Faculty Administrators

Department Chair:  **Anne Underhill**  
anne.underhill@yale.edu; 203-436-4258; 10 Sachem, 110 & 51 Hillhouse 208A

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):  **David Watts**  
david.watts@yale.edu; 203-432-9597; 10 Sachem, 210

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

Director of Undergraduate Studies (DUS):  **Paul Kockelman**  
paul.kockelman@yale.edu; 203-436-4270; 10 Sachem, 126

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

**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.

**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.

**Dreier, Cynthia: Senior Administrative Assistant**
cynthia.dreier@yale.edu, 203-432-3701, 51 Hillhouse, 107
Cynthia 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.

**Minton, Ann: Senior Administrative Assistant / Chair’s Assistant**
amn.minton@yale.edu; 203-432-3394; 10 Sachem, 203
Ann is the assistant to the Chair of Anthropology. She coordinates faculty searches, promotions, and reviews. Also, she coordinates faculty meetings and department events.

**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.

**Salazar-Burger, Lucy:** Research Associate
lucy.salazar@yale.edu; 203-436-4254; 10 Sachem, 228
Lucy is working this academic year as inventory manager for the Peabody Museum Macchu Picchu exhibition/materials.

**Finaldi, Dawn:** Operations Manager
dawn.finaldi@yale.edu; 203-432-3666; 10 Sachem, 110
Dawn deals with grants, renovations, strategic planning within the department, and numerous other matters.
Graduate Program in Anthropology

Requirements for the Ph.D.

To qualify for admission to candidacy for the Ph.D., you must:

1. complete sixteen (16) 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;
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, which must then be approved by the faculty. Once the prospectus is approved, it is submitted to the Graduate School of Arts and Sciences. The Graduate School Bulletin provides general guidelines for prospectuses. Departmental guidelines vary somewhat by subfield, as described below. However, all Anthropology Graduate students are required to prepare a document not longer than about 2,500 words; this is the document that will be subjected to a faculty vote and then submitted to the Graduate School. The prospectus submission process must be completed by the end of the sixth semester of registration.

After being admitted to candidacy, the only requirement left to obtain the Ph.D. is to submit a dissertation, which must then be approved by the department faculty.

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), which is independent of the Anthropology Department.) 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 both the M.A. and the M.Phil. degrees. The academic requirements for the M.Phil. are (1) satisfaction of the 16 course requirement specified above; (2) passing the qualifying exams. M. Phil. Degrees are thus typically awarded during the third year, during which students who wish to receive the degrees must formally apply for them.

Overview of the Ph.D. Program

There is a typical sequence of activities for timely completion of the Ph.D.:

1st year: Coursework (4 courses per semester); summer—preliminary fieldwork or language study.
2nd year: Coursework (4 courses per semester); 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. You may enter a subtitle. The instructor will be your advisor.

3rd year: Teaching fellowship; grant writing; prospectus or field paper defended during the 2nd semester; start of fieldwork or other formal PhD research if advance to candidacy during the 1st semester.

4th year: Fieldwork or other formal PhD research, usually using outside grant funding*

5th year: Teaching fellowship; organize data and begin writing dissertation*

6th year: Dissertation writing fellowship; write dissertation.

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

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 PhD research.

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 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 (two years’ stipend support while taking courses; 2 years’ stipend support while teaching; 1 year stipend support while using Dissertation Writing Fellowship) before the end of their 6th years. In such cases, they 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).

**Student Advising**

Each incoming student is assigned a provisional advisory 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 committee assigned them, but they are free to change the membership of their committee during the first year. The adviser must be a full-time member of the Yale anthropology faculty, but the committee may contain a member from another Yale department. 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. 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 semester. 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, the advisory committee is replaced by the 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 Advisor/Committee Chair. The prospectus committee assists you in the preparation of a prospectus / field paper or proposal for dissertation research.

Requirements

Students are required to take a total of 16 graduate courses over their first two years (excluding language courses—see below). Students select their courses in consultation with their committees; the DGS must then approve all schedules. Due to the diversity of student backgrounds and interests, course requirements are largely determined on a case-by-case basis by your advisor and advisory committee. However, some courses are required or strongly recommended for students in particular subfields.

The first-year program in Sociocultural and Linguistic Anthropology is centered on a four required seminars, organized into two sequences:

Fall-term: ANTH 500a, The Development of the Discipline: Historical Trajectories
Spring-term: 500b, The Development of the Discipline: Contemporary Themes
Fall-term: ANTH 501a, Anthropology and Classical Social Theory
Spring-term: ANTH 501b, Anthropology and Contemporary Social Theory

These four seminars will constitute half of the expected course load for the first year. Each seminar will be taught independently by a different instructor, but the four instructors for any given year will coordinate their curriculums. Students have considerable freedom in selecting the remaining four courses in consultation with their advisory committee. The same four core seminars are also required of students in the joint degree programs with FES (with the exception of any concentrating in Biological Anthropology of Archaeology), American Studies, and Afro-American Studies).

