the Associate Director's approval, the request form is submitted to the Graduate College. Once the Graduate College approves the outside participant, the student should adjust their Program of Study (see below) accordingly.

## **REGISTRATION AND ENROLLMENT**

All students are required to have proof of measles immunizations on file with [Health Services](#) prior to registration. Graduate students register through My ASU according to their enrollment appointment. Details regarding registration and tuition are provided in the [Registration and Tuition Payment Guide](#).

### **Course Load**

Graduate students employed as a Research (RA) or Teaching Assistant (TA) cannot be otherwise employed and must register for a minimum of nine credit hours. SHESC graduate students are limited to a maximum of twelve credit hours per semester. Students supported on work-study, other types of financial aid, or those on a VISA may be required to take a minimum course load of more than nine credit hours but no more than twelve hours per semester.

Students should review the [registration and enrollment guidelines](#) in the Graduate College Policies and Procedures guidebook for more information.

### **Continuous Enrollment**

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program. To maintain continuous enrollment the credit hour(s) must:

- Appear on the student's Plan of Study, OR
- Be research (592, 692, 792), thesis (599), dissertation (799), or continuing registration (595, 795), OR
- Be a graduate-level course.

Grades of "W" (withdrawal) or "X" (audit) are not valid for continuous enrollment purposes or minimum registration requirements. "W" grades are received when students officially withdrawal from a course after the course drop deadline or they do not successfully complete an audited class. "X" grades are received when a student successfully completes audited courses.

Additionally, students completing work for a course in which they received a grade of "I" (incomplete) must maintain continuous enrollment as defined previously. Graduate students have one year to complete work for an [incomplete grade](#); if the work is not complete and the grade changed within one year, the "I" grade becomes permanent. The [Student Services Manual](#) provides more information about incomplete grades.

If a program of study must be interrupted, the student may apply for leave status for a maximum of two semesters during their graduate program. The research advisor, Supervisory Committee, Associate Director of Graduate Studies, and the Graduate College must endorse an application for leave status. This request must be filed and approved the semester before the anticipated absence. The form and the policies related to continuous enrollment are located on the [Graduate College website](#). The student should briefly state the reason for needing leave status and the duration (not to exceed two semesters per Graduate College guidelines). This petition should be turned in to the Academic Success Specialist once all committee members have signed the form. A student on leave is not required to pay fees, but is also not permitted to place any demands on university faculty or use any university facilities.



Failure to maintain continuous enrollment without prior approval will result in the student being discontinued from the graduate program. A student removed from a graduate program for failure to maintain continuous enrollment may re-apply for admission. The application will be considered along with all the other new applications to the degree program. There is no guarantee of admission and not all prior credits or culminating events may count.

### **Grades and Grievances**

The final passing grade for research (AML/ASB 592/792) and dissertation (AML/ASB 799) is a Y. Research grades will be assigned at the end of each semester. Thesis and dissertation grades will be assigned after the student has successfully defended. SHESC students should refer to the Academic and Research Performance Evaluations section for more information regarding GPA and letter grade expectations.

Students who are seeking to appeal a grade should refer to the College of Liberal Arts and Sciences [Academic \(Grade\) Grievance procedures](#). Grade appeals should be addressed by the student as soon as possible after the grade in question is awarded.

### **Drop/Add and Withdrawal Deadlines**

Registration deadlines determine the last day a student is able to [add, drop or withdraw](#) from classes. Each class has its own set of registration deadlines which are based on the length of the class as well as the session in which the class is held. The drop/add/withdrawal deadlines listed on the [Academic Calendar](#) apply to classes scheduled in the regular A/B/C sessions. If a class does not follow the A/B/C session timelines, the drop/add/withdrawal deadlines are prorated. The best way for a student to determine the registration deadlines for a class in which they are registered is to sign in to My ASU and click on the calendar icon next to the class in the My Classes box. To determine the registration deadlines of a class for which the student has not yet registered, students should use the online [Class Search](#) to search for the class and click on the Dates column in the search results.

### **Medical/Compassionate Withdrawal**

If a student experiences a serious illness, injury or other significant personal situation that is preventing progress in classes or research, and the standard withdrawal options for the student are not appropriate for the situation, the student may request a [medical/compassionate withdrawal](#). All applications for the medical/compassionate withdrawal require thorough and credible documentation and must be approved by the College of Liberal Arts and Sciences Dean's Office. The student must complete all of the required steps in order to be considered for a medical/compassionate withdrawal.

### **Voluntary Withdrawal**

Students may voluntarily withdraw from a specific degree program or from ASU at any time. Students who wish to withdraw should submit a [voluntary complete withdrawal form](#) to Graduate

Admission Services. Submission of this form will not withdraw students from course(s) for any semester. Students may choose to complete the course(s) for which they are currently enrolled. If a student needs to withdraw from course(s) currently in progress or course(s) in the upcoming semester, the student should contact the Registrar's Office.

## **PROGRAM REQUIREMENTS**

The [Program of Study \(iPOS\)](#) is an official academic plan for students that maps the requirements for degree completion. It includes coursework, the student's Dissertation Supervisory Committee and any additional milestones.

### **Pre-admission/Transfer Credits**

Graduate-level credits taken at ASU or other accredited institutions prior to admission to a SHESC graduate degree program are considered pre-admission credits (which is the same as transfer credits). Graduate students are allowed to include a maximum of 12 semester hours of pre-admission credit toward a Program of Study (iPOS) per approval by the student's advisor. Such courses must be acceptable for inclusion in graduate degree programs at that institution. Pre-admission courses must have been taken within three years of admission to the ASU degree program. Only graduate-level courses with "B" grade or higher that were not used toward a previous degree may be eligible to apply toward the current degree program. See the [Graduate College guidelines](#) for more details regarding pre-admission credits (refer to ASU pre-admission section under graduate degree requirements section).

### **Filing the Program of Study**

The student is expected to meet with their Supervisory Committee shortly after its appointment to formulate and approve their iPOS. The iPOS must be filed before their Annual Self-Evaluation is due. Annual Evaluations should cover student progress over a calendar year. It is the student's responsibility to submit and update a POS (found in "My Programs" section of My ASU) as necessary and to include the iPOS requirements as noted in this guidebook depending on their degree. The student must turn in the iPOS "courses" and "approval" pages signed by their advisor to the Academic Success Specialist for approval by the Associate Director of Graduate Studies. The iPOS will then be forwarded to the Graduate College for approval. Final approval of the iPOS by the Graduate College confirms the appointment of the Dissertation Supervisory Committee and the approval of coursework toward degree requirements.

iPOS coursework requirements for the Cert., M.A. and Ph.D. degrees will be listed in upcoming sections. The iPOS coursework and/or Supervisory Committee may need to be updated as the student advances toward completion of their studies. Ph.D. students must have an approved iPOS on file before taking comprehensive oral exams. It is the student's responsibility to ensure that the information on the iPOS is accurate before the student schedules the defense. Students must notify the Academic Success Specialist when any changes are made to the iPOS.

## ACADEMIC AND RESEARCH PERFORMANCE EVALUATIONS

A graduate student is considered to be performing satisfactorily when:

- Student maintains a “B” average (3.0 GPA) or better in graduate coursework approved by the Graduate Committee or the student’s Supervisory Committee, excluding research, thesis or dissertation credits. The minimum must be maintained on all GPA’s: Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA. The iPOS GPA is calculated on all courses that appear on the student’s approved iPOS (with the exception of LAW and Transfer credits). Cumulative ASU GPA represents all courses completed at ASU during the graduate career. Students have a “career” for each admission (degree or non-degree). The cumulative GPA is the GPA within each “career”. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission (degree or non-degree). This includes shared coursework if in an approved accelerated bachelor’s/master’s program. Students can find all three GPAs in the ‘Programs’ tab under the ‘My Programs’ section of My ASU.
- Student research is progressing satisfactorily as determined through the annual report process.
- The performance of duties related to any appointment the student may hold (e.g., teaching or research assistantship) is satisfactory. Students in a TA position will be evaluated by the faculty instructor of the assigned course(s). Students in an RA position will be evaluated by the faculty member funding the assistantship.
- Requirements and responsibilities outlined in the following sections for examinations, technical reviews, and defense of dissertation are completed within the allowed time period.

### **Annual Review**

The Graduate Committee of SHESC reviews the progress of all graduate students annually. All students with one or more semesters completed are required to submit the following materials to the Graduate Committee through the SHESC Graduate Student Blackboard by December 1 (details of the submission process will be sent in advance of the due date):

- The SHESC Progress Report form (found at the end of this document) signed by the Supervisory Committee. Signatures can be obtained by scanning a signed hard copy, coordinating an email indicating signature by the advisor, or by using electronic signatures.
- An updated CV
- An unofficial copy of your most recent ASU transcript
- The Courses and Approval pages of your approved PhD iPOS

The student must meet with their Supervisory Committee (as many members as possible; virtual presence is permitted) for an annual review of academic progress before the report is due on December 1. Students who defended their dissertation during the annual period are exempt from

submitting a report. After reviewing all student submitted Progress Report Forms, Faculty will return an Evaluation Letter to the student and Academic Success Specialist informing the student of their 'satisfactory' or 'unsatisfactory' status within their program.

Failure to submit an annual research report will result in a meeting with the Graduate Committee to discuss the student's progress in more detail, and may also result in loss of office space, low priority for funding, or termination from the graduate program.

### **End of Semester GPA Review**

The Graduate College requires all students (M.A. and PhD) to maintain a 3.0 GPA in order to be in good academic standing. Graduate students who do not meet these GPA requirements will go on academic probation.

At the end of each semester, SHESC will conduct a review of graduate student GPAs. The purpose of this review is to identify students who do not meet the minimum GPA requirements set forth by the Graduate College. Students will receive an academic probation letter if any of their GPAs fall below the minimum requirements.

Students who are on academic probation will not be allowed to complete any major milestones until their GPAs meet these minimum requirements. These milestones include but are not limited to: comprehensive exams, technical reviews, defenses and graduation.

Continuing academic probation beyond two semesters, students may result in loss of office space, low priority for funding, or termination from the graduate program.

Students with an approved iPOS can verify their GPAs in the 'My Programs' section of My ASU.

### **Satisfactory Academic Progress**

As a graduate student in the College of Human Evolution and Social Change, it is your responsibility to be aware not only of your program's requirements, but also policies set in place by the Graduate College. A few key policies to keep in mind are, but are not limited to, academic integrity, maintaining good academic standing, maintaining continuous enrollment, and time to degree. Please be aware of current ASU Graduate Policies and Procedures that influence your degree progress.

Graduate students must maintain a minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA's (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA). The iPOS GPA is calculated on all courses that appear on your approved iPOS. Cumulative ASU GPA represents all courses completed at ASU and the overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

All graduate students are expected to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the School of Human Evolution and Social Change as well as the Graduate College. If a student fails to satisfy the requirements of their degree program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to Graduate College at which time the Dean for Graduate College makes the final determination.

Graduate students must maintain:

1. A minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA's (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA). If any GPA falls below 3.00, the student must develop, with their advisor, an academic performance improvement plan that includes the conditions and timeframes for making satisfactory academic progress in their degree program.
2. The iPOS GPA is calculated from all courses that appear on the student's approved iPOS.
3. Cumulative ASU GPA represents all courses completed at ASU during the graduate career.
4. The Overall Graduate GPA is calculated from all courses numbered 500 or higher that appear on the transcript, with the exception of courses counted toward an undergraduate degree at ASU (unless shared with a master's degree in an approved bachelor's/master's degree program); and courses identified as deficiencies in the original letter of admission. The student is considered to be on academic probation until the conditions specified in the academic performance improvement plan are met and both GPAs are above 3.00.
5. Satisfy all requirements of the graduate degree program.
6. Satisfy the maximum time limit for graduation from the student's graduate degree program (six years for master's, ten years for doctoral).

Doctoral students must also:

1. Doctoral students must comply with the five-year time limit for graduation after passing the comprehensive examinations.
2. Successfully pass comprehensive exams, qualifying exams, foreign language exams and the oral defense of the proposal/prospectus for the thesis or dissertation.
3. Successfully complete the culminating experience and, if required, the oral defense of the culminating experience.

## **CULMINATING EVENTS**

The majority of SHESC graduate programs are PhD programs. Students without an MA/MS degree accepted into PhD programs begin in Phase I. Phase I culminates with a Master's degree (known as a "Master's-in-passing" or simply MIP) that is posted to the transcript. Pending approval of the culminating experience and receipt of the MIP, such students continue into Phase II of the

PhD program. Students with MA/MS degrees accepted into PhD programs begin in Phase II. All graduate students at ASU are subject to the [Graduate College policies](#).

### **PhD Phase I Procedures & Paperwork (pre-MA)**

Identify your faculty advisor during fall of year 1. File PhD Plan of Study (iPOS) during spring of year 1 (see below for information on how to file your iPOS). Notify the Academic Success Specialist via email of your intention to earn the MIP at the beginning of the semester in which you intend to earn the degree (include your ID number in the email) and then identify remainder of master's committee and submit the [SHESC Committee formation](#) document to the Academic Success Specialist along with a memo from your chair explaining committee membership and a one-page statement from you regarding your research interests. Notice that your MIP committee should have 3 members total. To facilitate the process, co-chairs, external members, and 4-person committees are not recommended for the MIP. Thus, your MIP committee may be somewhat different from your eventual PhD committee.

The Academic Success Specialist submits an MIP request form to the Graduate College, at which point the MIP iPOS is generated and appears in MyASU. The Graduate College will not generate an MIP iPOS unless the PhD iPOS has been approved. Complete the MIP iPOS as soon as possible after it has been generated. You cannot apply to graduate with the MIP until your MIP iPOS has been approved. You can apply to graduate (via MyASU). Be sure you apply to graduate with the Master's degree, not the PhD. The deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs in early October in fall and early February in spring. There is a \$50 application fee, but if you do not graduate in the semester you pay the fee it will roll forward; you only have to pay the fee once per degree.

### ***Complete research paper/portfolio and present at MA Symposium***

Turn in the signed MA/MS culminating experience paperwork to the Academic Success Specialist upon successful completion of requirements.

