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List of Acronyms:

DA  Department of Anthropology
DGS  Director of Graduate Studies
DRP  Dissertation Research Proposal
GS  Graduate School
GSw  Graduate School website
GSH  Graduate Student Handbook
MA  Master of Arts degree
PE  Preliminary Examination
Ph.D.  Doctor of Philosophy degree
INTRODUCTION

The Graduate Student Handbook (GSH) provides students with advice both on the pacing of a graduate career at Brown, and on how best to prepare for a professional career in Anthropology. We attempt throughout to state departmental policy and norms without ambiguity. At the same time, we welcome advice on how to improve the GSH for the benefit of future graduate students.

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 MA - PhD program this Fall will discover in the GSH a description of the master’s degree 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 important deadlines at all stages.

The authoritative source for the Graduate School’s general policies is the Brown Graduate School Handbook that can be found on the Graduate School website: http://www.brown.edu/academics/gradschool/.

The departmental Director of Graduate Studies (DGS) for 2019-20 is Professor Patricia Rubertone (401.863.7053 or patricia_rubertone@brown.edu). Please contact her if you have any questions, comments, or suggestions.

The Faculty of the Department of Anthropology
August 2019
I. SCHEDULE

A. TIMELINE: 2019-20

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 should take six years: three years to be admitted 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, the Graduate School guarantees full support for the first five years of their training to all graduate students admitted to Brown who remain in good standing. However, the Department recognizes that doctoral degrees in anthropology can only very rarely be completed within five years, given the exceptional demands necessary to prepare for and carry out field research. Students in good standing can generally receive a sixth year of funding.

The following timeline provides a series of dates for meeting both the qualitative and quantitative demands of the doctoral program. Upon the recommendation of their Committee and with the approval of the Department, students may modify this schedule when it is deemed that doing so will contribute to the improvement of their training and research.

**First Year**

**Semester I**

*Complete two core courses (ANTH2000 and 2501) and two electives.*

- Sept. 3 Registration.

**Semester II**

*Complete two core courses (ANTH2010 & 2800) and two electives.*

- Feb. 14 Deadline for constituting an MA committee.
- April 24 MA Research Paper proposal due, after consulting with committee.

**Summer**

*Conduct MA research.*

**Second Year**

**Semester I**

*Complete independent study (ANTH2980) with advisor for the purpose of completing the MA thesis; take two elective courses; serve as TA/proctor.*

- Oct. 17 Submit 3-5 page (double spaced) outline of MA Research Paper to committee
- Nov. 20 Full initial draft of MA Research Paper due to committee for review.
- **December**  
  Present MA Research Paper at department colloquium (date TBA; usually in second week of December).

- **Dec. 21**  
  Final draft of MA Research Paper, approved by committee via signature or electronically, due to Department office by the last day of exam period

### Semester II

*Complete three elective courses and serve as TA/proctor; satisfy language requirements.*

- **Feb. 15**  
  Constitute committee for Preliminary Exams and Dissertation Proposal.

- **May 29**  
  Commencement - Receive MA Degree

### Summer

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

### Third Year

### Semester I

*Complete three elective courses and serve as TA/Proctor; complete Dissertation Proposal.*

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

- **Oct. 12**  
  Deadline to submit Preliminary Examination Statements to committee (for fall exam; *a spring exam is customary, but students who have transferred in an MA or who have delayed their advancement to candidacy may wish to consider a fall exam*).

- **Nov. 12**  
  Deadline to submit approved Preliminary Examination Statements and abstract to Department (for fall exam).

- **Dec. 12**  
  Last possible day to hold Preliminary Examination (for fall exam).

- **Dec. 12**  
  Final draft of Dissertation Research Proposal due to committee.

### Semester II

*Complete three elective courses; TA/Proctor. As external funding decisions arrive, decide whether to elect Advanced Student Status for year 4 (see below). File successful grant applications with the DA.*

- **March 8**  
  Deadline to submit Preliminary Examination Statements to committee (for spring exam).

- **April 8**  
  Deadline to submit approved Preliminary Examination Statements and abstract to Department (for spring exam).

- **May 7**  
  Last possible day to hold Preliminary Examination (for spring exam).