Second-year doctoral students in Sceiocultural and Linguistic Anthropology are also required to take a year-long Seminar on Research in Sociocultural Anthropology (numbered Anthro 502 and 503) that provides a comprehensive introduction to (1) research design, (2) research methods, (3) ethics, (4) grant proposal writing (5) ethnographic writing, and (6) research presentation. The sequence combines theoretical and professional training with structural features of a seminar, a practicum, and a workshop. Where appropriate, instructors call on other faculty, grant foundation program officers, and dissertation writing graduate students to give presentations on particular topics. Other coursework will continue to be determined by individual needs and interests.

Biological anthropology students have one required core course ANTH (“Topics and Issues in Evolutionary Theory”); this is usually taken during the first year, but in some
cases might be taken during year 2. Students decide on other courses in consultation with their advisors and other members of their advisory committees.

**Anthropology students in the Archaeology subfield:**

Given the Graduate School’s limits on funding to six years, and given the Department’s expectation that all or most students will have significant field projects, we advise our new students as follows for completion of requirements for the Ph.D:

In years One and Two, students will enroll each year in four and four courses (Fall and Spring), for a total of eight courses. Of those, all are required to take ANTH/ARCG 316 (Introduction to Archaeological Laboratory Sciences) and ANTH/ARCG 771 (Early Complex Society). In the Fall of the Second year, it is obligatory to take ANTH/ARCG 743 (Proposal Writing). Comprehensive Exams will occur during the Spring semester of the Second year.

In the Fall of the Third year, all time will be devoted to proposal writing (no-credit participation in ANTH/ARCG 743 will allow for critique of proposals). We strongly encourage students to complete and defend their Prospectus by the end of the Third year Fall semester (including approval by the faculty at the December faculty meeting), rather than the Spring semester, in order to allow fieldwork to begin sooner. The first of four Teaching Fellowships (TF) can be taken that Fall as well.

Students should work to be in the field beginning the Spring semester of the Third year, and continue fieldwork to as late as the end of the Fall semester of the Fifth year. During the Sixth year, students will use their Dissertation Writing Fellowships. The dissertation deadline for the Graduate School will be in the Spring of the Sixth year. It is a departmental requirement that a final version be submitted to the student’s Dissertation Committee no later than one month prior to the Graduate School deadline.

Students who have received Masters degrees at Yale or at other institutions before enrolling the Anthropology PhD program, or who have transferred to Yale from another PhD program, can petition to have up to three of the 16 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 or where the student was previously enrolled and by a letter of support from the student’s advisor. 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.

**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 generally do not count toward the 16 courses required for candidacy. An exception is sometimes made for advanced courses in language departments if they focus on academic subjects such as literature rather than on grammar and vocabulary. As with all courses, you must discuss language courses with your advisor before enrolling in them to ensure that they will count toward the 16-course requirement and conform to an appropriate course of study.

Students who wish to study a language not represented in regular course offerings can take advantage of Yale’s Directed Independent Language Study Program (http://www.cls.yale.edu/dils/). 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.

Like the language requirement, the need to demonstrate competency in statistics and quantitative methods is determined by each student's advisory committee, and stipulated in writing to the DGS.

**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.)*

**Qualifying Examinations**

Note: students in the combined program of Anthropology and F&ES should refer to Appendix A for further details on the Qualifying Exams.

Qualifying exams consist of two parts, a written component and an oral component. The structure of the written component varies slightly among subfields. Written exams for students in Biological Anthropology and Archaeology are held during two four-hour periods over two consecutive days. The first day of the written exam normally covers the general field of your anthropological interests (archaeology or biological anthropology) or some approved combination of subfields and will draw on material from courses you have taken while in the program, while the second day focuses on thematic topics and fields of scholarship related to your proposed dissertation research. For students in Sociocultural and Linguistic Anthropology, the written exam will be limited to a four or five hour period on a single day. It will be based entirely on the core sequence of seminars in each subfield (i.e., ANTH 500a/b, ANTH 501a/b and ANTH 502/503). Thus, all students will receive the same exam, which will be written collectively by the professors who had taught that cohort's core sequence. Students in Sociocultural and Linguistic Anthropology are also expected to write “Field Papers” as part of qualifying for candidacy (see below); this is not a requirement for students in other subfields.
The oral component of qualifying exams involves a two-hour meeting with the members of your exam committee. The written exam is usually scheduled on the last Thursday and Friday of 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.