### **PhD Phase II Procedures & Paperwork (Post-MA)**

Identify faculty advisor during fall of year 1. File PhD iPOS during spring of year 1 (see below for information on how to file your iPOS). Identify remainder of doctoral committee and submit the SHESC Committee formation document to the Academic Success Specialist along with a memo from your chair explaining committee membership and a one-page statement from you regarding your research interests. The committee must have at least three members, at least half of whom are regular or research faculty within the School. Except in unusual circumstances, committees with more than four members are not recommended. The chair or co-chair must be a regular or research faculty within the School. Emeritus faculty normally may serve as sole chair for no more than one year after the date of their retirement. At least one other member must be a regular or research faculty within the School.

The third (and possible fourth) members may be from within or outside the School. For external members, fill out Graduate College's [Committee Approval Request](#) form and turn it in to the

Academic Success Specialist along with the member's most recent CV. Your committee members' names should be typed or printed and they sign in the "signature" column. You do not have to fill out section II of the form, but once section I is completed turn it in to the Academic Success Specialist, along with the memo and statement, for circulation among the appropriate graduate committee members. Note that for anthropology, all approach conveners sign the form before it goes to the head of the grad committee and the director of SHESC. For non-anthropology degrees, the degree director signs the form before it goes to the head of the grad committee and the director of SHESC. Update the iPOS to reflect the entire committee membership.

If changes in committee membership later become necessary (after the iPOS has been filed and approved) the iPOS must be updated to reflect the new committee. If the chair or 2 or more members of the committee change, the SHESC paperwork must be redone as well.

***Per degree requirements for your program, complete comprehensive examinations***

Have your committee sign the Comprehensive Exam form and turn it in to the Academic Success Specialist. Put the date your committee notified you of your exam results in the field labeled "DATE WRITTEN COMPREHENSIVE EXAMINATION TAKEN." The Academic Success Specialist will get the head of academic unit signature for you. Once the results are entered, you will see your results in the "my programs and degree progress" box in MyASU under the iPOS tab.

Per the requirements of your degree program, defend dissertation proposal (sometimes also called prospectus). Proposal defenses have a public component and may also have a private component. Generally you want to reserve a room for 2 hours (maybe 3 so there is half an hour on either end for set up/break down). The front office staff can help you reserve a room and any equipment you might need. Once you know the time/date/location of your defense, email that information to the communications assistant and the Academic Success Specialist with a list of your committee members, a title, and a one-paragraph abstract. Send this information two weeks before the defense so that an announcement can run in the weekly Graduate Digest. Have your committee sign the Dissertation Proposal form and turn it in to the Academic Success Specialist.

The Academic Success Specialist will get the head of academic unit signature for you. Once the results are entered, you will see your results in the "my programs and degree progress" box in MyASU under the iPOS tab. You will also be able to download your candidacy letter. If you do not download the letter and the option to do so disappears, contact the Academic Success Specialist, who can get you another copy.

Conduct research for dissertation and write up dissertation. "Readers". There is no official process to have a "reader" for your dissertation. A reader will be ancillary and will not have any authority over whether you pass or not and therefore will be an informal member. Your Chair, however, should approve of the reader and you should keep an electronic paper trail.

Apply to graduate (via MyASU) by the deadline in the semester in which you anticipate defending. The deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs in early October in fall and early February in spring. There is a \$50 application fee, but if you do not

graduate in the semester you pay the fee it will roll forward; you only have to pay the fee once per degree.

***Schedule defense (at least 10 working days in advance)***

Please refer to the [Graduate College's defense page](#), which contains information on:

- Overall defense procedures
- Deadlines
- Formatting
- Submitting to ProQuest

Dissertation defenses are public and must be held during business hours on days that the university is open for business. There are some blackout days when no defenses can be held, so use the defense scheduling link in the "my programs and degree progress" box in MyASU under the defense tab to make sure the day you want is available. Generally you want to reserve a room for 2 hours (maybe 3 so there is half an hour on either end for set up/break down). The front office staff can help you reserve a room and any equipment you might need. Once you know the time/date/location of your defense, use the defense scheduling link in MyASU to schedule your defense with the Graduate College. Email your defense information to the communications specialist and the Academic Success Specialist along with a list of your committee members, a title, and a one-page abstract. Send this information two weeks before the defense so that an announcement can run in the weekly Graduate Digest. Your committee will bring the pass/fail form to the defense. If they forget, the Academic Success Specialist can print a copy. Have your committee fill out the form turn it in to the Academic Success Specialist. PAY ATTENTION, as the form can be confusing and signatures in incorrect places can delay processing.

Once the results are entered, you will see your results in the "my programs and degree progress" box in MyASU under the defense tab. Following your defense, a "next steps" link will appear with instructions for the Survey of Earned Doctorates and ETD/ProQuest.

Please review the [Absent Committee Member Procedures](#) if a member of your committee cannot be present for your dissertation. Note that a minimum of 50 percent of your committee must be physically present. The Chair (or one co-chair) must be present. If a Proxy is used they must be approved to serve on a committee for the program and the School Director and Associate Director of Graduate Studies must approve the appointment. Forward (or CC) approvals to the Academic Success Specialist who will inform the Graduate College of the proxy. Send an email to the Academic Success Specialist asking that any outstanding "Z" grades on your transcript be changed to "Y."

**Terminal Master's Procedures & Paperwork**

Students in Museum Studies and Global Health are accepted into their respective terminal MA programs. Upon completion of the Master's, such students have completed their graduate work at SHESC (i.e., they do not automatically continue on into a PhD). These students may apply to



a PhD program in SHESC according to the normal process and deadlines; if accepted, they would enter in Phase II.

- Complete the iPOS by the time you have earned 50% of the credits required for the degree.
- Apply to graduate (via MyASU) by the posted deadline for the semester in which you intend to graduate.
- The deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs in early October in fall and early February in spring.
- There is a \$50 application fee, but if you do not graduate in the semester you pay the fee it will roll forward; you only have to pay the fee once per degree.
- Complete the relevant culminating experience.
- For museum studies, a research portfolio and presentation. Turn in the MA/MS Culminating Experience form to the Academic Success Specialist once complete.
- Global health students take applied project credit so a culminating experience form is not required; however, make sure that your chair contacts the Academic Success Specialist for any grade changes to applied project credit from prior semesters.

### **Paperwork for Special Circumstances**

**Student Committee Approval:** If one or more of your committee members is outside SHESC or ASU and you are unable to add them to your iPOS, please fill out the [Student Committee Approval](#) form and turn it in to the Academic Success Specialist along with that individual's most recent CV. Per SHESC policy, at least 50% of your committee must be regular SHESC faculty. So if you have 2 external members you need a 4-person committee. Your PhD Supervisory Committee formation documents must be correct and on file with the Academic Success Specialist to add an external member.

Request to maintain continuous enrollment (a.k.a. "leave of absence"). There are separate versions of the form for [doctoral students](#) and [master's/certificate students](#). Graduate students planning to discontinue registration for a semester or more must request approval to maintain continuous enrollment. This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program. By requesting to maintain continuous enrollment without course registration, you affirm that you will not be making use of any University resources for the time period indicated. These resources include University Libraries, laboratories, recreation facilities or faculty time. A leave of absence does not stop your time to degree "clock." For a doctoral degree, you have 10 years total or 5 years after your written comprehensive exam, whichever is less. For a master's degree, you have 6 years total. For a certificate, you have 3 years total. Generally approved reasons for a leave of absence include illness of yourself or a close family member.

**Request for an extension:** Fill out a [petition to the Graduate College](#), have it signed by your committee, and turn it in to the Academic Success Specialist. The specialist will get the head of

academic unit signature and submit it to Grad Education. The petition should include:

- The reason you have been unable to complete the degree by your deadline.
- A timeline of the work remaining until degree completion, including specific dates.
- A statement acknowledging that you understand only one extension of time to degree may be granted. If you do not complete the remaining work and graduate according your timeline, no further extensions will be granted and you will be terminated from the degree program.
- Generally speaking, you must be advanced to candidacy in order for a petition for an extension to be considered.
- The maximum extension granted is typically one year.

**Enrollment and Degree Verification for Outside Agencies and Third Parties:** Arizona State University has contracted with the [National Student Clearinghouse](#) to process all enrollment and degree verification requests for employers, employment agencies, background search firms, and various other businesses that offer products or services based on the individual's status as an enrolled student.

If you need assistance, contact National Student Clearinghouse directly at 703-742-4200. If the National Student Clearinghouse can confirm the degree or enrollment, the response is immediate and requestors will be able to print or obtain a PDF version of the verification. Enrollment verifications for each term will be available starting the first week of classes for that term. A fee will be charged for this service. To request an [Enrollment Verification](#):

- Go to your MyASU and navigate to your My Classes box
- Select Grades & Transcripts
- Select Transcripts & Test Scores
- Select Enrollment Verification

If you need special information on your enrollment verification, or if you need a specialty verification form completed such as the Canadian or Alaskan form, submit an [Enrollment Verification Request Form](#) (see instructions on form) to any [registration location](#) (photo ID required for in person visits.)

Verification of Full-Time/Half-Time Status. If you have advanced to candidacy, will be registered for fewer than 6 credit hours in a given semester, and have student loans you would like to keep "in school," please fill out [this form](#) and put it in Academic Success Specialist's mailbox so that they may get the signatures and submit to the Registrar. This form does not permit new borrowing.

### **Resources for Plan of Study (iPOS)**

The iPOS is a list of all coursework and credits taken that will be counted toward the degree. It must be filed by the time 50% of the credits for the degree have been earned. If it is not filed by that point, your registration will be cut off until your iPOS is complete. Your iPOS must be

complete, updated, and approved at the time of all milestones including the MIP, comprehensive exams, dissertation proposal, and dissertation defense. For a walk-through of the iPOS process that includes screen shots, see the [iPOS Training Manual](#).

**Access your iPOS.** You can access it via *myASU* → *My Programs and Degree Progress* box → *iPOS* tab → Graduate Interactive Plan of Study

- Select the appropriate degree. For the PhD, the next screen should state that your requirements are 84 hours, a Written Comprehensive Exam, and a Dissertation.
- Reminder: You need to allow pop-ups on your internet browser when filing your iPOS. **Apply previous Master's degree from another institution.** If you were awarded a Master's degree from a previous university, you can elect to apply a blanket 30 credit hours from the degree to your doctoral iPOS.
- Select "yes" when asked whether you want to apply a previously awarded Master's.
- Select the appropriate Master's degree to apply. It should list the university and the year awarded.
- If you do not see a link at the top of the page saying Previous Degree, please contact the Academic Success Specialist.
- Please remember that if you apply the blanket 30 hours from the Master's degree, you do not want to explicitly list any courses that were counted toward the Master's program of study/degree (i.e., you cannot count credits twice).

**Master's in Passing (MiP) from ASU.** If you were awarded a Master's in Passing from ASU as part of your movement through the PhD program, **do not** apply the blanket 30 credit hours from the degree to your doctoral iPOS.

- Select "no" when asked whether you want to apply a previously awarded Master's.
- Import all the courses that you want to count toward your PhD off of your transcript (see "select your courses" below).

**Select your courses.** The easiest way to do this is to pull directly from your transcript, then delete any excess courses.

- Reminder: You need to list a minimum of 54 hours of credit if you have applied a previously awarded Master's. If you are not applying a previous Master's, you must list 84 credits. If you list an extra hour or two because of a 4 credit hour class, that is fine. However, you cannot submit with less and should not submit with more.
- Acceptable courses to list on the iPOS include anything 500 –level or above (except 595 Continuing Registration). You can, with the permission of your chair, have up to 6 relevant 400- level credits on your iPOS.
- You should not list more than 12 hours of 792 Research; however, you can list less. You can list 592 Research hours in addition to 792 Research.
- You are required to list 12 hours *exactly* of 799 Dissertation work (no more, no less). Please be aware of this when registering, and always register in increments that will add

up to exactly 12.

- You can list courses that are in progress and do not have a grade yet. If you are adding courses from the current semester after the semester has begun, they will appear on your transcript (not as future courses).
- To add courses that will occur in the future (not including the current semester), select “Future Courses” button then fill in the anticipated course and semester/year you will take it.

### **Select any transfer courses.**

- Many may not need this option as your coursework will have been completed here at ASU or will have been applied via the previously awarded Master’s.
- You cannot list more than 9 hours of transfer work from another institution.

### **Select an advisor.**

- You have the option to list your entire committee or just your advisor/chair. SHESC prefers that you list your committee in its entirety. If you have co-chairs, the system will not allow you to submit unless you list your committee in its entirety.
- Your committee must match the committee that is listed on your PhD Committee Approval form, which should be on file with the Academic Success Specialist.
- If you do not have a *PhD Committee Approval* signature form yet on file, you will need to complete one and submit it to the Academic Success Specialist before your iPOS can be approved.
- If one of your committee members is from outside SHESC or the ASU and comes up as “not found” during the search, please fill out the [Committee Approval Request](#) form and turn it in to the Academic Success Specialist along with the individual's most recent CV. External members cannot be the sole chair, but can co-chair.

**Submit your iPOS.** Once submitted, it should say "pending in the academic unit."

**Print off the summary pages.** You will want to print off both the “Courses” page and the “Approval” page links found on the right side of the page.

- After you have printed off both pages you will need to have them signed by your advisor/chair.
- If you have co-chairs you only need the signature of one person, though you will want to let your other co-chair/members look at your iPOS pages to confirm that they also approve.  
**Hand in the papers to the Academic Success Specialist.**
- Once you have obtained your advisor’s signature on both pages, you will want to submit them to the Academic Success Specialist, who will obtain the head of the academic unit’s signature for you and electronically approve your iPOS.

**Update your iPOS as necessary.**

- Projections do not always match reality. If you do not register for courses you projected during the semester you said you would, or if the prefix/number/title or number of credits do not match, a "course not found" error will be generated.
- Periodically (before degree milestones) you should check your iPOS to be sure that your committee and all coursework are correct.
- If there are errors or out of date information, you can submit a committee or course change to correct them.
- Once you have corrected the information, submit the changes so they are "pending in the academic

## **STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY**

### **Academic Integrity**

Academic dishonesty will not be tolerated, and if uncovered, appropriate actions will be taken. Students are expected to familiarize themselves with what constitutes violations to the [academic integrity policy](#). Briefly, violations include but are not limited to: cheating on exams and assignments, plagiarizing, fabricating data or information, etc. Students are encouraged to pay special attention to the definition of plagiarism to avoid unintentional mistakes, and discuss the topic further with their advisors and instructors if they are unclear on whether a particular action constitutes plagiarism.