### Summer

Prepare for or begin dissertation research

*This table shows suggested scheduling for the three years of coursework:*
<table>
<thead>
<tr>
<th>Yr. 1/Fall</th>
<th>Yr. 1/Spring</th>
<th>Yr. 2/Fall</th>
<th>Yr. 2/Spring</th>
<th>Yr. 3/Fall</th>
<th>Yr. 3/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 core classes</td>
<td>2 core classes (including Methods)</td>
<td>Write MA; take reading &amp; research course (= 1 R&amp;R)</td>
<td>Draft 1st PE Statement (= 1 R&amp;R)</td>
<td>Proposal writing (= 1 R&amp;R or ANTH 2045)</td>
<td>Draft 3rd PE Statement (= 1 R&amp;R)</td>
</tr>
<tr>
<td>2 electives</td>
<td>2 electives</td>
<td>2 electives</td>
<td>2 electives TA/proctor</td>
<td>Draft 2nd PE Statement (=1 R&amp;R)</td>
<td>2 electives Take PE TA/proctor</td>
</tr>
</tbody>
</table>

### Fourth Year

**Semesters I & II**

Conduct dissertation research in project field site (generally off campus); maintain periodic contact with committee; apply for write-up grants.

### Fifth Year

**Semester I & II**

Continue research and/or return from the field; begin writing dissertation; TA/proctor; apply for write-up grants and sixth-year fellowships.

- January
  
  Submit DCP (Dissertation Completion Proposal) by GS deadline

### Sixth Year +

**Semester I**

Continue writing dissertation; TA/proctor; apply for jobs

- Students intending to graduate in May should work with their advisors and other committee members to determine an appropriate timeline for producing chapters and receiving feedback during the fall semester, recalling that a complete, defensible draft is due to the committee on the first day of the spring semester.

**Semester II**

Complete dissertation draft; schedule tentative defense date; revise dissertation in response to committee feedback; TA/proctor; defend

- Jan. 23
  
  Submit complete, initial draft of dissertation to committee for Ph.D. in May. Schedule tentative defense date.

- January
  
  (If not planning to defend this year, submit DEP (Dissertation Extension Proposal) by GS deadline)
● Feb-Apr  Revise dissertation in response to committee feedback; turn in revised dissertation, noting changes, to committee at least two weeks prior to defense date
● April 1  Deadline for dissertation committee to decide if draft is defensible.
● April 19 Deadline for submitting dissertation abstract to Department, for circulation to all Anthropology faculty and graduate students.
● April 26  Last possible day to hold dissertation defense.
● April 30  Dissertations of candidates for May Ph.D. degree due at the Graduate School. Extensions may be granted through May 15th, pending committee approval (see “Dissertation and Defense,” below)
● May 29   Commencement

B. Other Important Dates & Deadlines 2019-20

August 1/December 15  Deadlines to file application for Advanced Student Status, or “opting out” of funding with Graduate School for the following semester or year (also known as “stopping the clock”)

May 1/December 15  Deadline to declare a Leave of Absence for following semester.

C. Between Semesters: General Policies on Submitting Work

Time between semesters may not be used to satisfy the time periods stipulated in this GSH for completion of degree requirements, including 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).
II. MA REQUIREMENTS

Summary of Departmental Requirements:

Successfully obtain credit for eight approved semester-long courses; pass all four core courses; and demonstrate research and analytical skills in an approved MA thesis. Students are responsible for meeting posted deadlines and fulfilling Graduate School requirements specified in University publications.

1. Courses

1. 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:

   ● ANTH2000: History of Ethnological Theory
   ● ANTH2010: Principles of Cultural Anthropology
   ● ANTH2501: Principles of Archaeology
   ● ANTH2800: Linguistic Theory and Practice

2. In the first-year, students must take at least three courses each semester within the department (i.e., two core courses and one elective in the DA). During the second semester, all first-year sociocultural students must take ANTH 2020 (plus two core courses). Archaeology students are also encouraged to take ANTH 2020 during the second semester of their first-year; if not, they must take an appropriate alternative. Ideally, first-year students should seek to take all their classes in the DA to become acquainted with as many of the anthropology faculty as possible.

3. 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 should be approved by the DGS or by a student’s MA advisor; generally, most of these courses are taken within the DA. In particular, students should seek to take all their classes in the DA during the first year, as a way of becoming acquainted with as many of the anthropology faculty as possible. After the first year, students are encouraged to take courses outside the DA if they 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.

