



YALE GRAD STUDENT HANDBOOK



FEBRUARY 7, 2022
DEPARTMENT OF ANTHROPOLOGY
Yale University, 10 Sachem Street, New Haven, CT, 06520-8277

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Handbook Version History

The Anthropology Graduate Student Handbook is periodically revised and updated as policies and practices change. Students, Faculty or Staff are encouraged to share suggestions for improving the Handbook with the DGS and Departmental Registrar.

This is the February 2022 Update of the 2021-2022 Handbook, which includes all the updates from the August 2021 version, plus updated curricular guidelines for all three subfields in sections 3.4, 3.5, and 3.6. In addition, checklists in the form of “Milestones to a Ph.D.” have been added for each subfield to the appendix in section 12. Students and faculty are encouraged to use these checklists in annual advising meetings. These curricular updates were based on extensive subfield discussions in consultation with Doug Rogers, department chair, and have been reviewed by DGS, Erik Harms. Staff list updated (Eric Nadolny for Ann Minton, who retired Feb 2022).

The August 2021 version of the 2021-2022 Handbook was updated during Summer 2021, and finalized on August 19, 2021 by the current DGS, Erik Harms, based on consultation with a committee of graduate students chaired by Sarah Martini and Christina Carolus. The 2021-2022 version incorporates new curricular changes in SCL, an extended discussion of the Responsibility of Faculty and Students in Advising and Mentoring, updated contact information for departmental staff and administrators, updated weblinks, as well as new user-friendly formatting, a table of contents, reorganization of content, and clarification of policies based on discussion among faculty and students over the course of the 2020-2021 Academic Year.

The handbook builds from an earlier version compiled under the direction of David Watts by former Registrar Karen Phillips and current Registrar Marleen Cullen drawing information from the following resources:

- The Yale American Studies Department Handbook
- The Yale Anthropology web page (<http://anthropology.yale.edu/>)
- The Yale Graduate School of Arts & Sciences web page (<http://www.yale.edu/graduateschool/>)
- Gwyneth Crowley; Social Science Resource Support Librarian
- The Directed Independent Language Study (DILS) web page (<http://www.cls.yale.edu/dils/>)
- Interviews with staff, faculty, and students in the Department of Anthropology

1 Key Staff and Contacts

1.1 Faculty Administrators

Department Chair: **Douglas Rogers**
doug.rogers@yale.edu (203) 432-8046; 10 Sachem, 201

Over the course of a year, the Chair will work with the DGS, and with ad hoc graduate student groups on a variety of issues of interest to graduate students. You should not hesitate to consult with the Chair on personal as well as general questions, if the occasion warrants.

Director of Graduate Studies (DGS): **Erik Harms**
erik.harms@yale.edu (203) 436-4276; 10 Sachem, 124

The DGS monitors student progress through the program, approves course schedules, coordinates qualifying exams, and appoints Teaching Fellows. If you have any concerns your academic progress, registration status, a faculty member or advisor, the DGS is the one to approach.

Director of Undergraduate Studies (DUS): **William Honeychurch**
william.honeychurch@yale.edu 51 Hillhouse Ave.

The DUS oversees the undergraduate major in anthropology, coordinates course scheduling, senior essays, and departmental prizes.

1.2 Administrative and Laboratory Staff

Aronsen, Gary: Laboratory Manager
gary.aronsen@yale.edu, 203-432-3692, 10 Sachem, B15

Gary oversees the Yale Biological Anthropology Laboratories. He manages collections, facility maintenance, equipment and material purchases, and coordinates laboratory research and teaching with faculty, administrator, and students.

D'Aria, Francesco: Financial Assistant / Acting Assistant Administrator
francesco.daria@yale.edu; 203-432-6181; 10 Sachem, 108

Frank provides support to the Administrator in the Department of Anthropology and Council on Archaeological Studies regarding financial and facility matters.

DeChello, Jennifer: Administrative Assistant / Faculty Support
jennifer.dechello@yale.edu; 203-432-8403; 10 Sachem, 106A

Jennifer provides support to faculty in the Department of Anthropology by assisting faculty in all areas of work--teaching, research and financial assistance. She also assists the Administrator in all faculty related duties and the Registrar in faculty issues pertaining to students.

Cullen, Marleen: Departmental Registrar
marleen.cullen@yale.edu; 203-432-3670; 10 Sachem, 102

Marleen coordinates, oversees, and supervises Student Services and coordinates curriculum, academic schedules, and all graduate and undergraduate student matters for the Department of Anthropology and Council on Archaeological Studies. She serves as the lead expert for the Directors of Graduate Studies and Directors of Undergraduate Studies of the department and council in all student and curriculum matters.

Finaldi, Dawn: Operations Manager

dawn.finaldi@yale.edu ; 203-432-3666; 10 Sachem, 110

Dawn deals with renovations, strategic planning within the department, and numerous other matters.

Maslar, Kathy: Departmental Registrar's Assistant

kathleen.maslar@yale.edu; 203-432-3665; 10 Sachem, 102

Kathy is the assistant to the Registrar in student services. In addition, she assists with office supplies, computers, photocopying, and audio-visual equipment. She handles room reservations for courses, sections, and film screenings, and assists in reserving rooms on central campus. Also, she is the contact for student-lead colloquiums.

Nadolny, Eric: Senior Administrative Assistant / Chair's Assistant

eric.nadolny@yale.edu; 203-432-3394; 10 Sachem, 203

Eric is the Assistant to the Chair of Anthropology. He coordinates faculty searches, promotions, reviews, and visiting scholars. He also facilitates faculty meetings and assists with department events.

Ware, Samantha: Senior Administrative Assistant

samantha.ware@yale.edu, 203-432-3701, 51 Hillhouse, 107

Samantha is the assistant for the Council on Archaeological Studies thereby coordinating faculty and student activities. She also assists the Registrar for the Council on Archaeological Studies matters. Additionally, she assists in overseeing 51 Hillhouse and is the faculty support staff person for the faculty whose offices are located in that building.

1.3 Important University Contacts for Ph.D. Students

A complete list of staff in the Graduate School of Arts and Sciences is available on the GSAS staff directory here. Some of the key point persons for graduate students include:

Allegra di Bonaventura, Associate Dean for Graduate Academic Support Warner House 312, allegra.dibonaventura@yale.edu, Phone: 203-436-2628

Graduate Financial Aid Office, 246 Church Street, 2nd Floor
gradfinaid@yale.edu, 203-432-2739

Michelle Nearon, Senior Associate Dean & Director of Office for Graduate Student Development and Diversity, Warner House 206, michelle.nearon@yale.edu, Phone: 203-436-1301.

Danica Tisdale Fisher, Assistant Dean of Diversity, Warner House, danica.fisher@yale.edu
The Office for Graduate Student Development and Diversity can also be reached at ogsdd@yale.edu.

Robert Harper-Mangels, Associate Dean for Admissions and Financial Support, Warner House 311, robert.harper-magles@yale.edu, Phone 203-432-1884.

1.4 **Departmental Mailing Address**

US Postal mail:

Yale University
Department of Anthropology
P.O. Box 208277
New Haven, CT 06520-8277

Courier (*FedEx, UPS, etc.*):

Yale University
Department of Anthropology
10 Sachem Street
New Haven, CT 06511-3707

Main office phone 203.432.3700

Main office fax 203.432.3669

2 Diversity, Equity, Inclusion and Belonging

2.1 Our Commitment to Diversity, Equity, Inclusion and Belonging

The Department of Anthropology is committed to fostering an environment of diversity, equity, inclusion, and belonging, so that each one of us can participate freely and fully in the pursuit of the excellence that defines our community.

2.2 University-Wide Resources on Diversity, Equity, Inclusion and Belonging

As part of the ongoing and wide-ranging efforts around [Belonging at Yale](#), Kimberly Goff-Crews, Yale's Secretary and Vice President for University Life and Elizabeth Conklin, Associate Vice President for Institutional Equity, Accessibility, and Belonging have reviewed existing policies, reporting processes, resources, and staff that support the work of preventing and addressing discrimination and harassment. They have also assessed how the university's resources for accessibility were communicated. This work was guided by the recommendations outlined in an external [2019 review](#) of Yale's institutional structures to prevent and respond to discrimination and harassment, and the [2020 report from the President's Committee on Diversity, Inclusion, and Belonging](#).

One outcome of this review is a consolidated [Policy Against Discrimination and Harassment](#), which sets out in one place the definitions of discrimination, harassment, and retaliation applicable to all students, faculty, and staff that previously have been located in various documents.

In addition to and in support of this consolidated policy, the university has:

- Clarified the means for [providing support, informal resolution, and investigation](#), where appropriate.
- Modified the name of the Office of Institutional Equity and Access to the Office of Institutional Equity and Accessibility (OIEA) to capture its support for individuals with disabilities more fully.
- Provided updated information about OIEA's [role](#) and [procedures](#).
- Changed the title of Deans' Designees to Discrimination and Harassment Resource Coordinators to describe their roles better.
- Established an [online reporting form](#).
- Added, and continues to add, staff to both [OIEA](#) and [Student Accessibility Services](#).

University resources outside the Anthropology Department devoted to preventing harassment, discrimination, and misconduct and to addressing problems caused by such behavior include:

The University-Wide Committee on Sexual Misconduct, 55 Whitney Avenue; phone 203-432-4449; <https://uwc.yale.edu/>

Sexual harassment and Assault Response and Education (SHARE), 55 Lock Street, lower level; phone 203-432-2000; <https://sharecenter.yale.edu/>

Resources for students to address discrimination and harassment concerns, <https://student-dhr.yale.edu/>

The University has also established a website that gathers information and resources regarding accessibility at Yale for students, faculty, staff, and visitors. This website gives a comprehensive picture of the resources available to provide people with disabilities equal access to and full participation in the university's programs and activities.

Office of Institutional Equity and Access, 221 Whitney Ave., 4th floor; telephone 203-432-0849; <https://oiea.yale.edu/>

In some cases, including but not limited to complaints of harassment or discrimination on the basis of race, sex, color, religion, national or ethnic origin or handicap, students may file a formal grievance at the level of the Graduate School, the Provost, or the President of the University. These grievance procedures apply to problems with faculty, administrators, other graduate students, or other university employees. A description of these procedures is available at:

<http://gsas.yale.edu/academic-professional-development/professional-ethics-regulations/student-grievances>

These formal procedures do not normally apply to academic disputes such as grades, qualifying exam evaluations, or course content, which are protected under the academic freedom of professors. The only exception is in allegations of discrimination based on race, sex, color, religion, national or ethnic origin or handicap.

The "Sexual Misconduct Response" website, at <http://smr.yale.edu/> provides an overview of options and resources available to anyone who has experienced sexual misconduct, along with links to other documents (including one containing the formal definitions of "sexual misconduct" and "sexual harassment"), and to Title IX resources, to the SHARE Center, to Yale Mental Health Services, among others. You should also read the document on "Preventing and Responding to Sexual Misconduct," which you can download from this site.

General information on Yale policies regarding professional ethics is available at:

<http://gsas.yale.edu/academic-professional-development/professional-ethics-regulations>

2.3 Departmental Level Resources on Diversity, Equity, Inclusion and Belonging

In addition to the University-wide resources and procedures described above, the Anthropology Department offers informal channels for consultation and strategizing about disputes, concerns, complaints, and all variety of obstacles that graduate students may encounter in their time at Yale. Advisers or other trusted faculty members may be useful resources, and students are encouraged to speak directly to the Chair and/or DGS about concerns at any point. Many problems can be addressed through Department-level discussions or actions, although these steps never preclude subsequent or simultaneous engagement with university-level resources or formal procedures. In cases where students do not feel comfortable bringing their concerns to the Chair, DGS, or other department faculty members, they should not hesitate to use the Graduate School or University-level resources and procedures described in section [2.2](#).

In 2020-21, the Anthropology Department established a standing Climate Committee, composed of faculty, graduate students, and staff representatives. The Climate Committee is charged with identifying and implementing concrete, proactive strategies for improving the overall climate of the department in ways that enable all members to thrive. In Spring 2021, for instance, the committee facilitated [“bystander intervention”](#) trainings for faculty, students, and staff. Graduate students who have ideas for ways in which the Department can improve the environment in which we work together are encouraged to bring them to a member of the committee or to the Department Chair or DGS.

3 The Graduate Program in Anthropology

3.1 General Requirements for the Ph.D. in Anthropology (All Subfields)

To earn a Ph.D. in anthropology at Yale, students must: (1) be admitted to candidacy, and (2) submit a dissertation which is deemed to be of sufficient academic integrity to be approved by the faculty. Currently matriculating students are expected to complete these requirements in six years.

3.1.1 *Admission to candidacy*

The requirements to qualify for admission to candidacy for the Ph.D. are:

1. complete twelve (12) term courses, at least two of them with a grade of Honors (H) and maintain an average grade of High Pass (HP);
2. demonstrate language proficiency, as determined by your advisory committee;
3. demonstrate competency in statistics/quantitative methods, as determined by your advisory committee (in recent years, this requirement is commonly waived by the committee, but doing so remains at the discretion of the committee);
4. pass the written and oral qualifying examinations by the end of the fourth semester of registration;
5. submit a dissertation prospectus to your committee and hold a prospectus defense. Once the committee has approved the prospectus, it must then be approved by the faculty. There are several important requirements for the dissertation prospectus:
 - Departmental guidelines vary somewhat by subfield, as described below in the section entitled “Dissertation Prospectus / Field Paper.” However, all Anthropology Graduate students are required to prepare a document called the “dissertation prospectus,” which is no longer than 2,500 words. The dissertation prospectus is the document on which the faculty vote and which is submitted to the Graduate School. The SCL subfield requires a “field paper” in addition to the dissertation prospectus.
 - The prospectus submission process must be completed by the end of the sixth semester of registration to meet the Graduate School requirement that students must be admitted to candidacy by this time.
 - Prospectus submissions and defenses thus must be scheduled so that an approved prospectus is submitted to the entire faculty at least one week before a regularly scheduled faculty meeting, and this must be completed before the end of classes in year three. In principle, this means that the latest a student may complete and submit a prospectus is one week before the first Tuesday of April. Under special circumstances, an extra meeting can be convened in mid-April during which faculty members may vote on dissertation readers’ reports and the occasional late prospectus. If necessary, students could submit prospectuses one week in advance of such a meeting, but the opportunity to do so is not guaranteed and they should check with advisors and the DGS to see if it is an option. For students submitting in the Fall semester, the prospectus should be submitted one week before the first Tuesday in November.

- Once the dissertation prospectus is approved, it is submitted to the Graduate School of Arts and Sciences. The Graduate School Bulletin provides general guidelines for prospectuses.

3.1.2 *Submitting the Dissertation*

After being admitted to candidacy, students conduct dissertation research and complete Graduate School teaching requirements, beyond which the only requirement left to obtain the Ph.D. is to submit a dissertation that must then be approved by the department faculty. A more detailed description of the process leading up to the submission of a dissertation are provided below in the sections on subfield-specific requirements, is provided below, (in sections [3.4](#), [3.5](#), and [3.6](#)) and combined Ph.D. degree programs (sections [8](#), [9](#), and [10](#)).

