

UNDERGRADUATE STUDIES HANDBOOK | DEPARTMENT OF ANTHROPOLOGY

Brown University

Anthropology is the study of human beings from all times and all places, offering the most holistic, comparative, international, and humanistic perspective in the social sciences. In studying and interpreting the vast range of similarities and differences among human societies and cultures, anthropologists also seek to understand how people themselves make sense of the world in which they live.

A concentration in Anthropology provides students with a broad introduction to the discipline. Anthropology at Brown includes sociocultural anthropology, anthropological archaeology, linguistic anthropology, and biological anthropology. Each is widely recognized as a major subfield of the discipline. Sociocultural anthropology emphasizes contemporary societies and cultures, and addresses issues such as gender and kinship, religion and symbolism, ethnicity and nationalism, population and health, and politics and violence. Anthropological archaeology studies the social lives and adaptations of people in the past mostly through material remains and physical changes in the landscape. Linguistic anthropology examines human communication, especially the relationship between language and culture; and biological anthropology focuses on human biological variation and its evolution. Students will learn about other ways of life and different systems of belief and knowledge; become familiar with the methods used by anthropological researchers for studying human beings in different time periods and from different vantage points; and gain a more critical understanding of the human condition and of their own cultural backgrounds.

The Anthropology Department offers courses on a wide variety of topics, geographical areas, and methods, reflecting the breadth of interest and expertise of its faculty. Courses lower than 1000 are introductory and need not be taken consecutively. Those from 1100 to 1150 generally focus on peoples and cultures of particular geographical areas (for example, Africa, Europe, India, Latin America, Native North America, East Asia, and the United States). Those from 1210 to 1450 provide comparative perspectives on special aspects of societies and cultures (for example, education, family, international development, masculinity, medical practices, representation through film and the media, and war). Courses from 1510 to 1660 typically deal with archaeology and include area surveys of particular archaeological cultures and material traditions (for example, Colonial New England, Mayan writing, North American Indians) and comparative surveys of special topics (for example, ancient bodies, death and burial, historical archaeology). Courses from 1700 to 1750 are in biological anthropology, and those in the 1800 range, linguistic anthropology. Courses in the 1900 range are advanced seminars in methods, history, and special topics. Courses 2000 and above are primarily for graduate students.

The Anthropology program at Brown is committed to interdisciplinarity, with faculty cross-appointments and affiliations in a number of centers and programs including the Center for Latin American and Caribbean Studies, the Center for Middle East Studies, the Haffenreffer Museum of Anthropology, the Joukowsky Institute for Archaeology and the Ancient World, the Program in Science and Technology Studies, the Population Studies and Training Center, the Watson School for International and Public Affairs, and the Institute at Brown for Environment and Society.

THE UNDERGRADUATE DEGREE

Anthropology is a varied discipline, and the Concentration at Brown University reflects that diversity. Students concentrating in Anthropology must declare one of six possible concentration tracks:

- General Anthropology Track
- Socio-Cultural Anthropology Track
- Medical Anthropology Track
- Linguistic Anthropology Track
- Anthropological Archaeology Track
- Biological Anthropology Track

The General Anthropology option offers the most flexibility among the Anthropology concentration tracks. Students have the option of choosing among the core course offerings that best fit their interests. The remaining five tracks offer more specialized pathways through those same requirements. Course options in the specialized tracks are more restricted and ensure a student is more deeply trained in one of the core areas of anthropology, while still broadly trained in the discipline.

Requirements and Guidelines for All Tracks:

All tracks require at least nine courses in anthropology. At least five of the nine courses counted toward the concentration must be 1000-level or higher. Advanced students may be allowed to enroll in graduate seminars (2000-level courses) with the permission of the instructor. Students also have the opportunity to work independently for concentration credit by taking an independent reading and research course in anthropology (ANTH 1970). Independent reading and research courses can be taken a maximum of two times.

Courses in anthropology are (1) designated by the ANTH prefix, (2) cross-listed on the ANTH XLIST, or (3) taught by an anthropologist in another department and contain significant content in anthropological thought, theory, and methodology. Regarding the third option, please consult with the Director of Undergraduate Studies (DUS) to determine if the course can be applied towards the concentration. A list of Anthropology courses offered this academic year can be found on Courses@Brown.

Double Concentrating

Students who concentrate in both Anthropology and another discipline may count no more than **two courses** towards both concentrations.

Study Abroad and Transfer Credits

Students who transfer from other institutions or who study abroad may count up to two courses from non-Brown institutions toward the concentration, with written approval from the Director of Undergraduate Studies. Courses from other institutions generally only count towards the concentration if they are offered through an accredited Anthropology department or are taught by an instructor who holds a PhD in Anthropology. Students who plan to study abroad are urged to meet with the DUS well in advance of departure to discuss course enrollment and to make a plan to ensure timely completion of the concentration with or without study abroad credits.