The written examination is “closed book” and “closed notes,” meaning that you are not allowed to use books, notes, or bibliographies. Students may choose to compose their written responses either by computer or by hand; most students favor writing by computer.

The scope of the written exams (for students in Archaeology and Biological Anthropology) and of the oral exams for all students and the composition of the exam committee must be established at the start of your second year. In consultation with your advisory committees, and, when appropriate, additional examiners, you will decide on the academic areas to be covered. Additional examiners may be from outside the Department or even the University, and in some instances they may be scholars not affiliated with any university. All students will be expected to have at least four examiners on their exam committees. In the term before your exams are to be taken, you must submit a “Second Year Form,” identifying the members of your advisory committee, your additional examiners, and your proposed exam fields, to the DGS for departmental faculty approval.

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 in the course of 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.

**Dissertation Prospectus / Field Paper**

Admission to candidacy for the Ph.D. requires the preparation of a full-scale research proposal. All students are required to prepare such a 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. The prospectus should be prepared in consultation with the student’s dissertation supervisor and at least two
other scholars (one of whom must be a regular member of the Department faculty). 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. 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.

The prospectus should present your best judgment and intentions regarding the proposed dissertation before leaving for fieldwork or otherwise commencing your research. You are of course 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 fieldwork or other research for the dissertation until the prospectus has been approved and you have been advanced to candidacy.

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

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. Because we have narrowed the scope of the second-year qualifying examination, this “state of the field paper” in effect becomes the means by which students can develop and demonstrate their relevant topical and areal expertise. The field paper is intended to be an effective bridge between the course work of the first two years and the dissertation project that will begin in the fourth year. It should be a broad treatment of the areas of scholarship within which the student will locate his or her dissertation project. It should critically review the theoretical, substantive and methodological approaches within these areas, and identify and assess the directions of research. It is not intended to be simply a bibliographic review or a long proposal, but rather an analytical appraisal of a field of study that can serve as the foundation of the dissertation project. The field paper will be developed with the guidance of the student’s advisory committee, and a final written version will normally be deposited with the DGS by March 15. All students must orally defend their field papers before their committees. The successful defense of the field paper will be required for admission to candidacy. Because most students will be submitting their grant proposals in the fall of their third year, the field paper is likely to be a significant expansion that takes on qualities of a scholarly paper rather than just an overly long prospectus.

Students in the combined program of Anthropology and F&ES should refer to Appendix B for requirements specific to that program.

**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](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/](http://iacuc.yale.edu/).

**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 advisor and the DGS. Therefore, it must be submitted to your advisor 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](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.

**Dissertation Readers**

Students must have at least three people who serve as “readers” of their dissertations, one of who is their advisor. At least one other reader must hold a ladder appointment (i.e., tenure-track or tenured) on the faculty of the 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 or someone who holds a similar position at an outside institution. 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 advisors 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.

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.

**Submitting the Dissertation**

The Graduate School awards degrees twice a year—in November or 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 the current draft is ready. This is because Graduate School rules allow for only minor revisions to these drafts. 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 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. PhD 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. Students in the joint PhD program with Forestry & Environmental Sciences are required to hold formal defenses (see Appendix ).

Professional Development
The Anthropology curriculum does not include formal courses on professional development that all graduate students are required to take, although students in Sociocultural and Linguistic Anthropology are required to take the 2nd year seminar sequence described above. However, students should take advantage of our informal workshops on topics like the job search process and the challenges of fieldwork and of opportunities to be involved in working groups like that on Political Ecology. They also should participate in the various subfield colloquium series (Ethnography and Social Theory, The Archaeology Brown Bag series, the Biological Anthropology Brown Bag series) and are encouraged to attend job talks and to meet with job candidates. They also should take advantage of the Schwartz Fund (below) to subsidize the costs of attending professional meetings.

The Graduate School offers a wide range of workshops on the job search process (including searching for non-academic jobs) and related topics through the Office of Career Strategies. You can find information about these resources at
https://ocs.yale.edu

Financial Resources

Summer Research & Language Studies

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

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 advisors and committees on potential funding sources.
**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.

*The SMITH Fund.* This fund provides several types of funding to support research by PhD students. Every student entering the PhD 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.

**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. 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. 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 advisor 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) Center for Field Ecology.* 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. More information on these grants is available at http://yibs.yale.edu.

For their dissertation research, anthropology students typically rely on outside research grants. This is not a comprehensive list. Again, consult with your advisor. Among the grants most commonly applied for are:

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 (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 can take 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 other students and faculty.