3.2 M.A. and M.Phil. Degrees

The Anthropology Department does not admit students who intend to obtain a terminal Master's degree. (Students interested in an M.A. in archaeology may consult the Council on Archaeological Studies (<http://www.yale.edu/archaeology>)). The M.A. degree in Anthropology is intended only for students who do not continue in the Ph.D. program. Requirements for the terminal M.A. include completion of eight (8) graduate-level term courses approved for credit in the Anthropology Department, an average grade of High Pass, and work of a quality judged appropriate by the Department for the award of the degree, subject to review by the relevant Graduate School Committee on Degrees. In reviewing an application for this degree, the Department pays special attention to the quality of written papers submitted by the applicant in course work. No anthropology student may petition for or receive both the M.A. and the M.Phil. degrees. The academic requirements for the M.Phil. are (1) satisfaction of the 12-course requirement (Item 1 of “Requirements for the Ph.D.”); and, (2) passing the qualifying exams. M. Phil. Degrees are thus typically awarded during the third year. Once students have satisfied the requirements students who wish to receive their M. Phil. degrees can petition the Graduate School to this end. Alternatively, once they have successfully defended their prospectuses, advanced to candidacy, and received their end of semester grades, they will automatically be added to the list of those scheduled to receive M. Phil. Degrees at the appropriate graduation date. For the formal description of the M. Phil degree at Yale, please see the GSAS website on [GSAS Policies and Regulations](#).

3.3 Detailed Overview of the Ph.D. Program

3.3.1 *Timeline to Degree*

The typical time to degree for a Ph.D. in anthropology at Yale is six years. There is a typical sequence of activities for timely completion of the Ph.D. applicable with some modification to all subfields and the combined Ph.D. Programs in anthropology:

- **1st year:** Coursework (3 or 4 courses per semester); summer—preliminary fieldwork or language study.
- **2nd year:** Coursework (2-4 courses per semester, depending on the number of courses completed during year 1); qualifying exams taken during the 2nd semester; summer—

continued preliminary fieldwork or language study. **Important to note:** In the second term of your 2nd year, you must register for ANTH 950 Preparation for Qualifying Exam. The instructor of record for this course will be your advisor.

- **3rd year:** Teaching fellowship; grant writing; prospectus or field paper defended during the 1st or 2nd semester; start of fieldwork or other formal Ph.D. research if advance to candidacy during the 1st semester. Graduate School rules require advancement to candidacy by the end of year 3 (i.e., after 6 semesters of registration); students who do not meet this requirement are not allowed to continue in Ph.D. programs.
- **4th year:** Fieldwork or other formal Ph.D. research, usually using outside grant funding*
- **5th year:** Teaching fellowship; organize data and begin writing dissertation*
- **6th year:** University Dissertation writing Fellowship (UDF); write dissertation.

*In some cases, the activities of the 4th and 5th years will be reversed.

The exact timing of the pathway to the degree, especially with regards to field and/or lab research, can vary among subfields and according to an individual student's research program. Students in Socio-Cultural/Linguistic Anthropology typically spend extended periods conducting ethnographic research during which they are not in residence. Those in Archaeology and Biological Anthropology may follow similar schedules or may either have multiple shorter field seasons, perhaps combined with lab work in residence or at other universities, or conduct their research in laboratories on campus. In all cases, students have flexibility regarding the timing of research, teaching responsibilities, and use of their University Dissertation Writing Fellowships (see below) and should consult with their advisors, other committee members, and the DGS about how best to schedule their efforts and responsibilities within the time-frame allowed by the GSAS funding package outlined in the student's offer letter (almost always 6 years or less).

Individual programs of study may vary for several reasons, including credit received for prior graduate coursework, leaves of absence, and length of field or other formal Ph.D. research. Students can petition for a reduction of up to three course credits for prior graduate coursework; see section [3.3.5](#) below and the Graduate School Programs and Policies Bulletin for information on the petitioning process.

See section 12 for “milestones” checklists outlining ideal scenarios and milestones for typical student progress through the Ph.D. program.

3.3.2 Important Note about enrollment in the 6th year and beyond:

No students in the Yale Graduate School of Arts and Sciences are guaranteed Yale funding after they have been registered for 6 years. This includes University Dissertation Fellowships (UDFs); students will not be allowed to use UDF funding after the end of year 6. The six years include any time that they are registered “in absentia” while doing field research. Graduate students who do not undertake extended fieldwork and/or who are not away from campus for more than two semesters during years 1 through 5 might use all of their “guaranteed” Graduate School funding before the end of their 6th years. (For example: two years’ stipend support while taking courses; 2 years’ stipend support while teaching; 1 year stipend support while using UDF) In such cases, students

may qualify for “Sixth-Year Funding”; this depends on whether they, their advisors, and the DGS can assure the relevant Graduate School dean that they will complete their dissertations by the end of year 6 (see below for more information on the 6th Year Funding program in section [3.7.4](#)).

3.3.3 General Elements on Student Advising

Each incoming student is assigned a provisional adviser who will help them form their committee, which is composed of an adviser (who acts as the committee chair) and at least two other Yale faculty members. Most students choose to stay with the adviser assigned them, but they are free to change the membership of their committee. The adviser must be a full-time member of the Yale anthropology faculty, but the committee may contain members from other Yale departments and qualified scholars from other institutions. You must officially designate an advisory committee by submitting a “Second Year Student” form to the DGS by December 7th in the first term of your second year. Students in the SCL subfield should also form first-year committees. If a member of the committee is on leave during that year, you should find another faculty member to fill in for the absent member.

The advisory committee’s role is to help you formulate and carry out a broad scholarly program of study and research toward the Ph.D. With the assistance of other faculty, the committee will evaluate your progress in the program and your performance on the qualifying exams. Committee members typically help you with other needs as well, such as writing recommendation letters and helping you establish contact with other scholars. You should meet with your advisory committee at least once each academic year. Students are encouraged to be proactive in arranging these meetings. However, you are encouraged to meet more often with your adviser and other committee members to discuss your progress towards candidacy and any developments or difficulties in your course of study.

During a student’s third year, if not before, each student should form a prospectus committee. This committee may or may not include the same people as the advisory committee, but it must comprise at least three people, including a full-time faculty member of the Yale Anthropology Department who serves as Adviser/Committee Chair. The prospectus committee assists you in the preparation of a prospectus / field paper or proposal for dissertation research.

Students are encouraged to consult the [Graduate School “advising” web page](#) for updated suggestions for managing their advisory relationships. In particular, students may find it useful to download a copy of the “Guide to Advising” document available from GSAS, which contains valuable information about expectations for faculty advisors, for students, and for Graduate School staff.

For a more comprehensive discussion of responsibilities among faculty advisers and students in the advising relationship, see section [3.8](#) on Responsibilities of Faculty and Students in Advising and Mentoring.

3.3.4 Registration and Course Selection

Graduate students, like all students at Yale, can view all available course via [Yale Course Search, \(YCS\)](#). Formal course selection and enrollment for graduate students takes place through the Graduate School Online Course Selection system available via the Yale Student Information System (<http://www.yale.edu/sis>). All graduate students are expected to register each term, even when not pursuing coursework. Course selections are made entirely on-line, and student advisers will review course selections and either require revisions or approve the course schedule. After your adviser has approved your schedule, the DGS will review the schedule and approve or ask for revisions. The on-line enrollment process is not complete until your registration status is “DGS Approved” and you receive an e-mail message to this effect. The deadline for submitting course selections is usually two weeks after the start of classes (check <https://gsas.yale.edu/academic-events> for the actual date). Please pay attention to this deadline: a late fee of \$50 is charged for course schedules that students submit after it has passed. So long as you submit your selections on time, you will not be charged; your advisor and the DGS must also submit their approvals using the online system and have a responsibility to do so promptly, but no late fee applies if they don’t meet the deadline set for students. The period between the start of classes and the deadline for course selection is commonly called “shopping period” because students may attend a number of courses prospectively and later select the ones they and their adviser deem most appropriate to their course of study. Shopping period etiquette dictates that students attend the first class meetings of all courses they are interested in and that they notify instructors of their decision to take (or not to take) a course by the end of the second week. Yale is phasing out shopping period for undergraduate students by using pre-registration, and in courses where there are both undergraduate and graduate students enrolled, it is especially important to attend the first classes, because course spots will be decided by the first week in many cases.

If you are not in residence during any term or year after your 2nd year, you must request registration in absentia (see section [5.4](#) on Registration in Absentia below).

3.3.5 Waiver of Course Requirements Based on Previous Graduate Work

Students who have received Masters degrees at Yale or at other institutions before enrolling in the Anthropology Ph.D. program, or who have transferred to Yale from another Ph.D. program, can petition to have up to three of the 12 required courses waived. Petitions should be made during the first year of the program and must be accompanied by an official copy of the transcript from the institution that granted the degree (the Graduate School does not accept scanned or photocopied versions) or where the student was previously enrolled and by a letter of support from the student’s adviser. This material should be submitted to the DGS; if the members of the faculty then approve the petition, the DGS then submits it to the Graduate School along with a letter justifying the request. For more information on course waivers, please see the Graduate School Bulletin.

3.3.6 Directed Reading Courses (Independent Study Courses with faculty advisors)

Students can register for Directed Reading courses using the online course registration in the same manner that you do any course, by the normal deadline for course registration. The content of the

course must be developed in consultation with the instructor. To registers, students select the course numbered ANTH 951 Directed Research in Ethnology and Social Anthropology give it a customized title pertaining to the proposed study/research in the directed reader. It is important that the name of the instructor be listed so that they can add the student's grade at the end of the semester.

3.3.7 *Language and Statistical/Quantitative Methods Requirements*

The Department does not have a general foreign language requirement, either for admission to the program or for admission to Ph.D. candidacy. Rather, each student's advisory committee must determine the necessary level and nature of foreign language proficiency (including both scholarly languages and field research languages) to be met by the student, as well as any required competencies in statistics and other quantitative or qualitative methods. Your advisory committees will stipulate such requirements in writing to the DGS at the earliest possible stage of your program of study, specifying when and how it will be determined that you have met the requirements.

Language courses cannot count toward the 12 courses required for candidacy.

Students who wish to study a language not represented in regular course offerings can take advantage of Yale's [Directed Independent Language Study Program](#). The DILS program involves a carefully structured relationship among the student, a native-speaker, appropriate instructional materials, and an outside examiner. DILS courses do not earn course credit.

3.3.8 *Summer Research & Language Studies*

During the summers following the first and second year, students normally conduct pre-dissertation exploratory research or language study relevant to their projected dissertation research.

3.3.9 *Honors Requirement*

To meet the minimum Graduate School quality requirement for the Ph.D., you must maintain an overall grade average of High Pass (HP) and achieve the grade of Honors (H) in at least one quarter of the courses taken in each of your first two years. The Honors requirement must be met in courses other than those concerned exclusively with dissertation research and preparation. *A student who has not met the Honors requirement at the end of the second and fourth terms of full-time study will not be permitted to register.*

3.3.10 *Qualifying Examinations (Quals)*

For all students in anthropology qualifying exams consist of two parts, a written component and an oral component. The structure of the written component varies slightly among subfields. See the detailed description of each subfield for specific requirements (sections [3.4](#), [3.5](#), [3.6](#)).

The purpose of the qualifying examination is to help the faculty assess your scholarly progress since entering the program at Yale, and it is only one of the means whereby that assessment is made. Although a high quality of performance is expected and demanded of all students, each written and oral examination is tailored to your particular interests, goals, and previous studies. There is no fixed syllabus, course of study, or exam questions applicable to all students. Because

students come to the Ph.D. program with diverse backgrounds and degrees of preparation, and because we normally allow only two years of full-time study before the qualifying exams must be taken, students come variously prepared to the examination experience and are thus expected to perform variously during it. Therefore, advancement to the dissertation research phase of the Ph.D. program depends on faculty evaluation of the totality of the student's performance and progress, and not on examination performance alone. For that reason, a student whose performance on the qualifying exams is judged unsatisfactory is not permitted to retake the examinations. However, a student may pass their exams "conditionally," with stipulations to take supplementary coursework or directed readings in areas of weakness and/or to write essays that demonstrate competence in these areas.

3.3.11 Dissertation Prospectus (not to be confused with Field Paper)

Admission to candidacy for the Ph.D. in all subfields requires the preparation of a research proposal in the form of a prospectus. Ideally, the prospectus is completed during the semester following the qualifying exams, but it must be completed and accepted by the faculty no later than its penultimate meeting of the Spring Term of student's third year (sixth semester of study). Graduate School policy dictates that Ph.D. students in all departments and programs must meet the prospectus requirement by the end of their 6th terms of registration, or they will not be allowed to continue. The prospectus should be prepared in consultation with the student's dissertation supervisor and at least two other scholars. These scholars shall constitute the prospectus defense committee, to which the student must present a written version of about 2000-2500 words, prepared in a format appropriate to the subfield. For students enrolled solely in the Anthropology Ph.D. program, one committee member other than the student's advisor must be a regular member of the Department faculty. Students enrolled in combined programs should consult program-specific guidelines regarding prospectus committee membership. The committee will convene an oral examination and discussion of that prospectus with the student. The committee may require revisions of this prospectus and additional defense meetings before giving final endorsement.

For students to defend their prospectuses by the end of year 2 or start of year 3 is unusual, but is encouraged when feasible. This offers the advantage that students have advanced to candidacy by the time they are applying for outside funding to support dissertation research.

The prospectus should present your best judgment and intentions regarding the proposed dissertation before leaving for fieldwork or otherwise commencing your research. You are free to make necessary adjustments and changes to your project as the research proceeds and the dissertation is written. However, if the changes are substantial, you may be required to write and present another prospectus.

You should not initiate formal fieldwork or other research for the dissertation until the prospectus has been approved and you have been advanced to candidacy.

Please see the following website for complete details for preparing and defending the dissertation prospectus: <http://anthropology.yale.edu/graduate-program/anthropology-graduate-program>

For all students in all subfields, the faculty-approved prospectus should be filed no less than one week before the faculty meeting at which they will be voted on—in late November for the December meeting, in early January for the January meeting, or in early April for the mid-April meeting

For students in Sociocultural and Linguistic Anthropology, qualifying for Ph D candidacy also requires preparation of a “field paper,” typically written during the third year and described in detail in section [3.4.3.4](#). The prospectus and the field paper are two separate documents but are submitted at the same time.

3.3.12 Fieldwork

Most graduate students in the Department complete an extended stretch of fieldwork as part of their dissertation research. Graduate students doing fieldwork are expected to:

- Comply with all Yale University guidelines for research, as well as those of their grant-giving agencies
- Conduct research in accordance with the statements on ethics adopted by the Society for American Archaeology, the American Anthropological Association, the American Association of Physical Anthropologists, or other appropriate professional body
- Familiarize themselves with Yale’s travel guidelines (<http://world.yale.edu/services>) and register all international travel
- Register with the local embassy of the country in which they hold citizenship, when appropriate and possible
- Communicate with their Departmental advisors on a regular basis, at intervals agreed upon in advance, as well as in the case of emergency or events that might reasonably cause concern

Anthropological fieldwork is, by its nature, often unpredictable. Although it often goes smoothly, the Department recognizes that even when fieldworkers follow all appropriate regulations and guidelines, they may find themselves in difficult and sometimes dangerous situations. Examples include illness or family emergencies, political instability or outright conflict, sexual harassment or other forms of verbal or physical intimidation, and natural disasters. No single policy or method of preparation can anticipate all of these difficulties nor all of the appropriate responses. However, the Department encourages students to prepare actively for the potential difficulties of fieldwork, both before and during time in the field. Examples of good ways to do this include:

- When appropriate, consulting travel advisories issued by the US State Department or international agencies
- Establishing reliable primary and secondary emergency contacts
- Talking about these issues with advisors, other faculty, fellow students, and other experts (at Yale and beyond), including those who are well versed in the particularities of the relevant research area
- Making an ongoing habit of reflecting on the larger contexts in which one's fieldwork takes place (political, gendered, economic, academic, ethnic, cultural, etc.) and the difficulties that these dynamics might present
- Reflecting on and discussing with others the ways in which one's own drive to "get the data" might, in certain contexts, interfere with prudent decision-making.

In cases where a student's adviser is not an appropriate interlocutor on any of these issues, students should consult with the Chair, DGS, or other appropriate university administrator.

