

BROWN

DEPARTMENT OF ANTHROPOLOGY

Graduate Student Handbook

2026-27

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LIST OF ACRONYMS:

DA	Department of Anthropology
GS	Graduate School
GSH	Graduate Student Handbook
MA	Master of Arts degree
PE	Preliminary Examination
DGS	Director of Graduate Studies
DGT	Director of Graduate Training
DGA	Director of Graduate Admissions
DCP	Dissertation Completion Proposal (an acronym used by the GS, not to be confused with the DRP)
DRP	Dissertation Research Proposal (an acronym used by the DA, not to be confused with the DCP)

I. INTRODUCTION

The Department of Anthropology Graduate Student Handbook (**GSH**) provides students with details on departmental expectations, policies, and rules, as well as advice on the pacing of a graduate career at Brown and on how best to prepare for a professional career in Anthropology. The document is updated and revised annually by the Director of Graduate Studies (DGS) to improve clarity. The DGS welcomes advice on how to improve the GSH for the benefit of future graduate students. The entire graduate program is evaluated every seven years with additional incremental changes happening between review periods. All changes that impact the policies of the graduate program must receive a majority vote of approval by tenured and tenure-track faculty within the department.

Graduate students are expected to follow the most recent rules in existence at the time they arrive at a particular level of a degree program. Thus, for example, students entering the department this Fall will discover in the **GSH** a description of the MA requirements they must fulfill. Returning students who completed MA requirements in May, and who have now entered a new phase of their training, will find here the doctoral degree requirements that they must meet. Other matters important for Anthropology graduate students at all levels are also discussed. Graduate students should consult the **GSH** for deadlines at all stages.

The authoritative source for the Graduate School's general policies is the Brown Graduate School Handbook.

The Faculty of the Department of Anthropology
September 1, 2026

II. GRADUATE STUDIES DIRECTORS

The department's Director of Graduate Studies (DGS) for 2026-27 is Professor Parker VanValkenburgh (parker_vanvalkenburgh@brown.edu). The DGS assigns TAs, responds to inquiries about funding, reviews and recommends and Dissertation Extension Proposals (DEPs), approves leaves of absence, approves transfer credits, verifies degree requirements for graduation, and generally serves as the main point of contact for graduate students (except 1st and 2nd year students) regarding the program.

The department's Director of Graduate Training (DGT) for 2026-27 is Professor Paja Faudree (paja_faudree@brown.edu). The DGT advises the 1st and 2nd year students and oversees the MA process.

The department's Director of Graduate Admissions (DGA) for 2026-27 is Professor Myles Lennon (myles_lennon@brown.edu). The DGA oversees the admissions process, including handling correspondence from prospective students and organizing recruitment events.

III. SCHEDULE TO COMPLETION OF THE PH.D.

The university and the department are committed to advancing qualified students to the PhD as quickly as possible. Ideally, for students in the Department of Anthropology, this process should take six years: three years for admission to candidacy (including fulfilling the requirements for the MA and completing doctoral qualifying exams) and three years combined to complete field research and to write and defend the dissertation.

To help achieve this goal, doctoral students in the Humanities and Social Sciences are guaranteed six years of support from the Graduate School.

The following timeline outlines the deadlines that must be followed to meet the requirements of the Anthropology graduate program and ensure the dissertation is completed on time. This timeline (but not the requirements) may be modified to support the student's training and research if recommended by the student's committee and approved by the DGS. Students are expected to meet the deadlines as stipulated below and cannot schedule events or expect to receive faculty feedback when the university is not in session unless otherwise agreed to by the advisor, committee, and DGS. This includes reviewing and approving Preliminary Examination Proposals, Preliminary Examination Statements, and reviewing and approving dissertation drafts. This stipulation applies both to Winter Break (the period between the last day of the Reading Period of the Fall semester and the first day of classes in the Spring semester) and Summer Break (the period between the last day of the Reading Period of the Spring semester and the first day of classes in the next Fall semester).

The schedule outlined below and referenced throughout the handbook assumes matriculation in the Fall Semester of Year 1 and graduation in the Spring Semester of Year 6. Occasionally, professional, and personal circumstances require deviation from the standard schedule. In such cases, students should work with the DGS in consultation with their advisors to determine how the schedule below will be altered to fit their individual trajectory.

First Year

As there are no First-Year Students in academic year 2026-27, this section is blank

Second Year

Fall Semester

Complete independent study (ANTH2980) to complete the MA paper with the advisor serving as the instructor of record; take two elective courses; serve as TA/proctor (or, if not TAing, take an additional R&R or course).

- Oct. 9 — Submit 3-5 page (double-spaced) outline of MA Research Paper to the Committee (deadline corresponds to the second Friday in October).
- Nov. 20 — Full initial draft of MA Research Paper due to committee for review (deadline corresponds to the Friday before Thanksgiving).
- Dec. 7 — Faculty feedback on MA Research Paper draft must be returned by this date (deadline corresponds to second Monday after Thanksgiving).
- Dec. 11 — Present MA Research Paper at department colloquium.
- Dec. 19 — Submit final version of MA research Paper to committee for Approval; gather committee signatures on Form 3.
- Dec. 21 — Submit final MA Research Paper and Form 3 (signed by committee) to the Student Affairs Coordinator and the DGT, CCing all Committee members (deadline corresponds to last day of the Final Examination Period).

  Submit MA Research Paper (with Form 3 as cover) to the library for archiving, CCing the DGT and the Student Affairs Coordinator (Email bdr@brown.edu)

Spring Semester

- Feb. 12 — *Complete a minimum of two elective courses (the third course may be a R&R or elective) and serve as TA/proctor (or, if not TAing, take an additional R&R or elective); satisfy language requirements.*
- May 30 — Constitute the Dissertation Committee (deadline corresponds to second Friday in February).
  Commencement - Receive MA Degree

Summer

Conduct pre-dissertation research and/or language study; work on Dissertation Proposal.

Third Year

Fall Semester *Complete a minimum of one elective course (the second and third courses may be R&Rs or electives) and serve as TA/Proctor (or, if not TAing, take an additional R&R or elective); complete Dissertation Research Grant Proposals. The department offers a grant-writing seminar which all 3rd-year students are encouraged to take.*

- Sept.–Jan. Deadlines for external funding: Fulbright, Wenner-Gren, NSF, etc.

(NB: If planning to hold prelim exams in the fall, consult DGS and committee well ahead of time to identify deadlines. Spring deadlines are below.)

Spring Semester *Complete a minimum of one elective course (the second and third course may be R&Rs or electives); TA/Proctor (or, if not TAing, take an additional R&R or elective). Complete Preliminary Examinations. Prepare Dissertation Research Proposal. As external funding decisions arrive, decide whether to petition for Advanced Student Status for year 4 (see **section VII.C**.). File successful funded grant applications with the Student Affairs Coordinator and the DGS.*

- March 1 Deadline to set defense date for Preliminary Examination to be held in spring term (deadline always March 1st). Before setting this date, the chair of the committee should have read drafts of each of the three preliminary examinations and confirmed that they are up to "defensible" standard. The last possible day to hold the Oral Preliminary Examination is the final day of Reading Period for the spring semester (*for spring exam*).
- March 26 Deadline to submit full drafts of each of the three essays that constitute the Preliminary Examination Statement to the full committee (for spring exam; the deadline corresponds to the last day of classes before spring break).
- March 26 Deadline to submit a full draft of the Dissertation Research Proposal to the committee (for spring exam; the deadline corresponds to the last day of classes before spring break).
- April 30 Last day to submit revised Preliminary Examination Statements and an abstract to the committee and the Student Affairs Coordinator prior to the scheduled Oral Preliminary examination (for spring exam, the statements deadline corresponds to the last day of classes before the Reading Period).
- April 30 Last day to submit a final draft of the Dissertation Research Proposal to the committee (for spring advancement to candidacy; the deadline for the DRP corresponds to the last day of classes before the Reading Period). Last day to
- May 11 submit signed approval of language competency for doctoral fieldwork (for spring advancement to candidacy; the deadline corresponds to the last day of the Reading Period).
- May 11 Last day for the Oral PE to be held (for spring exam; the deadline corresponds to the last day of the Reading Period).

Summer Prepare for or begin dissertation research.

Schedule of Coursework in Years 1, 2, and 3:

Yr. 1/Fall	Yr. 1/Spring	Yr. 2/Fall	Yr. 2/Spring	Yr. 3/Fall	Yr. 3/Spring
2 core classes 2 electives	2 core classes 2 electives	2 electives	2 electives	1 elective ANTH 2045: Proposal Writing or 1 elective or 1 R&R	1 elective 1 elective or 1 R&R
		Write MA; take reading & research course (= 1 R&R) TA/proctor or 1 elective or 1 R&R ***Milestone:*** Complete MA	Draft 1st PE Statement (= 1 R&R) TA/proctor or 1 elective or 1 R&R	Draft 2nd PE Statement (=1 R&R) TA/proctor or 1 elective or 1 R&R	Draft 3rd PE Statement (= 1 R&R) TA/proctor or 1 elective or 1 R&R ***Milestones:*** Complete PEs, Diss. Prop., & Language Competency.