*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 bursar 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 **UHC Global Travel Assistance (formerly "FrontierMEDEX")** and are provided with access to the **UHC Global Travel Assistance (formerly "FrontierMEDEX")** Online Member Center at no charge, ([http://ogc.yale.edu/FrontierMEDEX_Program](http://ogc.yale.edu/FrontierMEDEX_Program)).

**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, [http://gsas.yale.edu/academic-professional-development/teaching-fellow-program](http://gsas.yale.edu/academic-professional-development/teaching-fellow-program) is an obligatory part of all Yale Ph.D. programs and is designed to help you become an effective teacher. You will typically start teaching in your third year, after completing your coursework and qualifying exams. 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.

A link to the Teaching Fellows handbook can be found here: [http://teaching.yale.edu/becoming-teachers/intro](http://teaching.yale.edu/becoming-teachers/intro)

The Yale Center for Teaching and Learning

[http://ctl.yale.edu](http://ctl.yale.edu)

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.

**6th Year Funding**
The one exception regarding automatic eligibility for TF positions once one has taught for four semesters 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 PhD 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 advisor 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.

Consult the DGS and the “6th Year Funding FAQs” web page http://gsas.yale.edu/funding-aid/faqs/sixth-year-funding-initiative-faqs for more information on this program.

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. Students who wish to defer their teaching fellowship 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. If the deferral is approved, the student will have the same status as a student in a teaching year (years 3-4). Under no circumstances may a student defer a teaching year beyond the sixth year, and all students must still complete the University Dissertation Fellowship by the end of the sixth year.

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.

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 of any kind. 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. 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 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.

**Registration**

Graduate students select and enroll in courses through the Online Course Selection (OCS) web application (http://www.yale.edu/sis). All graduate students are expected to register each term, even when not pursuing coursework. You must submit your course selections on-line, at which point your advisor will review your course selections and either require revisions or approve the course schedule. After your advisor 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 http://gsas.yale.edu/sites/default/files/calendar-files/gsas_calendar_2017-18_rev_7-14-17.pdf for the actual date). A late fee of $25 is charged for course selections submitted after the deadline. 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 advisor 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.

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

**Continuous Registration**

Once the full-tuition obligation has been met (after four years or eight terms of study), students are charged the Continuous Registration Fee (CRF) until the dissertation is submitted or the terminal date is passed. However, as with tuition, this fee is waived for students in their 5th and 6th years, for whom the Graduate School provides fellowships to cover the costs. Students who are permitted to register after the sixth year are also charged the CRF. The CRF for 2016-17 is $540.00 per term.
**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 six and wish to remain registered must submit a petition for extended registration (the form can be found at [http://gsas.yale.edu/sites/default/files/files-forms/change_of_status_form_4.pdf](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 and DGS must certify that the student is making good progress on the dissertation, will be working full-time on it during the year, and has a reasonable prospect of completing it by the end of the registration period. The Graduate School will normally approve petitions supported by these certifications for a seventh year, provided that the student is not employed more than twenty hours per week and will be at Yale or in another location conducive to writing the dissertation. 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).

**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.

**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. Forms are available at [http://gsas.yale.edu/forms](http://gsas.yale.edu/forms)

**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](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.

**Leave of Absence**

A leave of absence requires the approval of the Associate Dean. There are two types of leave: personal and medical. 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 leave. Personal leave is given for reasons such as pregnancy, maternity or paternity care, or financial emergencies. To be eligible for personal leave, a student must have satisfactorily completed at least one term of study. Normally, students are not eligible for a leave of absence after the fourth year of study, although exceptions occur.

To apply for a leave of absence, 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, the date through which you wish to remain on leave, and provide 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 more information on this subject see http://gsas.yale.edu/academics/programs-policies

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.

Procedure on Submitting Forms

During your program of study as a PhD student, you will need to submit many forms, including both academic forms and applications for funds. For those that need your advisor’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 advisor in not in residence at Yale at the time, please have them submit their approval of your submission by email.

**Departmental Resources**

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

**Copier:** The copier requires the user to enter an ID code consisting of the last 4 digits of the user’s social security number. 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.

Teaching fellows can obtain course-codes to use in combination with their ID codes to charge course-related photocopies to the course’s account for handouts such as syllabi and exams, but should not use these for course packets.

**Student Lockers:** 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. You will need $5.00 for a key deposit.

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.

**Computers and Information Technology**

Students can find information on Yale IT basics at [http://www.yale.edu/its/stc/](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](http://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/](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. Information on installing Yale VPN 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. Installation of Yale VPN is recommended when possible. It is available at http://its.yale.edu/software-technology.

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.