Capstone Experience

As a capstone experience in anthropology, all students are required to take the Senior Seminar, (Re)Making Anthropology (ANTH 1990). The Seminar brings all seniors together to reflect on the past, present, and future of anthropology and to consider how their particular education and research experiences fit within the broader arc of the discipline.

Students interested in expanding their capstone experience may complete an Honors or Senior Thesis project as detailed below. Thesis projects are voluntary and are completed **in addition to** the Senior Seminar.

General Anthropology Track:
The General Anthropology Track is the most flexible and open of all of the anthropology tracks. This track allows students to fully embrace the four-field approach and choose from courses across the sub-fields. Its flexibility is especially accommodating for students pursuing multiple concentrations.

1. A foundational course in sociocultural, linguistic anthropology, or medical anthropology:

   Choose One:
   - Introduction to Cultural Anthropology (ANTH 0100)
   - Culture and Health (ANTH 0300)
   - Introduction to Linguistic Anthropology (ANTH 0800)

2. A foundational course in anthropological archaeology or biological anthropology:

   Choose One:
   - Human Evolution (ANTH 0310)
   - Past Forward: Discovering Anthropological Archaeology (ANTH 0500)

3. One of the following classes in anthropological methodology, to prepare students for further research:

   Choose One:
   - Ethnographic Research Methods (ANTH 1940 or IAPA 1500, if taught by an anthropologist)
   - Archaeology of College Hill (ARCH 1900)
   - Material Culture Practicum (ANTH 1621)
   - An Introduction to GIS and Spatial Analysis for Anthropologists and Archaeologists (ANTH 1201)
   - The Human Skeleton (ANTH 1720)
   - Paleoethnobotany: Ancient Agriculture to Criminal Investigations (ANTH 1740)

3. An additional five courses in anthropology of the student's choosing. At least three of these electives will need to be at the 1000-level to meet the general requirements of the concentration.

4. Senior Seminar, (Re)Making Anthropology (ANTH 1990), taken in the senior year, is designed to provide students with a firm understanding of what defines the discipline of anthropology, as grounded through a look at the discipline's past, present, and future.

Medical Anthropology Track:
The Medical Anthropology Track is ideal for students who wish to focus on anthropological analyses of health and the body. It may be of particular interest to pre-medical students. This track allows students to focus on medical anthropology theory and ethnography while also gaining a foundation in broader anthropological theory and methods.

1. A foundational course in medical anthropology, to prepare students for future courses within the track:

   - Culture and Health (ANTH 0300)

2. Two courses in at least two of the four major subfields of anthropology, to ground the

student's learning within the discipline more broadly:

Choose One:
- Human Evolution (ANTH 0310)
- Past Forward: Discovering Anthropological Archeology (ANTH 0500)

Choose One:
- Any 0000 or 1000-level course in socio-cultural anthropology or linguistic anthropology

  Appropriate courses offered in recent years include:
  - Introduction to Cultural Anthropology (ANTH 0100)
  - Introduction to Linguistic Anthropology (ANTH 0800)
  - Applied Anthropology (ANTH 1010)
  - Urban Life: Anthropology in and of the City (ANTH 1236)
  - Middle East in Anthropological Perspective (ANTH 1150)
  - Anthropology of Disasters (ANTH 1255)
  - Anthropology and International Development (ANTH 1320)
  - Anthropology of Infrastructure (ANTH 1960)

3. A course in methods commonly used in medical anthropology, to prepare students for further research:

   - Ethnographic Research Methods (ANTH1940 or IAPA 1500, if taught by an anthropologist)

4. At least one 1000-level course in medical anthropology:

   - Bioethics and Culture (ANTH 1242)
   - Global Health (ANTH 1310)
   - Anthropology of Mental Health (ANTH 1515)
   - Disability and Culture (ANTH 1760)
   - Anthropology of Aging (ANTH 1215)

   Other appropriate anthropology courses may be used to fulfill this requirement with DUS approval.

5. An additional three anthropology courses of the student's choosing. At least two of the electives will need to be at the 1000-level to meet the general requirements of the concentration.

6. At least one non-anthropology science course in the natural sciences, public health, or psychology that focuses on human health, to give students basic exposure to the science of human physical and/or mental health. This course is **in addition** to the nine courses required in ANTH. Health policy and health systems courses do **not** count towards this requirement.

   ***Most qualifying courses will bear a BIOL, PHP, or CLPS designation, but students can choose any appropriate course to fulfill this requirement with DUS approval.*

7. Senior Seminar, (Re)Making Anthropology (ANTH 1990), taken in the senior year, is designed to provide students with a firm understanding of what defines the discipline of anthropology, as grounded through a look at anthropology's past, present, and future.