4. 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. Students should consult with their advisor or the DGS for approval.
5. Reading and Research courses (ANTH2980; R&R) are normally reserved for students in or beyond the third semester of residence. Students should work with the supervising faculty member of 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 theses, dissertation research proposals, external funding proposals, and/or preliminary exam essays.

6. 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 and for inclusion in her/his file (Form 1). If 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. If you are enrolled in a course or TAing outside the department, and would like a formal evaluation of your work there, please notify the DGS and s/he can request it from the other program's DGS.

7. As a general rule, graduate students are expected to attend all their classes, unless they have consulted with and gained the permission of their instructors to be absent. Fieldwork or employment that interferes with class work should be conducted during summers.

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

The Department considers the paper for the MA, 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 time 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 various stages of the MA. Details pertaining to the MA research paper are as follows:

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

2. The MA Proposal requires signed approval by the student's advisor (see Section IV.A.;
3. The MA Proposal usually consists of 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; and
   e. a budget.

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

5. The GS and the DA offer small grants in support of summer research when possible. A faculty committee, which includes the Departmental Chair, allocates the awards. A call for applications for these awards is issued each spring. Students are expected to apply for other internal funding sources (Graduate School Joukowsky funds, PSC, GPD, area studies initiatives, global health, and others) to support their summer research. On occasion, students may apply for external research grants as well (SSRC-DPDF, CES, etc.).

6. Once students have returned from summer research, they should arrange to 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 her/his advisor, and should ensure that there is satisfactory progress on the thesis during the semester.
   b) Satisfactory progress involves attention to faculty comments and evidence of substantial improvements in each draft.
   c) The Department recommends that students complete a full draft no later than November 20th, giving committee members the opportunity to provide feedback in time for the student to finish final revisions prior to the winter break. Students should incorporate that feedback into the final version, which is due in the Department office by the last day of the exam period of Semester I (Form 3 and Form 4).
Students are expected to report on their MA research in a departmental colloquium to be held in December; date TBA.

7. All committee members must approve the MA research paper in order for it to be accepted by the DA.

8. The students must provide the department with a bound copy of the MA research paper. As a professional courtesy, students should distribute electronic copies to each committee member. If a committee member prefers a hard copy, the student may use department printers for copying the MA research paper.

9. Failure to complete the MA research paper by the end of Semester I will result in an incomplete for the Reading and Research class associated with the MA paper (ANTH 2980). It could also affect your formal academic standing in the program.

10. Note that the timing of the MA paper deadlines are 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 his/her third semester at Brown.

11. 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 DA in lieu of writing a thesis at Brown. The procedure is as follows: Constitute a committee; consult with the advisor for approval; circulate the MA thesis to all three committee members and obtain their approval by mid-March of the first year. This timeline enables students to prepare an MA proposal and conduct summer research if their MA is not approved. Students transferring in an MA must still present their scholarship in December of the second year at the departmental forum.

III. Ph.D. DEGREE REQUIREMENTS

Summary of Departmental Requirements:

Successfully complete MA requirements and gain permission to continue for the PhD; 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 acceptable proposal for doctoral research; 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’ 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 II.).

B. Teaching Experience

In order to ensure adequate professional development and training, students are required to have some teaching experience by the time they complete the PhD. Normally, this experience is obtained as a Teaching Assistant (TA) for a minimum of two semesters; on occasion, students may satisfy the teaching requirement through alternative yet comparable experience.

The teaching requirement should 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, her/his committee, and the DGS – the TA requirement may be completed after dissertation fieldwork.

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. (NB: As of this writing, students are typically appointed to TA both semesters of years 2, 3, and 5.)

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 his/her TAs. The Department has approved Best Practices for Anthropology TA-ships that are appended at the end of this Handbook.

Students who TA for the DA 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. If students TA outside the Department, and would like a written evaluation of their performance, they should ask the DGS to formally request this from the other program’s 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. Students will be selected for these teaching opportunities on the basis of merit, with special attention paid to whether they are making good progress on their dissertations and can demonstrate significant teaching experience with strong evaluations.

The DA encourages students to acquaint themselves with The Sheridan Center for Teaching and Learning. This unit promotes excellence in teaching at Brown and offer myriad forms of support
aimed at helping graduate students improve their teaching skills; the Center also awards Teaching Certificates and conducts workshops. Students should consult with the Sheridan Center for further information.