Fourth Year

Fall and Spring Semesters *Conduct dissertation research at project field site (generally off campus); register for ANTH 2990; maintain periodic contact with committee; resubmit research grant applications; apply for write-up grants.*

Fifth Year

Fall and Spring Semesters — *Continue research and/or return from the field; register for ANTH 2990; begin writing dissertation; TA/proctor; apply for write-up grants and sixth-year fellowships.*

Sixth Year +

Fall Semester — *Continue writing dissertation; TA/proctor; apply for jobs.*

Students intending to graduate in May must work with their advisors and committee members to determine an appropriate timeline for producing chapters and receiving feedback during the Fall Semester.

Spring Semester — *Complete dissertation draft; schedule tentative defense date; revise dissertation in response to committee feedback; TA/proctor; defend.*

- Jan. 27 — Last day to submit a complete, initial draft of dissertation to committee for a planned degree conferral in May (deadline corresponds to the start of the Spring Semester).
- Jan. 27 — Last day to add the final, external member to the dissertation committee (As outlined below, external member may be added as early as Year 3).
- Feb. 27 — Last day for dissertation committee to decide if draft is defensible (Actual deadline is set as one month after the submission of the initial draft of dissertation by the student to the committee).
- March 1 — Last day to submit DEP -- Dissertation Extension Proposal (For 6th year + students who are unable to defend) and to advise DGS and department staff of this plan. Deadline is set by the Graduate School and the following website should be consulted to check for updates or changes. https://graduateschool.brown.edu/financing-support/phd-funding/sixth-year-funding-and-dissertation-extension-proposal-processes
- Apr. 17 — Last day to submit the dissertation abstract to the Student Affairs Coordinator for circulation to Anthropology faculty and graduate students (one week prior to defense, two weeks prior to deadline to submit dissertation to Graduate School).
- Apr. 26 — Last possible day to hold dissertation defense (date is one week before the deadline to submit dissertation to the Graduate School).
- May. 3 — Deadline to submit dissertation to Graduate School in order to receive the PhD in May falls on the Sunday before Memorial Day (Commencement). Deadline is set by the Graduate School: https://www.brown.edu/academics/gradschool/important-dates-deadlines-students

Students planning to file for degree conferral in October or February should consult the DGS and Student Affairs Coordinator well ahead of time (ideally, 6 months or more in advance) to identify deadlines.

IV. MA REQUIREMENTS

To obtain the MA degree in anthropology, students must successfully obtain credit for eight approved semester-long courses, including the four core courses; and demonstrate research and analytical skills in an approved MA paper. Students are responsible for meeting posted deadlines and fulfilling Graduate School requirements specified in university publications.

A. COURSES

The department offers four core courses. Except under extraordinary circumstances, all four are completed during the first year. The content of the core courses is fundamental to the department's curriculum. The core courses are:

- ANTH 2010: Principles of Cultural Anthropology
- ANTH 2020: Methods of Anthropological Research (or equivalent)
- ANTH 2501: Principles of Archaeology
- ANTH 2800: Linguistic Theory and Practice

In the first-year, students must enroll in four classes per semester. Ideally, first-year students should take all their classes in the Department of Anthropology to become acquainted with as many of the anthropology faculty as possible. At minimum, three courses in each semester of Year 1 must be taken within the department (e.g., two core courses and one ANTH elective per semester). During the Spring Semester, all first-year sociocultural and linguistic students must take ANTH 2020 (plus one core course). Archaeology students may either take ANTH 2020 during the Spring Semester of their first-year or may opt to enroll in an appropriate alternative course that focuses on methodological training suited to their research trajectory.

During the Fall Semester of Year 2, at least two credits must be taken as in-class seminar courses. The remaining credits may be fulfilled by a combination of Reading and Research (ANTH 2980), and teaching assistantships. Students should consult with their advisors regarding course scheduling, including whether it is appropriate to take more than one R&R in a given semester. Electives must be approved by the DGT or by a student's MA advisor. After the first year, students are encouraged to take courses either inside or outside the department that match their specific interests. Although most of the courses taken by graduate students are 2000-level classes, students may enroll in 1000-level courses with instructor permission. However, note that additional work is often asked of graduate students taking these classes, which will be primarily geared towards undergraduates.

Undergraduate language courses may be necessary for students who are preparing for fieldwork. Graduate students may enroll for credit in undergraduate language courses if acquiring language skills is fundamental for their research, and such courses may be counted toward the required number of classes to be taken in a particular semester. Students should consult with their advisor and the DGT for approval.

Reading and Research courses (ANTH2980; R&R) are normally reserved for students in the Fall Semester of Year 3 and beyond. Students should work with the faculty member supervising the R&R

to develop a reading list prior to the start of the semester. Students are encouraged to use R&Rs to support the writing of MA thesis, dissertation research proposals, external funding proposals, and/or preliminary exam essays.

Graduate courses are graded on a Satisfactory/No Credit (S/NC) basis. Faculty are expected to evaluate the student's performance in writing and provide copies of the evaluation to individual students, which will be included in their file (Form 1). The Student Affairs Coordinator is responsible for soliciting these from faculty (both inside and outside the department); however, if for some reason you do not receive this evaluation for a particular class in which you were enrolled, please request it from the faculty member and/or notify the DGS.

Graduate students are expected to attend all their classes unless they have the permission of their instructors to be absent.

B. MA Research Paper ("Masters' Thesis")

The department considers the MA research paper, with its accompanying proposal and research activity, to be an important exercise in the professional development of graduate students. The MA topic and activities may be, but are not necessarily, connected directly to the student's dissertation research.

The department encourages students to model their MA research papers on peer-reviewed research articles in leading journals in their subfield, in terms of length, level of argumentation, integration of theory and data, and grounding in the relevant literature. The emphasis in the MA is on the process of designing and carrying out original research, albeit in a relatively short period of time as compared to dissertation research. Because this entails not only collecting primary data but also positioning one's research in the context of existing scholarship, supplementary research on the state of existing research should be considered an important part of the final product. The MA research paper should be approximately 30 double-spaced pages (i.e., article-length).

The department strongly encourages students to move expeditiously through the stages of the MA. Details pertaining to the MA research paper are as follows:

Preparation for MA Research:

1. In the Spring Semester of the first year, each student should meet with each of their MA committee members at least once to discuss the forthcoming summer research plan.

2. The MA Proposal must be approved by the student's advisor (**Form 2**) and is due the last day of classes before the Reading Period of the Spring Semester.

3. The MA Proposal must include a concise statement of the research project (3-5 pages, double-spaced). It should include the following elements:
    a. the research problem.
    b. objectives and justification.
    c. methodology, including a discussion of specific techniques to be used in

gathering data.
d. the potential significance of the study.
e. a budget.

4. Students conducting research involving human subjects should include in their proposal a statement on potential harm to study participants; they must obtain IRB clearance for their research (see **Section VI.B.**). Because it is a time-consuming process, students are encouraged to begin the process of securing human subjects research approval as early as possible in the Spring Semester. Some grants require IRB approval before research funds can be released, and students may not begin data collection until the IRB has approved the protocol. Students engaged in archaeological research should consult with their advisors on all legal or ethical matters concerning excavation.

5. Required alongside the MA Proposal is a plan for achieving language competency in preparation for doctoral research. Upon selecting an MA advisor, students should discuss what (if any) additional language training will be necessary for them to successfully complete their doctoral research. Language competency must be achieved by the end of the third year and will be evaluated by the doctoral advisor at that time. Training might involve enrollment in undergraduate language courses or in intensive language programs in the country of research. The plan itself need only be a brief (paragraph length) statement of the language acquisition plan. For some students, no additional training is necessary, as when research is conducted in their native language or when they have obtained prior training and experience in additional languages. In such cases, students can simply indicate as much in a brief statement. For further information, see the Ph.D. requirements.

6. The Graduate School and/or the department offer small grants in support of summer research. Calls for applications are issued each spring. Students are expected to apply for all relevant internal funding sources. Current resources to support summer research include Graduate School Joukowsky funds, the Population Studies and Training Center (PSTC), the Watson Institute's Graduate Program in Development (GPD), area studies initiatives (e.g., CLACS), global health, and others. Students may also apply for external research grants such as those offered by the Council for European Studies (CES), National Science Foundation, Society for American Archaeology, and others. Students can access a list of external funding sources through the SPIN+ database, through the InfoEd portal (https://graduateschool.brown.edu/financing-support/phd-funding/external-funding/spin-funding-database)

Writing the MA Paper:

1. Upon return from summer research, students should meet with their advisors and committee members to agree upon the expectations and timeline for completing the MA research paper. The following points should be considered:

    a. The student should enroll in ANTH2980 with their advisor and ensure that

satisfactory progress is made on the MA paper during the semester.

b. Satisfactory progress involves responsiveness to committee members' comments and evidence of substantial improvements in each draft.

c. Students should complete a full draft by the Friday before Thanksgiving, allowing committee members just over two weeks to provide feedback by the first Monday in December so that final revisions can be made and the MA paper submitted prior to winter break.

d. Students are expected to report on their MA research in a departmental colloquium held in early December.