Socio-cultural Anthropology Track:
The Sociocultural Anthropology Track is ideal for students interested in focusing on the social and cultural dynamics of contemporary human societies. This track allows students to focus on socio-cultural

anthropology theory and ethnography while also gaining a foundation in broader anthropological theory and methods.

1. A foundational course in cultural anthropology, to prepare students for future courses within the track:

    - Introduction to Cultural Anthropology (ANTH 0100)

2. One course in archaeology or biological anthropology, to provide students a sense of the broad reach of the discipline:

    Choose One:
    - Human Evolution (ANTH 0310)
    - Past Forward: Discovering Anthropological Archaeology (ANTH 0500)

3. A course in methods commonly used in socio-cultural anthropology research:

    - Ethnographic Research Methods (ANTH 1940 or IAPA 1500, if taught by an anthropologist)

4. At least two 1000-level sociocultural anthropology courses that focus on specific aspects of sociocultural methods or
theories, or in a particular region.

    Appropriate courses offered in recent years include:
    - Applied Anthropology (ANTH 1010)
    - Middle East in Anthropological Perspective (ANTH 1150)
    - Urban Life: Anthropology in and of the City (ANTH 1236)
    - Religion and Culture (ANTH 1240)
    - Bioethics and Culture (ANTH 1242)
    - Anthropology of Disasters (ANTH 1255)
    - Global Health (ANTH 1310)
    - Anthropology and International Development (ANTH 1320)
    - Anthropology of Mental Health (ANTH 1515)
    - Disability and Culture (ANTH 1760)
    - Anthropology of Aging (ANTH 1215)

5. An additional three anthropology courses of the student's choosing. At least one of the electives will need to be at the 1000-level to meet the general requirements of the concentration.

6. Senior Seminar, (Re)Making Anthropology (ANTH 1990), taken in the senior year, is designed to provide students with a firm understanding of what defines the discipline of anthropology, as grounded through a look at anthropology's past, present, and future.

Linguistic Anthropology Track:
The Linguistic Anthropology Track is ideal for students who wish to focus on anthropological approaches to language in social context. It may be of particular interest to students who are interested in languages, language use, and language difference but are looking for a more thoroughly cultural, practice-based approach than that generally offered in linguistics. This track allows students to focus on theory and ethnography in linguistic anthropology while also gaining a foundation in broader anthropological theory and methods.

1. At least two courses in linguistic anthropology. One must be the following foundational course, to prepare students for future courses within the track:

- Sound and Symbols: Introduction to Linguistic Anthropology (ANTH 0800)

The other must be a 1000-level course in linguistic anthropology, chosen from among the following:

- Language and Power (ANTH 1810)
- Language and Desire (ANTH 1805)
- Listening and Society (ANTH 1815)
- Language and Medicine in Practice: Engaged Scholarship (ANTH 1311)

Other courses may be substituted to meet the requirement for the second linguistic anthropology course, with the permission of the DUS.

2. Two other foundational courses in anthropology, to ground the student's learning within the discipline more broadly:

   Choose One:

   - Introduction to Cultural Anthropology (ANTH 0100)
   - Culture and Health (ANTH 0300)

   Choose One:

   - Past Forward: Discovering Anthropological Archaeology (ANTH 0500)
   - Human Evolution (ANTH 0310)

3. A course in methods commonly used in anthropology (broadly construed), to prepare students for further research:

   - Ethnographic Research Methods (ANTH 1940 or IAPA 1500, if taught by an anthropologist)

4. Senior Seminar, (Re)Making Anthropology (ANTH 1990), taken in the senior year, is designed to provide students with a firm understanding of what defines the discipline of anthropology, as grounded through a look at anthropology's past, present, and future.

5. An additional three anthropology courses of the student's choosing. At least two of the electives will need to be at the 1000-level to meet the requirements of the concentration (see above).

6. At least one general course focusing on aspects of linguistic structure. This course is **in addition** to the nine courses required in ANTH. Recommended courses include Introduction to Linguistics (LING 0100) or Sociolinguistics (LING 1500). *Students may also choose another appropriate course to fulfill this requirement, with DUS approval.*

7. At least one language course (one semester), in any language other than English. This course is **in addition** to the nine courses required in ANTH. *Students interested in studying a language not offered at Brown should consult with Linguistic Anthropology faculty and the DUS.*

Anthropological Archaeology Track:
The Anthropological Archaeology Track is ideal for students interested in pursuing archaeology, especially as specialists of the past societies of the Americas whose archaeologists train as anthropologists. This

track allows students to focus on archaeological methods and approaches while learning broader anthropological theory and perspective.