Allegations of academic dishonesty will be reviewed by the Graduate Committee who will decide on the appropriate actions. This may include reporting the student to the Graduate College with a recommendation of dismissal from the program.

### **Student Code of Conduct**

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Arizona State University students and faculty are expected to act with integrity in their educational pursuits. The following links can assist in understanding academic integrity, student code of conduct, the policies surrounding these topics, and the impact and resources available to you.

#### **Understanding Academic Integrity**

<https://provost.asu.edu/academic-integrity>

#### **Policy surrounding Academic Integrity**

<https://provost.asu.edu/academic-integrity/policy>

#### **Protecting the ASU Community**

<https://provost.asu.edu/academic-integrity/impact>

**Resources for students, faculty, staff and teaching assistants to help avoid academic integrity violations**

<https://provost.asu.edu/academic-integrity/resources>

## **FINANCIAL ASSISTANCE POLICIES AND PROCEDURES**

### **Financial Aid Policy and Procedures**

ASU has many forms of financial aid available, including scholarships, grants, federal work-study and loans. Check out these [options](#) to get started and get an idea of some of the financial awards you could be eligible for.

In addition to financial aid packages with federal grants and loans, students can apply for scholarships specific to the university and the College of Liberal Arts and Sciences to help pay for college costs. The School of Human Evolution and Social Change also offers a collection of awards and fellowships for graduate students.

The Financial Aid office is available 24 hours/day, 7 days/week. Call toll free at: 855-278-5080.

If you have additional questions regarding financial aid, check out these frequently asked questions. <https://students.asu.edu/financialaid/faq>

### **Graduate Fellowships and Assistantships**

The School of Human Evolution and Social Change provides a variety of financial resources and awards to our graduate students. The awards are announced each semester through the Graduate Student Digest, sent to all SHESC graduate students via email. The following awards, grants and fellowships are available to graduate students:

*Travel Awards:* Doctoral students can apply for Travel Awards up to \$1,000 to use towards travel to a conference. Within a year of receiving this award, students must submit a one-paragraph report of their use of the funds and the experience they gained.

*Research Grants:* Doctoral students can apply for research grants up to \$3,000 (in exceptional circumstances a small number of grants above \$3,000, but not exceeding \$6,000, may be funded.) Students must be enrolled in at least six credits during the semester the award is offered. Awards may cover any research needs, including in-state, out-of-state and international travel.

*Tuition/Insurance Coverage:* Doctoral students who have advanced to candidacy may apply for Tuition/Insurance Coverage, to cover one credit of tuition and insurance (if needed) in order to maintain continuous enrollment while they are in the field, collecting data or writing their dissertation.

*Summer Writing Fellowships:* Doctoral students who have advanced to candidacy may apply for a \$7,000 stipend and one credit of tuition coverage as a summer award. This award is meant to allow students to focus their summer solely on writing and completing their dissertation.

*Completion Fellowships:* Students in the final academic year of a PhD program can apply for this fellowship which covers one credit of tuition and insurance (if needed) and a stipend of \$9,000 for both fall and spring semesters. This award can only be received once. After receiving a Completion Fellowship a student is no longer eligible for school funding, even if they do not graduate during the term of the fellowship.

*Graduate Teaching Award:* This \$500 annual award honors the school's top teaching assistant or associate. You must be in satisfactory academic standing for the three consecutive semesters prior to the award, and the selection is determined by the members of the school's Graduate Studies Committee. Winners are announced at the spring graduation awards reception at the school.

### **Assistantships and Apprenticeships**

The teaching and research assistant/associate role is an important one to the ASU community. A TA/RA appointment provides graduate students with professional development opportunities that are unique to academia while also supporting the university's teaching, research and service missions. See the [Graduate College TA/RA Handbook](#) for more information.

There are two kinds of assistantships or associateships at ASU; teaching assistantships or associateships (TAs) and research assistantships or associateships (RAs).

The first is the teaching assistantships/associateships (TAs). The teaching assistant is an enrolled student appointed part-time by the university whose primary responsibility is in an instructional capacity. Teaching assistants may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty member.

The teaching associate is an enrolled graduate student appointed part-time by the university under the direct supervision of a faculty member whose primary responsibility is in an instructional capacity and who holds a master's degree or its equivalent. The roles of the teaching associate are similar to those of the teaching assistant, but may differ in terms of responsibilities (e.g., course level). Departments may consider students who have completed a master's degree or its equivalent (30 hours of graduate work) for a teaching associateship.

The second is the research assistantships/associateships (RAs). The research assistant is an enrolled student appointed part-time by the university whose primary responsibilities are research related. Graduate research assistants may assist faculty members in research and creative activities, perform administrative or editorial duties directly connected to research and creative activities, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member.

The research associate is an enrolled student appointed part-time by the university under the direct supervision of a faculty member whose primary responsibilities are research related. Research associates are similar to research assistants but generally have a higher degree of

research responsibility. Departments may consider students who have completed a master's degree or its equivalent (30 hours of graduate work) for a research associateship.

### **Absence and Leave Policies for TAs/RAs**

A TA/RA should notify their supervisor in advance of an absence and, when possible, assist in obtaining a replacement or rearrangement of the duties. Excessive absences, regardless of the reason, are cause for termination before the end of the appointment period. TAs/RAs should consult with the supervising faculty member about specific policies regarding absence from service.

A supervising faculty member or academic unit can terminate a TA/RA who has abandoned their position. A TA/RA who has not reported for their assignment for three or more, consecutive business days (or 3/5 of a regular week's workload) has abandoned their position. The supervising faculty member should send a letter via mail (return receipt requested) or e-mail (read receipt requested) outlining the details in the original appointment letter, including the start date of the appointment and the length of time the TA/RA has failed reporting for duty. The letter should – at a minimum – outline the TA/RA responsibilities and the length of time in which they were not in communication with the faculty advisor, as well as any other difficulties or conflicts the faculty member experienced. The TA/RA then has two days (or 2/5 of a normal workweek) to reply and address the concern. After the two days, the appointing unit should send a confirming letter or email terminating the TA/RA appointment due to the abandonment.

Appointing units have the right to rescind or modify TA/RA offers prior to the beginning of the appointment term, given reasonable cause. Reasons for the rescinding or modification of offers may include, but are not limited to the following: change in academic unit's financial situation; student misconduct; change in student's academic discipline or enrollment status; failure of student to accept offer by deadline indicated in offer letter; and failure of student to complete required orientations or trainings as indicated in offer letter. Appointing units must issue a formal letter outlining causes for rescinding or modifying an offer.

## **DEPARTMENT AND UNIVERSITY RESOURCES**

### **School of Human Evolution and Social Change Resources**

Within the School of Human Evolution and Social Change, we have a variety of resources to help students succeed in their program. We know that a fulfilling academic career includes a sense of community and opportunities to help shape your school's future, as well as your own. That is why we sponsor an award-winning graduate student club and offer facilities and prospects promoting student collegiality and advancement.

*Association of All Graduate Students (AAGS):* This student-led association provides a number of activities on the student's behalf and serve as a forum where they can voice their concerns as a graduate student, as well as acting as a direct link with the school's faculty, administration and other ASU graduate students with regard to student life.



*Graduates in Integrative Society + Environment Research (GISER)*: GISER is an ASU-wide graduate student organization that provides opportunities for graduate students to engage in short-term, student-driven interdisciplinary research related to society and environment. This is accomplished through monthly plenary meetings for students and faculty, which often includes panel discussions on interdisciplinary topics such as objectivity in science. Often these are product-oriented projects; typically receiving funding and academic credit for participation.

*Graduate Lounge*: Located in the School of Human Evolution and Social Change Building, Room 111, this room provides a space where you can socialize or study while on campus. The lounge has tables and chairs for studying, couches for relaxing and refrigerators for food. In addition, informal collaborative meetings are conducted here.

*Graduate Town Halls*: Each semester, SHESC holds Graduate Town Halls, which serve a dual purpose. They provide an open forum for graduate students to ask questions or raise concerns directly to the school's directorate, while also providing the opportunity for the directorate to update graduate students on important trends, policies and issues affecting your academic career, research and teaching. Your AAGS approach representative is another individual who can address your concerns and help bring them directly to the appropriate individuals.

### **Academic and Professional Resources**

There are many academic services available to you as a graduate student in the School of Human Evolution and Social Change. Below is a list of resources that can help guide you through your academic journey.

#### ***Advising***

Your faculty advisor: As a doctoral student, you need to proactively seek a faculty supervisor in your first semester to help you develop an appropriate Plan of Study (see below). Your advisor must be a member of the graduate faculty for your program, which you can verify at [http://graduate.asu.edu/graduate\\_faculty](http://graduate.asu.edu/graduate_faculty). Master's and certificate students are typically advised by the head of their programs.

Interactive Plan of Study (iPOS): You are required to file an interactive Plan of Study prior to completion of half of the credits toward your certificate or degree, or sooner. We recommend filing by the end of your first semester with approvals by the school and the Graduate College. Your iPOS will include specific degree requirements such as courses and a culminating experience, which must be described in this document. The school's graduate program academic success specialist should be your initial contact regarding these requirements.

Once your iPOS has been approved at all levels, you can log into MyASU to complete committee or course changes, file a petition and track degree milestones (such as comprehensive examinations, dissertation proposals and graduation deadlines). Links to information appropriate to your stage in the program will also be available via MyASU. More information is available at <https://graduate.asu.edu/plan-of-study>.

Staff advisor: Our school's academic advisors can guide you through the application process, orientation, funding, course registration, degree progress, various ASU administrative situations and graduation.

Graduate committee: Faculty members who serve as the head of each approach and degree program serve on the school's graduate committee. If you have questions about any aspect of the program, you are welcome to bring those concerns to the appropriate member of the graduate committee.

### ***Collections***

Our school and its Center for Archaeology and Society manage extensive archaeological, ethnographic and evolutionary anthropology collections, primarily from Arizona but also representing Mesoamerica, Africa and Asia. Of the more than 250,000 individual and bulk specimens available for research, teaching and exhibitions, about 200,000 are digitized. Type and comparative collections are also available in a variety of materials: ceramics, fauna, pollen, seeds, non-human primates, fossil hominid, and dental casts. Individual faculty members also maintain artifacts, human remains and/or related digital materials relevant to their teaching and research. See individual faculty members and the curator of collections for more info.

### ***Field Schools***

Leading faculty members conduct field schools around the world to provide you with hands-on experience and unique learning opportunities. Our students have excavated Bronze Age villages in the Mediterranean, explored the Ethiopian discovery site of the famed hominid fossil "Lucy," studied the ancient cultures of the American Southwest, examined the paleoecology of the South African coast and trained at the Kampsville site of bioarchaeology and paleopathology pioneer Jane Buikstra. Specific program dates and registration deadlines are on our Field Schools pages.

### ***Graduate Computing Lab***

Your ASU identification card will allow you 24/7 access to Room 146 of the School of Human Evolution and Social Change Building, a state-of-the-art computing lab equipped specifically for our graduate student needs. You can bring your laptop or use the school's computers, peripherals and wireless access. Additional software is also available from MyASU's "my apps." Use the My Help/Help Desk area on MyASU to submit a request for technical assistance.

### ***Proposal Writing***

We offer ASM 579, a proposal-writing course, each fall and spring semester for advanced graduate students. Proposal writing and reviewing are covered, with a focus on the National Science Foundation Dissertation Improvement Grant format, along with a number of professional development topics. In recent years, nearly all of our students who applied for the NSF dissertation improvement grant were successful, and in the past 11 years, we were awarded five Society for American Archaeology Dissertation Awards.

### ***Subject Librarian***

The School of Human Evolution and Social Change Subject Librarian serves as the main library contact for the school, handling anthropology and archaeology, global health and museum

studies. The Subject Librarian is available to help students with their research needs by assisting in locating specialized resources, using RefWorks to manage citations and create custom bibliographies, and providing consultations for theses and dissertations, as well as research/teaching assistant duties.

### ***Library Guides***

The School of Human Evolution and Social Change has the following library guides for your use:

- Anthropology + Archaeology
- Global Health
- Museum Studies

### **Student Support Services**

#### ***International Students***

The School of Human Evolution and Social Change offers international students a prestigious academic home in the heart of a culturally rich and diverse university. With well over 100 countries represented in ASU's student body and a host of programs centered on not only learning about – but also finding solutions to – today's biggest global challenges, it's easy to see why the Institute of International Education named ASU the #1 public university chosen by international students. Study global health, learn to use your mathematical aptitude to tackle real-life issues, or dig into the past, present and future of the human condition through anthropology.

International students who have been admitted to ASU must go to the International Students Office (<http://students.asu.edu/international/issc>) located inside the 1<sup>st</sup> floor of the Student Services Building in Room #170, with their passport and immigration documents as soon as they arrive on campus. During the first week or so, carry a few photocopies of your passport's photo page; various offices will need a copy of this. International students must be enrolled full-time throughout the academic year (9 credit hours). Your passport and I-20 or DS-2019 must be kept valid at all times. You will also need to ask the International Students Office about how to obtain a social security card. Their website is a great source for information (<https://global.asu.edu>). International students must also attend the mandatory international student orientation on the Tuesday before classes start.

#### ***Disability Services***

The ASU Disability Resource Center (DRC) is a great resource for students with disabilities. The Disability Resource Center provides services to qualified students on all ASU campuses: Downtown, Polytechnic, Tempe, and West.

If you are new to ASU, please take a moment to log into DRC Connect to get started with registering with the DRC office. If you are already registered, please sign in to DRC Connect to start requesting your accommodations. If you have any questions or experience any difficulties with this process, please contact our office for assistance. We seek to establish equal access for all students and look forward to working with you.