**Libraries**

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

The libraries offer workshops, tutorials and tours throughout the year. 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/](http://www.library.yale.edu/cite/) Contact Sarah Hogan 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](http://guides.library.yale.edu/anthropology) and [http://guides.library.yale.edu/](http://guides.library.yale.edu/)

**Your Personal Librarian: Gwyneth Crowley**  
**Social Science Research Support Librarian**  
Yale University  
203-432-3213, gwyneth.crowley@yale.edu

**Center for Science and Social Science Information**

The Center for Science and Social Science Information (CSSSI), a collaboration between the Yale University Library and Yale Information Technology Services (ITS), is located at 219 Prospect Street on the concourse level of the Kline Biology Tower. The Center incorporates the services of the Science and Social Science Libraries and the ITS Stat Lab and provides state-of-the-art information services in a technology-rich, newly renovated environment.

**Study Room South**
- Open 24 hours, 7 days a week
- Soft seating, group tables and chairs and computer workstations
- Data and power jacks are available throughout the space
- Lockers have two power jacks in each cubicle to charge personal items
- Lockers can be reserved at the Information Desk for 3 hours (renewable)
- Three group study rooms are available with Media:scape technology  
  Media:scape is a configuration of technology and furniture that allows small groups to access and share online screens and data in a collaborative way
- Writeable glass walls and whiteboards are available throughout the Center for creative thinking and collaboration
- Media wall: for digital exhibitions, presentations, departmental showcases, game nights and more

**Study Room West**
- Information Desk provides expert research and technology assistance during hours of operation
- Individual and group study tables, features a variety of computer equipment and software; 26 PCs and 14 Macs
- Software and hardware includes:
  1. Scanners including Book Scanners, Flatbed Scanners, and Microform readers
  2. Digital tablets for tracing maps, drawing, and annotating documents
  3. PCs with dual monitors, extra memory AND speed
  4. **GIS Software (Google Earth, ArcGIS)**
  5. Statistical Software including (Stata, SAS, SPSS, Mathematica, R)
6. Special Graphics software like (Maya, SolidWorks, LaTeX, ArtStor)
8. Visualization Software, like Processing
9. Macs have: Adobe CS5 (Photoshop, Illustrator, InDesign, Dreamweaver, Flash, Fireworks, Acrobat Pro)
   - Media Macs also have Movie Editing Software on them
   - Traditional study tables, soft seating for individual or group study, outdoor study area

Study Room East
- StatLab classroom:
  1. available for computer based instruction featuring multiple projection screens, digital annotation/touchscreen monitors
  2. ubiquitous writing space
  3. Science/Social Science software
  4. full suite of multimedia presentation tools (DVD, VCR, auxiliary inputs)
- StatLab consultants are available during the day and evening for consulting on data analysis, quantitative research and survey design
- Two presentation practice rooms provide the capability to record and rehearse presentations - these rooms also have video conferencing capability
- Moveable small tables for individual or group study
- Offices of Subject Librarians and Statistical Analyst

Stacks – Lower Level
- Collection of approximately 180,000 science and social science volumes
- 8 study carrels, 3 study tables, and rolling white boards
- Government documents reference

Addressing Disputes and Grievances
Channels exist at the level of the department, Graduate School, and university for addressing grievances or conflicts between a student and a faculty member, administrator, or another student, there are these concerns. Most problems can be solved informally within the department. If a student has a complaint against a professor that cannot be solved by dealing directly with the professor in question, in most cases the student can address the problem by consulting with the DGS and/or Chair. If a problem cannot be solved within the department, or the student feels the problem cannot be addressed fairly in the department, the student should submit a letter to the appropriate Graduate School Dean describing the problem. Most problems can be addressed through informal arrangements either at the Department or Graduate School level.

However, 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:
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 Metal Health Services, among others. You might also be interested to 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

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
Schedule of Academic Dates and Deadlines

Fall Term 2017

Aug. 21 M New student orientation week begins

Aug. 23 W Fall-term Online Course Selection (OCS) begins

Aug. 24 TH Matriculation ceremony

Aug. 28 M Teaching @ Yale Day: orientation for all new Teaching Fellows

Aug. 30 W Fall-term classes begin, 8:20 a.m.

Sept. 1 F Monday classes meet on Friday

Sept. 4 M Labor Day. Classes do not meet

Sept. 8 F Final day to apply for a fall-term personal leave of absence

Sept. 13 W Fall-term Online Course Selection (OCS) ends

Sept. 15 F Final day to file petitions for M.A., M.S., and M.Phil. degrees to be awarded in December

Sept. 22 F One-half of the fall-term full-tuition charge will be canceled for students who withdraw from the Graduate School on or before this date or who are granted a leave of absence effective on or before this date. The CRF is not prorated

Oct. 2 M Due date for dissertations to be considered by the Degree Committee for award of the Ph.D. in December

Oct. 17 T October recess begins, 5:20 p.m.