1. A foundational course in anthropological archaeology, to prepare students for future courses within the track, taken when students begin on the anthropological archaeology track:

   - Past Forward: Discovering Anthropological Archaeology (ANTH 0500)

2. A foundational course in socio-cultural anthropology, which shares many of the same theoretical approaches to human societies as anthropological archaeology:

   - Introduction to Cultural Anthropology (ANTH 0100)

3. A course in anthropological archaeology methodology, to prepare students for further research:

   Choose One:
   - Archaeology of College Hill (ARCH 1900)
   - Material Culture Practicum (ANTH 1621)
   - An Introduction to GIS and Spatial Analysis for Anthropologists and Archaeologists (ANTH 1201)
   - Paleoethnobotany: Ancient Agriculture to Criminal Investigations (ANTH 1740)

   This requirement will be waived for students that have completed an archaeological field school. The field school must be approved in advance of its completion for the requirement to be waived. Per the broader requirements of the concentration, students must still complete nine anthropology credits at Brown or via transfer credits. Note that many field schools do not carry credit.

4. A course that involves detailed archaeological investigation of a geographic region to provide depth of training in the history and material culture of a particular place and society, taught by one of the Department's archaeologists:

   Choose One:
   - Classic Mayan Civilization (ANTH 1031)
   - The Archeology of Indigenous South America (ANTH 1505)
   - Ethnographies of Heritage: Communities of Landscape in the Mediterranean and Beyond (ANTH 1126)
   - Ancient Maya Writing (ANTH 1650)
   - Indians, Colonists, and Africans in New England (ANTH 1624)
   - Maize Gods and Feathered Serpents: Mexico and Central American in Antiquity (ANTH 1640)
   - Southwestern Archaeology (ANTH 1692)

   Other anthropological archaeology courses with significant geographic focus may be used to fulfill this requirement with DUS approval.

5. One 1000-level course in anthropology with significant archaeological, material culture, and/or museum studies component. A second geographic area course from the list above may be used to meet this requirement. Other regularly offered courses that meet this requirement include:

   - Indigenous Archaeologies (ANTH 1125)
   - Archaeology of Death (ANTH 1623)
   - Global Historical Archaeology (ANTH 1620)
   - Bioarchaeology and Forensic Anthropology (ANTH 1750)
   - Lost Languages (ANTH 1820)

Other anthropology courses with significant archaeological, material cultural, or museum studies focus may be used to fulfill this requirement with DUS approval.

6. Three anthropology courses of the student's choosing. At least one of the electives will need to be at the 1000-level to meet the general requirements of the concentration.

7. Senior Seminar, (Re)Making Anthropology (ANTH 1990), taken in the senior year, is designed to provide students with a firm understanding of what defines the discipline of anthropology, as grounded through a look at anthropology's past, present, and future.

Biological Anthropology Track:
The Biological Anthropology Track is ideal for students interested in understanding humans from a biocultural perspective. The Human Evolution course provides a core founding in biological anthropology while the Human Skeleton course trains students in hominin skeletal anatomy, essential for further study in bioarchaeology, forensic anthropology, and paleoanthropology.

1. A foundational course in biological anthropology, taken when students begin on the biological anthropology track:

   - Human Evolution (ANTH 0310)

2. A foundational course in cultural anthropology, medical anthropology, or linguistic anthropology to ground students in the social dimensions of anthropology:

   Choose One:
   - Introduction to Cultural Anthropology (ANTH 0100)
   - Culture and Health (ANTH 0300)
   - Introduction to Linguistic Anthropology (ANTH 0800)

3. A course in biological anthropology methodology:
   - The Human Skeleton (ANTH 1720)

4. Five anthropology courses of the student's choosing. At least three of the electives will need to be at the 1000-level to meet the requirements of the concentration (see below).

5. At least one non-anthropology course with a biological focus. Any course with a BIOL prefix can be used to fulfill this requirement. Students are especially encouraged to consider a course with significant content devoted to genetics and/or evolutionary theory. This course is **in addition** to the nine courses required in ANTH.

6. At least one course in statistics. This course is **in addition** to the nine courses required in ANTH. Possible courses regularly offered at Brown include:

   Choose One:
   - Essential Statistics (APMA 0650)
   - Statistical Analysis of Biological Data (BIOL 0495)
   - Statistical Methods (CLPS 0900)
   - Introductory Statistics for Education Research and Policy Analysis (EDUC 1110)
   - Introductory Statistics for Social Research (SOC 1100)
   - Essentials of Data Analysis (PHP 1501)

   Other courses may be substituted to meet this requirement with the permission of the DUS.

7. Senior Seminar, (Re)Making Anthropology (ANTH 1990), taken in senior year, is designed to provide students with a firm understanding of what defines the discipline of anthropology, as grounded through a look at anthropology's past, present, and future.

Engaged Scholarship:

Anthropology concentrators who are interested in making deeper connections between their concentration curriculum and long-term engagement with local communities in Providence and beyond may choose to pursue an Engaged Scholarship Certificate through the Swearer Center. Engaged scholars combine hands-on experiences such as internships, public service, humanitarian and development work with their academic learning in order to develop a deeper understanding of, and appreciation for, social engagement. The department actively supports students who commit to this work; most anthropology courses already have some sort of 'engaged' element and all Anthropology tracks are compatible with the Engaged Scholarship Certificate.