### ***Veteran's Services***

Career and Professional Development Services is proud to offer assistance for veterans on resume writing, interviewing prep, job search strategies and employment services. In partnership with the Pat Tillman Veterans Center, CPDS supports veterans in their professional development and career exploration and offers the following services:

- Career Advising
- Career Events
- Major and Career Exploration
- Resume and Cover Letter Reviews
- Interviewing Techniques and Practice
- Career Assessments
- Career Workshops and Webinars
- Hands-on Learning Opportunities
- Job and Internship Search Strategies
- Employer Information Sessions
- On-campus Interviews
- Job and Internship Postings
- Test Preparation for Grad School Applications
- Personal Statement Assistance
- Connection to Service Opportunities
- Networking Tips
- Virtual Services and Resources
- Professional Mentoring

Many veteran friendly employers actively recruit in Handshake, ASU's online career and internship portal. In addition to the resources below, this office is available to assist you virtually and in-person with a variety of career-related topics including job and internship search strategies, resume writing, interviewing and career exploration. To meet with a Career Advisor, you can log into Handshake to schedule an in-person or virtual appointment.

### **Business Services**

#### ***Student Accounts***

With your ASU admission letter, you will receive an ASURITE UserID, an activation code and instructions to go to <http://www.asu.edu/asurite> to activate your account. This site will allow you to activate your ASURITE UserID from an off-campus computer and create your own password. After asking you to review our policies and security information, the system will verify your identity by requesting your date of birth. You will then be required to select your password. Please use letters in upper and lower case, numbers and symbols in your password for security reasons.

The system will then ask you if you have an e-mail account. If you want to continue using your current email system, be sure to select "Yes, I have an e-mail account" and then enter the address of your personal e-mail mailbox. This will ensure that you get all correspondence ASU sends you.

If you want to use ASU email as your primary email, you have two options. First, ASU has partnered with Google to provide ASU email via a gmail interface. More information can be found at <http://www.asu.edu/emailsignup/>. Some students love this interface, whereas others prefer to use another client program. In this case, ASU Gmail can be configured for IMAP. You can also set up ASU email on your smartphone, and use email forwarding. More info at <http://help.asu.edu>.

### ***ID Card/Sun Card***

The ASU student ID card, often referred to as the Sun Card – will be issued after you register for classes. This card is your student identification card, library card, copy card, and sometimes your building and elevator key. You will also be able to use it like a credit card for things like vending machines, charging items to your student account, and paying for phone calls, if you sign up for this service. Your Sun Card gets you into the Student Recreation Complex (i.e., the gym) and, when validated, gets you into some ASU athletic and cultural events for free or at a reduced rate. Validation for the current semester can be obtained at the Gammage Center or University Athletic Center ticket offices.

Your ASU Sun Card can be obtained at the beginning of the semester after you register for classes. The Sun Card office is in the Lower Level of the Memorial Union (south end) inside Union Station, MU 59 (the first couple weeks of classes, Sun Card office offers their services on the 2<sup>nd</sup> floor of the MU). You will be asked to fill out a card with your name, ASU ID number, and classification (Student, Faculty/Staff, or Other). Students pay \$25 for their card and they accept cash, check, Visa, MasterCard, or you can have the charge posted to your University Student Account. You must show a valid photo ID such as a U.S. Driver's License, Passport, or high school ID, so they can verify who you are before your Sun Card is created. Afterward, they take your picture and produce your card right on the spot. The process takes about three to five minutes (without lines) and you will walk away with your new Sun Card. More information is available at <http://cfo.asu.edu/cardservices>.

### ***Bus and Light Rail Passes***

ASU offers the U-Pass, an annual transit pass that grants unlimited access on all Valley Metro bus routes and the METRO light rail. With the U-Pass, you can travel between the Tempe at Downtown Phoenix campuses, hitch a ride to the airport or arrive at nearly any destination in the greater-Phoenix area. Many students park at light rail stations, and ride the light rail into campus. These passes can be obtained from the Parking and Transit Services office in the University Towers by the Sun Devil stadium at any time, or a few other locations at the beginning of each semester (look for emails about locations). You can find a bus schedule at <http://www.valleymetro.org/bus/>. For more information about transit services at ASU, visit <https://cfo.asu.edu/transit>.

### ***Parking and Biking***

As on many large campuses, parking is a hassle and is expensive. The best alternative is to live near campus and ride your bike. Tempe is, however, a very busy city so it is essential to keep highly alert for bad drivers, wear a helmet, and obey all bike laws – you can get an expensive ticket for violations (e.g., for riding on the sidewalk against vehicle traffic or not having a front light on at night. We strongly urge bike riding, bussing or walking if you live near campus.

If you must drive, you can purchase parking decals for the year (August 16th through August 15<sup>th</sup> of next year) from the Parking and Transit Services Office (<http://www.asu.edu/parking/>) in the University Towers by the Sun Devil stadium. The price of parking decals ranges from \$210 (lot 59E, open air parking 15-20 minute walk from main campus) to \$780 (for several covered parking structures). If you'll be using one of the lots daily, obtain the sticker as soon as possible after your arrival on campus to get as close to the Life Sciences buildings as possible (Structure 2 or 3). You'll need to sign (or provide proof) that your car has a current emissions certificate, as well as provide your registration (out-of-state is fine) and picture ID. Check <http://uabf.asu.edu/parking> information for more details.

For quick loading and unloading trips, you can park for 20 minutes in one of the two loading zone spaces behind the SHESC building (turn South on Forest from University).

### ***Other Transit Options***

ASU provides free on-campus shuttles at the Tempe Campus that transport students from outlying parking areas and campus buildings to other on-campus destinations, as well as free intercampus shuttles that connect all four ASU campuses. Bike racks are conveniently located around campus and accommodate thousands of bikes each day at ASU for those who choose biking as a transportation option. And, the City of Tempe's Orbit Shuttle system is a free neighborhood circulator that makes stops at the Tempe campus as well as nearby restaurants, shopping centers and other local points of interest. The City of Phoenix operates a similar free shuttle called the DASH. If you have any questions, you can call (480) 727-7053 or visit <http://cfo.asu.edu/pts>

## **ANTHROPOLOGY PHD CURRICULUM**

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.

The information below sets forth the requirements for all students pursuing a **PhD in Anthropology** within SHESC. Students incoming in Fall 2014 or thereafter are governed by this curriculum. Students incoming prior to that term are governed by older curriculum, though they have the option to switch into the new curriculum upon meeting degree milestones (i.e., at the MIP, comps, and proposal stages of the degree).

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. For example, the degree requires written exams, but the specifics of how those

exams are constructed and administered is in the approach's purview (see approach information below). 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.

### **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 Graduate College at Arizona State University.

The baseline curriculum is outlined 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. In this document, forms and memos that are required are **indicated in bold font and marked with \*\*\***.

### **Organization of SHESC and Advisory Curricula Tracks**

#### ***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

#### ***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.

## **General Requirements**

### ***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 Academic Success Specialist. This report represents student activity for the previous calendar year (i.e., January through December). 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. 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", "concern", 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.

### ***Exceptions***

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

## **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.

### ***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.

### ***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 (iPOS) 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***<sup>\*\*\*</sup> for the MA committee with the Academic Success Specialist.

### ***Interactive Plan of Study (iPOS)***

By the end of the second semester, the student, in close consultation with their Phase I supervisor, develops an iPOS for the PhD, considering the Phase I course requirements, the student's chosen curricular tracks, and the master's paper requirement. This document is filed online with the Graduate College; it is called an "Interactive Plan of Study" (iPOS). To satisfy a counterintuitive ASU requirement, the PhD iPOS must be completed ***before*** one can be created for the Master's in Passing (this is a Graduate College issue that SHESC cannot change). In accordance with Graduate College policies, the Master's in Passing iPOS must include at least 30 hours (which may consist of formal courses as well as independent study hours). The iPOS is formally filed with the Graduate College and must be approved by the student's Phase I supervisor. Subsequent changes to the iPOS may be made by filing appropriate paperwork with the Graduate College, and must be approved by the student's Phase I supervisor.

### ***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.

### ***Masters Research Paper***

The student writes one publishable research paper that demonstrates the ability to develop a

research question, to address key theoretical issues related to the research question, or 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.

- 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. If they then fail to have their MA paper approved by the end of their 5th semester, they will be dismissed from the program. 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.

### ***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.

### ***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.

### ***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.

### ***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 Academic Success Specialist<sup>\*\*\*</sup>**, with a copy to the Associate Director of Graduate Studies, 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 Academic Student Success Specialist.

### **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.

#### ***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.

#### ***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 Graduate College. 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 Academic Success Specialist, along with the **Committee Formation form<sup>\*\*\*</sup>**.

(1) **The student writes a brief memo<sup>\*\*\*</sup>** describing their scientific and logistical plans for dissertation research.

(2) The **committee chair writes a memo**<sup>\*\*\*</sup> to the Associate Director of Graduate Studies 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 Associate Director of Graduate Studies, and then they are submitted to ASU's Graduate College for approval. Subsequent changes to the student's committee must be approved by the Associate Director of Graduate Studies, and reported to the ASU Graduate College. The supervisory committee helps the student develop an appropriate Phase II (doctoral) Plan of Study.

### ***Interactive Plan of Study (iPOS)***

By the end of the first year in Phase II, the student develops, with the consultation and approval of their supervisory committee, an iPOS for Phase II that addresses the course requirements listed above that have not been fulfilled during Phase I (MA) course work at ASU, as well as ASU's Graduate College requirements, as follows. In accordance with ASU Graduate College policies, the iPOS 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 an iPOS. The iPOS is formally filed online with the ASU Graduate College. Subsequent changes to the iPOS must be approved by the student's committee and formally reported to the Graduate College and the Academic Success Specialist.

### ***Coursework***

The following Phase II graduate level course requirements apply to all students who have obtained a Master's in Passing from the School of Human Evolution and Social Change, 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.

### ***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 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.

### ***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 Academic Success Specialist will notify the Graduate College that the student has advanced to candidacy, and the University's 5- year deadline for completion is initiated.

### ***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.

### ***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 Graduate College 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 committee, in consultation with the student, determines the format of the public presentation.

### ***Teaching Experience***

Phase II students are strongly encouraged to develop skills and experience teaching at the college/university level by participating in training offered by the school and university.

### ***Award of the PhD***

Upon completion of the 24 research hours and satisfactory filing of the dissertation, students are awarded a PhD in Anthropology.

### **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.

# ARCHAEOLOGY

## ARCHAEOLOGY ROAD MAP:

### Chronological Chart of Doctoral Degree Program Requirements

*Revised September 2014 to comply with new SHESC rules*

All of the documents and forms referred to below are on Blackboard (click on “SHESC Graduate Student” and then on “Documents” on the left-hand navigation bar). For further information, see the “Degree Milestone Paperwork” and the “Curriculum Plan for Doctoral Degree in Anthropology” on Blackboard, your approach convener, or the Graduate Coordinator. Note that all SHESC graduate students must follow the “Curriculum Plan for Doctoral Degree in Anthropology” if they entered the program Fall 2014 or after. **IMPORTANT!** – It is your (the student’s) responsibility to submit all these documents on time and in the correct manner and format. It is not the faculty’s responsibility to prompt you to do these tasks.

#### ***PHASE I (two years until receipt of MA in-passing degree)***

<b>Coursework Requirements</b>	<b>Other Academic Requirements</b>
<p>30 credit hours of coursework or Reading &amp; Conferences (R &amp; Cs) (equivalent to 10 three credit hour courses), must include 6 credits of R &amp; C in first three semesters</p>	<p>(See “Phase I Papertrail” on Blackboard)</p>
<p><b><u>First year:</u></b></p> <p>First Year Professionalism (1 credit)</p> <p>At least one of the following recommended courses:  <i>Quantitative and Formal Methods</i> (ASM 565). [ASM 565 satisfies the quantitative/analysis requirement for the Doctorate]</p> <p>Six credits of R &amp; C the first three semesters.</p>	<p><b><u>First year:</u></b></p> <p>Choose an <u>advisor</u> (preferably during Fall Semester), who will serve as your mentor and supervisor during Phase I, and a <u>MA supervisory committee</u> (which consists of your advisor and two other anthropology graduate faculty) (See “Committee formation for Phase I” in “Required Forms” on Blackboard).</p> <ul style="list-style-type: none"> <li>• Inform advisor, and Advisor writes memo to SHESC Graduate Committee.</li> <li>• Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Coordinator.</li> <li>• Student develops a Plan of Study (iPOS) by end of second semester. See the iPOS manual and Tips for completing the iPOS on Blackboard.</li> </ul> <p>Be sure to <i>submit an application for receiving a TA or an RA</i> (see “TA Information” folder or consult Georgie) when the call goes out in the Spring; if no application is submitted, you will not be considered for one, even if you have a funding package!!!</p>

**Second year:**

Take five to six more courses (or R & Cs)

*Coursework suggestions:*

1. Since you must take the equivalent of 10 three credit hour courses over 4 semesters, this means you will take 2 courses for two of your semesters and 3 courses for the two remaining semesters. If you are TAing, we advise you to take only 2 courses. If you must TA and take 3 courses any given semester, one should be an ASB 590 Reading and Conference (3 credit hours), which generally requires less work than regular classes.
2. For the Doctorate, students are required to take 9 hours outside of their area of specialization that, in consultation with their advisor, fit their academic interests.
3. Your advisor may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be awarded the MA and advance to Phase II.

**Second year:**

Prepare the Masters Research Paper, recommended by November 1<sup>st</sup> of year 2.

- Submit the Masters Research Paper, your transcript, and a brief 1 page statement of research interests for Phase II to your advisor no later than 1 November of year 2.
- Your advisor then submits this to the approach convener for evaluation by the Graduate Committee. An MA supervisory committee evaluates the above MA materials.
- If approved, have your committee members sign the *Report of Final Master's Culminating Experience* form.

Present your Masters Research Paper at the SHESC-wide MA Research Symposium scheduled during late spring semester.

- Have your advisor sign the *Documentation of the Research Skills Portfolio* form and submit it along with the *Report of Final Master's Culminating Experience* form and your MA Portfolio papers to the Graduate Coordinator within one week after the symposium.

After the symposium, you will receive an e-mail from the Graduate College asking you to fill out and submit your Plan of Study (iPOS) online for your MA in-passing (see "iPOS Resources" on Blackboard). Note that the iPOS for the MA in-passing cannot be filed until **ALL** of the requirements have been met.

- Obtain your advisor's signature on your iPOS and submit to the Graduate Coordinator.

Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation>.