2. Electronically submit the final and approved version of the MA research paper, with Form 3 (abstract and committee signatures) as first page, to the Student Affairs Coordinator and the DGT by the last day of the exam period of Fall Semester. All committee members should be CCed on this email.

3. Submit the final pdf version of the MA paper to the library by emailing bdr@brown.edu, so it can be added to the department's electronic theses and dissertation collection.

4. Failure to complete the MA research paper by the end of the Fall Semester of Year 2 will result in an incomplete for the Reading and Research class associated with the MA paper (ANTH 2980). Missing the deadline can result in a student being placed on Warning status at the end of Fall Semester of Year 2.

5. Note that the timing of the MA paper deadlines is designed in part to remain in compliance with the Graduate School's requirement that any student who will not be continuing in the program towards the PhD should be notified by the end of their Spring Semester of Year 2 at Brown.

6. Students arriving at Brown with an MA degree in Anthropology for which they have written a thesis may consider submitting their thesis for approval by the department in lieu of writing an MA paper at Brown. The procedure is as follows:

a. Constitute a committee no later than the start of Spring Semester of Year 1
b. Consult with the advisor for approval
c. Circulate the MA thesis to all three committee members in early February
d. Obtain committee members' approval by mid-March of the first year.
e. If approved, present their scholarship in December of the second year at the departmental forum.

V. Ph.D. REQUIREMENTS

In order to obtain the Ph.D. in anthropology, students must successfully complete the MA requirements and gain permission to continue for the Ph.D.; teach at least two semesters as a teaching assistant, or demonstrate comparable teaching experience; fulfill the field language requirement; write acceptable essays for and pass the PE; prepare an acceptable proposal for doctoral research; complete an additional twelve elective courses or Reading and Research courses while in residence beyond the eight required for the Master's Degree (or the fulfillment of equivalent through coursework at another university); serve as a Teaching Assistant for a minimum of two semesters; and write and successfully defend the dissertation.

Students are responsible for meeting all Graduate School requirements and deadlines. For the PhD, Brown requires three years of residence beyond the bachelor's degree and 24 tuition units.

A. MA PREREQUISITE AND EVALUATION

To continue in the Ph.D. program, a student must have completed all requirements for Brown's MA in Anthropology and must have received formal written permission to proceed in the program (see Section IV).

B. COURSEWORK

Beyond the courses necessary for the MA degree, which are taken in the Fall and Spring Semesters of Year 1, students will continue to take courses in both semesters of Years 2 and 3. During Year 2, at least two credits per semester must be taken as in-class seminar courses. During Year 3 at least one credit per semester must be taken as an in-class seminar course. The remaining credits can be fulfilled by other in-class seminars or Reading and Research (ANTH 2980) credits. Students serving as TA, RA, or proctor, should enroll for three credits rather than four. In total, a combination of twelve additional elective courses and Reading and Research Courses are required beyond the eight required for the Master's Degree (or the fulfillment of equivalent through coursework at another university).

C. TEACHING EXPERIENCE

To ensure adequate professional development and training, students are required to have some teaching experience by the time they complete their Ph.D. Typically, this experience is obtained as a Teaching Assistant (TA) over the course of a minimum of two semesters. Students with alternative but comparable experience may request the DGS accept that experience in lieu of the TA requirement.

The teaching requirement should ideally be completed in Years 2 or 3 of the program (i.e., prior to conducting doctoral field research). In exceptional cases only – which require agreement by the student, their committee, and the DGS – the TA requirement may be completed after dissertation fieldwork. Students serving as TAs are expected to be in residence at Brown University.

Students who are appointed to semester-long Teaching Assistantships take on responsibility for the class they TA in lieu of a fourth class, i.e., they enroll for only three courses that semester.

As of this writing, students are typically appointed to TA both semesters of Years 2, 3, 5, and 6. Therefore, most students complete the departmental requirement of two semesters of TAship through their appointments to TAships connected to the Graduate School's support model. However, as some students obtain fellowships from interdisciplinary units at Brown - like PSTC, Cogut, or Watson - they should carefully consider and discuss with their advisors the timing of their TAships to complete this requirement by the end of the Spring Semester of Year 3. Under the collective agreement, students can only TA if they are appointed to a TAship, and internal funding may preclude that.

TAs assist faculty by grading papers and exams, leading discussion sections, and presenting the occasional lecture. TAs are expected to meet all their classes, and fulfill other obligations related to their classes. Absences from class meetings or sections must be discussed with, and approved by, the faculty member in charge of the course. In all cases, the faculty member has responsibility for the content and conduct of the course and exercises supervisory authority over the TA(s). The department has approved Best Practices for Anthropology TA-ships that are available in the Appendix of this document. As of July 2020 graduate student workers employed in TAships do so under the terms of a Collective Bargaining Agreement.

Students who TA in the department should expect to receive a written evaluation of their performance after the semester ends (Form 1). The Student Affairs Coordinator collects, distributes, and files these evaluations. If for whatever reason a student does not receive such evaluations, they should request them from the faculty member and/or the DGS. TAs also receive anonymous student evaluations after the course is concluded, which will be added to the student's departmental file and which the student can access online.

In addition, students with substantial TA and teaching experience may have the opportunity to teach their own independent courses, either in the summer or during the academic year. These opportunities are typically circulated in the Fall Semester for the subsequent summer or academic year. Students interested in pursuing such opportunities should approach the department chair, the DGS, and/or their advisor about their interest as early as possible. Students will be selected for these teaching opportunities based on merit, with attention paid to whether they are making good progress on their dissertations and can demonstrate significant teaching experience with strong evaluations.

Students should acquaint themselves with The Sheridan Center for Teaching and Learning. This unit promotes excellence in teaching at Brown and offers myriad forms of support aimed at helping graduate students improve their teaching; the Center also awards Teaching Certificates and conducts workshops. All new TAs are required to take the TA training orientation offered by the Sheridan Center in addition to department-specific training.

D. PROFICIENCY IN FIELD LANGUAGE(S)

Students are expected to have acquired the language skills necessary for conducting research at their doctoral field site prior to the end of their third year. This may be done by taking language courses in another department or at another university through cross-registration (see Graduate School's website for instructions on cross-registration). Faculty advisors can assist in identifying the best means to acquire foreign languages, especially when those languages are not taught at Brown.

The process by which the language proficiency (if not already in hand) is acquired and how that proficiency will be evaluated are both subject to agreement by the student's dissertation committee. Students will develop a plan for obtaining language competency at the time they submit their MA proposal (see MA requirements). Upon constituting their dissertation committee, students should re-evaluate that plan with their committee members. That plan should include clear guidelines from the advisor as to how language competency will be evaluated.

Language competency must be completed by the end of the third year. At that time, the doctoral advisor must evaluate the student's language abilities. For clarification, contact the DGS.

E. OTHER SKILLS

The student's PhD research may require additional skills and experience not provided by the department. These may include, for example, proficiency in statistics, specialized computing skills, GIS training, or specialized archaeological field techniques. It is the responsibility of the student to discuss any additional skills needed for their research with their committee. Students should discuss these details with committee members early in their training, ideally in the first year, and well before the dissertation proposal is presented to the committee.

These skills may be acquired through courses in other departments or at another university. In exceptional cases, students can petition to formally attend another university for a semester or even an entire academic year. Students who feel that this might be necessary should discuss this matter with their committee members and the DGS as early as possible in their training program.

Students may wish to pursue related interdisciplinary training. Anthropology students have participated in training in units like the PSTC, GPD, the Cogut Institute, or the Pembroke Center, or obtained a second MA degree through Brown's Open Graduate Education (OGE) initiative. More information on these opportunities can be found on each program's website.

F. PRELIMINARY EXAMINATION STATEMENT AND THE ORAL PRELIMINARY EXAM

The Preliminary Examination (PE) Statement consists of three written essays which serve as the basis for the Oral PE. As such, the deadline for the final versions of all three essays precedes the scheduled date for the Oral PE. Examples from previous exams are available in the department office. Students enroll in R&Rs (ANTH2980) with committee members to develop the statements. Often, oversight of each essay is handled by a different committee member, although each committee member will have the opportunity to read all the essays following the timeline below.

1. Preliminary Examination Statement:

The PE Statement consists of three concise essays of **approximately 20-25 double-spaced pages** each (not including the bibliography) in which the student describes, characterizes, and assesses an area of anthropological research in which they wish to become professionally knowledgeable. Specifically, the PE Statement consists of:

a. **Two essays addressing areas of theoretical and methodological interest drawing on cross-cultural ethnographic data and analyses**; past essays have covered such topics as archaeological method and theory, demographic anthropology, gender, historical archaeology, linguistic anthropology, migration, etc.; and
b. **One essay emphasizing the ethnography or archaeology of at least one major world area** (e.g., Latin America, Western Europe, West Africa), including how the essay's theoretical focus is pertinent to that area.
c. Bibliographies for each essay that include key works relevant to each essay and cited therein.
d. If the committee requests it, the student will also prepare a list of at least 10 questions addressing the quintessential issues that pertain to the specific theoretical focus and culture area chosen.