3.3.13 Human Research Protection Program and Institutional Animal Care and Use Committee

All research involving human subjects must be reviewed and, if necessary, approved by the Human Research Protection Program to ensure that the rights and welfare of research participants are protected. Information on application and the review process, deadlines, as well as all necessary forms can be found at <http://www.yale.edu/hrpp>

If the research involves vertebrate non-human animals, approval or exemption must be obtained from Yale's Institutional Animal Care and Use Committee. Information on the guidelines for research and the approval process can be found at <http://iacuc.yale.edu/>.

3.3.14 Continuous Registration

Students who are permitted to register after the sixth year are charged a Continuing Registration Fee (CRF) until the semester when they submit their dissertations. The CRF for 2021-2022 is \$737.50 per term. Up-to-date lists of fees can be seen at the GSAS list of fees: <http://catalog.yale.edu/gsas/financing/tuition-fees/>

3.3.15 Dissertation Progress Reports (DPR)

After admission to candidacy, an annual progress report is required from every student. The progress report must be received by the Graduate School by May 1st if a business day, or the next business day after it, approved by the student's adviser and the DGS. Therefore, it must be submitted to your adviser and the DGS well in advance of this deadline. The progress report must include a detailed report on the progress you have made on your dissertation during the past year and a projected timetable for its completion. The DPR is completed and submitted on-line at <http://www.yale.edu/sis/dpr>. While in the field, it is important for you to keep track of this and

other deadlines, as failure to do so may (and often does) lead to significant administrative complications, including registration holds (see below- “Registration Holds”) and it could ultimately result in withdrawal from the doctoral program. Receipt of 6th year funding is contingent on timely completion of DPRs that demonstrate progress sufficient to indicate a very high likelihood that students will actually finish in year 6. If the DGS does not have such a report by the May 1 deadline, they cannot nominate students for 6th year funding.

3.3.16 Dissertation Readers

Students must have at least three people who serve as “readers” of their dissertations, one of whom is their adviser. At least one other reader must hold a ladder appointment (i.e., tenure-track or tenured) on the faculty of the Yale Graduate School of Arts and Sciences. They do not have to hold a primary appointment in the Anthropology Department, although most students have at least two Anthropology faculty members who serve as readers. The third person can be either Yale ladder faculty, someone who holds a similar position at an outside institution, or an otherwise appropriately qualified scholar who holds a non-tenure track appointment at Yale or elsewhere (e.g., a lecturer in the Yale School of the Environment; a specialist in laboratory methods). The list of readers must be approved by vote of the Anthropology faculty. Approval of readers external to Yale requires submission of a copy of the person’s CV in advance of the meeting at which the vote will be taken, unless the person in question had been a ladder faculty member at Yale not more than two years previously.

In many cases, readers other than the advisers had been serving as members of the students’ advisory committees, but this need not be the case. Also, students are not required to have outside readers, either from other departments at Yale or from other institutions. Students are not limited to three readers and it is not unusual to have four, but they are discouraged from having more than this. The Graduate School allows a maximum of five readers.

Lists of readers must be submitted to the Registrar and DGS for presentation at a faculty meeting by the start of the semester during which the student intends to submit their dissertation. Students are strongly urged to have the lists approved before then. If they wish to change the composition of the list, they must alert the DGS and Registrar to this as expediently as possible.

3.3.17 Submitting the Dissertation

The Graduate School awards degrees twice a year—in December and in May. Deadlines for submitting the dissertation change slightly each year, so you are advised to check the academic calendar for the exact date. Useful information can be found in the dissertation booklet “Preparation and Submission of the Doctoral Dissertation,” which is available from the Graduate School at 140 HGS, from the Graduate School website at <http://gsas.yale.edu/academics/dissertations/submission-process> or from Student Services, 10 Sachem, 102.

Students planning to submit their dissertation should notify the Departmental Registrar at least two months before the intended submission date. They should also obtain a copy of the dissertation submission packet from

http://gsas.yale.edu/sites/default/files/dissertation_checklist_and_phd_petition_master_0_2.pdf

The forms can only be printed and completed by the student.

It is important to notify the Departmental Registrar by two months in advance of submission, so that your committee can be approved at the faculty meeting before submission if this has not already been done. You will be submitting a Notification of Readers form (NOR) along with your dissertation and other forms, which is prepared by Student Services and signed by the DGS, who bases approval on faculty approval obtained at the faculty meeting.

It is extremely important that students not submit their dissertations to the Graduate School until their readers have reviewed complete drafts of the documents and had opportunities to give feedback on these and have then seen the revised versions. No one should submit a dissertation until their readers tell them it is ready. This is because Graduate School rules allow for only minor revisions to dissertations submitted to readers. You are expected to fix typographical errors and can make minor copy-editing changes, but you are not allowed to change the structure of your argument substantially, add results of data analysis that you did not include in your initial submission, add discussions of relevant literature not included in the initial submission, or make other such substantial changes. The time between deadline for consideration for the degree (Oct. 15 or March 15) and the deadline for submission of the “final” version (which can be the initial version if you don’t need to make any changes) is not time during which you can respond to your reader’s comments and criticisms and revise your dissertation accordingly. You must make those revisions before you submit your dissertation to the Graduate School.

Dissertations must be written in and submitted in English, except in cases where special permission has been granted in advance. Ph.D. students in Anthropology are currently not required to hold formal defenses of their dissertations, although they are encouraged to arrange informal presentations of their research through one of the department’s colloquia. SCL students matriculating in the year 2021 and beyond, and all students in the combined Ph.D. program with the Yale School of the Environment are required to hold formal defenses (see section 8).

3.3.18 Relationship between Department-wide Requirements and Requirements by Subfield

All of the above requirements described in sections 3.1, 3.2, and 3.3 apply to all Ph.D. students in all subfields of anthropology. For example, all students are required to take a total of 12 graduate courses over their first two years (excluding language courses—see below). All students select their courses in consultation with their committees; and for all student’s their adviser and the DGS must then approve all schedules. All students must advance to candidacy and prepare and submit dissertation prospectuses; and all students must file a dissertation deemed of sufficient quality to be approved by the dissertation readers in order to earn a Ph.D. in anthropology. Due to the diversity of student backgrounds and interests, however, course selections are largely determined on a case-by-case basis by your adviser and advisory committee. However, some courses are required or

strongly recommended for students in particular subfields. In addition to all the shared requirements noted above, there are specific details for each subfield outlined below in sections [3.4](#), [3.5](#), [3.6](#).

3.4 Specific Requirements for Socio-Cultural and Linguistic Subfield

3.4.1 SCL Pre-Candidacy Timelines

The Sociocultural and Linguistic (SCL) subfield of the Department of Anthropology requires that all students will advance to candidacy no later than the end of their sixth semester, in line with Graduate School of Arts and Sciences requirements. Many students will be ready to advance to candidacy by the end of their fifth semester, and the program is structured to enable and encourage this timeline when it is appropriate for a student's overall research plans. Timing of advancement to candidacy should be a topic of early and ongoing discussion among students, advisers, and committees, and these discussions should take into account not only Years 1-3 but fieldwork and post-fieldwork plans, possibilities, and funding sources.

3.4.2 SCL General Program Structure

The program in socio-cultural anthropology is organized around Four curricular elements: (1) required courses, (2) elective courses, (3) qualifying exams, and (4) the third-year "field paper." These four elements are supplemented by non-curricular work, such as summer preliminary fieldwork and serving as a Teaching Fellow. Students are guided in these years by their advisers and two successive committees: a first-year committee of three faculty members, which meets by the end of a student's first semester and focuses especially on course selection and preliminary fieldwork plans, and a pre-candidacy committee of three faculty members, formed by the end of the student's third semester and focused on the student's progress from that point until candidacy is achieved. There is no expectation that a student's first-year committee has the same membership as that student's pre-candidacy committee. Students in the Combined Ph.D. Program with the School of the Environment have somewhat different advising and committee structures, which can be found outlined in the section of this handbook outlining that program. Students in the Combined Degree Programs with African American Studies and with Women's, Gender, and Sexuality Studies must have at least one faculty member appointed in those programs on their committees.

3.4.3 The Four Curricular Elements in SCL

3.4.3.1 Element One (Required Courses):

All SCL graduate students, including all students in combined degree programs, take three required courses and are required to participate in the Ethnography and Social Theory colloquium throughout their first two years. The EST colloquium will count for .5 credit (Pass/Fail) in each of the first two semesters. The three required courses and required EST component are arranged as follows:

- **Two introductory courses.** First year students take a year-long, two-course introductory sequence that is primarily concerned with the goal of broad training. (In the fall, "ANTH

621: Engaging Anthropology: Histories, Theories, and Practices”; and in the spring, ANTH 600: Contemporary Social Theory). These courses are taught by a rotating selection of faculty. They do not have set syllabi or any specific required texts, but faculty teaching these courses in a given year will coordinate to ensure their syllabi are complementary. A portion of the second-year qualifying exams (described below in section 3.4.3.3.1) will be based on readings and topics covered in these courses.

- **A Class on Methods (along with extracurricular options for methods training).** ANTH 502: Research in Sociocultural Anthropology: Design and Method, typically taken in the fall semester of Year 2, focuses on research design and methods in a concentrated, semester-long way. In addition to readings, discussions, and/or practical exercises, students in this class draft preliminary applications for external funding. (In consultation with their committee, students in the Combined Degree Program in Anthropology and WGSS may choose either ANTH 502 or WGSS 800: Methods in Gender and Sexuality Studies.)
- **The Ethnography and Social Theory Colloquium and Seminar.** In all four semesters of their first two years, students are required to take part in the Department’s Ethnography and Social Theory Colloquium and Seminar. This reconfigured EST will combine discussion of timely, cutting-edge scholarship in SCL anthropology and/or adjoining fields with a public colloquium series. The colloquium and seminar will run in tandem and meet weekly from 3:30-5:00 on Mondays. First-year students will receive a .5 course credit for EST in each semester, for a total of one credit. Students in later years and faculty in the department are strongly encouraged to regularly attend the open EST colloquia. (For students in the Combined Program in Anthropology and WGSS, special arrangements will be made on a case-by-case basis to enable them to attend both EST and the WGSS Monday evening seminar, which begins at 5:00.)

Students in Combined Programs will have additional required courses, as follows:

- For the Combined Degree Program with **African American Studies**: Racial Formations in the Fall of Year 1 and the Prospectus Colloquium in Year 3. See the program’s guidelines in section [10](#).
- For the Combined Degree Program with the **School of the Environment**: Doctoral Seminar in Year 1 and YSE 759, 839, and 764 in first three semesters. See the Program’s guidelines in section [8](#).
- For the Combined Degree Program with **Women’s, Gender, and Sexuality Studies**: WGSS 600, Introduction to Women’s, Gender & Sexuality Studies, in the Fall of Year 1; WGSS 700, Feminist and Queer Theory, in the Spring of Year 1; and the dissertation proposal workshop in Year 3. Either WGSS 800 or ANTH 502 fulfills the methods requirement. See the program’s guidelines in section [9](#).

3.4.3.2 Element Two (Elective Courses).

Elective courses should be understood to contribute to both broad training and specialization goals, and should be chosen in consultation with advisers and the student’s first-year committee. One of these courses may be “Qualifying Exam Preparation” in the fourth semester. Students may arrange independent reading courses with faculty in cases where this is mutually agreeable but should not

underestimate the value of seminar courses with a wide range of faculty, even when these courses may not be precisely in students' areas of interest.

A total of 12 graduate courses (Element one plus element two) is required for advancement to candidacy.

3.4.3.3 Element Three (Qualifying Examinations).

The SCL qualifying exams described here apply to students in the stand-alone Anthropology Ph.D. Program and the Combined Programs with African American Studies and Women's, Gender, and Sexuality Studies. Students in the Combined Ph.D. Program with YSE have different expectations for exam preparation and structure, outlined in the description of that program located at the end of this handbook in section [8](#).

By the end of a student's third semester, a pre-candidacy committee should be formed to (1) set and administer a student's qualifying exams in the fourth semester and (2) advise, examine, and sign off on the field paper/prospectus in the third year. This pre-candidacy committee will ensure greater continuity between exams and the field paper than existed in the past, helping students along the path of greater specialization as their time in the program progresses.

- **Part A (course-based questions)** includes two essay questions, chosen from a somewhat larger selection. The reading list for Part A focuses on matters of broad training and consists of the items on the syllabi from the two first-year introductory courses plus 8-10 works chosen by the student to supplement those syllabi. The goal of course-based questions is not to examine those courses as courses—that will already have happened in the courses themselves. Rather, this structure allows students, in consultation with their committees, to step back from and re-engage material from their first two semesters in a synthetic and reflective way, while also encouraging students to supplement those initial syllabi based on their own developing sense of what broad training in anthropology and/or other disciplines and interdisciplinary conversations should include.
- **Part B (list-based questions)** includes two essay questions, chosen from a somewhat larger selection. The reading list for Part B is developed by the student and approved by the pre-candidacy committee. It should cover key readings in a chosen field of expertise (e.g. medical anthropology, anthropology of states, urban anthropology). The number of items on a student's list should be approximately equal to two graduate seminars worth of reading and will in many cases include material drawn from elective coursework. The focus in Exam Part B should be on key works in a broad field, while sub-specialties are more appropriately addressed in the field paper (see below). The written response to each question in Parts A and B should be carefully argued, polished, and approximately 1250-1500 words in length (5-6 double-spaced pages).
- **Part C (syllabus)** takes the form of a student-designed course syllabus on a topic to be determined in consultation with the pre-candidacy committee. The syllabus should complement and/or re-frame for a classroom setting (rather than simply reproduce), the reading lists developed for Parts A and B. It may be worked on throughout the fourth

semester and should be submitted along with the essays in Parts A and B. This component of the exam is unstructured by design, so that it can be tailored to each student's broad interests.

****Together, parts A, B, and C form the basis for a 90-minute oral examination.****

3.4.3.3.1 SCL Qualifying exam process and timeline:

The following timeline and procedures apply to the SCL qualifying examinations:

- By the end of the third semester: form pre-candidacy committee of adviser plus two other faculty members, initial conversations about reading lists.
- By the first day of the fourth semester: submit reading lists for all essay exam portions. Reading lists for Parts A and B should be accompanied by ~1-page narrative descriptions of the student's additions (Part A) or chosen field of expertise (Part B).
- No later than the end of the second week of fourth semester: reading lists are finalized, individualized exam dates set, and syllabi topics agreed to.
- Exams take place over a 10-day period, generally distributed at 9 AM on a Friday and due at 5 PM two Mondays following, typically just after Spring Break.
- An oral exam is scheduled for approximately one week after the written Parts A, B, and C are submitted.
- A student's advisor works with the pre-candidacy committee to craft an appropriate set of essay questions for each student and works with the Department Registrar's office to administer the exam.
- Exams are pass/fail. Distinctions are not awarded. At the discretion of the pre-candidacy committee, students may be asked to rewrite and resubmit unsatisfactory answers before a final determination of pass/fail is made. Students should meet with their advisers in the weeks following the oral exam to receive feedback from the whole committee.

3.4.3.4 Element Four (The SCL field paper, submitted alongside the GSAS prospectus):

A SCL student's culminating pre-candidacy document is a "field paper" of not more than 10,000 words. The SCL field paper complements and extends the work students began in Part B of their qualifying exams, further deepening their knowledge of topics relevant for the development of their dissertation project. The field paper should critically review the theoretical, substantive and methodological approaches within a student's areas of primary interest and expertise and identify directions of planned fieldwork and/or other dissertation research. The field paper is not intended to be a bibliographic review, but rather an analytical appraisal of a field of study and a student's emerging place within it that can serve as the foundation of the dissertation project. Most students draw material from their field paper to support proposals for research funding. The field paper should be developed with the guidance of the student's adviser and pre-candidacy committee, and the final written version should be the subject of a full committee meeting at which three faculty members formally approve it. Students in the Combined Degree Program with YSE should note the requirement of a public prospectus defense, described in section 8. The final, approved version of the field paper should be deposited with the DGS along with a dissertation prospectus that will be formally filed with the Graduate School of Arts and Sciences following a vote by the Anthropology

Department faculty. For SCL students, the dissertation prospectus should be an abbreviated summary of the field paper, typically not to exceed 1500 words. Under no circumstances can a prospectus exceed 2,500 words.