You are awarded the Anthropology MA in-passing degree if you maintain a GPA of 3.2 and receive a positive evaluation of your research skills portfolio and presentation.

You are now **able to apply to transition** to Phase II.



	<p>Submit a formal application to transition to Phase II of the graduate program. (See “Research Skills &amp; Phase I Deadlines” document):</p> <ul style="list-style-type: none"> <li>• Email the graduate coordinator indicating your intent to continue onto Phase II.</li> <li>• Obtain a memo (email) from your chair to grad coordinator supporting your transition to Phase II.</li> <li>• Include the 1-page statement of research interests from the MA portfolio.</li> </ul>
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**PHASE II (ca. 3 years until advancement to Ph.D. candidacy and 1-2 additional years until receipt of Ph.D.)**

<p><b>Coursework Requirements</b> At least 54 credit hours (30 hours of coursework or R &amp; C hours, 12 Research and 12 Dissertation hours)</p>	<p><b>Other Academic Requirements</b> (See “Phase II Papertrail” on Blackboard)</p>
<p><b><u>First year:</u></b> Work towards obtaining the 30 credit hours of coursework or Reading &amp; Conference hours that are required for advancement to candidacy.</p> <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> <li>1. Your advisor/Ph.D. supervisory committee may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy.</li> <li>2. For the Doctorate, students are required to take 9 hours outside of their area of specialization that, in consultation with their advisor, fit their academic interests.</li> <li>3. For the Doctorate, a quantitative/analysis course is required.</li> </ol>	<p><b><u>First year:</u></b> Choose an <u>advisor</u> (preferably during Fall Semester), who may or may not be your Phase I advisor, and a <u>Ph.D. supervisory committee</u> (See “SHESC Ph.D. committee formation instructions” on Blackboard).</p> <ul style="list-style-type: none"> <li>• Advisor (chair of your committee) writes a memo to the SHESC Anthropology Graduate Committee.</li> <li>• Student submits the memo, a brief statement describing his/her dissertation research, and the <i>Ph.D. Supervisory Committee Approval</i> form to the Graduate Coordinator. To make subsequent changes to committee membership, complete the <i>Graduate Supervisory Committee Change</i> form (available from the Graduate College). See Graduate Coordinator for details.</li> </ul> <p>Develop a <u>Plan of Study</u> (iPOS) for Phase II in consultation with your advisor/supervisory committee (by <b>the end of Spring Semester</b>).</p> <ul style="list-style-type: none"> <li>• Fill out and submit the iPOS online, obtain your advisor’s signature, and submit to the Graduate Coordinator. This needs to be done prior to the doctoral examinations (see below).</li> <li>• Subsequent changes to the iPOS should all be entered at the beginning of the semester you plan to graduate.</li> <li>• Warning: The Graduate College <u>will not</u></li> </ul>

	<p>process proposal defense paperwork if your iPOS is not on file by the time you have accrued 42 graduate credit hours here at ASU – i.e., by the Spring semester of year 1 in Phase II!</p> <ul style="list-style-type: none"> <li>• Compile and submit to the Graduate Supervisory Committee a bibliography, which will serve as the basis for the comprehensive exam. Schedule an exam date for some time during year 2 in Phase II.</li> </ul>
<p><b><u>Second year:</u></b></p> <p>Continue working towards obtaining the 30 credit hours of coursework or Reading &amp; Conference hours that are required for advancement to candidacy.</p> <p><i>Coursework suggestions:</i></p> <p>1. After the comp bibliography has been approved, take an R &amp; C to prepare for the exam.</p>	<p><b><u>Second year:</u></b></p> <ul style="list-style-type: none"> <li>• Write your <u>doctoral examination</u>, which constitutes the <u>written</u> portion of the university- mandated <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy. The exam must be completed by April 15 or November 15 of the third semester of Phase II.</li> </ul>
<p><b><u>Third Year:</u></b></p> <p>Complete the coursework required for advancement to candidacy, including:</p> <p><i>Proposal Writing ASM 579 (required).</i></p>	<p><b><u>Third Year:</u></b></p> <p>Write a <u>dissertation research proposal</u> in consultation with your advisor/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.</p> <ul style="list-style-type: none"> <li>• Submit your dissertation proposal to your advisor and other committee members for their comments/approval.</li> </ul> <p>Schedule an <u>oral defense of your dissertation proposal</u>, which constitutes the <u>oral</u> portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy. The oral defense will normally consist of a 20 minute public presentation followed by a closed meeting with your committee.</p> <ul style="list-style-type: none"> <li>• After you have passed both the written (comprehensive exam) and oral doctoral examinations, have your committee members sign the <i>Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus</i> form and submit to the Graduate Coordinator.</li> </ul> <p>Advance to Ph.D. candidacy and become ABD (“All-But-Dissertation”).</p>

**Fourth and Fifth Years:**

Register for 12 hours of ASM 792 Research and 12 hours of ASM 799 Dissertation.

**Notes:**

It is possible to register for Research/Dissertation hours before you are advanced to candidacy.

Your doctoral iPOS must contain *exactly* 12 hours of Dissertation even if you register for more. Please register for Dissertation hours in 3 or 6 hour increments to ensure that they will add up to exactly 12.

You may have more than 12 hours of ASM 792 Research on your doctoral iPOS, but should not have fewer.

The Graduate College recommends taking ASM 792 Research until you have accumulated 12 hours, then taking ASM 799 Dissertation until you have accumulated 12 hours, and then reverting back to taking ASM 792 Research until you graduate.

**Fourth Year and Fifth Year:**

Conduct fieldwork/labwork/data collection for your dissertation research, and write your dissertation. The SHESC timeline encourages students to have completed the dissertation by the end of the sixth year, but a 1 year grace period can be awarded if the student's research is field or lab intensive such that it requires a long period of data collecting.

Write up your dissertation.

- Submit dissertation chapter drafts to advisor (and possibly committee members) for comments. Completed dissertations must be read and approved by all committee members.
- Final corrections to your iPOS must be submitted online at the beginning of the semester you plan to graduate. Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation> (two months before graduation).

Schedule a public dissertation defense.

- Submit the *Ph.D. Defense Announcement* form to the Graduate Coordinator and the *Doctoral Defense Recommendation and Format Review* forms to the Graduate College at least 2 weeks before your defense.
- Defenses must be held during normal business hours when classes are in session (not during semester/summer breaks).
- After you pass your dissertation defense, your committee signs the *Announcement and Report for Doctoral Dissertation Defense* form.

Congrats, you are awarded the Ph.D. in Anthropology!

## **Curricular Track for Graduate Study in Archaeology at ASU**

All archaeology graduate students are required to follow these curriculum guidelines in designing their programs of study. Students and their committees should develop an appropriate program of study using this document as a general template. Details on credit hour requirements (set by the Graduate College) are available in the Archaeology Road Map. Any exceptions must be granted, in writing, by the student's chair with approval from other committee members.

**All students (entering in Phase I [pre-MA] or Phase II [post-MA]) must take the following at some point in their graduate career:**

1. First Year Professionalism (1 credit) (ASB 598) *required of all Anthropology PhD students*
2. A dissertation proposal writing course (ASM 579) *required of all Anthropology PhD students*

**It is strongly recommended that students (entering in Phase I [pre-MA] or Phase II [post-MA]) take the following courses:**

1. Theory and Archaeology (ASB 560)
2. A course in quantitative and/or formal methods. ASM 565 (Quantitative and Formal Methods in Archaeology) is an option from archaeology.
3. And 6 credits of R & C over their first three semesters (Phase I students).

**The faculty strongly recommends taking courses across the following thematic categories to build a professional foundation. Students must work in consultation with their committees to develop a course direction:**

### Hunter-gatherer / Paleolithic

- Hunter-Gatherer Adaptations (ASB 563)
- Stone Age of Africa (ASB 591)
- Paleoanthropology (ASM 530)

### Small Scale Societies

- Small-scale Societies (ASB 542)
- Southwest Archaeology (ASB 567)

### Complex Societies

- Chiefdoms (ASB 549)
- Complex Societies (ASB 555)
- Topics in Mesoamerican Archaeology (ASB 537)

### Analytical, Quantitative or Formal Methods

- Space in Archaeology (formerly Intrasite Analysis, ASB 568)
- GIS and Spatial Technologies for Anthropological Research (ASM 568)
- Settlement Patterns (ASB 544) Advanced Topics in Quantitative Archaeology (ASM 566)
- Dynamic Modeling in Social and Ecological Systems (ASM 591/424, BIO 424)
- Agent Based Modeling (ASM 520)
- Another GIS, Modeling, or Statistics course offered in SHESC or by other units.

### Theoretical Topics in Archaeology

- Archaeology of the Social Realm (ASB 560)
- Economic Archaeology (ASB 550)
- Ethnoarchaeology
- Archaeology of Religion
- Mortuary Practices and Cultural Analysis (ASB 558)
- Material Culture (ASB 525)
- Ancient Built Environments (ASB 591)
- Landscape, Space and Place in Archaeology (ASB 591)
- The Quality of the Archaeological Record (ASB 591)

### Materials or Biological Analysis, including

- Archaeological ceramics
- Geoarchaeology (ASM 548)
- Lithic Analysis (ASM 573)
- Human Behavior through Bone Chemistry (ASM 553)
- Zooarchaeology (ASB591)
- Paleoecology
- Advanced Human Osteology (ASM 555)
- Paleoethnobotany (ASB 591)

A course on the archaeology of the geographical area that is the student's primary interest

A course focusing on the archaeology of a second geographical area

A non-archaeology SHESC course

A course taught by another unit

# BIOARCHAEOLOGY

## ASU GRADUATE CURRICULUM IN BIOARCHAEOLOGY

Revised August 2013

### **The Bioarchaeology Approach and the Center for Bioarchaeological Research in SHESC**

The mission statement of the Center for Bioarchaeological Research (CBR) emphasizes gaining new knowledge about past peoples and their heritage, while also addressing significant contemporary problems with deep roots. Our unique vision and mission emphasize anthropological breadth, the identification of significant contexts for bioarchaeological problem-solving, and engagement with contemporary issues. We have an unprecedented number of bioarchaeologists (core and linked faculty) on staff, including Brenda Baker, Jane Buikstra, Kelly Knudson, Chris Stojanowski, and Anne Stone. Numerous other ASU faculty have well-developed research interests that intersect with those of CBR scholars. The benefit of studying bioarchaeology at ASU lies in the breadth of faculty research interests (areal and topical) and areas of expertise (theoretical and technical), world-class labs and irreplaceable osteological research collections.

The bioarchaeology graduate curriculum links the development of methodological knowledge explicitly with the development of critical thinking skills. Our goal is to focus student attention upon significant problems early in their graduate careers, as we also provide them with the needed tools to develop appropriate research designs. Our curriculum thus embraces a focus on context while recognizing the tremendous potential our bioarchaeological breadth provides. In addition students are exposed to problem-based seminars very early in the graduate careers in order to challenge them to identify significant anthropological research questions and develop research designs appropriate to their resolution.

### **Required Courses for all SHESC Graduate Students:**

- **ASB 591 Professionalism** (This course is required of all students pursuing a PhD in Anthropology in SHESC and should be taken in the fall semester of their first year.)
- **One Quantitative Methods course** (Course options include BIO 415 Biometry, ASM 598 Introduction to Computer Programming and the SAS Language, and ASM 565 Quantitative and Formal Methods in Archaeology, among others.)
- **ASM 597 Proposal Writing** (This course is to be taken after field statement approval to develop an NSF-style dissertation proposal.)

### **Recommended Courses for Bioarchaeology Graduate Students:**

- **ASM 591 Bioarchaeology** (This course will be taught by Buikstra, typically in alternating spring semesters, and will focus on the history, themes, and contexts of bioarchaeology and bioarchaeologies. This course will establish for first year students that bioarchaeology is a special approach to general anthropological and, more broadly, social problems.)
- **ASM 591 Bioarchaeological Approaches to Innovative Questions.** (See the list below. These courses normally are offered by CBR faculty during the fall semester. Students are encouraged to take at least one of these courses during the first year.)
- **ASM 555 Advanced Human Osteology** (This course will be taught during the fall

semester every other or third year. Although most entering bioarchaeology graduate students will take this course, students with extensive experience may be exempt.)

- Field School or comparable bioarchaeological field experience.

### **Courses in Bioarchaeological Approaches to Innovative Questions**

These courses are inspired by SHESC and CBR visions for the field and are developed around research areas and questions rather than techniques. These courses are problem-based, explicitly linking data, and its limitations, to broad research questions that defy disciplinary circumscription. These courses should be taken in fall semesters in order to contextualize bioarchaeological research for students at the beginning of their graduate careers. Students will choose the courses that best fit their needs in consultation with their committee.

- ASM 591 The Bioarchaeology of Identity
- ASM 591 The Bioarchaeology of Empires
- ASM 591 The Bioarchaeology of Sex and Gender
- ASM 591 The Bioarchaeology of Children and Childhood
- ASM 591 Biological Distance in Evolutionary and Social Perspective

### **Courses in Bioarchaeological Methods and Applications**

Students will choose the courses that best fit their needs in consultation with their committee.

- ASB 553 Human Behavior through Bone Chemistry
- ASB 591 Mortuary Practices and Cultural Analysis
- ASM 580 Practicum: Forensic Anthropology
- ASM 583 Field Methods in Bioarchaeology
- ASM 611 Paleopathology
- ASM 591 Human Demography and Microevolution
- ASM 591 Dental Anthropology
- ASM 591 Gross Anatomy
- ASM 598 Zooarchaeology

### **SHESC Graduate Courses for Bioarchaeology Students**

Students will choose the courses that best fit their needs in consultation with their committee.