CONCENTRATION DECLARATION AND COURSE PLAN

Students choosing to concentrate in Anthropology must complete a Concentration Declaration and Course Plan. Students prepare a Personal Statement of 500 to 1000 words that addresses (1) why they are choosing Anthropology as a concentration, (2) Liberal Learning at Brown, and (3) what they have done to improve their writing. Students also identify any additional academic goals and concentration-specific questions they may have.

In preparing their **Course Plan**, students should carefully review the requirements for the Anthropology Track they intend to follow. Students should indicate what courses they have taken, what courses they hope to take in the coming years, and how these courses fulfill track-specific requirements.

The Director of Undergraduate Studies (DUS) reviews each Concentration Declaration and will either request changes or approve the Declaration. Periodically (once or twice a year), students should update their **Course Plan** to reflect courses taken and changes in courses they intend to take. Graduating seniors should update their course plan at the start of their seventh semester and should have their final Course Plan fully up-to-date by **March 1** for students graduating in the spring or **October 1** for students graduating in the fall.

ADVISING

Oversight of the Undergraduate program is managed by the **Director of Undergraduate Studies (DUS)**, the **Director of Undergraduate Research (DUR)**, and the **Director of Undergraduate Community Engagement (DUCE)**. The roles of each of these positions are detailed below. Please carefully read each Director's duties prior to reaching out for assistance from the appropriate individual.

Director of Undergraduate Studies

- Serves as the primary administrator of the undergraduate program in Anthropology and is the point of contact between the Department of Anthropology and the Office of the Dean of the College.
- Serves as the curricular advisor for all students concentrating in Anthropology. The DUS reviews all concentration declarations to ensure students have a feasible Degree Plan for graduation.
- Reviews changes to the Course Plan and determines whether graduating seniors have met the requirements for graduation.
- Assigns Faculty Advisors (see below).
- Reviews all transfer credits in Anthropology.
- Serves on the Curriculum Committee (along with the Chair, DGS, and representative members of the sub-fields) to plan the departmental curriculum.

Director of Undergraduate Research
- Oversees the Honors and Senior Thesis Writing program. Determines eligibility and approves thesis proposals.
- Teaches ANTH 1930, Anthropology Thesis Workshop, a year-long workshop that meets every two weeks for students who are researching and writing an Honors or Senior thesis in Anthropology.
- Organizes the presentation of Honors and Senior Thesis research at the end of the academic year.
- Oversees the Undergraduate Research Apprenticeship Program, including the selection of proposals for funding at the start of each academic semester.
- Oversees the Undergraduate Concentrator Research Funds program, including the selection of proposals for funding on a rolling basis.

Director of Undergraduate Community Engagement
- Serves as the faculty advisor for the Departmental Undergraduate Group (DUG). This includes periodic meetings with the DUG leaders and approval of DUG applications for funding.
- Represents Anthropology at Concentration Fairs, A Day on College Hill, and other undergraduate-related events.
- Works with the DUG and staff to plan and host community events geared toward undergraduates.
- Supports students pursuing a concurrent Engaged Scholarship Certificate and/or engaged research in anthropology.

Faculty Advisors
Upon declaring a concentration in Anthropology, each student is assigned a faculty advisor. Students should meet with their faculty advisor at least once a semester to receive guidance on their courses, research, and career plans. Students may indicate a preference for an advisor when they declare their concentration. Students must be mindful that the department strives to share advising duties equally among its faculty and that some faculty members have advising responsibilities in other programs at Brown. To ensure that all faculty members have a balanced advising load, the student may be assigned an advisor that is not their first choice. Advisors must be core (permanent) members of the Anthropology faculty.

A student may petition the DUS to change their advisor at any point during their academic careers. Suitable reasons for changing advisors include (but are not limited to) a student developing a research or thesis project with a different faculty member or a faculty member going on sabbatical leave.

The Faculty Advisor may provide guidance on the degree requirements in Anthropology, as outlined in this document (Track requirements, Honors requirements, etc.). However, only the DUS may approve deviations from these requirements.

HONORS AND SENIOR THESIS

Honors
The opportunity to pursue honors in anthropology is a privilege. Students are selected to become honors candidates based on a number of criteria, including standing and grades in the concentration, a viable research project, the support of a faculty advisor, and submission and approval of the proposed project. An honors thesis is required for graduating with honors in anthropology. Writing an honors thesis, however, does not guarantee graduation with honors. If a student pursues an honors thesis that is not conferred honors status, the student's record will show that s/he successfully completed a Senior Thesis (described below).