The faculty-approved field paper and prospectus should be filed no less than one week before the faculty meeting at which they will be voted on—in late November for the December faculty meeting, in early January for the January meeting, or in early April for the mid-April meeting. As appropriate to students' field paper/prospectus submission dates, one or two appropriate sessions of the EST colloquium will be held for short, public presentations of students' research plans, followed by questions and answers. With the completion of these four curricular elements after five or six semesters, students advance to Candidacy and begin work on their dissertations.

3.4.4 SCL Candidacy Expectations

Given the wide range of dissertation projects undertaken across the SCL subfield and the associated combined programs, graduate students' timelines and trajectories diverge significantly after they have achieved candidacy. General GSAS guidelines for candidacy years can be found [here](#). In addition, department-wide expectations and rules about the period between advancing to candidacy and graduation apply to all SCL students.

3.5 Specific Requirements for Biological Anthropology Subfield

3.5.1 Coursework

There are no subfield-wide required courses in biological anthropology. Instead, students devise an appropriate course schedule in consultation with their advisors and other members of their advisory committees, which should be formed in the first semester. It is especially important to have early and informed conversations with advisors about coursework in the first two years: to fill any gaps in training from the student's undergraduate degree; to balance coursework in theory, methods, and other appropriate areas; and to select courses with an array of faculty within and beyond the Anthropology Department, including in other subfields if useful. Because qualifying exams in Year 2 are based largely on coursework, the nature and scope of these exams should inform choices about courses throughout a student's career.

Topics beyond coursework should also be a focus of advising discussions in the first years of graduate training. While not all topics will be appropriate to all students, this includes (but is not limited to): preparation for summer field/lab research; identifying appropriate funding sources for short- and longer- term research; language training as appropriate to research plans; acquiring or polishing professional skills such as grant-writing and scientific presentation/publishing; attendance at professional meetings; and collection of preliminary/pilot data to support later grant applications.

Graduate students are encouraged to attend the subfield's Brown Beer colloquium series and/or other speaker series on campus that are appropriate to their research interests.

3.5.2 *Written Portion of Qualifying Exams*

The written portion of qualifying exams for students in Biological Anthropology has two parts. Part A focuses on general knowledge within biological anthropology and, when appropriate, related subfields or other areas. "General knowledge" here refers to the configuration of courses that the student has taken while in the graduate program and will vary accordingly. Part B also draws on coursework but highlights thematic topics and fields that are more closely related to the student's emerging specializations and dissertation research plans. The nature and mix of questions in Parts A and B will vary based student interests and trajectories, and so should be matter of dedicated conversation with advisers well before the examinations.

Part A and Part B may be taken either as two four-hour exams over two consecutive days or as take-home exams completed over a longer period, from two days to two weeks. For each part, students receive three sets of two questions each, and must write an essay in response to one question from each set, for a total of six essay responses across Parts A and B.

Planning and advising are key to this qualifying exam process. By the beginning of the second year, and earlier if useful, adviser and student should agree on the scope and contents of Parts A and B, as well as the format the exams will take (four-hour sessions over two days or extended take-home) and dates. They should also agree on the courses and topics to be covered in each part and the three faculty members who will serve as the examining committee (these may include faculty from other departments if appropriate).

In the first semester of the second year, a departmental "Second Year Form," identifying the members of the advisory committee and any additional examiners, should be submitted to the Department Registrar.

3.5.3 *Oral portion of the qualifying exams*

The oral component of qualifying exams involves a two-hour meeting with the members of the exam committee to discuss the six essays of the written portion of the exams. The written exam is usually scheduled in late March, and the orals during the first two weeks of April. Other scheduling arrangements may be made if important to the student's overall trajectory.

3.6 Specific Requirements for Archaeology Subfield in Anthropology

3.6.1 *Coursework*

Anthropological archaeology is a training-intensive discipline dependent on mastering anthropological theory and a relevant archaeological record, obtaining field and laboratory experience, and conducting original research leading to a doctoral thesis. Yale University requires that this be accomplished within five or six years. Given this time constraint and because courses may not be offered every semester, graduate students have flexibility in course selection based on consultation with their advisor and members of their advisory committee.

To advance to candidacy students are required to complete a total of 12 courses, of which three required courses are as follows:

- ANTH 701 (Foundations of Modern Archaeology, Year 1 or 2)
- ANTH 716 (Introduction to Archaeological Laboratory Sciences, Year 1 or 2)
- ANTH 743 (Archaeological Research Design and Proposal Development, Fall of Year 2)

While not strictly required, students are strongly advised to take a minimum of one or two additional courses each in archaeological theory (e.g., ANTH/ARCG 771, 782) and analytical methods (e.g., ANTH/ARCG 559, 636, 750, 754, 776, 785, 786).*

Additional coursework should be devoted to study of the archaeological record as known from different regions of the world, with special focus on the area in which a student intends to conduct dissertation fieldwork. Course substitutions for Yale University credit based on prior graduate work will be considered on a case-by-case basis. Finally, courses in other subfields of anthropology, whether for credit or audit, are recommended to provide students with a comprehensive grounding in anthropology as a holistic discipline.

Foreign students may have additional course requirements in order to prepare for teaching in Year 3. The “Teaching in American Classrooms” course offered by the Center for Language Study at Yale University may be needed and some Foreign Students may be asked to pass the Oral Performance Assessment 2 (OPA2) in their second year to become certified as a teaching fellow. Due to restrictions imposed by a six-year time to degree, students are encouraged to begin participating in fieldwork immediately during their first summer. Gaining broad experience by doing fieldwork in different parts of the world and within the archaeological region intended for future doctoral research is highly advisable.

* ANTH/ARCG 771 Early Complex Societies
ANTH/ARCG 782 Advanced Archaeological Theory
ANTH/ARCG 559 Intro to Experimental Archaeology
ANTH/ARCG 636 Geoarchaeology
ANTH/ARCG 750 Analysis of Lithic Technology
ANTH/ARCG 754 Statistics
ANTH/ARCG 776 GIS
ANTH/ARCG 785 Archaeological Ceramics I
ANTH/ARCG 786 Archaeological Ceramics II

Each student will be required to assemble four committees whose membership is usually consistent during Years 1 through 3 but may also vary at the discretion of the student and advisor. The student should form a first-year advisory committee (#1) consisting of the primary advisor and at least two additional faculty members during the middle of Fall semester, Year 1. The advisory committee will work with each student to review course selections, discuss the foreign language and statistics requirements, and plan for summer fieldwork. Because faculty members may go on sabbatical, advisory committee membership can be flexible as needed. First Year Advisory Committee Forms will be provided and received by the Departmental Registrar.

A Qualifying exam committee (#2) should be formed during the term before exams are to be taken, usually the Fall of Year 2. You must submit a "Second Year Form," identifying the members of your exam committee and any additional external examiners (see below). Forms will be available from the Registrar. Once Qualifying exams are complete, a prospectus committee (#3) is assembled, usually during the beginning of Year 3, in order to advise the student on proposing doctoral research (see below). A thesis committee (#4) should be formed once a student has defended the prospectus but members of the advisory and thesis committees are almost always the same. Non-departmental members of a student's thesis committee must be approved at a monthly faculty meeting. Thesis committees should meet once an academic year or every semester at the discretion of the student and advisor. Frequent meetings are important, useful, and strongly encouraged.

In the Fall of Year 3, students are expected to serve as Teaching Fellows and devote time to writing prospectuses and proposals for Ph.D. research. We strongly encourage students to complete and defend the prospectus by the end of Fall semester Year 3, rather than the Spring semester to allow doctoral fieldwork to begin as soon as possible. Year 3 is also an ideal time to submit funding applications to Wenner-Gren and the National Science Foundation. Students should strive to be in the field for formal dissertation research beginning as soon as the Spring semester or summer of Year 3, and continue fieldwork as late as the end of the Fall semester of Year 5 depending on the unique circumstances of each student's study area. An additional responsibility given to archaeology PhD students during all of Year 3 is organizing and managing the weekly Archaeology Brown Bag speaker series. PhD students should invite MA archaeology students to volunteer and assist with the Brown Bag series since this provides our students with an ideal opportunity to network with external scholars involved in research topics and world regions pertinent to forthcoming doctoral dissertations and Master's theses.

3.6.2 *Qualifying Exams*

Qualifying examinations are a two-component evaluation (written and oral) designed to assess research preparedness and competence, generally held in the Spring of Year 2. Satisfactory completion of these examinations is a prerequisite for advancement to candidacy. The scope of the written exams should be discussed at the end of Fall semester Year 1 and established by the start of Year 2 in consultation with your advisor and the advisory committee. Additional examiners may be included from outside the Department or the University, and in some instances, may be scholars unaffiliated with an academic institution. Committee members from outside the Department are subject to approval by departmental faculty. All students will be expected to have at least three

examiners from among the Anthropology faculty on their examination committee. As mentioned above, students must submit the “Second Year Form” identifying the members of their examination committee. Students should consider enrolling in ANTH 950 (Directed Research: Preparation for Qualifying Exams) during the semester they expect to take their exams.

3.6.3 Written portion of the qualifying exam

The written examination component for students in archaeology is held during two four-hour periods over two consecutive days. The first day of the written examination normally covers the general field of your anthropological interests with emphasis on the comprehensive archaeological record pertinent to the geographical region of your proposed doctoral research. The second day of written examination focuses on thematic topics and narrower fields of scholarship related to your proposed dissertation research.

3.6.4 Oral portion of the qualifying examination

The oral component of qualifying exams involves a two-hour meeting with the members of your exam committee. Students will briefly present an overview of their doctoral study areas and intended research followed by a question and answer session pertaining to the topics of the written exam. The written exam is usually scheduled in late March, and the orals during the first two weeks of April. Other scheduling arrangements may be made for students who are accelerating their progress to the Ph.D. phase of the program or, in exceptional instances, for those who must postpone exams for other reasons.

3.6.5 Doctoral dissertation

Upon achieving candidacy, doctoral students are expected to form a thesis committee who will advise on the format, scope, and intended results of the doctoral dissertation. Doctoral students are strongly encouraged to discuss these topics with their doctoral advisor and thesis committee early on. However, it should be clear from the above sections that beginning as early as the Year 1 graduate students should already be contemplating their doctoral research project and readying themselves to carry out fieldwork in their intended study area. Two courses are available for students to enroll in as they transition to doctoral research. These are CAND 999 (Prep: Admission to Candidacy) for when students who have passed the qualifying exams but have not yet been admitted to candidacy or DISR 999 (Diss Research – in Residence) for students who engage in dissertation research primarily at Yale University. Enrollment in either of these courses maintains access to the Yale Library System and to Yale Healthcare.

3.7 Financial Resources and Funding

All students accepted into a Ph.D. program at Yale’s received an official offer letter from the Graduate School of Arts and Sciences. The official letter is a contractual document outlining every student’s funding package for Ph.D. studies. It is important that students keep a copy of that letter and refer to it in the event of any confusion about their funding. In addition to the offer letter, this section of the handbook outlines standard elements and procedures for funding Ph.D. study at Yale common to all students. Typically, students are guaranteed two years of University Fellowships in

their first two years of study, two years of Teaching Fellowships, and one year of a University Dissertation Fellowship (UDF) for writing the dissertation. Students who can demonstrate their capacity to complete the degree by the end of the sixth year are eligible to be nominated for a sixth year of funding by the DGS if they have used all five years of guaranteed funding by that point.

3.7.1 University Fellowships (First 2 years of Ph.D. Coursework)

During the first two years of graduate study Ph.D. students in anthropology receive a funding package that allows them to devote themselves to coursework without any teaching obligations. This funding is called the University Fellowship, although it is routinely referred to by staff in the Grants and Aid office, Anthropology Department staff, and others as “stipend” support or “funding for coursework.”

3.7.2 Teaching Fellowships

Students accepted into the Yale Graduate School of Arts and Sciences are guaranteed stipend support for two years (four semesters) during which they serve as Teaching Fellows (TFs). These are referred to as “teaching years”. Participation in the [Teaching Fellowship \(TF\) Program](#) is an obligatory part of all Yale Ph.D. programs and is designed to help you become an effective teacher. However, under certain conditions or circumstances, Anthropology Ph.D students are not always required to teach for the full four semesters. For example, when students receive sufficient funding to allow three semesters of field research do not have to teach for the number of semesters needed to bring the total of teaching semesters to four if this would prevent them from taking two semesters of UDF funding (described below). Additionally, although students are expected to teach for two years, occasionally students in teaching years will be notified that there are not enough positions in Anthropology courses for them to fill. In such cases, students are asked to make a good faith effort to seek out suitable teaching positions in other departments. If students are unable to find suitable replacement positions, they will still receive their stipends so long as they have made good faith efforts. Situations in which there are not enough positions are rare and students are encouraged to teach during teaching years for the sake of professional development.

Students in teaching years who are offered TF positions but decline them will be deemed ineligible to receive their teaching fellowships. Being offered and then declining a TF position is different from being reassigned due to lack of sufficient teaching positions. Students wishing to pursue teaching positions outside of the Anthropology Department should consult with the DGS and Departmental Registrar.

Students typically start teaching in the third year, after completing coursework and qualifying exams. Teaching during year two is possible, but requires approval by the student’s advisor and the DGS and should only be done if this does not interfere with the student’s own coursework and other progress toward candidacy. Students in years 3 and above who are in teaching years receive priority over 2nd-year students for TF positions. A 2nd-year student who wishes to teach and who receives approval to fill an available TF position receives a Teaching Fellowship for that semester rather than a University Fellowship. They can then bank a semester of University Fellowship support for a future semester, which allows them to receive an extra semester of full stipend

support without any teaching obligations once they have completed their primary dissertation research and are engaged in analyzing their thesis materials and writing their dissertations. International students graduating from non-English-speaking undergraduate institutions must pass the SPEAK test in order to be assigned teaching fellowships.

Each semester, the DGS and Graduate Registrar will inform those students who are in teaching years which courses will be offered in the following semester and which of these are likely to need TFs and will ask them to indicate whether they plan to be on campus and to teach and, if so, to indicate their preferred positions. Please respond promptly to these requests! In consultation with other faculty members, the DGS will match people with their preferred courses in so far as this is possible.

Students who have taught for four semesters and/or who have been registered for a total of six years are no longer automatically eligible for TF positions (see below). They can still seek TF positions so long as they are registered, but this requires special permission from the Graduate School, and the availability of such positions depends on a combination of enrollments, the specific needs of particular courses, the availability of students who are in teaching year as, and other factors.

The Graduate School has formal policies concerning the responsibilities of both faculty members and teaching fellows with regard to the implementation of those courses to which Teaching Fellows are assigned. Faculty responsibilities are universal; those for Teaching Fellows vary somewhat depending on the structure and content of specific courses. All parties are expected to live up to these responsibilities. If a teaching Fellow thinks that the faculty member is not doing so, they should bring this to the attention of the DGS or the Department Chair, as appropriate. You can find information about expectations and responsibilities here:

<https://gsas.yale.edu/message-deans>

A link to the Teaching Fellows handbook can be found here:

<http://teaching.yale.edu/becoming-teachers/intro>

The Yale Poorvu Center for Teaching and Learning offers a wide variety of teacher training programs and workshops each semester and offers instructional consultations on a year-round basis. They also offer a “Certificate of College Teaching Preparation” program, completion of which can be helpful in the search for academic jobs.