2. Oral Preliminary Examination:

The Oral Preliminary Examination (PE) is based on the PE Statement, and enables the faculty to evaluate a student's ability to:

a. articulate the relationship between their specific academic interests and the discipline as a whole; and
b. demonstrate a thorough knowledge of their disciplinary specialties.

The Oral PE usually lasts up to 3 hours. The student's committee conducts the PE, but other faculty members are invited to participate.

3. Scheduling the PE Statement and Oral PE:

Please note that in preparing the PE Statement and planning for the Oral PE, both *consultation* and *scheduling* are critical. Consultation in preparing the PE Statement involves ongoing communication with *all* committee members throughout the process of drafting exam essays and preparing for the exam. The student should work with committee members by March 1 to set a schedule for the Oral PE and the draft and revision steps of the PE Statement leading up to it. By the time that the PE Statement has been formally submitted to the committee for approval, the three essays should already have undergone significant review and revision. Because the Oral PE is normally taken soon after the PE Statement has been accepted, attention to scheduling and deadlines is very important.

The PE is typically completed in the Spring Semester of Year 3. **The Oral PE may not be scheduled during the University's examination period nor over vacation periods unless the entire committee agrees in writing.** The student may not schedule the dates for the PE Statement and Oral PE until the MA requirements have been completed and permission to continue in the PhD

program has been granted. Students who have transferred in an MA or several credits may consider taking the PE earlier.

4. Timeline of the PE Statement and Oral PE:

a. Students register for one section of ANTH 2980 in the Spring Semester of Year 2, Fall Semester of Year 3, and the Spring Semester of Year 3. Generally, a draft of each essay is completed in each of those respective semesters, but making progress over the summer and between terms is strongly recommended, particularly because the preliminary examinations must be defended well before the end of the spring semester of year 3. Sociocultural and linguistic anthropology students will generally register with a different PE committee member each semester. Archaeology students will generally register with the PE committee chair for each semester.

b. A complete draft of the PE Statement (consisting of three complete essays and their respective bibliographies) must be provided to the committee (Form 4) no later than the last day of classes before spring break. The committee will provide any comments within two weeks of receiving the draft.

c. The student then addresses the committee's recommendations for revisions and submits the final version of the PE Statement to the Student Affairs Coordinator and all committee members. This step must be completed no later than the last day of classes before Reading Period in the Spring Semester.

d. The last possible day to hold the Oral PE is the final day of Reading Period for the Spring Semester (for spring exam).

e. At least one week before the Oral PE, the student provides a one-page abstract of the PE Statements to the Student Affairs Coordinator for circulation to the full departmental faculty. The abstract should identify the three areas of specialization; list the committee members; provide a summary of each area to be examined; and indicate the day, date, time, and location of the exam.

f. At the close of the Oral PE, the committee evaluates the student's performance in both the PE Statement and the Oral PE. Their evaluation (Form 5) and a copy of the PE Statement are placed in the student's file.

G. DISSERTATION RESEARCH PROPOSAL (DRP)

Students typically prepare the DRP in the Spring Semester of Year 3 of study (Form 6); *for examples, visit main office*. The deadline for committee approval of the DRP is on the last day of classes for the Spring Semester.

The DRP should:

1. consist of a narrative or project description no longer than 20 pages double-spaced

(excluding bibliography). The narrative should describe the project's theoretical focus and research objectives, placing both within the context of relevant scholarly literature.
2. describe the research site, the student's preparation for research, the research methods that will be employed, and the research schedule or timeline – all of which should be related clearly to the overall research objectives.
3. contain a statement about the projected significance of the project.
4. include 50 - 100 sources in the bibliography.
5. include a budget specifying and justifying the project's costs. This budget should cover such items as transportation expenses, housing, and other maintenance costs while in the field, informants' fees, and computers and other research equipment.

In addition to satisfying departmental training requirements, the DRP functions as a proposal for Wenner-Gren, NSF, and other funding agencies. Many students submit a proposal to a research funding agency as their DRP.

Additional Requirements
The student must demonstrate field language proficiency (if needed for field site) before the DRP can be accepted.

The student must seek approval of Brown's Institutional Review Board when pertinent (see **Section VII.B.** for more information). Once the IRB is obtained, students must a submit a copy to the Student Affairs Coordinator to be entered into their file.

H. Admission to Candidacy

A student is admitted to candidacy for the PhD when they have completed an acceptable DRP, passed the PE, and satisfied all other requirements as specified by the DA and Graduate School for the doctorate, with the sole exception of the dissertation and its defense.

Upon reaching candidacy, the student may begin work on the dissertation. It is expected that students will reach candidacy by the end of their Spring Semester of Year 3 in the program. Failure to do so may affect a student's formal academic standing in the program. The Dissertation Fellowship may not be taken until the student has reached candidacy.

I. Dissertation Research and Writing

Dissertations are based on original, extended research in a field site, museum, laboratory, and/or archive.

For students who travel out of the U.S. to conduct research, Brown encourages registration with the Brown University Global Assistance Program. This program provides 24-hour worldwide medical, security, and travel assistance, including emergency evacuation. Please visit the website for more information and the access code to Brown's International SOS portal: https://www.brown.edu/campus-life/safety/resources/international-sos.

Writing a dissertation requires close consultation between the student and their committee. The procedures by which this consultation takes place are determined ahead of time by the entire committee and the student. For some, the first draft of the dissertation will be submitted chapter by chapter to the chair of the committee (i.e., advisor) for initial revisions, and only later submitted as a completed first draft to the rest of the committee members. For others, all committee members will simultaneously review individual chapters as they are completed. Students and their committees may come to additional arrangements as well. However, in all cases, the dissertation writing process is one that requires multiple rounds of exchanging ideas between students and committee members. Students should thus anticipate the need for multiple revisions.

The department encourages students to be mindful of the importance of making steady progress on their dissertations and of the expectations by both the department and the university that they will complete their degrees within the established norms (see the **Timeline of the Defense and Dissertation Completion** below).

Dissertation Formatting and Final Submission:

1. The student must format the dissertation in line with the specific requirements available at the Graduate School website, at https://www.brown.edu/academics/gradschool/dissertation-guidelines. The student must file the dissertation electronically.

2. The student is required to submit a bound copy of the dissertation to the department. Students may provide bound copies of the dissertation to their advisor and other members of the committee at their discretion, or offer to distribute electronic copies.

J. DEFENSE

At the defense, students generally make a short presentation of their dissertation findings, then respond to questions from the committee members. The student and advisor should discuss procedures for the defense prior to the defense. After the defense, the student may collect the committee members' signatures on the cover pages required by the Graduate School.

The defense is public: all departmental faculty and graduate students are invited to attend.

Timeline of the Defense and Dissertation Completion:

1. The student, in consultation with their committee, needs to plan carefully and in advance for the two-month long final process between submission of a completed draft and the dissertation defense. Once the student and committee have agreed to a plan for dissertation completion and defense, that information should be conveyed to the Student Affairs Coordinator and DGS.

2. If a student expects to be awarded the degree at the May commencement, they must present a completed draft to the committee by the first day of the Spring Semester. Students who deliver the drafts after that date should not expect to receive their degrees in May.

3. The Graduate School now also offers February and October degree conferrals. Students who plan to aim for one of those degree conferral dates should consult with the DGS and their committee well in advance to identify the relevant deadlines. Note there is an application form from the GS that need to be filled out per the GS's communications to be able to receive the degree.

4. Once students have submitted a full, near-final draft of the dissertation to the committee (typically on or before the first day of the Spring Semester of Year 6, the final year), they should tentatively schedule a defense date, in consultation with their committee members. Students should be mindful that the final month of the spring term is often very busy for individual professors and for the department as a whole, so it is extremely important to plan ahead in scheduling the defense.

5. Once the student has submitted a full, near-final draft of the dissertation to the committee, its members have one month in which to read and return the dissertation draft with comments for revision. When at least three committee members agree in writing that the draft is acceptable except for minor revisions – that is, they agree that the draft is defensible – the defense date can be confirmed.

6. For a May graduation, the defense must be set in April or earlier, mindful of the Year 6 schedule and deadlines as details in **Section III.** These dates are set to provide some time to make final changes before the completed dissertation is due at the Graduate School, whose deadline for the presentation of the final, completed, defended dissertation is May 1.

7. The student will also coordinate with the committee chair and committee members to ensure that sufficient time (typically, two weeks or more) is allocated for the committee to assess revisions made to the dissertation draft before the defense.

8. At least one week before the defense, the candidate will provide a dissertation abstract to the Student Affairs Coordinator for circulation to all departmental faculty and graduate students and make the revised dissertation available to the full faculty. The time and place of the defense must also be posted in the department at that time.

9. Once the dissertation has been successfully defended, the student must make any final changes required by the committee after the defense.

VI. ADVISING, COMMITTEES, AND EVALUATION

A. ADVISING

The DGT serves as the advisor to entering students in the Fall Semester of Year 1 and until such time as they constitute an MA committee in the Spring Semester of Year 1.

Once a student has determined their study or research topic, they will seek out the faculty member most relevant to the topic and determine whether that person will serve as the chair of the committee.