- ASB 530 Ecological Anthropology
- ASB 536 Ethnohistory of Mesoamerica
- ASB 537 Topics in Mesoamerican Archaeology
- ASB 551 Prehistoric Diet
- ASB 555 Complex Societies
- ASB 563 Hunter-Gatherer Adaptations
- ASM 565 Quantitative and Formal Methods in Archaeology
- ASM 566 Simulation, Modeling, and Monte Carlo Methods in Archaeology
- ASB 567 Southwestern Archaeology
- ASB 571 Museum Principles
- ASB 572 Museum Collections Management
- ASB 573 Museum Administration
- ASB 550 Economic Archaeology

- ASB 583 Field Methods
- ASB 591 Archaeology of the Social Realm
- ASB 591 Chiefdoms
- ASB 591 Ethnoarchaeology
- ASB 591 Hohokam Archaeology
- ASB 591 Andean Archaeology
- ASB 591 Problems in Southwestern Archaeology
- ASB 591 Peoples of Southeast Asia
- ASB 591 Political Anthropology
- ASB 591 Political Ecology
- ASB 591 Issues in Contemporary Social Theory
- ASM 591 Primatology

**Possible Courses in Other Departments for Bioarchaeology Graduate Students**

Students will choose the courses that best fit their needs in consultation with their committee.

**Department of Geological Sciences**

- GLG 481 Geochemistry
- GLG 581 Isotope Geochemistry

**Department of History**

- HST 590 American Indian History
- HST 590 Colonial Latin America
- HST 590 Premodern Asia
- HST 591 Peoples of the North American West
- HST 598 Andean Myth, Testimony and Historiography
- HST 598 Key Issues in Latin American Colonial History
- HST 790 Premodern Southeast Asia

**Department of Religious Studies**

- REL 483 Religion and Science

**School of Life Sciences**

- BIO 415 Biometry
- BIO 545 Population and Evolutionary Genetics



## PROCEDURES FOR THE PREPARATION OF FIELD STATEMENTS AND DISSERTATION PROPOSALS IN BIOARCHAEOLOGY

### *Committee Formation*

Prior to writing a field statement the student must form the Ph.D. supervisory committee. Committee formation is primarily the function of the student and advisor, in accord with the School and Division of Graduate Studies (DGS) regulations. It is assumed that the student will constitute the committee in such a manner that the members' expertise relates to the fields and dissertation topic chosen.

### *Field Statement*

The Nature of the Field Statement: The faculty view the field statement as an opportunity for each Ph.D. student formally to delimit an area of interest within Bioarchaeology. The statement fulfills the Division of Graduate Studies requirement for the written portion of the Ph.D. Qualifying examination. It is a statement that critically reviews literature in the field, signaling that the student appreciates the history of ideas and the current state of knowledge. Approval will not be dependent upon every member of the student's committee agreeing with all the views presented in the statement. The statement should stress: (1) the scope of topics in the field, (2) the major problems or questions that have been asked historically and currently, (3) the nature of the observations, or data, used, and (4) the methods and analytical procedures used. Successful completion of the statement will demonstrate to the student's committee members that they are qualified to proceed with the dissertation. It is reasonable that major portions of the field statement may reappear in the dissertation.

Choice of Fields: The purpose of this statement is to review critically the history of the topic, laying the groundwork for a student's dissertation project. The statement will form the basis for the subsequent literature reviews required for the dissertation proposal and the dissertation.

Field Statement Proposal: After committee formation, and prior to beginning work on the field statement, students should prepare and obtain committee approval of a brief (1-2 page) proposal containing the tentative title and proposed contents of the field statement, and an explanation of how it relates to the anticipated dissertation project. Committee approval should be recorded as indicated on the appropriate form (attached).

Field Statement Outlines and Bibliographies. Following approval of the brief proposal, the student should write an outline and a preliminary, but reasonably complete bibliography for the field statement. The outline will define the extent and scope of the statement to be produced. The bibliography may include both previously consulted items and items to be consulted. (It is anticipated that there will be subsequent additions to the bibliography as the field statement is written.) Committee approval of the statement should be recorded as indicated on the appropriate form (attached).

Writing the Field Statement. The field statement is written in the form of a bibliographic literature review. A good field statement, however, is more than a simple review of the literature; it should also exhibit creativity and critical thought, as well as a student's intellectual grasp of the topic in question. The field statement not only demonstrates a student's ability to synthesize the material, but also shows an ability to go beyond that material and suggest a general plan of valuable future research. The review should be comprehensive but not exhaustive, limited to 50 double-spaced pages in at least 12-point font (exclusive of the bibliography). A field statement is expected to be completed during the first year of Phase II for students who receive the MA degree within the ASU Anthropology Program. Students entering the Bioarchaeology Program with an MA from another institution may postpone completion until Year 4. Research credit hours are taken for this work (ASM 792).

Preliminary Field Statement. A draft of the statement is written in consultation with the faculty committee and submitted to the committee for comments, following approval by the Committee Chair. Committee

members will normally read the paper within three weeks of submission and meet with the student either collectively or individuals to discuss comments.

Final Field Statement Draft and Approval Following revision, the final Field Statement is submitted to the committee for committee approval (see attached form). When a majority of the committee has accepted the field statement, the student has passed the written portion of the Ph.D. qualifying exam. The student should place a copy of the document, with the approval form, in his/her file in the SHESC office. Each committee member should receive a copy of the final version of the field statement for use in conjunction with the dissertation proposal in the oral qualifying exam. The committee may accept the draft with minor comments to be taken into consideration in preparation of the dissertation proposal and the dissertation. If they do not accept the draft, this constitutes failure of the Written Qualifying Exam. If the exam is failed, the committee will meet with the student and may choose to allow the student to revise the field statement one more time. If the student ultimately fails the written portion of the Ph.D. qualifying exam, he or she must leave the program.

The committee chair and members will normally be expected to return a field statement to the student within three weeks of receiving it during the academic year.

### ***Dissertation Proposal***

Dissertation Proposal. Upon completion and committee approval of the field statement, the student writes a dissertation proposal. The dissertation proposal should follow the guidelines for the National Science Foundation Dissertation Improvement Grants in format and length. Students should take proposal writing (ASM 591) in the fall of the fourth year, and should subsequently give the draft to the committee chair for comments and then, after consultation with the chair, the draft should be given to the rest of the committee. A final revision of the draft is prepared and circulated first to the chair, and then to the committee for approval (see attached form). When a majority of the committee has accepted the proposal, a defense of the proposal (the DGS Oral Comprehensive Examination) may be scheduled. Each committee member should receive a copy of the final version for use in conjunction with the field statement in the oral qualifying exam. While the examination will *mainly* be based on the dissertation proposal, students should also be prepared for questions based on their field statement. Students are encouraged to submit the dissertation proposal to funding agencies.

### ***Time Schedule***

Full-time students who obtained their MA from ASU, that is, enter the program in Track 1, are expected to write and obtain approval of the field statement during the first year of phase II in the graduate program. Preparation and approval of the dissertation proposal should be completed by the end of the fourth year. However, these expectations will be considered in reference to individual circumstances, which may be explained by students to their committee chair and in their annual progress reports. Students entering Track 2 with an MA from another institution should complete committee formation during their first year in residence (Year 3 of the program). Field statement completion should occur in Year 4 and the proposal defense in Year 5.

In the above, note that the reference to "normal" expectation of a return of the document in three weeks assumes that no other statement or proposal drafts or dissertations have been turned in earlier by others, yet await reading (see departmental policy distributed materials given to you upon arrival). However, faculty are expected to return the document no later than two months after it is submitted during the academic year. Please note that most faculty are on nine month appointments and are not required to review documents submitted to them during the summer, although many do. If your document will not be ready for submission until the end of Spring Semester, you should discuss with your Chair and/or committee members their willingness to review during the summer months.

**ACCEPTANCE OR DENIAL FOR PH.D. FIELD STATEMENT & PROPOSAL**

TO: Ph.D. Committee Members

FROM:

According to the department's "Procedures for the Preparation of Field Statements and Dissertation Proposals in Bioarchaeology", a form for approval (A) or disapproval (D) of (1) the field statement proposal, (2) the preliminary outline and bibliography, (3) the final draft of the field statement and (4) the final draft of the dissertation proposal is to be provided to the Committee Members. A copy of this form will then be placed in my file in the department office. Thank You.

**FIELD STATEMENT PROPOSAL**

When the field statement proposal is approved by each committee member, have each member sign and date the draft as approved and place a copy of the this draft in your file in the department office.

**PRELIMINARY OUTLINE AND BIBLIOGRAPHY FOR THE FIELD STATEMENT**

When each committee member approves the final draft of the preliminary outline and bibliography, have each member sign and date the draft as approved, and place a copy of this draft in your file in the department office.

**FINAL APPROVAL OF FIELD STATEMENT AND PROPOSAL**

Please circle A or D **and initial and date** for the field statement and the proposal.

When the field statement is approved (by majority vote), this constitutes your Written Comprehensive Examination. **Have your advisor SIGN and date here. Put a copy of the form and the field statement in your departmental file.** When the proposal is approved, update the copy of this form in your departmental file and schedule the defense (Oral Comprehensive Examination).

Field statement approved: \_\_\_\_\_ Date: \_\_\_\_\_

FIELD STATEMENT

PROPOSAL

Subject: \_\_\_\_\_

Committee  
(type in names)

_____	A D _____	A D _____
_____	A D _____	A D _____
_____	A D _____	A D _____
_____	A D _____	A D _____
_____	A D _____	A D _____
_____	A D _____	A D _____
_____	A D _____	A D _____

# EVOLUTIONARY ANTHROPOLOGY

## CHRONOLOGICAL CHART OF EVOLUTIONARY ANTHROPOLOGY DOCTORAL DEGREE PROGRAM REQUIREMENTS

All of the documents and forms referred to below are on Blackboard (click on “SHESC Graduate Student” and then on “Documents” on the left-hand navigation bar). For further information, see the “Current Graduate Curriculum” on Blackboard, your approach convener, or the Graduate Coordinator.

### ***PHASE I (two years until receipt of MA in-passing degree)***

<b>Coursework Requirements</b> 30 credit hours of coursework or Reading & Conferences (R & Cs) (equivalent to 10 three credit hour courses)	<b>Other Academic Requirements</b> (See “Phase I Papertrail” on Blackboard)
<p><b><u>First year:</u></b>                      ASB 540: Scholarly Inquiry (Fall Semester) (<i>required</i>).</p>	<p><b><u>First year:</u></b>                      Choose an <u>advisor</u> (preferably during Fall Semester), who will serve as your mentor and supervisor during Phase I, and a <u>MA supervisory committee</u> (which consists of your advisor and two other anthropology graduate faculty) (See “Committee formation for Phase I” in “Required Forms” on Blackboard).</p> <ul style="list-style-type: none"> <li>• Advisor writes memo to SHESC Graduate Committee.</li> <li>• Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Coordinator.</li> </ul> <p>N.B.: Please be sure to <i>submit an application for receiving a TA or an RA</i> (see “TA Information” folder or consult Georgie) when the call goes out in the Spring; if no application is submitted, you will not be considered for one, even if you have a funding package!!!</p> <p>Write and submit an NSF pre-doctoral fellowship, Javits, Ford, etc.</p>

**Second year:**

Take five to six more courses (or R & Cs)

*Coursework suggestions:*

1. Complete relevant courses, pending advisor's approval. These may include: BIO 614 *Biometry*
2. Students are actively encouraged to take courses outside of SHESC that, in consultation with their advisor, fit the academic interests of each student.
3. Your advisor may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be awarded the MA and advance to Phase II.
4. An R & C, especially during the Spring semester, in anticipation of writing your Field Statement in Year 1 of Phase II) (*strongly recommended*).

**Second year:**

(See "Research Skills & Phase I Deadlines" on Blackboard)

Assemble the MA Research Skills Portfolio consisting of two research papers,

recommended by March 1<sup>st</sup> of year 2.

- Submit the MA Portfolio, your transcript, and a brief 1 page statement of research interests for Phase II to your advisor no later than 4 weeks before the last day of classes for Spring Semester (the SOP should also be submitted to the Graduate Coordinator).
- Your advisor should submit a memo to the Graduate Coordinator supporting your advancement to Phase II at this time (see below).  
An MA supervisory committee evaluates the above MA materials.
- If approved, have your committee members sign the *Report of Final Master's Culminating Experience* form.

Present MA Portfolio papers at the SHESC-wide MA Research Symposium scheduled during the last half of April.

- Have your advisor sign the *Documentation of the Research Skills Portfolio* form and submit it along with the *Report of Final Master's Culminating Experience* form and your MA Portfolio papers to the Graduate Coordinator within one week after the symposium.

After the symposium, you will receive an e-mail from the Graduate College asking you to fill out and submit your Plan of Study (iPOS) online for your MA in-passing (see "iPOS Resources" on Blackboard). Note that the iPOS for the MA in-passing cannot be filed until **ALL** of the requirements have been met.

- Obtain your advisor's signature on your iPOS and submit to the Graduate Coordinator.

Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation>.

You are awarded the Anthropology MA in-passing degree if you maintain a GPA of 3.2 and receive a positive evaluation of your research skills portfolio and presentation.

You are now **able to apply to transition** to Phase II.