3.7.2.1 Alternative Opportunities for TF Years (Subject to Availability)

Occasionally, the graduate school makes opportunities available for students to use the teaching fellowship in an alternative manner that contributes to professional development, such as assisting Peabody Museum curators in their work with museum collections or teaching for the Yale Prison Education Initiative. The positions are classified as Part time Acting Instructor (PTAI) and are posted and made available by application at the following website:

<https://yaleteachingopps.org/>

The Center for Teaching and Learning offers a fellowship for teaching at Gateway Community College that provides excellent experience for students in Sociocultural-Linguistic Anthropology who might have professional interest in teaching in this context. You can find relevant information at this website:

<https://gsas.yale.edu/news/fellowships-teaching-community-college>

The Poorvu Center offers students a possibility to develop courses on topics of their own choice, in collaboration with a ladder faculty member, via the Associates in Teaching Program. Applications for this program are competitive; accepted courses are listed in the regular Yale College curriculum for the relevant semester. Graduate students are not eligible for the program after year 6; because applications are submitted once per year (in the spring), this means the last opportunity to propose a course is spring term of year 5. Associates in Teaching participate equally in course development, syllabus construction, and in-class teaching with the collaborating faculty member. You can find information about the program on this website:

<https://poorvucenter.yale.edu/Associates-in-Teaching-Program>

The Poorvu center also offers a limited number of McDougal Teaching Fellowships annually. McDougal Fellows help to train their peers to be effective teachers after themselves receiving training from Poorvu center staff. The positions are part-time and come with stipends of \$5,000; students can hold them simultaneously with most other internal or external fellowships or grants. You can find information about this program on this website:

<https://poorvucenter.yale.edu/McDougalTeachingFellows>

Advanced graduate students who are in the final year of completing their Ph.D.'s are eligible to apply to Yale's Residential College Seminar Program. Successful applications allow students to develop and teach courses in their areas of specialization that become part of the Yale College curriculum for the relevant semester. You can find information about the program here:

<https://yalecollege.yale.edu/academics/special-academic-programs/residential-college-seminars>

3.7.3 University Dissertation Fellowship

The University Dissertation Fellowship (UDF) is awarded to students during the fifth or sixth year of study (and in exceptional cases, during the third or fourth year). The UDF is an academic-year fellowship offered exclusively during the fall and spring terms. It may never be held concurrently with a teaching fellowship. Students who accept a teaching position in the fall or spring of the final year of eligibility (year 6) will forfeit that term's fellowship amount if they have not already used it. Application materials and additional information can be found at:

http://www.yale.edu/graduateschool/financial/forms/UDF_application_form.pdf

In addition to the UDF, the Graduate School offers a special, competitive dissertation fellowship—the Leylan Fellowship—to advanced graduate students in the social sciences. Dissertation fellowships are awarded only when the adviser and the DGS certify that the student is making

satisfactory progress toward the degree and has a reasonable schedule for the timely completion of the dissertation.

Students who hold Yale-administered fellowships are normally required to be in residence and engaged in full-time study. Permission to hold a fellowship in absentia must be obtained from the appropriate associate dean. A student who leaves New Haven, except for short vacation periods, without obtaining such permission may have the fellowship canceled. No fellowships will be paid for any period when a student is not registered.

Many students in other departments do their doctoral research on campus, with the result that they use Graduate School funding during years 1 through 5 and typically take their UDFs in year 5. Anthropology graduate students who receive outside funding for their research can defer Graduate School funding during this time. They are not required to use their UDFs during year 5, and typically find it most useful to use it during year 6, when they are more fully engaged in writing.

3.7.4 6th Year Funding and Teaching Fellowships

The one exception regarding automatic eligibility for TF positions if one has received five years of Graduate School funding by the end of Year 5 comes through the “6th Year Funding” program. IMPORTANTLY, “6th Year Funding” does NOT mean that any Yale Graduate students are guaranteed six years of funding by the Graduate School. Someone who has received funding for their first five years in a Ph.D. program – in Anthropology, this would have included two years of stipend support while taking courses and two years while teaching, plus one year’s support from the University Dissertation Writing Fellowship – can become eligible for a sixth year of funding if their adviser and the DGS certify to the relevant Graduate School dean that they will finish their dissertation by the end of their sixth year (where this means by August of that year; they do not have to submit their dissertation by the March 15 deadline). The DGS nominates candidates for 6th Year Funding if they meet this criterion; the Dean then decides whether to approve the nomination. Students who are awarded 6th year funding must accept TF positions (or other eligible positions – for example, those involving work managing Peabody Museum collections) that they are offered to receive their stipends. However, in the event that no positions are available, they will still receive stipends.

For more information on this program, consult the DGS and the “6th Year Funding FAQs” web page:

<http://gsas.yale.edu/funding-aid/faqs/sixth-year-funding-initiative-faqs>

3.7.5 Note on Deferral of Teaching Year

During years three and four, you may request to defer your teaching fellowship into the fifth or sixth year for compelling academic reasons—for example, if you receive an external fellowship or you will not be in residence due to field research. Such deferral is routine for Anthropology Ph.D. students because most conduct such research and are supported by external funds and, often, Yale funds not tied to the Graduate School. However, those who wish to defer their teaching fellowships

should apply in writing and obtain the approval of the DGS and the Associate Dean of the Graduate School before the beginning of the fourth year, although approval is essentially guaranteed for dissertation fieldwork. If the deferral is approved, the student will have the same status as a student in a typical teaching year (years 3-4). Under no circumstances may a student defer a teaching year beyond the sixth year, and all students must still use their University Dissertation Fellowships by the end of the sixth year if they wish to take advantage of this funding.

As this implies, no students in the Graduate School of Arts and Sciences are guaranteed funding after they have been registered for six years. For Anthropology graduate students, all time they are “registered in absentia” while doing fieldwork counts toward the six-year limit on guaranteed funding. This means, for example, that a student who is registered for two years while taking courses, then for a third year while teaching and writing their prospectus and grant applications, and then does 1.5 years of fieldwork during which they are registered in absentia, will have only 3 semesters (1.5 years) of guaranteed stipend and UDF support remaining on their return to Yale.

Students who do not complete their dissertations by the end of the 6th year are allowed to register for a 7th year with the approval of the DGS. However, they are not guaranteed stipend support. They may receive Teaching Fellow assignments if positions are available and the instructor and DGS can justify the need to offer the positions to them. The positions pay \$4,000 per course if they are at level TF-10 (approximately 10 hours of work per week) and \$8,000 if they are at level TF-20 (approximately 20 hours per week). 7th-year students are allowed a maximum of three TF-20 positions on the year. Please see the Graduate School’s “Programs and Policies” bulletin for details.

3.7.6 Grants

Students rely on various kinds of grants—including pre-dissertation, dissertation, language study, and conference grants—throughout their studies. Numerous grants are available through the Department, through other programs at Yale, and through outside sponsors and funding sources. Students typically start applying for dissertation grants at the beginning of their third year. General information about the many grants available at Yale can be found at the Yale Graduate School's Financial Aid and Fellowships pages:

<http://gsas.yale.edu/funding-aid/fellowships>

Students who receive outside fellowships (e.g., NSF Graduate Fellowships) while they are also receiving for Graduate School stipends should consult relevant parts of the “Financing Graduate School” section of the Yale Graduate School of Arts and Sciences Programs and Policies bulletin.

Some grants must go through the Office of Grant and Contract Administration (<http://www.yale.edu/grants/>), so you are advised to consult these websites carefully, and confer with the registrar and departmental administrator well in advance of the deadline to discuss the budget for the grant and the process. Students are highly encouraged to consult with their advisers and committees on potential funding sources.

3.7.6.1 Anthropology Departmental Grants

Policies & Procedures along with the applications for departmental grants are available on the departmental website listed under the Graduate Program. These grants include:

- The Josef ALBERS Traveling Fellowship. This grant is for travel and research expenses in connection with scholarly research involving pre-Columbian art and artifacts from Mesoamerica, Central America and South America.
- The Michael COE Fund. This is a research fellowship available to graduate students who plan foreign travel to conduct archaeological research during the summer. This grant is intended to help defray travel expenses.
- The Augusta HAZARD Fund. This is a research fellowship available to graduate students who plan foreign travel to conduct archaeological research during the summer. This grant is intended to help defray travel expenses.
- The SCHWARTZ Family Foundation Fund. These grants enable doctoral students to attend Anthropological conferences. Priority is given to registered students in their first to sixth year of study. The limit is no more than \$1000 per trip, and \$2000 lifetime per student. The department will provide additional funding up to \$500.00 to match other conference travel awards (e.g., those from the Graduate Student Assembly).
- The SMITH Fund. This fund provides several types of funding to support research by Ph.D. students. Every student entering the Ph.D. program is guaranteed \$3,000 in support for pre-dissertation research. This is typically used during the summer after the first or second year, but can also be used for research during semester breaks. Students can also apply for up to another \$5,000 to support pre-dissertation research; the application process is competitive and the support is not guaranteed. After they have advanced to candidacy and are pursuing formal dissertation research students are also eligible to apply for two other categories of competitive (non-guaranteed) funding: (1) up to \$5,000 in “supplemental” funding to facilitate completion of fieldwork or other aspects of dissertation research (e.g., lab work); (2) up to \$9,000 in primary, “last resort” funding for dissertation projects for which students have had difficulty obtaining adequate funding from other Yale sources and from external sources. Priority for “last resort” funding will be given to those students who are ineligible for MacMillan Center Funding.

3.7.6.2 Non-Departmental Yale Grants

- **Yale MacMillan Center** (formerly Yale Center for International and Area Studies, YCIAS). The MacMillan Center and its affiliated councils and programs offer a number of grants for international research. These include both pre-dissertation awards and dissertation awards. Students whose research is in areas covered by one of the Area Studies Councils (e.g., the Council on South Asian Studies) are eligible to apply for funding from the relevant council. Additionally, all students who conduct research outside the U.S., including those conducting research on Native American nations within the territorial U.S., are eligible to apply for MacMillan Center Pre-Dissertation grants, which are awarded on a competitive basis. Students who have advanced to candidacy and who plan to conduct research outside the U.S. (again including those conducting research on Native American nations within the territorial U.S.) are eligible to apply for MacMillan Center International

Dissertation Research Fellowships. Receipt of a Dissertation Fellowship is guaranteed so long as the student meets the “international research” criterion and their adviser assures the Director of the MacMillan Center that they have successfully defended their prospectus and that the project merits support. The Fellowship provides up to \$18,000, but the exact amount can vary depending on what other sources of support the student has received and what the total project budget is. See the MacMillan Center website (<http://www.yale.edu/macmillan/graduate.htm>) for more information on these and other MacMillan Center grants.

- **The Yale Institute for Biospheric Studies (YIBS).** YIBS offers several [Doctoral Dissertation Improvement Grants](#) annually for students whose research involves work has ecological components. These are intended to help doctoral students improve the quality of their dissertation by further developing a component of their work. The maximum award is \$5,000. YIBS [Doctoral Pilot Grants](#) are intended to help early-stage doctoral students gather pilot data to justify their planned dissertation work. The maximum award is \$3,000. These two programs are competitive and solicit proposals annually. YIBS also currently offers separate pre-dissertation, pilot research grants to Ph.D. students in Biological Anthropology and those in the combined program with the School of the Environment. Proposals to this program are accepted on approval by the relevant faculty members. More information on these grants is available at <http://yibs.yale.edu>.
- **The RITM Research and Conference Travel Award** supports conference travel and research by Yale students on topics related to race, indigeneity, or transnational migration. Individual awards typically range from \$200-500 for conference travel and from \$500-\$2,000 for research. Priority will be given to graduate and professional students; however, undergraduates students may apply. <https://ritm.yale.edu/scholarship-research/research-and-conference-travel-awards>

3.7.6.3 External Funding for Dissertation Research

For their dissertation research, anthropology students typically rely on outside research grants, and they are expected to apply for such grants. The following list includes the most common sources of funding and is not comprehensive. Again, consult with your adviser about these and other possible funding sources.

- Fulbright-Hays Doctoral Dissertation Research Abroad (<http://www.ed.gov/programs/iegpsddrap/index.html>);
- Fulbright IIE (<http://us.fulbrightonline.org/>);
- Leakey Foundation (<http://www.leakeyfoundation.org>);
- National Science Foundation (<http://www.nsf.gov/>);
- Social Science Research Council (SSRC) International Dissertation Research Fellowship (<http://www.ssrc.org/programs/idrf/>); and
- Wenner-Gren Foundation for Anthropological Research (<http://www.wennergren.org/>).

Applications for the Fulbright grants are available through the appropriate dean at the Graduate School. Each of these grants is highly competitive, so writing a successful application takes time and specific knowledge. Students are encouraged to consult with faculty and other students and

who have successfully applied for these grants and to read successful applications for guidance. Most years, students organize departmental workshops allowing students writing grant applications to discuss the process with each other and with faculty.

3.8 Responsibility of Faculty and Students in Advising and Mentoring

The Advising and Mentoring relationship between faculty and students depends on a clear set of responsibilities to be fulfilled by the student the adviser, members of the dissertation committee, the DGS, and others in departmental advising roles. This section outlines for students and advisers how to approach their advising relationship and helps students understand what they can expect from various advisers. You can also find this information in the Graduate School's Guide to Advising and Mentoring. You should familiarize yourself with the contents of this document, which you can download from the following website:

<https://gsas.yale.edu/resources-students/advising-mentoring>

3.8.1 Responsibilities of the Student

1. Complete academic requirements by the given deadlines. Such deadlines are detailed throughout this handbook, but consist primarily of: Coursework, Grant Proposals, Human Subject Protection Requirements, Qualifying exams, Thesis prospectus, Dissertation Progress Reports (DPRs), Dissertation drafts, Dissertation defense.
2. Reply in a timely manner to requests for information from the DGS, Registrar and others, especially in regard to requests for teaching assignments.
3. Consider career goals and discuss them with the adviser and DGS by the beginning of admission to candidacy.
4. Maintain clear communication with the adviser and help establish good practices for scheduling meetings.
5. Be clear about limitations to your schedule, especially regarding religious observance or family obligations.
6. Discuss research expectations with the adviser no later than admission to candidacy. This discussion should include topics such as authorship order, when the adviser should/should not be included as a coauthor, time spent on outside collaboration, and time spent on professional development.
7. Submit materials with enough time for proper faculty review and response. These materials may include, but are not limited to: Dissertation chapters, Material for discussion at regular meetings, Requests for letters of recommendation.
8. Keep the adviser aware of upcoming deadlines, meetings, and other responsibilities. Be proactive in the advising relationship. For example, take the initiative to arrange meetings, keep the adviser informed of any circumstances that might affect academic progress, come prepared to advising meetings, consult with the adviser about presenting or publishing work.
9. Remain open to feedback and be willing to discuss difficult academic ideas and differences of opinion.
10. Commit to regular attendance at departmental talks and events according to departmental and adviser expectations.

11. Welcome prospective students and help them understand departmental or research group practices and culture.
12. Finalize membership of the dissertation committee with the help of the primary adviser.
13. Discuss your funding structure with your adviser and understand when this structure may change. Talk with your adviser and/or the DGS about possible sources of funding outside the university.
14. Make good faith efforts to apply for external funding, especially for research.
15. As you advance to candidacy, establish your expected timeline towards degree, and come to a consensus about these expectations with your adviser and dissertation committee.
16. Be aware of mental health and wellness resources offered by the university.
17. Meet with the DGS (or program-designated mediator) and/or dissertation committee members to intercede if issues arise related to the adviser's responsibilities.
18. After graduation, help the department keep track of job placement and career milestones by informing the DGS of your activities after graduation.