The faculty expects that students will select, retain, or change advisors and committee members with the aim of maintaining the closest possible concordance between the scholarly and professional interests of the individual student and her/his faculty committee members.

The advisor for the dissertation proposal, fieldwork, and the dissertation itself is assumed to have a long-term academic relationship with the student. Faculty not in residence, therefore, will continue to advise whenever possible.

B. COMMITTEES

The graduate program in Anthropology relies on the committee system. A student will have a fully constituted committee for each stage of their progress through the program. Each committee is for a special purpose: Master's Committee and the Dissertation Committee.

As a general rule, either the student or faculty members can request that a committee meeting be scheduled in order to discuss issues relevant to the student's program and academic career. At minimum, the student should schedule group meetings with their full committee at three key points in their graduate career: in the MA process (spring of first year), early in the prelim process (spring of second year or fall of third year), and at the close of dissertation research (just after fieldwork at the beginning of write-up).

C. THE MASTER'S COMMITTEE

1. During the Spring Semester of Year 1, no later than the second Friday in February, a student must constitute a Master's committee to advise the student on a summer research proposal and Master's Research Paper.

2. The committee is composed of at least three faculty members. The committee chair and at least one other committee member must be regular members of the faculty of the DA (i.e., tenured, or tenure-track faculty in the department). A third member of the committee must be either a regular member of the DA faculty, or another faculty member at Brown who is acceptable to the committee chair and the DGS. It is acceptable, although not common, to have a fourth member on the committee.

3. The procedures for establishing the Master's Committee are as follows. The student should approach potential chair (or chairs, in the case of co-chaired committees) and obtain verbal confirmation that faculty are willing to serve in that role. Once a faculty member has agreed to chair the committee, the student in consultation with the committee chair will decide on the other two appropriate committee members. The student will then invite those faculty members to sit on the committee. The student should submit the names of the proposed committee by

email to the DGT (copying the Student Affairs Coordinator).

4. The Master's Committee is dissolved after submission of the final, approved Master's thesis, and the student may either reconstitute the committee, as-is, for the purpose of supervising the Preliminary Exams -- or make changes, in consultation with their primary advisor(s). Faculty may also request that they be removed as committee members at this point.

D. THE DISSERTATION COMMITTEE

1. When the MA is completed, the Dissertation Committee is formed in the spring of Year 2 and oversees the Preliminary Exam, the submission of the Dissertation Completion Proposal, and fieldwork during Year 4. An additional, external committee member is added no later than the final semester of the Ph.D. to evaluate the written dissertation.

2. During Years 3, 4 and 5, the committee is composed of at least three faculty members, at least two of whom must be from the DA. The third may be from another unit at Brown with the approval of the committee chair and DGS. While it is often the case that some or even all the same members from the Master's Committee may serve on the Dissertation Committee, this is not necessarily the case.

3. The procedures for establishing the Dissertation Committee are as follows. Once a faculty member has agreed to chair the committee, the student in consultation with the committee chair will decide on the other two appropriate committee members, at least one of whom must also be from the DA. The third is from the DA or can be from another unit at Brown with approval of the committee chair. The student will then invite those faculty members to sit on the committee. The student should submit the names of the proposed committee by email to the DGS (copying the Student Affairs Coordinator).

4. It is acceptable, although not common, to have a fourth member on the committee during Years 3, 4, and 5.

5. At some point no later than the completion of the full draft of the dissertation, an external member is added to the committee. The committee should now be comprised of at least four faculty - no fewer than 2 from the DA, no fewer than 3 from Brown, and no fewer than one external to the DA – who all read the complete dissertation. In most instances, the newly added fourth committee member is from outside the DA: a faculty member from another unit at Brown, a faculty member from another university entirely, or some other expert approved by the student's departmental committee members whose knowledge and standing in the scholarly community make them an appropriate choice to serve as a committee member. While there is leeway as to when that final committee member is added, a common practice is to add that person at the start of the final semester of the Ph.D., which for most candidates is January of Year 6. In other cases, it is advantageous to add that fourth committee member sooner.

6. The procedure for adding the final committee member is as follows. The Ph.D. candidate in consultation with the committee chair will identify an appropriate fourth person. Once selected, the student or committee chair will email the DGS (copying the Student Affairs Coordinator)

and request the addition of the fourth committee member.

7. There is no limit to the number of members of the Dissertation Committee. However, upon completion of the full dissertation draft it must consist of at least four members, two of whom must be members of the DA and at least one of whom is an outside person.

E. EXPECTATIONS FOR GRADUATE ADVISING

The graduate advisor-student relationship is governed by mutual expectation and responsibility. No two mentoring relationships will look the same due to personality differences in both faculty and students. Nonetheless, a baseline of professional and collegial conduct should be observed, as follows.

Student Expectations

- Take the primary responsibility for the successful completion of the degree.
- Be knowledgeable of and adhere to the policies and requirements of the Ph.D. program as outlined in this Handbook, and the graduate school as outlined in the GSH.
- Respect and abide by the Brown Academic Code.
- Embrace and facilitate an environment of inclusion, respect, and generosity in the department and university.
- Solicit and be responsive to the advisor's input on course selection, intellectual directions, knowledge of the field, Preliminary Exam preparation, and Dissertation writing and research.
- Make sufficient annual progress in the program and meet program deadlines as they pertain to coursework, teaching, the Preliminary Exams, the Dissertation Research Proposal, research and writing, and completion of the doctoral dissertation.
- Take the lead in establishing an understanding with their advisor about their progress in the program each year. In Year 4 this includes updates on the progress of doctoral research. In Years 5 and 6 this pertains especially to the timing and delivery of drafts of dissertation chapters in such a manner to ensure a full draft is completed by the required deadline, which in most cases is at the start of the Spring semester in Year 6.
- Take the lead in acquiring the necessary forms and paperwork for each step of the dissertation process and ensuring that it is signed by the advisor and committee members, as needed.
- Take the lead in scheduling meetings with the advisor, at minimum once a semester.
- Take the lead in scheduling the three required meetings of the MA and dissertation committees as outlined in the Graduate Handbook (**B. COMMITTEES**).
- Take the lead in scheduling required examinations well in advance (PE, defense) and take responsibility for collecting and bringing required paperwork to the examination.
- Make requests for letters of support well in advance of the deadline, and include accompanying materials as early as possible (two weeks is an absolute minimum, though earlier is better).
- Prepare accordingly for the years in which their advisor and/or committee members are on leave. While it is expected that faculty remain in contact with their advisees while on leave,

this period of time requires focus on research and other obligations and so some aspects of the advising relationship will change during those periods of time.

- Failure to meet the expectations as outlined above can impact a student's standing in the program. Adherence to these expectations are among the issues addressed during the department's annual evaluation of students' progress.

Graduate Advisor and Committee Member Expectations

- Be committed to support their graduate advisee for the duration of the program.
- Remain in regular and continual contact throughout the student's program, including regular meetings when on campus, and regular email contact while off campus. The frequency and modality of such meetings will fluctuate throughout the program, but should occur no less than once a semester. For students in Years 1 and 2, at least once a month is ideal for advisors; less
- Continue responsibilities to advisees even while on academic leave and over the summer.
- Remain informed as to the program's structure, requirements, and deadlines, and be in conversation with the student about such dates.
- Consider the full range of professional development for their advisee and help identify opportunities that contribute to their professional development.
- Produce timely feedback on submitted writing following the schedule outlined in this Handbook.
- Write letters of recommendation and support in a timely manner.
- Conduct themselves with integrity and according to the best practices of the profession.
- Embrace and facilitate an environment of inclusion, respect, and generosity in the department and university.
- Clearly inform the advisee and DGS if they are no longer able to discharge any of these duties.
- Advisors and committee members should familiarize themselves with the Graduate School's Advising and Mentoring Resources for Faculty site, along with its recommended
- Please note that Brown faculty are on nine-month contracts and are not expected to be available for holding delayed MA, Preliminary Exams or Dissertation Defenses between June 1 and August 31. Such defenses should only be arranged in truly exceptional circumstances with approval from the full committee and DGS.

Best Practices for Faculty Advising.

- Be committed to improving as a mentor.
- Advisors who fail to meet the expectations outlined above will be made aware of this by the DGS and given an opportunity to improve, but ultimately, they may cede their right to serve as primary advisors for graduate students.

F. Procedures for Making Changes to Committees

Once a committee has been formed and approved it is fixed until its particular purpose has been fulfilled. In other words, committee membership may be changed only under well-warranted circumstances. Recommendations for steps a student should follow to change the committee composition in well-warranted circumstances are as follows. The student or committee member should first approach either the committee chair, or the DGS (or the DA Chair if both the committee chair and DGS are affected by the proposed change) to explain the well-warranted nature of the circumstances. That contacted person will in turn discuss with the current committee chair and/or other affected persons to determine whether that committee change is appropriate. Final approval is at the discretion of the DGS.