	<p>Submit a formal application to transition to Phase II of the graduate program. (See “Research Skills &amp; Phase I Deadlines” document):</p> <ul style="list-style-type: none"> <li>• Email the graduate coordinator indicating your intent to continue onto Phase II.</li> <li>• Obtain a memo (email) from your chair to grad coordinator supporting your transition to Phase II.</li> <li>• Include the 1-page statement of research interests from the MA portfolio.</li> </ul>
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**PHASE II (ca. 2-3 years until advancement to Ph.D. candidacy and 1-2 additional years until receipt of Ph.D.)**

<p><b>Coursework Requirements</b> At least 54 credit hours (30 hours of coursework or R &amp; C hours, 12 Research and 12 Dissertation hours)</p>	<p><b>Other Academic Requirements</b> (See “Phase II Papertrail” on Blackboard)</p>
<p><b><u>First two years (Third-fourth years overall):</u></b></p> <p>Work towards obtaining the 30 credit hours of coursework or Reading &amp; Conference hours that are required for advancement to candidacy, including:</p> <p>Take a Reading &amp; Conference (3 credit hours each) to support writing your proposal (<i>strongly recommended</i>).</p> <p>ASM 579: Proposal Writing (for your dissertation proposal—see adjacent column, next page). Ideally you would submit your field statement in the beginning of the Spring semester of year 1 in Phase II (third year overall), and then take proposal writing (<i>required</i>) shortly thereafter.</p> <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> <li>1. Your advisor/Ph.D. supervisory committee may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy.</li> </ol>	<p><b><u>First year (Third year overall):</u></b></p> <p>Choose an <u>advisor</u> (preferably during Fall Semester), who may or may not be your Phase I advisor, and a <u>Ph.D. supervisory committee</u> (See “SHESC Ph.D. committee formation instructions” on Blackboard).</p> <ul style="list-style-type: none"> <li>• Advisor (chair of your committee) writes a memo to the SHESC Anthropology Graduate Committee.</li> <li>• Student submits the memo, a brief statement describing his/her dissertation research, and the <i>Ph.D. Supervisory Committee Approval</i> form to the Graduate Coordinator. To make subsequent changes to committee membership, complete the <i>Graduate Supervisory Committee Change</i> form (available from the Graduate College). See Graduate Coordinator for details.</li> </ul> <p>Develop a <u>Plan of Study</u> (iPOS) for Phase II in consultation with your advisor/supervisory committee (by <b><i>the end of Spring Semester</i></b>).</p> <ul style="list-style-type: none"> <li>• Fill out and submit the iPOS online, obtain your advisor’s signature, and submit to the Graduate Coordinator. This needs to be done prior to the doctoral examinations (see below).</li> <li>• Subsequent changes to the iPOS should all be entered at the beginning of the semester you plan to graduate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Warning: The Graduate College <i>will not</i> process any field statement or proposal defense paperwork if your iPOS is not on file by the time you have accrued 42 graduate credit hours here at ASU – i.e., by the Spring semester of year 1 in Phase II!</li> </ul> <p>Write your <u>field statement</u>, which constitutes the <u>written</u> (comprehensive) portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy (see “Field Statement Guidelines” in the “Evolutionary Anthropology Documents” folder on Blackboard).</p> <ul style="list-style-type: none"> <li>• Prepare a 1-2 page outline of proposed content for field statement.</li> <li>• Prepare a preliminary bibliography.</li> <li>• Have advisor &amp; committee approve outline and bibliography (by October 15<sup>th</sup>).</li> <li>• Consult advisor and committee during the process of writing the field statement.</li> <li>• Submit your field statement to your advisor for formal comments and feedback.</li> <li>• Edit field statement after consultation with your advisor.</li> <li>• Submit your field statement during Spring semester (Feb is a good target date) to advisor and all committee members for their approval.</li> <li>• Meet with your committee to evaluate your field statement.</li> </ul>
	<p><b><u>Second year (Fourth year overall):</u></b></p> <ul style="list-style-type: none"> <li>• See guidelines for Field Statement from first year Phase II.</li> <li>• Ensure that field statement is completed this year.</li> </ul> <p>Write a <u>dissertation research proposal</u> in consultation with your advisor/supervisory committee (see “Field Statement and Proposal Information” in the “Evolutionary Anthropology Documents” folder on Blackboard).</p> <ul style="list-style-type: none"> <li>• Submit your dissertation proposal to your advisor and other committee members for their comments/approval.</li> </ul> <p>Schedule an <u>oral defense of your dissertation proposal</u>, which constitutes the <u>oral</u> portion of the <u>doctoral examination</u> necessary for</p>

**Third and Fourth Years (Fifth-sixth years overall):**

Register for 12 hours of ASM 792 Research and 12 hours of ASM 799 Dissertation.

**Notes:**

It is possible to register for Research/Dissertation hours before you are advanced to candidacy.

Your doctoral iPOS must contain *exactly* 12 hours of Dissertation even if you register for more. Please register for Dissertation hours in 3 or 6 hour increments to ensure that they will add up to exactly 12.

You may have more than 12 hours of ASM 792 Research on your doctoral iPOS, but should not have fewer.

The Graduate College recommends taking ASM 792 Research until you have accumulated 12 hours, then taking ASM 799 Dissertation until you have accumulated 12 hours, and then reverting back to taking ASM 792 Research until you graduate.

advancement to Ph.D. candidacy.

- After you have passed both the written (field statement) and oral doctoral examinations, have your committee members sign the *Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus* form and submit to the Graduate Coordinator.

Advance to Ph.D. candidacy and become ABD (“All-But-Dissertation”).

- Before you conduct fieldwork involving human subjects, you must obtain approval from the Institutional Review Board (IRB) (see <http://researchintegrity.asu.edu/irb/>). This can take awhile depending on your project, so start the process early.

**Third Year (Fifth year overall):**

- Conduct your dissertation research.

**Fourth Year and beyond (Sixth year overall):**

Write up your dissertation.

- Submit dissertation chapter drafts to advisor (and possibly committee members) for comments. Completed dissertations must be read and approved by all committee members.
- Final corrections to your iPOS must be submitted online at the beginning of the semester you plan to graduate. Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation> (two months before graduation).

Schedule a public dissertation defense.

- Submit the *Ph.D. Defense Announcement* form to the Graduate Coordinator and the *Doctoral Defense Recommendation and Format Review* forms to the Graduate College at least 2 weeks before your defense.
- Defenses must be held during normal business hours when classes are in session (not during semester/summer breaks).
- After you pass your dissertation defense, your committee signs the *Announcement and Report for Doctoral Dissertation Defense* form.

Congrats, you are awarded the Ph.D. in Anthropology!



## PROCEDURES FOR THE PREPARATION OF THE FIELD STATEMENT AND DISSERTATION PROPOSAL IN EVOLUTIONARY ANTHROPOLOGY

### *Committee Formation*

Prior to writing the field statement the student must form the Ph.D. supervisory committee. Committee formation is primarily the function of the student and advisor, in accord with the School and Division of Graduate Studies (DGS) regulations. It is assumed that the committee will be constituted in such a manner that the members' expertise relates to the fields and dissertation topic chosen by the student.

### *The Field Statement*

The Nature of a Field Statement. The faculty view the field statement as an opportunity for each Ph.D. student to formally delimit an area of interest within evolutionary anthropology. The statement fulfills the Division of Graduate Studies requirement for the written portion of the Ph.D. Qualifying examination. It is a statement, critically reviewing literature in the field, rather than a compilation of some consensus view. The approval will not be dependent upon every member of the student's committee agreeing with all the views presented in the statement. The statement should stress: (1) the scope of topics in the field, (2) the major problems or questions that have been asked historically and currently, (3) the nature of the observations, or data, used, and (4) the methods and analytical procedures used. Successful completion of the statement will demonstrate to the student's committee members that they are qualified to proceed with formulating a proposal for dissertation research. It is reasonable that major portions of the field statement may reappear in the dissertation.

Choice of Field: The purpose of this statement is to critically review the history of the topic and the current state of knowledge about the topic, laying the groundwork for a student's dissertation project. The statement will form the basis for the subsequent literature reviews required for the dissertation proposal and the dissertation.

Field Statement Proposal. After committee formation, and prior to beginning work on the field statement, students should prepare and obtain committee approval of a brief (1 page) proposal containing the tentative title and proposed contents of the field statement, and an explanation of how it relates to the anticipated dissertation project. Committee approval should be recorded as indicated on the appropriate form (attached).

Field Statement Outline and Bibliography. Following approval of the brief proposal, the student should write an outline and a preliminary, but reasonably complete bibliography for the field statement. This document will define the extent and scope of the statement to be produced. The bibliography may include both previously consulted items and items to be consulted. (It is anticipated that there will be subsequent additions to the bibliography as the field statement is written.) The committee will review this document to ensure that the scope of the statement is neither too broad, nor too narrowly construed, and to identify sources that should also be included. Committee approval of the statement should be recorded as indicated on the appropriate form (attached).

Writing the Field Statement. The field statement is written in the form of a bibliographic literature review. A good field statement, however, is more than a simple review of the literature; it should also exhibit creativity and critical thought, as well as a student's intellectual grasp of the topic(s) in question. The field statement not only demonstrates a student's ability to synthesize the material, but also shows an ability to go beyond that material and suggest a general plan of valuable future research. The review should be comprehensive but not exhaustive. A field statement is expected to be completed during the first year of Phase II. Research credit hours are taken for this work (ASM 792), and the student is expected to have regular meetings with his or her chair (or another committee member if the chair is in the field or on sabbatical) about the content of the field statement.

Field Statement Drafts and Approval. A draft of the statement is written and formally submitted to the committee chair for comments. As this is a written 'exam', it is expected that the draft will be the very best work the student can do in the time allotted and should require minimal revisions. The student then has the opportunity to revise the field statement once and this draft is then submitted to the entire committee for final approval (see attached form). If a majority of the committee has accepted the field statement, the student has passed the written portion of the Ph.D. qualifying exam. The student should place a copy of the approved document, with the approval form, in his/her file in the Anthropology Department office. Each committee member should receive a copy of the final version of the field statement for use in conjunction with the dissertation proposal in the oral qualifying exam. The committee may accept the draft with minor comments to be taken into consideration in preparation of the dissertation proposal and the dissertation. If the committee does not accept the draft, this decision constitutes failure of the Written Qualifying Exam. If the exam is failed, the committee will meet with the student and may choose to allow the student to revise the field statement one more time within a specified timeframe. If the student ultimately fails the written portion of the Ph.D. qualifying exam, he or she must leave the program.

### ***Dissertation Proposal***

Dissertation Proposal. Upon completion and committee approval of the field statement, the student writes a dissertation proposal. The dissertation proposal should follow the guidelines for the National Science Foundation Dissertation Improvement Grants in format and length. Students should take proposal writing (ASM 579) in the fall of the fourth year, and should subsequently give the draft to the committee chair for comments. After revision and consultation with the chair, the draft should be given to the rest of the committee for comment. A final revision of the draft addressing the comments provided by the committee is prepared and circulated first to the chair, and then to the committee for approval (see attached form). When a majority of the committee has accepted the proposal, a defense of the proposal (the DGS Oral Comprehensive Examination) may be scheduled. Each committee member should receive a copy of the final version for use in conjunction with the field statement in the oral qualifying exam. While the examination will *mainly* be based on the dissertation proposal, students should also be prepared for questions based on their field statement. Students are encouraged to submit the dissertation proposal to funding agencies.

### ***Time Schedule***

Full-time students are expected to write and obtain approval of the field statement during the first year of phase II in the graduate program. Preparation and approval of the dissertation proposal should be completed by the end of the fourth year. However, these expectations will be considered in reference to individual circumstances, which may be explained by students to their committee chair and in their annual progress reports.

In the departmental policy distributed on your arrival, "normal" expectation of a return of a document in three weeks during the academic year. However, this assumes that no other statement or proposal drafts have been turned in earlier by others, yet await reading. Faculty are expected to try to return the document no later than two months after it is turned in. Students should be sure to make arrangements in advance with faculty who may be on sabbatical or in the field during the academic year.

**ACCEPTANCE OR DENIAL FOR PH.D. FIELD STATEMENTS & PROPOSAL**

TO: Ph.D. Committee Members FROM:

According to the department's "Procedures for the Preparation of Field Statements and Dissertation Proposals in Evolutionary Anthropology", a form for approval or disapproval of (1) the field statement proposal, (2) the preliminary outline and bibliography, (3) the final draft of the field statement and (4) the final draft of the dissertation proposal is to be provided to the Committee Members. A copy of this form will then be placed in my file in the department office. Thank You.

**FIELD STATEMENT PROPOSAL**

When the initial field statement proposal is approved by each committee member, have each member sign and date the draft as approved and place a copy of the this draft in your file in the department office.

**PRELIMINARY OUTLINE AND BIBLIOGRAPHY FOR EACH FIELD STATEMENT**

When the final draft of the preliminary outline and bibliography is approved by each committee member, have each member sign and date the draft as approved, and place a copy of this draft in your file in the department office.

**FINAL APPROVAL OF FIELD STATEMENT AND DISSERTATION PROPOSAL**

Committee members should circle Yes or No to indicate whether or not they approve of the document **and initial and date** below.

Committee (type in names)	Field Statement approved	Dissertation Proposal approved
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____

When the field statement is approved (by majority vote), this constitutes your Written Comprehensive Examination. **Have your advisor SIGN and date below. Put a copy of the form and the field statement in your departmental file.** When the proposal is approved, update the copy of this form in your departmental file and schedule the defense (Oral Comprehensive Examination).

Field statement approved: \_\_\_\_\_ Date: \_\_\_\_\_

Dissertation Proposal approved: \_\_\_\_\_ Date: \_\_\_\_\_

## **Additional information about the Field Statement:**

As stated in the Field Statement Guidelines, “The purpose of this statement is to critically review the history of the topic, laying the groundwork for a student's dissertation project.” Thus, it should be a paper critically reviewing literature in the field, rather than a compilation of some consensus view. A student should take an independent study class with his or her committee chair while working on the field statement and should discuss papers/progress/issues over the course of the semester with him or her.

Before you begin:

- Form your Ph.D. committee
- Ideally students should have thought about the composition of their committees and have a general idea of what they want to do for their dissertations by the end of the summer between the 2<sup>nd</sup> and 3<sup>rd</sup> years in the program.
- At the beginning of the 3<sup>rd</sup> year, students should turn in the Ph.D. committee forms (keep in mind that you need to ASK people if they are willing to be on your committee and that you can change your committee later if you need to).

Step 1: Write a brief (1 page) field statement proposal

- It should address the following questions:
  - What is the tentative title and proposed contents of the field statement?
  - How does the field statement relate to the anticipated dissertation project?
- After discussions with your committee chair and others, write the field statement proposal and have it approved. This should be done quickly in the first semester of the 3<sup>rd</sup> year.

Step 2: Write an outline and a preliminary bibliography for the field statement.

- This document will define the extent and scope of the statement to be produced. (so again TALK to your advisor and committee members).
- This is a PRELIMINARY bibliography. It is anticipated that there will be subsequent additions to the bibliography as the field statement is written. Discuss the bibliography with your committee members to get ideas about what papers might be missing and which are particularly important in the field.

Step 3: Write the field statement

- A good field statement, however, is more than a simple review of the literature; it should also exhibit creativity and critical thought, as well as a student's intellectual grasp of the topic in question.
- The field statement not only demonstrates a student's ability to synthesize the material, but also shows an ability to go beyond that material and suggest a general plan of valuable future research.
- The review should be comprehensive but not exhaustive (i.e. we DO NOT want a laundry list of everything ever written on the topic!).
- The field statement is limited.

If you are able to comprehensively cover the topic in fewer pages that is GREAT!