3.8.2 Responsibilities of the Adviser

1. Establish expectations with each student for communication, including the preferred means (e.g. email, text, phone, etc.), the best contact times, and shared expectations around response times.
2. Establish expectations with each student for how often you will meet to discuss the student's work. It is common in the department of anthropology that students and advisors will have frequent communication.
3. Develop guidelines for reasonable working hours based on departmental expectations, amounts of time for vacation, and other activities necessary for students' mental and physical health.
4. Be cognizant of limitations to the student's schedule, including religious observance and family obligations, while establishing responsibilities #1-3.
5. Understand the required department and GSAS milestones for coursework, exams, fieldwork, teaching and dissertation submission. Recognize when completion of these requirements may require an adjustment to research responsibilities, such as when a student must reduce time devoted to research or coursework to prepare for a qualifying exam.
6. Help the student develop an individualized timeline for completing academic requirements and meeting professional goals.
7. Discuss career goals and opportunities with the student early in their graduate career (by the beginning of admission to candidacy at the latest) and continue these discussions regularly. In particular, discuss opportunities to attend conferences and to submit publications to help advance students' careers.
8. Discuss research expectations with the student early in their graduate career. This should include topics such as authorship order, when the adviser should/should not be included as a coauthor, time spent on outside collaboration, and time spent on professional development.
9. Give clear, constructive, and timely feedback on the student's work. In particular, give feedback and approve the prospectus and the dissertation, complete Dissertation Progress Reports (DPR), and review all related written work by the appropriate deadlines.
10. Consult the student when choosing other members of the Dissertation Committee.

11. Especially for faculty who run labs, consider establishing a set of “core values” for your lab that explain your expectations about work produced, interactions with others in the lab, wellness, etc.
12. Discuss with each student their individual funding structure, making clear when they need to teach or fulfill other responsibilities outside their research to receive their stipends.
13. Be familiar with mental health resources offered by the university so that you can suggest them if your student approaches you for help.
14. Discuss with the DGS and dissertation committee members if issues arise related to your student’s responsibilities.
15. Remain open to feedback and be willing to discuss difficult academic ideas and differences of opinion in order to facilitate all students’ success.

3.8.3 Responsibilities of the Dissertation Committee

1. Meet with the student at regular intervals.
2. Come to committee meetings having reviewed all relevant materials.
3. Review the prospectus and dissertation within the amount of time established by the department as reasonable.
4. Provide support for the student if there is tension between the adviser and the student.
5. Establish a timeline to graduation with the student and work with the student and primary adviser to ensure this timeline is followed.
6. Indicate any other program-specific responsibilities of the Dissertation Committee.

3.8.4 Responsibilities of the Director of Graduate Studies

1. Ensure that all students know how to access policies and procedures and are informed of any updates. Distribute information to individual student cohorts regarding relevant milestones and opportunities. Ensure student cohorts and their advisers understand expectations and process for completing these milestones.
2. Meet with individual students once a year, or more often when necessary.
3. Run a departmental meeting for all graduate students once or twice a year.
4. Know who the student leaders of the program are and meet with them regularly. (A leader may be the student representative for the Graduate Student Assembly [GSA] or other appointed or elected student[s] in the program.)
5. In collaboration with individual student advisers, advise on the job market and career paths, including participation in conferences and professional meetings.
6. Offer guidance to students about the process of identifying a new adviser if the adviser and the student have irreconcilable differences, the student’s focus has changed, the adviser leaves Yale, etc.
7. Identify whom students can turn to (DGS, Chair, GSAS deans, etc.) if challenges arise in working with their adviser and be familiar with other University resources for student support (Dean’s Designees, Title IX office, Office of Institutional Equity and Access, etc.).
8. Provide feedback to students on their academic progress at least once per year.

- Pre-candidacy: Convey to students in writing the results of the annual faculty meeting discuss discussing the academic progress of Ph.D. students. Explain what happens if a student is not demonstrating adequate progress toward a degree or does not pass qualifying exams.
 - Post-advancement to candidacy: Explain the Dissertation Progress Report (DPR) and its usefulness to advisers and students. Make sure students, advisers, and the DGS complete their portions of the DPR by the required deadline.
 - For students both pre- and post-advancement to candidacy: If a student is not making sufficient progress toward the degree or producing quality work, make sure that this information is communicated in writing to the student, along with necessary steps to remain or return to good academic standing, including deadlines and consequences for failure to meet these requirements.
9. Conduct formal exit interviews with graduating students and solicit graduate student feedback on department guidelines/practices.

4 Professional Development

The Anthropology curriculum does not include formal courses on professional development that all graduate students are required to take. However, professional development is deeply integrated into the entire structure of the graduate program. For example, each subfield runs a colloquium series (Ethnography and Social Theory, The Archaeology Brown Bag series, the Biological Anthropology Brown Beer series) designed to train students in how to organize formal academic talks and to offer all anthropology students an opportunity to interact with visiting speakers, who include leaders in all the subfields of anthropology, faculty members from other Yale departments and schools, early career post-Ph.D. scholars, and fellow Ph.D. students. Students are expected to attend these colloquia and to engage with visiting speakers. Students are also encouraged to attend job talks and to meet with job candidates in order to understand best practices in university job searches. It is customary for members of a student's dissertation committee, along with fellow graduate students, to organize mock job talks for students on the job market. In addition to these integrated departmental professionalization activities students are encouraged to:

1. Apply for support from the Schwartz Fund (below) to subsidize the costs of attending professional meetings.
2. Take advantage of teacher training programs offered by the Center for Teaching and Learning.
3. Avail themselves of the Graduate School's wide range of workshops on the job search process (including searching for non-academic jobs) and related topics through the Office of Career Strategies. Information about these resources can be found at: <https://ocs.yale.edu>
4. Work with faculty members of the department, who regularly enjoy offering tailored workshops on any topic relevant to the student's concerns about the academic job market in anthropology. For example, faculty have and can hold workshops on preparing academic CV's and job applications, giving conference presentations, and more. Students wishing to see a particular workshop on a relevant topic should consult the DGS, who will work with faculty to respond that need.

5 Other Important Information

5.1 Health Preparation for Travel

Most graduate students in Anthropology travel outside the U.S. for both pre-dissertation research and dissertation research. The Health Services Travel Clinic provides information and immunizations for individuals traveling abroad. The clinic is “fee-for-service” and not covered by the Health Plan, but the Graduate School provides a Health Preparation for Travel fellowship to eligible doctoral students working on the dissertation. The fellowship provides reimbursement for the cost of consultation and inoculations at the Travel Clinic as well as for travel-related prescriptions. The Travel Clinic Certification form is available from the departmental registrar and must be signed by the DGS. Charges for the travel clinic are billed to the student’s bursary account; to be reimbursed, the student must submit the form, along with receipts, to the Financial Aid Office at HGS 129. In addition, Yale students are automatically enrolled in **International SOS Global Travel Assistance (iSOS)**, and the University provides ISOS Travel Assistance at no cost to all current students, current University employees, and immediate family members traveling with University employees. See <https://ogc.yale.edu/erm/ISOS>.

5.2 Extended Registration

Students must register each term until the dissertation is submitted or until six years (twelve terms) of study have been completed. Students who have not completed the dissertation by the end of year 6 and wish to remain registered must submit a request for extended registration to the DGS (the request form can be found at http://gsas.yale.edu/sites/default/files/files-forms/change_of_status_form_4.pdf), as well as the dissertation progress report and a continuous registration form. Before a period of extended registration is approved, the adviser must certify that the student is making good progress on the dissertation and will be working full-time on it during the year. International students must be registered to maintain their visa status to remain in the US.

Students do not need to be registered to submit the dissertation, but if they are not, they will lose all privileges of registration (e-mail, health care, libraries, gym, etc.).

Obtaining extended registration during the eighth year is possible, but difficult. Petitions for 8th year registration are only likely to be granted if students have experienced delays in completing their dissertations for reasons beyond their control (e.g., illness). 8th-year students are ineligible for teaching fellowship positions except in circumstances where having a TF for the course is absolutely necessary and no appropriately qualified student who is in a teaching year is available.

5.3 Dissertation Completion Status (DCS)

Students who have been registered for 7 years may request dissertation completion status; this allows them to have email and library privileges. Students who have this status must pay the Continuing Registration Fee. They are eligible for Yale Health services, but must pay for

coverage; you can find information about this and other details concerning Yale Health coverage for graduate students at this website:

<http://catalog.yale.edu/gsas/yale-university-resources-services/health-services/>

5.4 Registration in Absentia

In absentia registration applies to all students who do not plan to be in residence during the third, fourth, fifth, or sixth year, or any term within that period. Such registration requires approval from the DGS and Associate Dean. Anthropology graduate students register *in absentia* while doing dissertation research if they are doing off-campus fieldwork during fall or spring semesters; approval is unproblematic in such cases. Forms are available at <http://gsas.yale.edu/forms>

5.5 Academic and Other Holds

Academic holds occur when students are not making satisfactory academic progress, or when certain forms (i.e., dissertation progress reports) are not submitted on time. Students will also be placed on financial hold if they owe money to the university (fines, fees, bursar bills, etc.), or on health hold if they have not supplied evidence of immunity to measles and rubella. To check if there are any holds on your registration status, you can go to Student Systems (<http://www.yale.edu/sis>), log onto your account and click on “your holds.” If you are on hold, you should contact the Associate Dean’s office to see what must be done to rectify the situation. Being “on hold” blocks your ability to register, and failure to register can ultimately lead to withdrawal from the university.

5.6 Leaves of Absence

A leave of absence requires the approval of the Associate Dean. There are three types of leave: personal, medical, and parental. A Yale health plan physician must recommend a medical leave and then recommend a return to normal study. Students retain university medical coverage for the semester they are placed on medical leave. Students granted personal leave can maintain Yale Health coverage through the Student Affiliate Coverage plan, although they must pay for this coverage. They are allowed to complete outstanding work from previous semesters, but are not allowed to make academic progress toward their degrees. To be eligible for personal leave, a student must have satisfactorily completed at least one term of study. Normally, students are not eligible for personal leaves of absence after the fourth year of study, although exceptions occur.

5.7 Parental Support and Relief Policy

New parenthood at the birth or adoption of a child substantially affects the ability of doctoral students to meet academic and professional obligations. The constraints introduced by becoming a parent while enrolled in a Ph.D. program also have long-term career effects. Recognizing this fact, the policies described below support the intersecting personal and professional lives of graduate students at Yale. For more information, please see:

<http://www.yale.edu/bulletin/html/grad/policies-and-regulations.html#d1e30096>

Registered Ph.D. students who wish to modify their academic responsibilities because of the birth or adoption of a child may request parental support and relief during or following the term in which the birth or adoption occurs. For the whole of the term in which the support and relief are requested, the student's academic clock stops, effectively adding an additional term to the total time to degree. During this period, students remain registered, receive the full financial aid package as specified in their letter of admission, and will have departmental academic expectations modified to best suit the specific situation. The precise nature of the academic responsibilities undertaken or suspended during this period should be a matter of consultation among the adviser, the student, and the Graduate School, with the understanding that students are entitled to full relief for at least an eight-week period. Students who take only eight weeks of relief during the semester in which, or just after, a birth or adoption occurs may receive an additional eight weeks of stipend funded by the Graduate School in a later semester; Parental Relief may not be combined with other funding. To arrange for parental relief, contact the appropriate associate dean four months prior to the birth or adoption.

Graduate students in terminal M.A./M.S./Ph.D. programs may modify their academic responsibilities because of the birth or adoption of a child. They should contact their associate dean the term before the planned modifications would occur.

To apply for a leave of absence of any kind, you should confer with the DGS and then write directly to the Associate Dean before the beginning of the term for which the leave is requested. The letter should explain the reasons for seeking the leave and the date through which you wish to remain on leave, and it should include a contact address. The Dean will discuss the application with the DGS and inform you in writing of the action taken on your request. For full details about leaves of absence, please see the Graduate School Programs and Policies at <http://gsas.yale.edu/academics/programs-policies>

5.8 Procedure on Submitting Forms

During your program of study as a Ph.D. student, you will need to submit many forms, including both academic forms and applications for funds. For those that need your adviser's signature, please obtain this before submitting the form(s) to the Departmental Registrar, who will then obtain the DGS signature and forward the form(s) to the appropriate Graduate School Office. If your adviser is not in residence at Yale at the time, please have them submit their approval of your submission by email.

6 Departmental Resources

Students and faculty have access to office equipment. For any assistance with this equipment, please see the Registrar's Assistant.

6.1 Copier

The copier requires the user to enter an ID code Assigned by Student Services. Please make double-side copies whenever possible. The copier also has capability to scan articles, etc., to be down-loaded in e-files as well as faxing capabilities.

6.2 Student Lockers in 10 Sachem

A limited number of student lockers are available this academic year funded by the Schwartz Family Foundation. Please see Kathy Maslar to obtain a locker assignment. Students generally have access to the department after hours. Incoming students can obtain Yale ID swipe access and information on access to the archaeology laboratories from the Registrar's Assistant.

6.3 Computers and Information Technology

Students can find information on Yale IT basics at <http://www.yale.edu/its/stc/>. This site has instructions or links to help on topics such as:

- Locations of public computer clusters
- Printing at clusters
- Wireless and wired Yale network access
- Using Yale's Student Information System (SIS) website
- Accessing Yale Online Course Information
- Accessing Pantheon space to store your own documents or set up web pages
- Downloading free software from Yale
- Using Yale e-mail and local e-mail clients
- Computer security and virus protection

Students can often obtain substantial discounts on computer equipment, software, lab supplies, postage, etc. through www.yale.edu/eportal or presenting your Yale ID requesting educational discounts. Many of the links will direct the user to the company's website and require an initial registration before use.

A number of applications and software packages for Windows, Mac, and Unix are available at little or no charge to members of the Yale community at <http://www.yale.edu/its/software/>. Users must be connected to the Yale network to access the site.

Advanced computer equipment such as video editing machines, scanners and audio devices are available for use by students with permission. Extensive online help and support for Yale students is available at the ITS web site which contains information on topics such as:

- Spyware removal
- Connecting to Yale-restricted resources from off-campus
- Software access and licensing
- Using technology in the classroom
- FAQs
- Registering new computers for campus-wide wireless access.

Teaching Fellows can obtain help with instructional technology tools such as PowerPoint, web design and digital media by visiting <http://its.yale.edu/audience/students>.

Yale-restricted resources, such as online periodicals and the email server, can be accessed from off-campus using Yale VPN (Virtual Private Network) or the Yale Proxy Server. Installation of Yale VPN is recommended when possible. It is available at <http://its.yale.edu/software-technology>. Information on installing it can be found at <http://www.yale.edu/its/network/vpn.htm>.

Information on using the Proxy Server and/or Yale VPN to access electronic resources can be found at http://www.library.yale.edu/pubstation/proxy/proxy_about.html.

ITS offers several secure file storage options, including options for collections of data that you and your colleagues use collaboratively. Please refer to the collaboration and file sharing web page for other options.

Graduate Student Teaching Fellows can learn about publishing course web pages on the Yale Canvas Server by visiting <http://ctl.yale.edu/using-technology/course-management-systems-and-course-websites>

Students have access to help from Computing Assistants (CAs), students hired by Student Computing to serve as general consultants for computer or network problems. CAs support Yale undergraduates and graduate students in the Arts & Sciences.

6.4 Libraries

Anthropologists routinely use a number of libraries on campus including the centrally located Sterling Memorial Library (SML) and the Bass Library, which occupy a single complex on Cross Campus (<http://www.library.yale.edu/>). Located closer to the department is The Marx Science and Social Science Library (formerly The Center for Science and Social Science Information; see below), which is in the concourse level of the Kline Biology Tower (<https://web.library.yale.edu/building/marx-science-and-social-science-library>).