Under normal circumstances, when a faculty member leaves, advisees will be required to seek a new advisor who is a regular member of the DA faculty. Subject to approval of the DA chair and DGS, faculty who leave Brown may continue to serve as co-advisors with a regular member of the DA faculty for students they were advising at the time of their departure. For dissertations, the former advisor may of course serve as an external reader. The department is mindful of the need to provide students with some on-campus supervision and contact in cases where a non-resident advisor continues to serve. In these situations, co-chairing is a viable option.

G. Evaluations of Students

Annual Reviews:
The faculty of the DA meeting reviews the progress of all enrolled students at the end of each academic year. At every review, the DA determines whether each student should be recommended to continue in the graduate program. The DA will make every effort to alert students about any weaknesses in their performance as soon as possible so that they may take all possible remedial actions. Such review by the faculty continues throughout a student's time at Brown. If students fail to make satisfactory progress in their professionalization (e.g., by failing to finish incompletes or to meet deadlines) they may, after faculty discussion, be placed on warning at the end of that semester. By Graduate School rules, this warning affords the student one further semester to remedy the problems noted. After faculty review, students who show satisfactory progress will return to good standing; those who do not will be released from the program.

Evaluation after MA:
Although students are reviewed every year, the evaluations that take place during the second year, in connection with the completion of the MA requirements, are particularly important. An MA paper not completed satisfactorily in December could result in the student's being placed on warning. During those evaluations faculty also ensure that there is a viable alignment of interests and faculty are available to advise.

Ongoing Review:
In addition to these annual reviews, the faculty attempts to inform each student at the earliest opportunity about any issues that arise pertaining to his or her standing in the program. First-year students are evaluated midway through the first year pursuant to that end. The student's advisor and/or the DGT or DGS are crucial intermediaries in this process of ongoing evaluation and dissemination of feedback. Students encountering difficulties in the program should inform their advisors, committee members, and/or the DGT or DGS.

Access to Student Files:
According to federal law, students have a right to see most information in their DA or GS file, except for materials specifically noted in the legislation. A student wishing to see their file in the Graduate School should contact the Dean of the Graduate School in writing. A student wishing to see their department file must submit a written request to the Student Affairs Coordinator (Form 7). The student may examine the file in the department office and may make copies of materials in the file. Nothing may be removed from the file.

VII. RESEARCH MATTERS

A. Research Funding

Consult the Graduate School Handbook for information on the funding guarantee; TAships/ proctorships/RAships; other forms of financial assistance; and forms required by the GS.

All students are strongly encouraged to seek outside funding on their own behalf. First-year students who are US Citizens or permanent residents should apply, for example, for the NSF Graduate Fellowship (NSF GRFP). Advanced students should plan to apply to a range of agencies and foundations offering grants and fellowships relevant to their stage in the program (pre-field, post-field, dissertating, etc.). The Graduate School maintains a resource listing for external funding opportunities (available here: https://www.brown.edu/academics/gradschool/external-funding).

As noted above, the Graduate School, other units at Brown (e.g., GPD, PSTC, Cogut), and/or the DA have internal funds to defray costs of student research/scholarly activity/expenses that are directly relevant to grad student training and education. These funds are available by application and calls for applications are issued each year. Graduate students can apply to teach pre-college and undergraduate summer courses that pay a modest salary and offer independent teaching experience. Calls for course proposals are issued in the fall prior to the summer during which teaching would occur.

Students are responsible for understanding and planning for the tax consequences of grants, fellowships, and other awards.

B. Ethics of Research Involving Human Subjects

Students are required to be familiar with the statement on the ethical conduct of research adopted by the American Anthropological Association, as well as statements produced by any professional associations of their subfields (e.g., Society for American Archaeology). Students are also expected to give serious consideration to the full range of ethical questions raised by their research and other professional activities. These ethical questions include the potential uses and impacts of research, the interests served by research, the stipulations attached to funding, and the responsibility of anthropologists to colleagues, research subjects, funding agencies, governments, and the public interest.

Federal regulations mandate that all research projects that may involve the use of human subjects, regardless of sponsorship or source of funding, must be reviewed by Brown University for potential harm to humans. The Institutional Review Board (IRB), which is in the Research Protections Office (RPO), conducts these reviews. Granting agencies like NSF and NIH require that the IRB approve protocols before human subjects' research begins. Accordingly, students should submit protocols to IRB at least three months before they expect to begin research. Follow IRB instructions for preparing a protocol and all attachments (for examples, see Student Affairs Coordinator). Research may not begin until the research protocol has been approved. In addition, all students are required to pass the CITI accreditation course in their first year and to maintain their accreditation throughout their time in the graduate program. If students have questions about human subjects review, they

are urged to consult with the faculty, the DGS, or RPO.

In consultation with their advisors and committee members, students should decide whether any specific research activity they are planning should be submitted to the IRB for approval. Ordinarily, research exercises carried out as part of curricular requirements are not subject to IRB review. Where there is uncertainty about the need for IRB review, students should consult with the IRB staff and plan their activities with the IRB schedule in mind.

Upon receiving the Ph.D., contact RPO to have any open IRB protocols closed.

VIII. CREDIT AND ENROLLMENT

A. TRANSFER OF GRADUATE CREDIT

Some students have done graduate-level work in anthropology elsewhere. The DA encourages students to transfer those credits. With the approval of the DGS and the registrar, some of those courses may be transferred. Information on how many credits can be transferred for the MA and PhD requirements can be found in the Graduate School Handbook. Forms for the transfer of credits are available from the Registrar.

A student who has written an MA Research Paper for an anthropology MA degree elsewhere may submit the completed thesis for consideration for the DA's Research Paper requirement. Acceptance of this thesis in lieu of the MA Research Paper is not guaranteed and is subject to the committee's approval. The process is described above (**Section IV.B**).

B. TIME LIMITS FOR DEGREES

Normally the MA requirements should be completed by the end of the third semester in residence. To continue in the MA program beyond four semesters requires departmental permission.

The Graduate School handbook (page 54) provides information on post-candidacy deadlines for Ph.D. completion.

C. OPTING OUT ("STOPPING THE CLOCK") AND LEAVES OF ABSENCE

Advanced Student Status (Opting-out of Graduate School Support/Stopping the Clock): Students who are away from Brown conducting dissertation research and receiving external funding to do so may elect to apply for supplemental stipend and tuition support from the Graduate School under the incentive program ("top-up"), or they may choose to petition for Advanced Status to opt- out of Graduate School funding and "stop their funding clock" for up to two semesters. Tuition and Health Insurance Scholarships from the GS are available in the latter case. The DGS must approve all requests to apply for Advanced Status, and the GS makes the decision. Information on these options is available in the GS Handbook. Students should consult with the DGS and dissertation advisor prior to pursuing one of these options. This should be done as soon as possible after the student learns of the external award to facilitate the administrative piece of making this status change.

Leaves of Absence:
Refer to the Brown Graduate School Handbook for information on the kinds of leaves of absence available, the implications of taking leaves (e.g., for deferring payments of student loans), and the procedures to follow to apply for them and to return to active status. The DGS must approve all leave of absence applications.

IX. HEALTH AND WELLNESS

Student Accessibility Services (SAS) coordinates and facilitates services for students with physical, psychological, and learning disabilities, and temporary injuries (20 Benevolent Street, 1st floor). Their website includes a link to a form where members of the Brown community may submit a concern about accessibility.

Counseling and Psychological Services (CAPS) provides free confidential counseling (450 Brook St, 401-863-3476

Maria Suarez, Associate Dean of Student Support in the Graduate School, is dedicated to serving master's and PhD students which includes assisting with Medical Leaves. She can be contacted at maria_suarez@brown.edu, 401-863-1802.

X. GRIEVANCE PROCEDURES

The Graduate Student Grievance Procedure was updated in the Brown University, *Faculty Rules, and Regulations*, Part 4, Section 11, IIA, in November 2018. Full information on the procedure is available at: https://www.brown.edu/academics/gradschool/graduate-student-grievance-procedures

For grievances related to conditions of employment that are not resolved through the usual university process, refer to article XI of the CBA.

XI. BEST PRACTICES AND OTHER USEFUL INFORMATION

A. LETTERS OF RECOMMENDATION

Students often apply for opportunities that require letters of recommendation from faculty. For faculty to respond promptly and effectively to such requests, students are asked to provide the faculty member with an updated CV, a copy of the application letter or form, all appropriate links/prompts, and whatever other materials are required. Students should make requests at least two weeks before the letter is due and state clearly the deadline for the letter or recommendation. They should notify the DGS if a request is not met in a timely fashion.
It is appropriate for students to inform their referees of the outcome of any letters they write.

B. ATTENDANCE AND COMMUNITY PARTICIPATION

Throughout the academic year, the DA and Haffenreffer Museum sponsor various "Brown Bag" luncheon talks, colloquia, and lectures. Students are expected to attend the lectures sponsored by the department. These opportunities for hearing about research and for meeting visiting scholars in informal settings are an integral and important part of the academic enterprise. In addition, other presentations are sponsored and hosted by related units on campus. Students are strongly encouraged to take advantage of such opportunities.