Oct. 23 M Classes resume, 8:20 a.m.

Oct. 27 F Midterm

Nov. 2 TH Readers’ Reports are due for dissertations to be considered by the Degree Committee for award of the Ph.D. in December

Nov. 8 W Final day to withdraw a degree petition for degrees to be awarded in December

Nov. 9 TH Oral Proficiency Assessment for international students in all GSAS degree programs

Nov. 13 M Departmental recommendations are due for candidates for December degrees

Nov. 17 F November recess begins, 5:20 p.m.

Nov. 27 M Classes resume, 8:20 a.m.

Dec. 14 TH Classes end, 5:20 p.m.

Dec. 15 F Final examinations begin

Dec. 20 W Examinations end. Winter recess begins

Dec. 21 TH Date of December degree award
Spring Term 2018

Jan. 2  T  Final grades for fall-term courses due
         Final day that faculty may submit a request for the assignment of a grade of
         Temporary Incomplete
Jan. 10 W  Spring-term Online Course Selection (OCS) begins
Jan. 15 M  Martin Luther King Jr. Day. Administrative offices are closed
Jan. 16 T  Spring-term classes begin, 8:20 a.m.
Jan. 19 F  Teaching @ Yale Day: orientation for all new Teaching Fellows
Jan. 25 TH Final day to apply for a spring-term personal leave of absence
         The entire spring-term tuition charge or CRF will be canceled for students who
         withdraw from the Graduate School on or before this date or who are granted a leave
         of absence effective on or before this date
Jan. 26 F  Spring-term Online Course Selection (OCS) ends
         Final day for registration. A fee of $50 is assessed for course schedules accepted after
         this date
Feb. 9  F  One-half of the spring-term full-tuition charge will be canceled for students who
         withdraw from the Graduate School on or before this date or who are granted a
         medical leave of absence effective on or before this date. The CRF is not prorated
Feb. 15 TH Due date to notify department of intention to submit dissertation for award of the
         Ph.D. in May
Mar. 1  TH Final day to file petitions for M.A.S., M.A., M.S., and M.Phil. degrees to be awarded in
         May
Mar. 9  F  Midterm
         Final day to change enrollment in a spring-term course from Credit to Audit or from
         Audit to Credit
         Final day to withdraw from a spring-term course
         Spring recess begins, 5:20 p.m.
         One-quarter of the spring-term full-tuition charge will be canceled for students who
         withdraw from the Graduate School on or before this date or who are granted a
         medical leave of absence effective on or before this date. The CRF is not prorated
         Teaching appointments will not appear on the transcripts of students who withdraw
         from the assignment on or before this date
Mar. 15 TH Due date for dissertations to be considered by the Degree Committee for award of the
         Ph.D. in May
Mar. 26 M  Classes resume, 8:20 a.m.
Apr. 13 F  Readers’ Reports are due for dissertations to be considered by the Degree
         Committee for award of the Ph.D. in May
Apr. 16 M  Oral Proficiency Assessment for international students in all GSAS degree programs
Apr. 19 TH Deadline for departments to return Degree Recommendation Forms for May
         graduation
Apr. 20 F  Final day to withdraw a degree petition for degrees to be awarded in May
May 1  T  Final day to submit Dissertation Progress Reports
         Final day to submit petitions for extended registration and Dissertation Completion
         status for the next academic year
May 3  TH Classes end, 5:20 p.m.
May 4  F  Final examinations begin
May 9  W  Final examinations end
May 11 F  Final grades for spring-term courses are due for candidates for terminal M.A.S., M.A.,
         and M.S. degrees to be awarded at Commencement
May 20 SU  Graduate School Convocation
May 21 M  University Commencement
May 31 TH Final grades for spring-term courses and full-year courses are due
         Final day that faculty may submit a request for the assignment of a grade of
         Temporary Incomplete
Contact
Yale University
Department of Anthropology
PO Box 208277
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Telephone: 203-432-3700
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Acknowledgments
This handbook was compiled 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
GUIDELINES FOR COMBINED PHD PROGRAM IN ANTHROPOLOGY AND
FORESTRY & ENVIRONMENTAL STUDIES
Version: May 2017

History and Purpose:
The combined Forestry and Environmental Science (F&ES)/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 F&ES. 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 F&ES, especially in terms of bridging the social and natural sciences; (2) it combines the strengths in ecological and environmental studies of F&ES with the social science strengths of the Anthropology Department; and (3) it combines the Anthropology Department’s strengths in theory with the emphasis within F&ES 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.