The libraries offer workshops, tutorials and tours throughout the year. You can find current information on these at:

<http://www.library.yale.edu/researcheducation/>

Bibliographic management software is provided at no additional cost to students (Endnote and RefWorks.) <http://www.library.yale.edu/cite/> Contact Jennifer Snow if you are interested in others. There are online library subject guides to help you discover resources needed for your research. <http://guides.library.yale.edu/anthropology> and <http://guides.library.yale.edu/>

You can reach the general website for the Yale Library system at:
<https://library.yale.edu/>

This site provides comprehensive access to the library catalogues, to all the individual libraries, to information about on- and off-campus electronic resources and about inter-library loans, and about many other services that you will find useful during your time at Yale.

6.4.1 Your Personal Librarian: Jennifer Snow

Librarian for Anthropology, Sociology, and Women's, Gender & Sexuality Studies
Center for Science and Social Science Information Yale University
203-432-5132, jennifer.l.snow@yale.edu

7 International Students

Yale offers numerous resources to its many international students and scholars. Due to some special requirements for international students, they are highly recommended to consult the links listed below. Some important information, such as visa and SPEAK test information, are available through these links. In addition, international students are also encouraged to participate in the International Student Orientation at the beginning of the year, where much of this information will be also available. Please note that it is very important for international students to check-in at the Office of International Students and Scholars (OISS) when you first arrive on campus. Also, remember that all international students who did not graduate from an English-speaking university must provide acceptable scores on the Test of Spoken English (TSE) or pass the SPEAK test in order to be assigned teaching fellowship assignments, which is an obligatory part of the Ph.D. program. The SPEAK test is administered by the English Language Institute at Yale. Please check the Handbook for International Student and Scholars for information and additional links: <http://www.yale.edu/oiss/life/practical/index.html>.

For information on obtaining a Visa or renewing a Visa, visit the Office of International Students and Scholars

<https://oiss.yale.edu>

For contact information, international students can use the following addresses and phone numbers:

Yale University
Department of Anthropology
PO Box 208277
New Haven, CT 06520-8277
USA

Telephone: 203-432-3700
Fax: 203-432-3669
URL: <http://anthropology.yale.edu/>
Email: anthropology@yale.edu

8 The Combined Ph.D. Degree in Anthropology and School of Environment

Version Updated: January 2021

8.1 History and Purpose

The combined School of the Environment (YSE)/Anthropology Ph.D. Program was first created by former Yale Provost Alison Richard to meet the needs of doctoral students in biological anthropology who wanted to draw more fully on the resources of both the Anthropology Department and YSE. Initial interest in the combined degree has mainly come from students working in the allied fields of ecological anthropology, social ecology, and political ecology. We envisage this program, however, as open to all sub-disciplines in Anthropology – including biological anthropology and archaeological studies – and students across forestry and environmental sciences fields who wish to combine their studies with Anthropology. The purpose and attraction of the degree is three-fold: (1) it combines the disciplinary identity and strengths of the Anthropology Department with the inter-disciplinary character and possibilities of YSE, especially in terms of bridging the social and natural sciences; (2) it combines the strengths in ecological and environmental studies of YSE with the social science strengths of the Anthropology Department; and (3) it combines the Anthropology Department's strengths in theory with the emphasis within YSE on linking theory with policy and practice. The combined doctoral degree offers its graduates great flexibility when entering the marketplace: they can represent themselves as anthropologists and/or environmental scientists, as theoreticians and/or practitioners. They have the credentials to apply for policy-oriented positions with international institutions as well as academic positions in teaching and research. The academic program of each student in the combined degree program is to some extent tailored specifically to his or her particular history, interests, and needs, but there are general guidelines that combined students can be expected to follow, and they are laid out here.

8.2 Eligibility and Master's Degrees

In general, eligibility for entry into the combined degree program will be the same as for entering either the YSE or the Anthropology doctoral program (which is detailed in their respective bulletins). Prior award of a Master's degree is generally preferred for entry into the YSE doctoral program but not the Anthropology doctoral program. Therefore, the desirability of a prior master's degree will be weighed on a case-by-case basis among applicants. Combined degree students will receive (upon petition) an M. Phil. degree from the Graduate School of Arts and Sciences (GSAS) after passing their comprehensive exams.

8.3 Application

Prospective combined degree students must initially apply either to Anthropology or to YSE but not to both at the same time. They should, however, as per the current Yale Graduate School application process, indicate their interest in the combined degree by marking the application form appropriately. Once accepted in the initially chosen doctoral program, the student's file will be considered in the second program and a recommendation made on the combined degree application that will be communicated by the Graduate School. Admitted students will be allocated to the initially chosen program as their primary administrative home but will enter Yale as members of the combined degree program. Being turned down for entry into the combined

degree program at this point does not preclude re-application after arriving at Yale in the following Fall Semester.

It is possible for a student who has entered Yale through either Anthropology or YSE as a Ph.D. student to then submit a petition to enter the combined degree program. A student interested in the combined degree may apply to the second program, after first securing the support of his/her prospective principal advisor and the Director of Graduate Studies (DGS) for either YSE or Anthropology, as appropriate. In order to meet the demands of the combined degree in a timely manner, it is best if this second application is made as soon as possible in the student's doctoral program and ideally no later than the last week in October during the first semester of graduate study at Yale and in no case later than the end of the first semester. To help make this possible, such applications to the combined program will be reviewed on an ad hoc basis as they are submitted, without being held to the normal annual calendar for doctoral applications. However, applications to the combined program should in content and all other respects follow the norms of the regular doctoral application (the sole difference being that the applicant should specifically address in the statement-of-purpose why he/she is interested in the combined program). The YSE doctoral admissions committee and the Anthropology faculty would review the application. In the latter case, the Departmental Graduate Registrar must receive the application at least one week before a regularly scheduled faculty meeting. If admitted, the applicant will then submit the proposal (counter-signed by both DGSs) to the Associate Dean of the Graduate School, who will make the final decision regarding admission. A positive decision by the Dean will constitute formal admission into the combined degree program.

8.4 Requirements of the Combined Degree

The requirements of the combined doctoral degree are the same as those of the doctoral degrees of YSE and Anthropology (which are detailed in the bulletins of the respective institutions), with the following exceptions or clarifications. First, the combined students are required, upon acceptance into the combined degree program, to draw up a program of coursework. The combined degree program requires doctoral students to take 12 units/courses which will be apportioned among Anthropology, YSE, and other university departments as appropriate, based on consultations with the student's committee. The 12 courses include one exam-oriented independent study, and students are encouraged to take additional independent study courses (beyond the 12 courses) as needed and in consultation with committee/Co-Chairs. During their first three semesters in the program, combined degree students must take a) the one-semester doctoral seminar at YSE (taken in year one), and b) any additional required coursework in YSE and Anthropology as outlined by each subfield for combined degree students. Please see Appendix A for coursework requirements for combined degree students.

The teaching fellow requirements of the combined program vary depending upon whether the combined student first entered into Anthropology or YSE. Combined students receiving their stipends from Anthropology are expected to serve as Teaching Fellows for four semesters, as required by the Graduate School of Arts and Sciences. The exact timing of teaching depends on the scheduling of Ph.D. research. Students are eligible to work as TFs starting in year two of their program of study. The GSAS expectation is that they will teach mostly during years three and four, but students in the combined program who conduct field research during some of this time can defer their teaching requirement accordingly. If students receive a sixth year of support, then they will be expected to TF for an additional two semesters. The total teaching requirement is effectively reduced for those students who are awarded fellowships supported by non-Yale and non-GSAS Yale funding sources.

Students receiving their stipends from YSE are also expected to serve as TFs for four semesters during their first five years in the program, and they become eligible to do so during year two. If students take the available sixth year of support, then they will be expected to TF for an additional two semesters (one of which must be at a level of 20 hours/week as opposed to the normal 10 hours/week). With the permission of the Director of Doctoral Studies (DDS), the total teaching requirement may be reduced for students who are awarded fellowships supported by outside funding.

8.4.1 *Doctoral Committee*

Combined students will be assigned an advisor in both YSE and Anthropology upon admission to the combined program. As soon as possible thereafter, but in no case later than the end of the 2nd semester of their first year in the program, each student must constitute a formal doctoral committee. The student's principal advisors in YSE and Anthropology will serve as co-chairs of the committee. The committee should have one additional member drawn from tenure-track Yale faculty; one more member from Yale or even from outside Yale can be added if that is deemed necessary by the student and Co-Chairs.

8.4.2 *Exams, Prospectus, Dissertation*

The combined degree students will take their comprehensive exams during their 4th semester of study. This will be a written examination comprised of two parts. The first part of the examination will be taken over four or five hours on a single day. It will be based entirely on the required sequence of seminars taken in YSE and Anthropology. The second part of the examination will also be taken over four or five hours on the next day or within a week of the first part. It will be based on elective courses and bibliographies of anthropological and inter-disciplinary environmental studies research pertaining to a world area and/or topic (for example sub-Saharan Africa, or global climate change) that the student has chosen for conduct of dissertation field research.

Both parts of the written examination will be taken starting in the last week of March and the examination will be written by the student's committee. Both parts of the written examination will consist of 6-8 questions, of which 3-4 questions will have to be answered. Both the first and second parts of the exam, if permitted by the student's committee, may also be answered as a take home and submitted a week later. The entire committee will sit in an oral examination of the entire written exams within two weeks of the completion of all written examinations. Remote participation by telephone conference call is permitted where necessary. The exam will consist of a brief presentation/overview by the student, followed by questioning by the committee. There are only two possible exam outcomes: Pass, or Fail. If a student fails, he/she is dismissed from the Graduate School.

All combined students must prepare a comprehensive dissertation prospectus and a field paper in close consultation with their committee, and following current Anthropology and YSE guidelines. The prospectus document is typically 1500-2000 words in length, and the field paper is 8,000-10,000 words long. These documents also form the basis for dissertation research grant proposals for Yale sources and external competitions. The student must defend this prospectus in a formal oral defense before the entire committee (and other interested faculty members). The oral defense is held within the department that serves as the student's administrative home. There are several possible outcomes to the defense: unconditional Pass, Pass conditional upon specified revisions to the prospectus, or Fail. If the student fails the examination, the committee and DGSs will together

prescribe the remedy, which may include scheduling a second defense. If the student fails a second time they will be dismissed from the Graduate School. A successful defense of this prospectus/field paper satisfies the oral defense required by YSE and the Department of Anthropology, and is required for admission to candidacy.

A final version of this prospectus must be filed with the DGS and the student's advisory committee's endorsement of this document must be brought before the entire anthropology faculty for approval. Depending on their progress and readiness, combined degree students may complete these prospectus/field paper requirements in their fourth, fifth, or sixth semester of study. Passing qualifying examinations and approval of the prospectus and field paper by the home Department after a successful defense before the committee complete requirements for the student to attain candidacy or All but Dissertation (ABD) status. At this point the student can petition for the M Phil degree from the GSAS.

The completed dissertation must be defended, following YSE guidelines, before a meeting of the entire committee (and other interested faculty members). The defense will consist of a brief presentation/overview by the student, followed by questioning by the committee. There are three possible outcomes to the defense: unconditional Pass, Pass conditional upon specified revisions to the dissertation, or Fail.

In the event of failure, the committee and DGSs will together prescribe the remedy, which may include scheduling a second defense. If the student fails a second time they will be dismissed from the Graduate School. Following a successful defense, three formal reader's reports must then be prepared for presentation to the DGSs of Anthropology and YSE. At least two of these must come from tenured Yale faculty, and at least one must come from the YSE faculty and at least one from the Anthropology faculty. The readers must be recommended by the appropriate DGS and approved by the GSAS.

8.4.3 Scheduling

Combined students will preferably schedule their comprehensive exams and prospectus defenses during the fourth and fifth semesters (and no later than the sixth), respectively. Most students find it preferable to schedule the prospectus defense after the comprehensive exam. Combined students should also write funding proposals during the 4th or 5th semesters (and intervening summer) so that they can depart for fieldwork after completing their exams and defenses. Combined students typically employ the summers after the 2nd and 4th semesters for pre-dissertation fieldwork and/or language study (and/or, in the case of the second summer, proposal writing). The principal period of fieldwork averages 18 months, but varies from 12 to 24 months. Combined students receiving their stipends from YSE generally leave for the field after the 4th or 5th semesters, and those receiving their stipends from Anthropology after the 5th or 6th semesters.

8.5 Funding

The Ph.D. program to which the combined student first applied is entirely responsible for his or her stipend and tuition. Students in the combined program who receive their stipends through Anthropology are guaranteed five years of funding from the GSAS. This includes two years of funding while they take courses, two years while they teach, and one year during which they receive a stipend while writing. All such students are potentially eligible for a sixth year of

funding; to be eligible, they must meet the requirements of the GSAS sixth-year funding policy. Students who receive their stipend from YSE are guaranteed six years of support, with the sixth year contingent on the afore-mentioned service as a TF.

Combined students are eligible for one-time research award from the MacMillan Center, contingent only upon passing their comprehensive exams and advancing to candidacy, which currently amounts to \$18,000. But in addition, most combined students fund a year or more of their field work through competitive external grants.

Combined students have been very successful winning awards for this purpose from Fulbright, Fulbright-Hays, Wenner-Gren, SSRC, and NSF, among other sources. For students receiving their stipends from Anthropology, external awards can be used to defer up to a year's worth of funding from the first five years for use in the sixth year of registration, which frees them from the requirements of the GSAS sixth-year funding policy. Students who receive their stipends from YSE and win external awards can either add \$4,000 to their annual stipend or go off stipend and defer up to one year for later use during the write-up period (see the YSE Doctoral Student handbook for further details). In either case, bringing in one full year of stipend recovery allows YSE students to reduce TF obligations by one semester.

Funding for summer pre-dissertation fieldwork, language study, and attendance at professional meetings is available from a variety of sources. Combined students are also eligible for a wide range of intra-Yale grants for research and language study, including the Enders grant, funds from the various area studies councils, and a number of other topic-specific grants. Combined students also are eligible for in-house grants from both Anthropology and YSE. In the case of Anthropology, these include the Smith Fund for research and the Schwartz Fund for conference travel. In the case of YSE, these include research grants from the Tropical Resource Institute and conference travel grants from the Doctoral Program.

Winning of outside awards that apply to stipend/living expenses is subject to GSAS regulations. No funding from the GSAS can be used in a seventh year of registration, though such registration is possible if recommended by the student's committee and the DGS in both YSE and Anthropology. Finally, any additional work as a TF, done while the student is still on stipend and in order to supplement that stipend, is subject to GSAS regulations as well.

8.6 Combined Degree

The student who successfully completes the combined YSE/Anthropology program receives a combined doctoral degree in Anthropology and YSE, not two separate degrees.

8.7 Further Information

Interested parties may contact Program Coordinators, or respective DGSs, as follows:

- Michael R. Dove and K. Sivaramakrishnan
Coordinators, Combined YSE/Anthropology Ph.D. Program
- Oswald Schmitz
Director of Graduate Study, School of Forestry & Environmental Studies
- Erik Harms
Director of Graduate Study, Anthropology Department

8.8 General Schedule for Combined Anthropology/SOE Students*

APPLICATION:

EITHER AT THE TIME OF APPLICATION TO GRADUATE SCHOOL:

To YSE OR Anthropology as primary home with Combined Degree option: Year 0

OR AFTER ADMISSION TO EITHER THE YSE OR THE ANTHROPOLOGY

Ph.D. Program:

To other program (to which one did not initially apply), then

To Associate Dean of the Graduate School: Semester 1 of Year 1

COMMITTEE:

Form committee with co-chairs from Anthropology and YSE: end of Year 1

EXAMS:

Comprehensive exam 4th semester

Prospectus writing, defense, and final submission 4th, 5th, or 6th semester

OTHER PREPARATION:

Pre-dissertation fieldwork/language study: summers after 1st & 2nd years Proposal

writing for field funding: 4th or 5th semesters & summers

TEACHING/SERVICE

Anthropology: TF 4 semesters (when not in the field) Years 2-4

YSE: TF 4 semesters (when not In the field) Years 2-5 YSE: TF 2 semesters for optional 6th

year funding (when not In the field) Year 6

DISSERTATION DEFENSE

Oral defense: Years 5 or 6

*This schedule lays out the schedule for the combined program in general terms. For more detail, see the 4-page “Guidelines for Combined YSE/Anthropology Doctoral Degree Program” and the YSE manual “Procedures and Practices Relating to Doctoral Student Work.”