Students must apply to become an honors candidate by the end of the semester before they begin their thesis work, ordinarily at the end of the sixth semester. To apply, a thesis proposal endorsed by your

intended thesis advisor and adhering to the guidelines outlined below must be submitted to the Director of Undergraduate Research and Director of Undergraduate Studies. The deadline for proposals will be circulated in the spring semester of each year.

To be eligible to apply for honors, students must:

• Be in good standing
• Have completed at least two thirds of the concentration requirements by the end of the sixth semester.
• Have earned a majority of "A" grades in the concentration. Classes taken S/NC will count as qualifying towards that majority if they are marked "S* with distinction" indicating that had the student taken the course for a grade, the grade would have been an "A."

Finding a Thesis Advisor and Developing Your Proposal:
Both your primary thesis advisor and secondary reader for your honors thesis in Anthropology must be anthropologists. Additional readers from outside of anthropology are also welcome to participate.

Your primary thesis advisor must be a core (permanent) faculty member in the department. It is a good idea to have taken a class with the proposed thesis advisor, so that s/he has an idea of the student's interests and abilities and so that the student has a good idea of the faculty advisor's approach to research. Adjunct and visiting faculty in the department may also serve as the primary thesis advisor, in special circumstances and with approval of the DUS, but typically serve as secondary readers.

Students interested in pursuing honors should have an idea for a thesis project by the spring semester of the junior year. Many faculty advisors limit the number of theses they advise per year, so it is a good idea to approach faculty members early. The Director of Undergraduate Research (DUR) is available to assist prospective thesis writers as they develop their projects.

Guidelines for Honors Proposals:
Prepare a thesis proposal of 2-3 pages, describing the major research questions and methods to be used. The proposal should have a primary research question and will define what you are doing for your research (and why). The proposal must have a **working bibliography** attached. Candidates will prepare their proposals in close consultation with their primary advisor. The thesis proposal, with the proposed faculty member's approval, must be submitted to the Director of Undergraduate Research in anthropology by the end of the spring semester of the junior year (specific dates are specified each year).

Some of the issues to be addressed in the proposal are:

- What is the primary research question?
- How does the proposed study engage with prior anthropological research?
- What is novel/new/different about the proposed research?
- What is the theoretical grounding of the research?
- What methods/samples/study area will be used in the research?

As students proceed with the honors project, the direction taken may differ than that originally outlined in the proposal. In consultation with the primary faculty advisor, the student will identify a second reader, who will sign on to the project by the second week of the student's senior year (or seventh semester).

Developing, Completing, and Submitting the Honors Thesis:
Once accepted as honors candidates, students will pursue a course of study that **goes beyond** what is expected of a regular concentrator. This includes:

- Enrolling in two ANTH 1930, Anthropology Thesis Workshops (half-credit courses that meet in the fall and spring semesters)
- Enrolling in 1 independent study course with your thesis advisor: ANTH 1970. This course is normally taken in the student's final semester and supervised by the student's thesis advisor.

Students may opt to take two semesters of ANTH 1970 (fall and spring) alongside ANTH 1930, especially if recommended by their advisor. These courses may be taken for a grade or S/NC. In cases in which the student has begun early research, there is the option of taking ANTH 1970 in the spring of the junior year. These courses are **in addition to** the nine courses in ANTH required for the concentration.

- Regular meetings with the faculty advisor & drafts turned in at established intervals during the year.
- If your research involves ethnographic fieldwork, determining whether your project needs IRB approval. To determine whether your project requires IRB approval, you should consult as early as possible with the Regulatory Advising Unit (RAU) at the Brown IRB**.** When required, students are encouraged to apply for IRB approval as early as possible, as delays in approval are common.
- Consulting with the primary thesis advisor to identify a second reader. The second reader should complement the advisor in some way. For example, if the advisor's specialty covers the subfield (medical anthropology, linguistic anthropology, archaeology, political anthropology, feminist anthropology), the second reader's specialty may cover the geographical region of your interest, or vice versa. The second reader should be selected at the start of the seventh semester.
- Submission of the final thesis to the thesis advisor, second reader, and Director of Undergraduate Studies no later than April 15 for May graduates and November 15 for December graduates.
- Presentation of the thesis in the Honors Theses Symposium in the Anthropology department. Generally, the student prepares a fifteen-minute presentation that summarizes the topic, sources, methods, and conclusions of the thesis. After the presentation there is time for questions and comments from the audience.

Honors Thesis Content:
All honors theses must be based on original research and advance an argument. The thesis must be more than a report on existing scholarship. It must advance an original argument or analysis, either by presenting new sources or data or by bringing a new interpretation to bear on known sources.

That research might involve:

- Ethnographic fieldwork.
- Archaeological or biological anthropological laboratory work.
- Critical analysis of data and arguments presented in published sources.