- As you critique the current literature within each subtopic of your field statement, you should ask yourself the following questions:
  - What are the limitations of the previous research? (in terms of sampling, methodology, statistics etc.)
  - To date, what has been done well? (i.e. critique includes the good and the bad)
  - How could the previous research be extended? (i.e. What is the logical next step? What are the big gaps?). This is particularly important since it is assumed that you will try to fill one of those gaps with your dissertation research. If you do not point out possibilities and gaps, your committee is likely to wonder why anyone should do research in this area (i.e. are all the questions solved?).

## SOCIOCULTURAL ANTHROPOLOGY

### CHRONOLOGICAL CHART OF SOCIOCULTURAL ANTHROPOLOGY DOCTORAL DEGREE PROGRAM REQUIREMENTS

All of the documents and forms referred to below are on Blackboard.

***PHASE I (students who entered the Ph.D. program with only a BA start in Phase I)***

<b>Coursework Requirements</b>	<b>Other Academic Requirements</b>
<p>30 credit hours of coursework including Reading and Conference hours (independent study) (equivalent to 10 three credit hour courses or R and Cs)</p>	<p>See Procedures &amp; Paperwork, Phase I on Blackboard</p>
<p><b><u>First year:</u></b></p> <p>ASB 591: First Year Professionalism Seminar (<i>required</i>)</p> <p>ASB 541: Theory in Sociocultural Anthropology</p> <p style="padding-left: 20px;">Although not technically required, all sociocultural students are expected to take this course, preferably in their first year</p> <p>ASB 500: Ethnographic Research Methods or another research methods class (<i>required</i>)</p> <p style="padding-left: 20px;">You can also take this course in Phase II</p> <p>Take two to three more courses (or R and Cs)</p> <p><b><u>Second year:</u></b></p> <p>Take five more courses (or R and Cs)</p> <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> <li>1. Since you must take the equivalent of 10 three credit hour courses over 4 semesters, this means you will take 2 courses for two of your semesters and 3 courses for the two remaining semesters. If you are TAing and take 3 courses any given semester, one could be an ASB 590 Reading and Conference (3 credit hours),</li> </ol>	<p><b><u>First year:</u></b></p> <p>Choose an <u>advisor</u> (preferably during Fall Semester), who will serve as your mentor and supervisor during Phase I, and a <u>MA supervisory committee</u> (which consists of your advisor and two other faculty)</p> <ul style="list-style-type: none"> <li>• Submit the <i>SHESC Committee Formation</i> form along with a brief statement of your research interests and a memo from your advisor (explaining committee membership) to the Academic Success Specialist</li> </ul> <p>Complete the Ph.D. iPOS (Program of Study) and then the MIP iPOS by the end of Spring Semester</p> <p><b><u>Second year (Spring semester):</u></b></p> <p>Apply to graduate with your Masters degree (online) Write a publishable <u>MA research paper</u> by taking an ASB 590 Reading and Conference (with your advisor)</p> <ul style="list-style-type: none"> <li>• Revise the paper based on comments from your advisor and submit it to your committee for approval by April 1</li> </ul> <p>Present your MA paper at the SHESC-wide <u>MA Research Symposium</u> scheduled during April</p>

<p>which generally requires less work than regular classes.</p> <p>2. Students are actively encouraged to take courses outside of SHESC. Also, up to two 400-level (upper division, undergraduate) classes can count for the Ph.D. degree.</p> <p>3. Your advisor must approve your Plan of Study (iPOS) for you to be awarded the MIP and advance to Phase II.</p>	<ul style="list-style-type: none"> <li>• Have your committee members sign the <i>MA Culminating Experience</i> form</li> <li>• Your advisor submits a written evaluation to the approach head supporting your advancement to Phase II. If this evaluation is approved by your approach's faculty, the approach head submits a memo to the Academic Success Specialist certifying passage into Phase II.</li> </ul> <p>You are awarded the Anthropology Masters In-Passing degree and advance to Phase II.</p>
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**PHASE II (students who entered the Ph.D. program with a MA start in Phase II)**

<p><b>Coursework Requirements</b></p> <p>At least 54 credit hours (30 hours of coursework, 12 Research and 12 Dissertation hours)</p>	<p><b>Other Academic Requirements</b></p> <p>See Procedures &amp; Paperwork, Phase II on Blackboard</p>
<p><b><u>First three years:</u></b></p> <p>30 credit hours of coursework including Reading and Conference hours (independent study) are required for advancement to candidacy</p> <p>Take ASB 591, ASB 541, and ASB 500 if you are starting your graduate study in Phase II or you did not take all these courses in Phase I (see above) (<i>required</i>)</p> <p>One or two ASB 790 Reading and Conferences (3 credit hours each) during the second year to write your field statement (see adjacent column) (<i>strongly recommended</i>)</p> <p>ASM 579 Proposal Writing (3 credit hours) during the third year to write your dissertation proposal (<i>required</i>)</p> <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> <li>1. Up to two 400-level (upper division, undergraduate) classes can count for the Ph.D. degree.</li> <li>2. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy.</li> </ol>	<p><b><u>First year:</u></b></p> <p>Choose an <u>advisor</u> (preferably during Fall Semester), who may or may not be your Phase I advisor, and a <u>Ph.D. supervisory committee</u> (which consists of your advisor and two to three other faculty)</p> <ul style="list-style-type: none"> <li>• Submit the <i>SHESC Committee Formation</i> form along with a brief statement of dissertation research interests and a memo from your advisor (explaining committee membership) to the Academic Success Specialist</li> </ul> <p>Complete the Ph.D. iPOS (Program of Study) by the end of Spring Semester</p> <p><b><u>Second year (Fall Semester):</u></b></p> <p>Write one <u>field statement</u>, which constitutes the <u>written</u> (comprehensive) portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy (download the <i>Field Statement</i> document posted under Sociocultural Anthropology on the Curriculum webpage on Blackboard)</p> <ul style="list-style-type: none"> <li>• Prepare a 1-2 page statement about your dissertation research along with a relevant bibliography for advisor approval</li> <li>• Take an ASB 790 Reading and Conference (usually with your advisor) for the field</li> </ul>

	<p>statement</p> <ul style="list-style-type: none"> <li>• Submit your field statement to your advisor and other committee members for their approval by November 15</li> <li>• Have your committee members sign the <i>Comprehensive Exam</i> form</li> </ul> <p><b><u>Third year:</u></b></p> <p>Write a <u>dissertation research proposal</u> in consultation with your advisor/supervisory committee (download the <i>Proposal</i> document posted under Sociocultural Anthropology on the Curriculum webpage on Blackboard)</p> <ul style="list-style-type: none"> <li>• Take ASM 579 Proposal Writing</li> <li>• Submit your dissertation proposal to your advisor and other committee members for their comments/approval</li> </ul> <p>Schedule an <u>oral defense of your dissertation proposal</u> by April 20. This constitutes the <u>oral</u> portion of the <u>doctoral examination</u> necessary for advancement to Ph.D. candidacy</p> <ul style="list-style-type: none"> <li>• After you have passed the oral doctoral examination, have your committee members sign the <i>Dissertation Proposal</i> form</li> </ul> <p>You are advanced to Ph.D. candidacy and are ABD (“All-But-Dissertation”)</p> <ul style="list-style-type: none"> <li>• Before you conduct fieldwork involving human subjects, you must obtain <u>approval from the Institutional Review Board (IRB)</u> (see <a href="https://researchintegrity.asu.edu/humans">https://researchintegrity.asu.edu/humans</a>).</li> </ul>
<p><b><u>Fourth and Fifth Years:</u></b></p> <p>Register for 12 hours of ASB 792 Research and 12 hours of ASB 799 Dissertation</p> <p><i>Notes:</i></p> <p>It is possible to register for Research/Dissertation hours before you are advanced to candidacy</p> <p>Your doctoral iPOS must contain <i>exactly</i> 12 hours of Dissertation even if you register for more. Please register for Dissertation hours in 3 or 6 hour increments to ensure that they will add up to exactly 12.</p>	<p><b><u>Fourth Year:</u></b></p> <p>Conduct <u>fieldwork</u> for your dissertation research</p> <p><b><u>Fifth Year:</u></b></p> <p>Write-up your <u>dissertation</u></p> <ul style="list-style-type: none"> <li>• Submit dissertation chapter drafts to your advisor (and possibly committee members) for comments. Your completed dissertation must be read and approved by all committee members</li> </ul> <p>Apply to graduate with your Ph.D. degree</p>

You may have more than 12 hours of ASB 792 Research on your doctoral iPOS, but should not have fewer.

The Graduate College recommends taking ASB 792 Research until you have accumulated 12 hours, then taking ASB 799 Dissertation until you have accumulated 12 hours, and then reverting back to taking ASB 792 Research until you graduate.

(online) Schedule a public dissertation defense

- Your dissertation defense usually consists of a brief 20 minute presentation of your dissertation, followed by Q&A with your committee members, and then questions from the audience
- After you pass your dissertation defense, your committee signs the *Announcement and Report for Doctoral Dissertation Defense* form (e-mailed to them in advance)

You are awarded the Ph.D. in Anthropology, you can go out and celebrate after 7 long and difficult years (hopefully before the euphoria wears off), you have the privilege of everyone suddenly calling you “Doctor” (believe me, it gets old really fast!), and you have to confront the grim reality of getting a real job.



## **Sociocultural Field Statement Guidelines**

All sociocultural graduate students in Phase II must write one or two field statements, depending on what your Ph.D. supervisory committee requires. This constitutes the written (comprehensive) portion of the doctoral examination necessary for advancement to Ph.D. candidacy. Students are strongly urged to take an ASB 790 Reading and Conference (3 credit hours each) during their second year in Phase II for each field statement. The field statement(s) must be completed and approved by the student's Ph.D. supervisory committee prior to the defense of the dissertation proposal, which constitutes the oral portion of the doctoral examination.

The content of the student's field statement(s) is determined in consultation with his/her advisor and Ph.D. committee and serves as preparation for the future dissertation project. Students should initially prepare a 1-2 page summary of each field statement with a preliminary bibliography. The field statements are designed to provide students with breadth of knowledge of particular subfields or geographical areas of study before they write their dissertations (which focus in-depth on a more specific topic). Therefore, field statements should be relatively broad in scope and coverage and not focus narrowly on one topic/issue or on one country/group of people.

Field statements should be about 30 pages each (double spaced, excluding bibliography) and written as a bibliographic literature review (see the review essays in the *Annual Review of Anthropology* for useful models). Relevant literature should be organized under certain topics/issues/schools of thought with subheadings. Good field statements will not just summarize masses of literature, but will analyze/critique the readings, demonstrating both the student's intellectual grasp of and ability to synthesize the materials. They will also provide some sense of the student's own emerging theoretical/conceptual perspective on the topic.

Although field statements should be extensive and demonstrate that students are intellectually qualified to proceed with the dissertation, students should not go overboard and try to read all of the available literature nor try to write a huge magnum opus. Field statements are simply transitional documents, which can be eventually used as part of the dissertation's (or dissertation proposal's) literature review. Students should be selective in what they read and should not write much more than 30 pages.

## **Sociocultural Dissertation Proposal Guidelines**

The dissertation proposal is usually written at the beginning of the third year in Phase II after the field statements are completed (although it is certainly possible to start work on the proposal earlier). Students are strongly urged to take ASM 579 Proposal Writing, which previous students have found very useful. After the dissertation proposal is completed and approved by the student's Ph.D. supervisory committee, the student schedules an oral defense of the proposal, which constitutes the oral portion of the doctoral examination necessary for advancement to Ph.D. candidacy.

The student's dissertation topic should be determined in consultation with his/her advisor and Ph.D. committee. The proposal should be about 10 pages (usually single-spaced, excluding bibliography). There is no definitive format for the proposal, although following the guidelines for NSF, NEH (National Endowment of the Humanities), NIH (National Institutes of Health), Wenner-Gren, Social Science Research Council, or Fulbright is a good idea, especially if you plan to submit grant proposals to these agencies.

In general, dissertation (and grant) proposals should contain the following sections:

A *project summary/overview* that introduces your general research topic, provides background and historical information, explains why your topic is important, and briefly discusses your main research objectives, methods, and contribution. This section should be more than a summary of the next four sections of your proposal.

*The main objectives, issues, or questions* that your dissertation project will address. Instead of writing a long narrative, it helps to identify three or so main issues/questions that will guide your research and then to elaborate upon each of them. You could also list and discuss sub-issues or sub-questions under the main issues/questions. Make sure you don't include too many issues/questions (keep the proposal focused).

A *background literature review* of previous research relevant to your dissertation topic. In addition to assessing previous work, this section should identify problems, gaps, and limitations in the past literature and indicate how your topic/perspective will make a significant contribution to the literature. You should not review relevant literature simply to review the literature. Instead, the review must be directly connected to your own dissertation topic and its main issues.

A discussion of your *research methodology* that can include:

A description of the research methodologies you plan to employ (including whether certain methods are more appropriate for specific sites/research problems/populations, etc.)

A description of and reasons why you have selected your particular field site(s) (or population(s) you plan to study)

Why you have chosen to do multi-site or comparative field work (if that is the case)

How you plan to conduct research at these various sites (including access to informants, sample selection, size, and representativeness, the types of data you plan to collect, research timeline, etc.)

Possible problems/issues/difficulties you may encounter in the field and how you plan to deal with them

Your personal qualifications (past experience, skills, language, ethnic background, etc.) to undertake this research, including relevant past research (although this can be mentioned elsewhere)

How you plan to organize and analyze the various types of data you will collect

The *general significance and impact* of your proposed research. This can include its intellectual significance/contribution to anthropology (as long as you don't repeat what you already said in section 3), its broader social/practical impact, its comparative/wider geographical significance, its relationship to broader social processes (e.g., globalization), or the importance of studying the issue at this time.

Sections 2 and 4 should be the focus of your proposal (really long lit. reviews are not necessary). Grant proposals (and by extension, dissertation proposals) should be written in a manner accessible to a general academic audience. Therefore, it is a good idea to avoid highly technical jargon or narrow in-house theoretical debates or issues that would interest only specialists in your subfield.

Before you conduct fieldwork involving human subjects, you must obtain approval from the Institutional Review Board (IRB) (see <http://researchintegrity.asu.edu/irb/>).