9 The Combined Ph.D. Degree in Anthropology and Women's, Gender and Sexuality Studies

The Department of Women's, Gender, and Sexuality Studies (WGSS) offers a combined Ph.D. program that is open to students in Anthropology and several other departments. The program was initiated in 2020-21 and there are currently no Anthropology students formally enrolled in it. Current Ph.D. students interested in pursuing such a combined degree should consult with the DGS, and prospective students should consult the Graduate School's admissions web page, as noted below.

9.1 Program Requirements

9.1.1 *Coursework*

In their first two years of study, students in the Combined Ph.D. program will complete Introduction to Women's, Gender & Sexuality Studies (WGSS 600), Feminist and Queer Theory (WGSS 700), Methods in Gender & Sexuality Studies (WGSS 800)* and one elective. Typically, electives taken in the student's partnering Department will be cross-titled with WGSS or will substantively examine gender and sexuality. Students will also enroll in the half-credit WGSS 900, Colloquium & Working Group. The Colloquium and Working Group convene several Monday evenings throughout the semester; faculty and graduate students present works in progress.

*The WGSS DGS will determine, case-by-case, whether or not the methods course offered by the student's primary department fulfills our methods requirement.

- **WGSS 600: Introduction to Women's, Gender & Sexuality Studies (typically offered fall semester)**
Introduction to women's, gender, and sexuality studies as a field of knowledge and to the interdiscipline's structuring questions and tensions. The course genealogizes feminist and queer knowledge production, and the institutionalization of WGSS, by examining several of our key terms.
- **WGSS 700: Feminist & Queer Theory (typically offered spring semester)**
Survey of feminist and queer theoretic contestations, focusing both on historical foundations and contemporary articulations. Students examine the Marxist, critical race, postcolonial, transnational and liberal philosophical coordinates of feminist and queer theories.
- **WGSS 800: Methods in Gender & Sexuality Studies (offered alternate years)**
A practical forum that explores interdisciplinary methods and modes of analysis and evidence building for research in WGSS. Examines interventions from cultural studies, archive studies, ethnography, STS and media studies. Foci on the historicity of knowledge production, ethical research, and scholarship examining (what's "feminist" or "queer" about) feminist and queer methods.

9.1.2 Teaching Fellowship

WGSS Combined Ph.D. students will typically teach or serve as a teaching fellow in their third and fourth years in the program, unless their dissertation research plans require other arrangements. The courses will usually be WGSS-titled and undergraduate level.

9.1.3 Dissertation Proposal

Students in their third year of study will undertake a dissertation proposal workshop with faculty from the WGSS program.

9.1.4 Dissertation

Students will typically research and write their dissertations in their final two- to three-years of study. At least one faculty committee member of the student's dissertation will hold a primary, tenured or tenure-track appointment in WGSS.

9.1.5 How to Apply

To apply to the Combined Ph.D. in WGSS (and AFAM, AMST, ANTH, ENGL or SOCY), please visit the Graduate School of Arts and Sciences [admissions page](#). The application deadline follows the deadline of the partnering program. For example, if you are applying to English & WGSS, the deadline is on or near Dec. 15. If you are applying to Sociology & WGSS, the deadline is on or near January 2.

10 The Combined Ph.D. Degree in Anthropology and African American Studies

The Department of Anthropology offers a Combined Ph.D. Program with the Department of African American Studies. Students admitted to the combined degree program should follow the guidelines below in navigating the first three years of their Ph.D..

In *years 1 and 2*, students should work with their advisors and DGSs to plan their course selection so that it includes the following three elements:

- (1) Core courses in African American Studies, generally one per semester, as outlined on the Department's [website](#). In their first semester, students should register for *Theorizing Racial Formations* (AFAM 505a/AMST 643a), which is a required course for all first-year graduate students.
- (2) The core graduate courses in sociocultural anthropology, described in section [3.4](#) of this handbook.
- (3) Other graduate courses relevant to students' individual interests and plans. Some of courses will likely contribute to a student's "area of concentration" as defined by the Department of African American Studies.

Students must complete a minimum of 12 courses for which they receive graduate credit for admission to candidacy and to petition for the MPhil degree.

In the *spring semester of year 2*, Combined Degree students in Anthropology and African American Studies take the same qualifying examinations as graduate students in the sociocultural anthropology Ph.D. Program. The format, process, and timing for these exams are described in section [3.4](#) of this handbook.

In *year 3*, students should plan to complete a prospectus and “field paper” with the following guidelines in mind:

- (1) Completion of the two-semester Dissertation Prospectus Workshop (AFAM 895a and AFAM 896a) in the Department of African American Studies.
- (2) Submission of a formal prospectus (the same prospectus should be submitted to both Departments).
- (3) Completion of a 10,000 word “field paper,” with the same expectations as those for students in sociocultural anthropology, described in section [3.4](#) of this handbook.
- (4) The Prospectus and field paper may support applications for external funding for dissertation fieldwork, as appropriate.

Throughout years 1-3, students should work with their advisors, DGSs, and other faculty (including their first-year advisory committee, described on Page X of this handbook) to plan appropriate summer research and/or other activities that will prepare them for effective dissertation research and writing

11 Glossary and Abbreviations

| | |
|------------------------------------|--|
| DPR | Dissertation Progress Report |
| Prospectus | Dissertation Prospectus A 2,500 word (max.) document all students in Anthropology submit before they can officially advance to candidacy. |
| Field Paper | Not to be confused with the Dissertation Prospectus. The field paper is required by some subfields as a longer discussion of the student's research, and is submitted at the same time as the Prospectus. |
| 6th Year Funding | This refers to the unique parameters of funding for students entering their 6 th year of the program. This funding is provided by the graduate school to those students who demonstrate that they have the capacity to file their dissertation by the end of the sixth year of graduate study at Yale. This funding is similar to funding called "dissertation completion" or time to degree grant. |
| Teaching Year | Refers to a year in the program when a student is employed as a Graduate Student Teaching Fellow (TF). |
| Quals | Qualifying Exams |
| EST | Ethnography and Social Theory Colloquium |
| GSAS | Graduate School of Arts and Sciences |
| DGS | Director of Graduate Studies |
| DUS | Director of Undergraduate Studies |
| The Chair | The chair of the department of Anthropology |
| TF | Teaching Fellow |
| Brownbeer | The name of the weekly colloquium in biological anthropology. |
| SCL | Sociocultural and Linguistic Anthropology Subfield |
| SoCLA | Sociocultural and Linguistic Anthropology Subfield |

12 Appendix: Milestones for Path to PhD (Checklists)

12.1 Milestones to a Ph.D. in Sociocultural/Linguistic Anthropology and Combined Programs

These milestones track with curricular changes agreed to in December 2020 and implemented beginning in 2021-22. Please refer to “Specific Requirements for Sociocultural and Linguistic Subfield” in the Anthropology Department Graduate Student Handbook for more detail.

Year 1

- SCL Anthropology introductory course sequence (Fall and Spring)
 - if with AFAM, also Racial Formations (Fall)
 - if with WGSS, also Introduction to WGSS (Fall), Introduction to Feminist and Queer Theory (Spring)
 - if with YSE, also Doctoral Seminar and begin YSE 759, 839, and 764 requirements
- Attend Ethnography and Social Theory Colloquium (required)
- Elective courses
- Meet with advisor and advisory committee, with first meeting by end of first semester

Year 2

- ANTH 502
 - if with WGSS, WGSS 800 may substitute
- If with YSE, complete YSE 759, 839, and 764 requirements in Fall
- Attend Ethnography and Social Theory Colloquium (required)
- Elective courses
- Prepare for and take qualifying examinations
 - if with YSE, prepare reading lists in Fall
 - if not with YSE, note deadlines for reading list submission in early Spring described in the Graduate Student Handbook
 - register for Exam Preparation in Spring
- If appropriate, qualified students may work as Teaching Fellows in Year 2
- Meet with advisor and advisory committee

Year 3

- Complete field paper and prospectus
 - if with AFAM, also Prospectus Colloquium
 - if with WGSS, also Dissertation Proposal Workshop

- Applications for external funding
- Work as Teaching Fellow
- Attend Ethnography and Social Theory Colloquium (expected)
- Advance to candidacy and begin dissertation research / fieldwork
- Meet with advisor and advisory committee
- Be aware of GSAS policies on candidacy funding; consult with DGS as necessary

Year 4

- Dissertation research / fieldwork
- Communicate with advisor and others as appropriate

Year 5

- Be aware of GSAS policies on candidacy funding; consult with DGS as necessary
- Dissertation research and writing, to completion if appropriate
- Apply for jobs, postdocs, other opportunities
- Work as Teaching Fellow, or engage in fulltime writing on the UDF, as appropriate
- Attend Ethnography and Social Theory Colloquium (expected)
- Meet with advisor and others as writing progresses

Year 6 (contingent on Graduate School approval - see [here](#) for guidelines and the “Graduate Curriculum” document for some common trajectories)

- Attend Ethnography and Social Theory Colloquium (expected)
- Consult with adviser and expected dissertation committee as writing progresses
- Work as Teaching Fellow, or engage in fulltime writing on the UDF, as appropriate
- Complete and defend dissertation
- Apply for jobs, postdocs, other opportunities

12.2 Milestones to a Ph.D. in Biological Anthropology

See the Anthropology Department Graduate Student Handbook for more detail. Handbook Section “Specific Requirements for Biological Anthropology Subfield” lists useful topics of conversation for advising and mentoring in Years 1-2 that were developed jointly by subfield faculty and graduate students in 2020-1.

Year 1

- Meet with advisor; form full advisory committee by end of first semester
- Elective courses (generally 3-4 courses per semester), chosen in consultation with adviser and advisory committee
- Make early plans for summer research and/or grant-writing
- Discuss with advisers and seek out appropriate professionalization opportunities
- Attend Brown Beer and/or other appropriate Colloquium series (encouraged)

Year 2

- Elective courses (generally 3-4 in the Fall), chosen in consultation with adviser and advisory committee
- In early Fall, submit “Second Year Form” to Marleen Cullen to confirm members of your advisory/exam committee
- Prepare for and take qualifying examinations
 - Agree to scope, nature, and timing of exams Parts A and B in early Fall (at the latest)
 - Register for Exam Preparation in Spring
 - Complete written and oral exams in Spring
- Attend Brown Beer and/or other appropriate Colloquium series (encouraged)
- If appropriate, qualified students may work as Teaching Fellows in Year 2
- Meet with advisor and advisory committee
- Make early plans for summer research, with particular attention to preliminary/pilot data if appropriate

Year 3

- Complete and defend prospectus, encouraged by end of Fall if possible
- Applications for external funding, beginning in Fall
- Work as Teaching Fellow, as appropriate to trajectory and fieldwork plans
- Attend Brown Beer and/or other appropriate colloquium series (encouraged)
- Advance to candidacy and begin dissertation research / fieldwork
- Meet with advisor and advisory committee (update committee members as needed for dissertation advising)
- Be aware of GSAS policies on candidacy funding; consult with DGS as necessary

Year 4

- Dissertation research / fieldwork
- Communicate with advisor and others as appropriate
- Attend Brown Beer and/or other appropriate colloquium series (encouraged)
- Work as Teaching Fellow, if/as appropriate to trajectory and fieldwork plans

Year 5

- Be aware of GSAS policies on candidacy funding; consult with DGS as necessary
- Work as Teaching Fellow, or engage in fulltime writing on the UDF, as appropriate
- Attend Brown Beer and/or other appropriate Colloquium series (encouraged)
- Meet with advisor and others as writing progresses
- Dissertation research and writing, to completion if appropriate
- Apply for jobs, postdocs, other opportunities if appropriate

Year 6 (contingent on Graduate School approval - see [here](#) for guidelines; common trajectories should be discussed with advisers and DGS)

- Attend Brown Beer and/or other appropriate Colloquium series (encouraged)
- Consult with adviser and dissertation committee as writing progresses
- Work as Teaching Fellow, or engage in fulltime writing on the UDF, as appropriate
- Complete and deposit dissertation
- In consultation with adviser, publicly present research and receive feedback
- Apply for jobs, postdocs, other opportunities

12.3 Milestones to a Ph.D. in Archaeological Anthropology

These milestones include changes and clarifications adopted in 2022; see “Specific Requirements for Archaeology Subfield in Anthropology” in the Anthropology Department Graduate Student Handbook for more detail

Year 1

- ANTH/ARCH 701 and/or ANTH/ARCH 716 (complete both by end of Year 2)
- Consider elective courses in Archaeological Theory (e.g., ANTH/ARCG 771, 782)
- Consider elective courses in Analytical Methods (e.g., ANTH/ARCG 559, 636, 750, 754, 776, 785, 786)
- Other electives as appropriate—see Graduate Student Handbook for recommendations
- Attend Friday Brown Bag Colloquium
- In consultation with advisor, assemble full advisory committee and meet by the end of Fall semester; submit “First Year Advisory Committee Form” to Marleen Cullen
- Make early plans for summer fieldwork and research

Year 2

- ANTH/ARCH 701 and/or ANTH/ARCH 716 (complete both by end of Year 2)
- ANTH/ARCG 743 (Research Design) in Fall Semester
- Elective courses – recommendations as in Year 1
- Submit “Second Year Form” to Marleen Cullen to confirm members of your advisory/exam committee at the beginning of Fall semester
- Prepare for and take qualifying examinations in Spring semester
 - Agree to scope and nature of exams in Fall semester
 - Register for Exam Preparation in Spring (ANTH 950)
 - Complete written and oral exams in Spring
- Attend Friday Brown Bag Colloquium
- If appropriate, qualified students may work as Teaching Fellows in Year 2
- Meet with advisor and advisory committee
- Make early plans for summer fieldwork and research

Year 3

- Form a prospectus committee by beginning of Fall semester
- Enroll in CAND 999
- Complete and defend prospectus, strongly encouraged by end of Fall
- Applications for external funding (NSF & Wenner-Gren), beginning in fall
- Work as Teaching Fellow, as appropriate to trajectory and fieldwork plans
- Advance to candidacy and begin dissertation research / fieldwork
- Meet with advisor and prospectus committee

- Once prospectus has been defended, update prospectus committee members as needed to form a thesis committee for doctoral advising
- Be aware of GSAS policies on candidacy funding; consult with DGS as necessary
- Organize, manage, and attend the Friday Brown Bag Colloquium

Year 4

- Enroll in DISR 999 if on campus and once admitted to candidacy
- Dissertation research / fieldwork
- Communicate with advisor and thesis committee as appropriate
- Attend Friday Brown Bag Colloquium if present on campus

Year 5

- Be aware of GSAS policies on candidacy funding; consult with DGS as necessary
- Dissertation research and writing, to completion if appropriate
- Apply for jobs, postdocs, other opportunities if appropriate
- Work as Teaching Fellow, or engage in fulltime writing on the UDF, as appropriate
- Attend Friday Brown Bag Colloquium
- Meet with advisor and others as writing progresses

Year 6 (contingent on Graduate School approval - see [here](#) for guidelines; common trajectories should be discussed with advisers and DGS)

- Attend Friday Brown Bag Colloquium
- Consult with adviser and thesis committee as writing progresses
- Work as Teaching Fellow, or engage in fulltime writing on the UDF, as appropriate
- Complete and defend dissertation
- Apply for jobs, postdocs, other opportunities