It is also important to attend and participate in international, national, and regional professional meetings to the fullest extent possible. The annual meeting of the American Anthropological Association (AAA) is a major opportunity to present papers and meet others who share similar regional or theoretical interests. Other conferences – such as the annual meetings of The American Ethnological Society, Society for American Archaeology, Society for Historical Archaeology, etc. – provide important forums in which to present research and meet other scholars. Students may apply to the Graduate School and/or the DA for support to attend conferences. Calls for applications are issued each year; contact the DGS or GS with questions.

C. AWARDS

The DA offers an annual award, The Watson Smith Prize, for the best Anthropology paper written that year by an undergraduate and/or graduate student. The call for papers is issued in the spring. For Guidelines, see the department office staff.

Students are also encouraged to submit their work to the graduate student paper prize competitions of international, national, and regional anthropology associations.

D. HAFFENREFFER MUSEUM OF ANTHROPOLOGY

The Haffenreffer Museum of Anthropology welcomes students to use its collections to work with the museum's staff, and to participate in its work of collecting, exhibiting, and teaching. Internships, proctorships, and grants for fieldwork are available. Graduate and undergraduate students have played prominent curatorial roles in recent exhibitions, have run seminars for docents, and have participated in school education programs. Interested students should contact Prof. Robert Preucel, Museum Director

XII. GIDDINGS HOUSE AND FEINSTEIN HOUSE RULES

The entire department – faculty, students, staff – are housed in Giddings House and Feinstein House. We must all be committed to maintaining them as a pleasant environment for work and socializing.

Kindly observe also the following guidelines:

Security is a vital issue. Thefts occur every year all over campus, and Giddings and Feinstein House are no exception. From September through May, the front doors are open weekdays 8:30a - 4:45p; at other times entry is by keycard and be sure the doors shut securely behind you when entering and exiting. The basement door is especially sticky in humid weather and should always be closed firmly when entering or leaving the building. If holding sections at night, be sure the windows and doors you have opened are closed. Please do not leave outside doors propped open and unattended. Request identification from strangers during the hours the building is closed, or at any time you see anything suspicious. The campus phone located outside the front door may be used to call Police/Security (**x3-3322**). Brown offers a shuttle and escort service. If the fire alarm sounds evacuate the buildings immediately.

The **Kitchen Area** in the student lounge (B5) is for students' use. Please cover food prepared in the microwave. Leave the kitchen as clean or cleaner than you found it; wash anything you might have used. Students are also welcome to use the second-floor kitchen.

Classrooms (Giddings House Rooms 114, 202, and 103 and Feinstein House Room 104) should be cleaned up after use, chairs put in order, and boards erased. Please be sure you turn off the projector/display screen. It is very important to close and lock windows before you leave the room.

The **Student Study Area** (Basement Room, B5) is for the use of graduate students and undergraduate concentrators. It is preferred that there is no drinking or eating in this room. There are strict rules about the installation of software and computer legalities; consult with the department's technology consultant (ITSC) Jay Jacques (jason_jacques@brown.edu) via Anthropology-IT@brown.edu if you have any questions about such matters.

Outdoors: Parking in Giddings House Lot 59 is reserved for those with university permits. When exiting the lot, STOP at the brick wall and proceed with caution. Please do not block our neighbors' driveways with cars. Cyclists, please use the bicycle rack outside the building.

For use of the **Haffenreffer Museum facilities**, contact Professor Robert Preucel.

XIII. STATEMENT ON AI USE IN MILESTONE ACADEMIC WRITING (HONORS THESIS, MA THESIS, PRELIMINARY EXAM STATEMENTS, DISSERTATION PROPOSALS, DISSERTATION)

Brown's Academic Code asserts that "Academic achievement is ordinarily evaluated on the basis of work that a student produces independently." Accordingly, your work in milestone academic writing (i.e., honors theses, MA theses, preliminary exam statements, dissertation proposals [DRPs], PhD dissertations) should be entirely your own. All uses of GenAI tools for original writing – including organizing and brainstorming ideas, summarizing and/or synthesizing scholarly literature, generating new writing, revising or reviewing writing, and other forms of proofreading (except for the most minimal forms of checking of spelling and grammar) – are strictly prohibited.

Brown's Department of Anthropology strives to train students in a variety of humanistic and social scientific skills for which use of Generative AI is deleterious. These skills include reading comprehension, the critical evaluation and synthesis of literature, the generation of original ideas, the articulation of those ideas in one's own words, and the sharpening of those ideas through critical review and presentation. Our practice demands rigorous ethical standards, including the protection of the confidentiality of research participants and field data, which may be severely compromised through the use of commercial AI models.

It is the responsibility of the student to consult with their committee and either the DGS or DUS if they wish to request authorization of limited and qualified use of approved GenAI tools for the following research tasks: 1) identifying sources and 2) carrying out repetitive research tasks, such as the transcription of handwritten notes and data entry, provided that these practices follow Brown IRB guidelines and protect the confidentiality and integrity of research subjects. (Please note that most LLMs and vision models do not adequately protect sensitive information). Any such proposed use must be discussed and authorized in writing (email is fine), first by the thesis or dissertation committee, and then by the DUS or DGS. If such limited, proposed use is approved, you must also explicitly disclose it in the text of any work for which you employed it – including any future publications that draw from this initial work.

Failure to follow these standards is considered a violation of the Academic Code and will be treated as such.

The faculty have produced this policy in order to be clear about where we stand, while also inviting your questions and conversations about Generative AI usage. Given the pace and impact of GenAI development, faculty will regularly review this policy. Questions about it should be directed to the DUS, DGS and/or Department Chair.

Approved November 10, 2026

FORM NO. 1: EVALUATION OF GRADUATE STUDENT IN COURSE / OF TEACHING ASSISTANT

Student's Name:

Instructor:

Course Number and Name:

Semester and Year:

Type of course (seminar, tutorial, lecture)

Number of Students in course:

Grade:

Comments on written and oral work, presentations, participation in discussions, meeting assignment deadlines, etc.:

Faculty signature:
Date:

FORM NO. 2: MA RESEARCH PAPER PROPOSAL TITLE PAGE

Title of Proposed Research
Student name

Abstract (100-250 words)

_____ _____

Advisor's name printed Advisor's signature

At the time of preparing and signing this proposal, the student and committee members are advised to revisit the expectations for graduate advising as outlined in the Graduate Handbook.

FORM NO. 3: MA RESEARCH PAPER - COVER SHEET

(Title)

(Student Name)

Research paper in partial fulfillment of the M.A. degree requirements
Department of Anthropology
Brown University

Abstract (approximately 100-250 words):

Faculty Approval:

Advisor_____ Date_____

Committee Member_____ Date_____

Committee Member_____ Date_____

Date accepted:_____

FORM NO. 4: PROPOSAL FOR PRELIMINARY EXAMINATION
(To be submitted for approval 2 months before the intended date of the Examination)

STUDENT NAME: _____
Date: _____

Committee:

Initialed: Date:

_____ _____
_____ _____
_____ _____

Specialties:

Foreign Language:

(A bibliography and statement should follow this page)

FORM NO. 5: REPORT ON PRELIMINARY EXAMINATION (PE)

Student Name:_____Date_____

Areas of specialization:

1_____

2._____

3 _____

Comments:

Conclusions: (pass, fail, or other?)_____

*Committee: 1. Advisor: _____

Additional faculty present:
2. _____
3. _____
4. _____

*Committee members should initial their names if in agreement with comments and conclusions (prepared by the advisor). Minority opinions should be appended.

FORM NO. 6: DISSERTATION RESEARCH PROPOSAL (DRP) COVER SHEET

Student Name _____

Title of Research Project: _____

_____

Research problem: (abstract)

Type of support anticipated (NSF, Fulbright, SSRC, etc.)

Committee:_____, _____, _____

Language(s): _____

Mode of evaluating language(s):_____

Language(s) passed by (examiner's name)_____Date_____

Approved by advisor:_____ Date_____

Approved by Committee Members:

_____
_____
_____
_____

At the time of preparing and signing this proposal, the student and committee members are advised to revisit the

expectations for graduate advising as outlined in the Graduate Handbook.

FORM NO. 7: REQUEST FOR ACCESS TO STUDENT FILE

Date: _____

Student: _____

I hereby request access to my student file in the Department of Anthropology.

_____
(Student's signature)

Certified that student has seen file:
Date:_____

Office Staff's signature: _____

Items Photocopied: _____

_____

Department of Anthropology
Best Practices for Anthropology TA-ships and Proctorships

Overview: Teaching assistantships play an important role in graduate student training and provide an opportunity for students to acquire teaching experience and skills under faculty mentorship, and to gain expertise both inside and outside of their areas of emphasis. As noted in the Graduate School Handbook (v15), "Teaching is an integral part of graduate training in most doctoral programs at Brown. Students are expected to teach as part of their professional training and scholarly apprenticeship." The Anthropology Graduate Handbook confirms that "In order to insure adequate professional development and training, each student is required to have some teaching experience by the time they complete the PhD." TAship is an integral professional development component of the PhD. The norm in anthropology at Brown is that graduate students TA for three years out of the five-year funding guarantee. At minimum, as a PhD requirement, anthropology graduate students must TA for at least two semesters in order to attain a basic level of teaching experience. When available, students may substitute a Proctorship appointment for a TAship, as long as the minimum 2 semesters of teaching are met.