Eligibility and Master’s Degrees:
In general, eligibility for entry into the combined degree program will be the same as for entering either the F&ES 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 F&ES 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.

Application:
Prospective combined degree students must initially apply either to Anthropology or to F&ES 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 F&ES 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 F&ES 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 F&ES 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 DGS) to, and meet with, the Associate Dean of the Graduate School (currently Richard Sleight), who will make the final decision regarding admission. A positive decision by the Dean will constitute formal admission into the combined degree program.

Requirements of the Combined Degree

The requirements of the combined doctoral degree are the same as those of the doctoral degrees of F&ES 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 16 units/courses, which will be apportioned between Anthropology and F&ES, and other university departments, based on consultations with the student’s committee. During their first three semesters in the program, combined degree students must take a) the one-semester doctoral seminar at F&ES (taken in year one), and b)
required coursework in 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 F&ES. Combined students receiving their stipends from Anthropology are expected to serve as Teaching Fellows (TFs) and they are eligible to work as TFs starting in year three of their program of study. These students are expected to work as TFs for four semesters, as required by the Graduate School of Arts and Sciences. The exact timing of teaching depends on the scheduling of PhD research. The GSAS expectation is that students teach 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.

All Anthropology graduate students, including those 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. All Anthropology students, including those admitted to the combined program through Anthropology, usually fund a year or more of their field work through competitive external grants.

Those receiving their stipends from F&ES are expected to serve as TFs for 2 semesters and research project assistant (R.F.) for 2 semesters for a 4-year F&ES stipend, and to serve as TFs for an additional 2-4 semesters (one of which must be at a level of 20 hours/week as opposed to the normal 10 hours/week) if they wish to receive a 5th and 6th year of stipend support for writing-up, contingent on availability of funds from the School and demand for TFs. F&ES does not guarantee a 6th year of support. Winning external stipend and tuition support reduces these requirements commensurately.

**Doctoral Committee**

Combined students will be assigned an advisor in both F&ES 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, each student must constitute a formal doctoral committee. The student’s principal advisors in F&ES and Anthropology will serve as co-chairs of the committee. The committee also should have one additional member drawn from each department. Further committee members, beyond the four specified here may be drawn from the rest of the university, or from beyond the university according to the student’s needs. If the student invites to his/her committee a member of the faculty jointly appointed between Anthropology and F&ES, the student in consultation with co-Chairs can determine which department that faculty
member would count for, so as to select a fourth committee member from the other department to maintain the committee composition specified.

Exams, Prospectus, Dissertation

The combined degree students will take their comprehensive exams during their 4th semester. 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 core sequence of seminars taken in F&ES 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 the world area (for example sub-Saharan Africa, or Southeast Asia, or Latin America) 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 which will include, only for the duration of the examinations, a representative of the Anthropology Department’s examination committee (which draws upon faculty teaching the core curriculum in that year). Both parts of the written examination will consist of 6-8 questions, of which 3-4 questions will have to be answered. These exams, 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 (i.e. for outside committee members who cannot attend in person). 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, called the field paper in Anthropology, in close consultation with their committee, and following Anthropology and F&ES guidelines. This document, which also serves as the basis for proposals for outside funding of field research, normally runs 40-60 pages in length. 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 F&ES and the Department of Anthropology, and is required for admission to candidacy. A final version of this prospectus must be filed with the DGS by March 15, and the student’s advisory committee’s endorsement of this document...
must be brought before the entire Anthropology faculty in its next meeting in April. 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. If it seems advisable this requirement may be fulfilled in the fifth semester and in that case the final prospectus would need to be filed with the DGS by November 15th.

The completed dissertation must be defended, following F&ES guidelines, before a meeting of the entire committee (and other interested faculty members). The defense will consist of a 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 but may petition to be awarded a terminal Master’s degree. Following a successful defense, three formal reader’s reports must then be prepared for presentation to the DGSs of Anthropology and F&ES. At least two of these must come from tenured Yale faculty, and at least one must come from the F&ES faculty and at least one from the Anthropology faculty. The readers must be recommended by the appropriate DGS and approved by the GSAS.

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 perhaps 18 months, but varies from 12 to 24. Combined students receiving their stipends from F&ES generally leave for the field after the 4th or 5th semesters, and those receiving their stipends from Anthropology after the 5th or 6th semesters.