Honors Thesis Format:
An anthropology thesis normally consists of a document of approximately 12,000 - 17,000 words (50-70 double-spaced pages), often divided into approximately three content chapters + an introduction and conclusion. Students may propose alternative thesis formats (eg. multimedia or public facing exhibition) in consultation with their proposed thesis advisor. Any alternative thesis formats must be approved in advance by the thesis advisor and the Director of Undergraduate Research.

All written materials should adhere to the following format and citation requirements, unless an article is being prepared for submission to a journal, in which case that journal's format may be used:

- Times New Roman (or a close equivalent), 12-point font
- One-inch margins
- Double spaced text
- Chicago author-date citation and reference style (*Chicago Manual of Style*, 17th edition): https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html
- Students may choose to use another citation style with the permission of their primary advisor. In all cases, the citation style must be consistent throughout the thesis.

Honors thesis Generative AI Policy
The Anthropology Department approved an AI policy for milestone writing, which includes thesis writing, on Nov. 10, 2026. The policy states the following:

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.

Drafts and Final Submission:

- Deliver a complete draft of the thesis to the primary advisor and secondary reader at least one month in advance of the deadline (generally, immediately before or after spring break).
- Deliver a final draft of the thesis to the primary advisor, secondary reader, and DUR by the appointed deadline.
- Submit a copy of the final thesis draft to the Brown Digital Repository at the library by emailing bdr@brown.edu, unless alternative arrangements for archiving have been made with the permission of the DUR and thesis advisor.
- The primary advisor will determine the grades for ANTH 1970. The final determination of Honors will be made by the faculty committee in consultation with the DUR.

Evaluating the Submitted Work of Honors Candidates:
All students who satisfactorily complete ANTH 1970 will receive course credit for their thesis work. In order to receive Honors in anthropology, however, several additional criteria must be met. Upon submission of the thesis, the student must:

- Have remained in good academic standing throughout the academic year.
- Have had no violations of the academic code of conduct during honors candidacy.
- Have completed all requirements for the concentration.
- Have produced a thesis that meets the expectations for honors work established by the anthropology department.

Senior Thesis
If a student has a viable research project and the support of a faculty member, but does not meet the eligibility for pursuing honors, the student may write a senior thesis in anthropology, with the approval of two faculty members. A senior thesis writer will also be expected to take the thesis workshop and independent study courses and has the option to present his or her work at the end of year symposium. Senior Theses generally follow all of the requirements and guidelines of the Honors Thesis, although with a later deadline for the thesis proposal (start of the seventh semester).

As with an Honors Thesis, the Senior Thesis must be more than a synthesis of or report on existing scholarship. It must advance an original argument or analysis, either by presenting new sources or data or by bringing a new interpretation to bear on known sources.

Generative AI policy for Senior Theses (updated June 2026)
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 (including honors theses) should be your own - from research to analysis to writing to communication of your work. Here are several reasons why the use of generative AI is **not** allowed in the writing of your thesis:

1) Generative AI harms your learning. Use of generative AI to help you structure your ideas, analyze your data, or summarize your readings robs you of what you would have discerned from doing so yourself or in conversation with human colleagues. Part of your training involves mastery of critical skill sets like reading comprehension, synthesis of literature, critical review of arguments, and clear writing and communication of your ideas to different audiences. Generative AI simplifies all of these tasks but strips away their human creativity and original thinking. Its usage stunts your intellectual growth and robs you of the content and character of the field of anthropology, whose very core is engagement with the human.

2) Generative AI is built on theft. Generative AI works by recycling the writing of other students and academics. As such, it does not align with the spirit of advancing new, creative, original scholarship that is central to the work of the Department of Anthropology.

3) Generative AI usage has unknown effects on your careers. Even seemingly benign usages, like grammar checkers that rewrite your sentences, can leave imprints on your work that may not be discovered now, but could surface in future publications and lead to article retractions in a rapidly changing environment. Our refusal to accept AI use in these processes is therefore not only on grounds of intellectual integrity, but also part of our responsibility to protect your future scholarship and academic careers.

4) Generative AI is environmentally destructive. The computing power behind LLMs is a significant consumer of energy, water, and other vital resources. Their lasting impact on the environment remains uncertain. We value sustainability in our training and research.

Please consult with your thesis advisor if you believe that an exception to this general ban on the use of generative AI in your thesis is needed.

RESEARCH AND FIELDWORK

Training in anthropology is not limited to the classroom. Students are urged to seek out extracurricular opportunities that will round out their anthropological studies. Such experiences might include

internships, field schools, faculty research collaborations, and independent projects, any of which may lead to a senior honors or thesis project.

Anthropology concentrators are highly encouraged to meet with their faculty advisor to discuss what options might be best for them.

Research Apprenticeships and Faculty Collaboration

A great way to learn methods and practice in anthropology is to assist a faculty member with their research. This might involve aiding with data collection, processing the results of a study, or helping to prepare an article for publication. In some instances, faculty members may even have opportunities for undergraduates to participate on their own field and laboratory projects. These kinds of experiences can also serve as a gateway for the development of proposals for University or national/international research opportunities.