How are TAs assigned to particular courses? The Graduate School Handbook states that "Programs often assign graduate students to courses according to their interests and areas of expertise, broadly defined; however, a student's teaching experience is greatly broadened by teaching assignments outside of the immediate area of expertise." Pre-assignments are made by attending to and balancing the following factors: graduate student course schedules, graduate student TAing preferences and research interests, faculty requests, teaching needs, TA-to-student ratios, and previous TA assignments.

When are TA assignments made? In line with the Collective Bargaining Agreement (CBA) between SUGSE and Brown, "the University shall make a good faith effort to notify Graduate Student Employees appointed as a TA …of their course assignment: (1) By August 1 for the Fall Semester. (2) By January 1 for the Spring Semester. (3) By June 1 for Summer Session." However, "The University and the Union acknowledge that due to Brown's open curriculum, undergraduate enrollment of courses, and the need for TA or TA II positions in those courses, may fluctuate from semester to semester. The University will endeavor in good faith to provide Graduate Student Employees with as much advance notice of their course assignment as possible while reserving the right to change assignments based on factors such as course cancellations, new course offerings, or course enrollments up until three (3) business days after the last day by which undergraduate students may add a course without paying a fee in each semester."

Class Size Policy: In Anthropology, TAs should not be responsible for more than 50 students per semester. This is an absolute maximum, and we strive for lower ratios.

Materials/facilities. TAs will be provided space to prepare for class and meet with students; access to departmental computers, printing, and copying to prepare for classes; mailboxes to receive student papers; and any required textbooks.

Communication/supervision/mentorship. Anthropology faculty, as required by the collective

agreement, shall provide feedback to TAs and proctors on the work they perform, including advice, guidance, and support on how to improve their performance. Overall, we encourage faculty and TAs to strive for collaborative teaching relationships. We encourage the "teaching team" to meet at least once before the start of term, and regularly thereafter. In the initial meeting, course content and design can be discussed, and plans can be made for observing the TA during the course of the semester. In regular meetings, faculty supervisors and TAs can discuss how much time is taken to grade, etc., and can designate which tasks are more time-sensitive. They can also discuss how to manage competing demands and protect the TA's time. These meetings are also opportunities for the TA to consult about teaching strategies, as recommended by the Graduate School Handbook. Instructors and TAs should discuss grading standards and expectations. TAs may also consult by email or phone if there is a more time-sensitive matter. TAs will benefit from instructor consultation regarding the TA's goals and the relationship of the TAship to those goals.

Evaluation. The Anthropology Graduate Handbook states that "Students whom TA for the Department should expect to receive a written evaluation of their performance after the semester ends (Form 1). If they do not receive such evaluations, students should alert the DGS…TAs also receive student evaluations after the course is concluded, which will be added to the student's departmental file." The evaluation should ideally include details from the instructor observing at least one section meeting and a lecture if one occurred. The CBA states that "The written feedback will include an emphasis on the development of skills, and/or practices, and/or techniques, as appropriate, and shall also identify areas for growth and improvement."

Outside Training. Students TAing for the first time are required to take a TA training course offered by the Sheridan Center for Teaching and Learning, in addition to the training workshop offered by the department at the beginning of the term. The Department encourages students to acquaint themselves with resources and training provided by The Sheridan Center for Teaching and Learning.

How many hours per week do TAs spend on teaching? The CBA states, "No Graduate Student Employee shall be compelled or pressured to work more than an average of twenty (20) hours per week as part of their assigned position." With this in mind, primary instructors should be mindful of other demands on TAs' time and energies and should make the course schedule manageable for TAs, adjusting course plans if necessary. Some ways to do this include sharing the syllabus ahead of time so that TAs are aware of the grading timelines; adjusting the assignment structure and deadlines based on TA feedback; clearly indicating to undergraduates what the expected turnaround will be for feedback, and/or alerting them in advance if feedback times for a specific assignment are expected to be longer than usual; etc. We recommend that TAs keep simple written records of time spent on teaching. If they find that they are exceeding the 20-hour maximum, the TA and instructor should discuss the situation and make adjustments.

What is involved in TAing? According to the Graduate School Handbook, a "Teaching Assistant (TA) assists a faculty member both inside and outside the classroom on activities related to the teaching of a particular course. The nature of the tasks may vary depending on the teaching needs of the individual department. TAs are supervised by a faculty member and do not bear primary responsibility for the design or implementation of a course. …The duties of a TA

vary across courses and departments and examples of standard duties may include some classroom teaching, the presentation of occasional lectures, leading discussion sections, preparing and supervising labs, conducting tutorials, holding office hours, grading papers, problem sets, quizzes, and examinations, and other programmatic duties for a course."

TAs are expected to attend all class meetings and should request approval to be absent if necessary. (Note that per the CBA, "a graduate student employee shall be eligible to use five (5) sick days when unable to meet employment obligations because of personal illness, injury, medical appointment, medical procedure, or other disabling medical condition, or because of the illness, injury, medical appointment, medical procedure, or other disabling medical condition of a family member.") If more than one TA is assigned to a course, the workload should be more or less equitable among them. TAs should hold at least 2 office hours per week and be available to undergraduates by appointment. Aside from the duties mentioned above, duties may also include drafting quizzes or paper prompts, assisting with logistical issues related to readings and other media, and maintaining course related websites, among other things. These responsibilities are pedagogical opportunities through which TAs can learn important professionalization skills that will assist them in their careers as teachers and researchers. To that end, we encourage both instructors and TAs to identify clearly not only the responsibilities of both parties but also the pedagogical goals associated with meeting them. We also encourage instructors to provide TAs with a list of expectations and duties related to the specific course they are TAing.

Section Leading. Many TAs lead discussion sections. We encourage instructors to make an appointment at the TA's preferred time to observe the section (alerting the students that the purpose is for TA evaluation, not student evaluation), and write a paragraph of feedback. We also encourage the TA to work with the instructor to arrange mid-semester evaluations if this is desirable. The TA may ask the instructor for a description of material to be covered or strategies to use in discussion sections. If the TA expects to be unavoidably absent during a scheduled section s/he must notify the instructor at the earliest possible opportunity and propose a solution that is acceptable to the instructor (for example, asking another TA to lead section).

Lecturing Opportunity. So that graduate students may build and practice the skills needed to lecture to large groups of students, we encourage faculty to provide an opportunity for the TA to lecture if the TA wishes – under supervision and with guidance. We encourage those arrangements to be made early in the semester so the TA will have ample time to prepare for what may be a new experience. After the TA lectures, the observing instructor should prepare a short evaluative paragraph for the TA's teaching portfolio. TAs may also be asked if they would be willing to lecture in the absence of a faculty member, but should not be required to do so.

Grading. If they lead sections, TAs are typically responsible for grading the work of the students in that section. For first-time TAs or courses where multiple TAs are assigned, written rubrics and sessions aimed at calibrating grading norms (where faculty and TA/s all grade the same 3-4 papers and discuss them prior to commencing grading) can be especially helpful.

Office Hours. As noted, TAs hold at least 2 office hours per week and are available to undergraduates by appointment. For many TAs, this may involve providing support to students for non-academic issues. TAs should review these resources:

- **Helping students in distress**: https://www.brown.edu/helping-a-student/home
- **Emergency contacts:** https://www.brown.edu/about/administration/vp-campuslife/resources/emergency-contacts
- **Title IX information**: https://www.brown.edu/about/administration/title-ix/policy
- **Title IX contacts:** https://www.brown.edu/about/administration/title-ix/resources
- **SAS accommodations**: https://www.brown.edu/campuslife/support/accessibility-services/how-faculty-can-support-students-disabilities

What are proctorships? The Graduate School Handbook states that "Proctorships are noninstructional positions and are offered either through an academic department or degree program, or from other research, training, academic or administrative offices around campus. These positions are intended to foster the professional development and/or research interests of graduate students. Under no circumstances are proctors to be used for general administrative work.

- The Haffenreffer Museum of Anthropology has prepared a description of the Museum proctorship that is available from the Director, Prof. Preucel. The proctorship is open to all students, regardless of subfield, and is a particularly good fit for those interested in material culture and museum studies. It requires access to a car.
- The Archaeological Research Proctorship is an in-house assignment where student proctors work on collaborative research projects with anthropological archaeology faculty. These efforts are primarily directed at training and research in the analysis of remote sensing data through ArcGIS Pro. Prior coursework in anthropological archaeology and experience analyzing remote sensing data are helpful in this position.
- The DIAP/Decolonizing Anthropology Proctorship is an in-house assignment that involves student proctors working jointly with the DGS and chair of the DIAP committee to address the department's DIAP aims and contribute to the process of decolonizing teaching and learning within the department as well as the discipline more broadly. Proctors engage in research of relevant resources and best practices, in addition to help organizing relevant seminars and workshops.

Grievances. Graduate School grievance procedures are available here: https://www.brown.edu/academics/gradschool/graduate-student-grievance-procedures. For grievances related to conditions of employment that are not resolved through the usual university process, refer to article XI of the CBA.