Funding

The Ph.D. program to which the combined student first applied is entirely responsible for his or her stipend and tuition. Funding for summer fieldwork, language study, and attendance at professional meetings, and funding for the principal period of fieldwork, are available from a variety of sources. Combined students are eligible for in-house grants from both Anthropology and F&ES. In the case of F&ES, these include research grants from the Tropical Resource Institute and conference travel grants from the Doctoral Program. In the case of Anthropology, these include the Smith and Albers Funds for research and the Schwartz Fund for conference travel. Combined students
are also eligible for a wide range of intra-Yale grants for research and language study, including the Enders grant, and awards from the MacMillan Center, the various area studies councils, and a number of other topic-specific grants. Five or six years of twelve-month support are available from the Graduate School or F&ES, to combined students, and fixed summer support grants are available from F&ES (for a maximum of two years) to those students who first applied to F&ES and have not secured external support.

Combined students typically fund their summer pre-dissertation research and language study from Yale sources but fund most of their major period of fieldwork from sources outside Yale. Combined students have been very successful winning awards for this purpose from Fulbright, Fulbright-Hays, and NSF, among other sources. Students who first applied to F&ES (but not Anthropology) and who win outside awards for their major period of fieldwork may (if they wish) go off stipend for the duration of the outside award and partly “bank” that stipend support for use as needed during the write-up period (see the F&ES Doctoral Student handbook for further details). Combined students who first applied to Anthropology are eligible for a stipend from the Graduate School to support them while writing up during the 5th year or 6th year. Students who first applied to F&ES are not eligible for this support from the Graduate School but are eligible for a 5th and 6th-year support from F&ES on the condition of serving as T.F. (at some point during the 5 and 6-year) an additional 2 semesters, contingent on availability of funds from the School and demand for TPs. Any additional work as a T.F. or R.F., done while the student is still on stipend and in order to supplement that stipend, is subject to Graduate School regulations. Winning of outside awards that apply to stipend/living expenses also is subject to Graduate School regulations.

**Combined Degree**

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

**Further Information**

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

Michael R. Dove and K. Sivaramakrishnan
Coordinators, Combined F&ES/Athropology Ph.D. Program

Karen C. Seto
Director of Graduate Study, School of Forestry & Environmental Studies

David Watts
Director of Graduate Study, Anthropology Department
GENERAL SCHEDULE FOR COMBINED ANTHROPOLOGY/F&ES STUDENTS*

APPLICATION:
Either at the time of application to graduate school:
- To F&ES or Anthropology as primary home with Combined Degree option: Year 0
- Or after admission to either the F&ES 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 F&ES: 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 (unless in the field) Years 3-4
- F&ES: 2 semesters as TF and 2 semesters as RF Years 1-4
- F&ES: 2-4 semesters as TF (for optional 5th year funding) Years 5-6

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 F&ES/Anthropology Doctoral Degree Program” and the F&ES manual “Procedures and Practices Relating to Doctoral Student Work.”
Appendix A

GUIDELINES FOR COMBINED F&ES/ANTHROPOLOGY Ph.D. PROGRAM: Course Requirements for Students Specializing in Sociocultural Anthropology

Combined degree students specializing in sociocultural anthropology are required to take the following courses in their first three semesters in the program.

- The one-semester doctoral seminar at F&ES (taken in year one)
- F&ES 520 (Society & Environment: Introduction to Theory and Method), F&ES 535 (Social Science of Development & Conservation), and F&ES 902 (Dive Doctoral Lab) for at least two semesters during their first two years in the Ph.D. program.
- At least four courses from the five core courses including the four first-year theory courses and the second-year research design and methods course (as specified in the Handbook for Graduate Students) in Anthropology. This selection should include at least three courses from the first-year course sequences and should be made in consultation with the program coordinators and the DGSs for F&ES and Anthropology.

Combined degree students specializing in biological anthropology or archaeological studies are required to take the following courses in their first three semesters in the program.

- The one-semester doctoral seminar at F&ES (taken in year one)
- Three (3) other appropriate F&ES courses chosen by the student's committee and approved by the co-coordinators of the combined program.
- The prescribed core courses for biological anthropology and archaeological studies. The total number of such courses may be limited to four (4) with the approval of the student's committee and the co-coordinators of the combined program.

Students would be free to take more core Anthropology courses as electives if they so wished, or might have to do so if their committees thought they would benefit from additional core Anthropology training. Such elective work can be completed in the fourth and, in exceptional cases, in the fifth semester. Students entering the combined program with a prior Master's degree may petition for course reductions (up to three courses for degrees received outside of Yale). In cases where equivalent graduate course work in theory or research design and methods can be demonstrated the corresponding requirement in Anthropology may be waived upon recommendation of the student's advisory committee.
Appendix B
Addendum to the Yale Anthropology Graduate Student Handbook, Approved by the Faculty on April 19, 2011

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 advisers 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 advisers, 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.