To find out more about what opportunities might be available, students are encouraged to contact faculty members who have research interests similar to their own. Generally, most faculty will want to have worked with a student in the classroom before they will be invited to participate in extracurricular collaborations.

Most undergraduate research experiences are completed on a voluntary basis or with support from outside the Anthropology Department (see potential opportunities listed below). However, each semester the Anthropology Department offers a limited number of apprenticeships that provide a small stipend for undergraduate researchers that are working with a departmental faculty member. Students interested in applying for an apprenticeship should contact a potential faculty collaborator in the semester prior. Individual faculty members will be responsible for determining the student(s) with whom they will apply for departmental support.

Students supported in research apprenticeships by the department will be provided a $500 stipend for each semester of work. While apprenticeships can be for a semester or a full academic year, the hope is that most partnerships will last beyond a single semester.

Applications should be submitted to the Director of Undergraduate Research at the start of each semester. For the specific deadline, check the undergraduate calendar of events. Notice of awards will be given roughly one week after the deadline.

Applications should consist of a one-page proposal from the student, developed in consultation with the faculty mentor, explaining the research project that the student will be involved in (including the topic and research questions) and the specific tasks that the student will undertake. The proposal should be signed by the faculty mentor.

The Department of Anthropology encourages students to pursue opportunities for collaboration with faculty even when funds for such work are not available from the department. Any questions about the Anthropology Research Apprenticeship Program can be directed to the Director of Undergraduate Research.

Undergraduate Concentrator Research Funds

Limited funds are available each year to assist undergraduate anthropology concentrators in funding research-related travel or in purchasing research supplies. All concentrators are eligible to apply for support for a research project or to present research at a conference. Undergraduate students interested in applying for funding should submit a 1-2 page proposal which describes their project, a letter of support from a faculty advisor in the anthropology department, and a brief budget of project expenses. The award may be used to support direct research expenses on books or supplies and/or research-related travel. Priority will be given to students seeking funding to conduct honors research or who are presenting their honors research at an academic conference. Proposals should be submitted by email to the Director of Undergraduate Research and are reviewed on a rolling basis until available funds are expended.

Other Sources of Support
Students are encouraged to seek additional support for their research at Brown University and beyond. A few resources to consider:

- For general information regarding Brown funding, visit: https://www.brown.edu/academics/college/undergraduate-research/
- Undergraduate Research at Brown Grants (used for research and travel to conferences): https://www.brown.edu/academics/college/undergraduate-research/research-brown-grants
- Undergraduate Teaching and Research Assistantships (UTRA): https://www.brown.edu/academics/college/fellowships/utra/
- Royce Fellowships: https://swearer.brown.edu/students/fellowships-programs/royce-fellowship

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. 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, or Health Research Protection Program, HRPP) conducts these reviews.

Students engaged in research projects that involve human subjects are urged to discuss with their faculty advisor whether their research needs to undergo review by the IRB. Ordinarily, research exercises carried out as part of curricular requirements are not subject to IRB review. The students most likely to be affected are those conducting ethnographic research in conjunction with an Honors or Senior Thesis. The IRB process can take time, so students are encouraged to broach the matter early in the research process (i.e., at the proposal stage).

For more information regarding undergraduate research involving human subjects, please reach out to the IRB's Regulatory Advising Unit (RAU): https://division-research.brown.edu/research-cycle/conduct-research/human-subjects-research/get-help/regulatory-advisory-unit:

Field Schools
Anthropological field schools are an excellent way for students to gain extracurricular research experience in a global context. Field schools are especially important for students interested in pursuing research in anthropological archaeology or biological anthropology. At present time the Department of Anthropology does not offer a field school. There are a number of online resources to help students find a field school appropriate for their interests. Any student interested in applying for a field school is strongly advised to contact a faculty member for advice regarding the potential merit of any program and/or its eligibility for a methods credit in the concentration.

Independent Research Projects
Advanced anthropology concentrators are encouraged to engage in their own original research. This is especially true for those students considering pursuing a higher degree in the field. Most often these projects are conducted as part of an honors or senior thesis. Independent research is often an outgrowth of an earlier research experience, such as an apprenticeship or field school and can be financially supported through an UTRA, Royce, or similar award.

Internships
Students interested in applying their anthropological training in non-academic contexts are encouraged to explore internship opportunities. Brown University's Center for Career Exploration can help students find an internship appropriate for their academic interests and long-term career goals.

Haffenreffer Museum of Anthropology
The Haffenreffer Museum provides opportunities for students interested in conducting original research using anthropological collections and/or in working in Museum Anthropology. Such research can lead to an honors or senior thesis under the direction of one of the Anthropology Department's faculty. More information is available on the Haffenreffer Museum website.