C. Proficiency in Field Language(s)

1. By the time the student begins the dissertation research project, he/she is expected to have acquired the language skills necessary for conducting research in the doctoral field site. Such preparation might require courses in other departments or cross-registration at another university.

2. The process by which the language skills are to be acquired and proficiency in them is to be evaluated are both matters subject to agreement by the student’s dissertation committee. These issues should be discussed with committee members early in the student’s training, ideally in the first year and well before the dissertation proposal is presented to the committee.

D. Other Skills

The student’s PhD research may require additional skills and experience not provided by the Department. These might 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 with her/his committee any additional skills needed for his/her research. This should be done as soon as the student has decided on a research topic, but at the latest by the time the dissertation proposal is presented to the committee.

Acquisition of such skills may require students to take courses in other departments or even 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/or the DGS as early as possible in their training program.

Students may wish to pursue related interdisciplinary training; options include as trainees in the Population Studies and Training Center (PSTC), through the Watson’s Graduate Program in Development (GPD), or through Brown’s Open Graduate Education (OGE) initiative. More information on these opportunities can be found on each program’s website.

E. Preliminary Examination (PE) Statements and the PE

1. The three PE Statements are the basis for the PE. Examples from previous exams are available in the Department Office. The PE Statements may be written while enrolled in ANTH2970, and some students enroll in R&Rs (ANTH 2980) with committee members to develop them.

2. Each PE Statement should consist of a concise narrative of no more than 20
double-spaced pages in which the student describes, characterizes, and assesses an area of anthropological research in which she/he wishes to become professionally knowledgeable. The PE Statements should include:

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 addressing the ethnography or archaeology of at least one major world area (e.g. Latin America, Western Europe, West Africa) and the theoretical problems pertinent to that area.

c. Bibliographies of key works relevant to each essay.

d. A list of at least 10 questions addressing the quintessential issues that pertain to the specific theoretical focus and culture area chosen.

3. Please note that in preparing the PE Statements and planning for the PE, both consultation and scheduling are critical. Consultation in preparing the PE Statements involves ongoing communication with all committee members throughout the process of drafting exam essays and preparing for the exam. It also involves explicit conversations about the schedule upon which the entire exam process will unfold. By the time that the PE Statements have been formally submitted to the committee for approval, they should already have undergone significant review and revision. Because the PE is normally taken soon after the PE Statements have been accepted, attention to scheduling and deadlines is very important.

4. The PE is typically taken in the sixth semester. It 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 PE until the MA has 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.

5. At least two calendar months before the PE, the student must submit a complete draft of the PE Statements to her/his committee (Form 5).

6. Following that step, there is a one-month review process during which committee members comment on the essay drafts and the student addresses the committee’s recommendations for revisions.

7. Immediately following the committee’s signed approval of the proposal, and at least one calendar month before the PE, the student distributes a one-page abstract of the PE Statements to the full Departmental faculty. The abstract should identify the three areas of specialization; list the names of the committee members; provide a brief summary of each area to be examined; and indicate the day, time and place of the examination. The student also should make available to the faculty, in the Department Office, a copy of the signed PE Statements. Any member of the faculty may comment on the Statements;
the student and his/her committee determine together how to respond to such faculty comments.

8. The Preliminary Examination is based on the PE Statements, and enables the Faculty to evaluate a student’s ability to do the following:

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

9. The PE is an oral examination that usually lasts up to 3 hours; only in exceptional cases, agreed to by the student and her/his committee, may the PE take place in written form. The student’s committee conducts the PE, but other faculty members are invited to participate.

10. At the close of the exam, the student's committee evaluates his/her performance. Their evaluation (Form 6) and a copy of the PE Proposal are placed in the student's file.

F. Dissertation Research Proposal (DRP)

1. In the second semester of the third year, the student should draft a DRP (Form 7); for examples, visit main office. Deadline for committee approval of the DRP will be on the last day of classes for Semester II.

2. In addition to satisfying Departmental training requirements, the DRP functions as a proposal for NSF, SSRC, and other major funding agencies. To this end, the proposal should consist of a narrative or project description no longer than 20 pages double-spaced. The narrative should describe the project’s theoretical focus and research objectives, placing both within the context of relevant scholarly literature. It should also 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. Finally, the DRP should also contain a statement about the projected significance of the project. The bibliography (references cited) should include between 50 and 100 sources. A budget specifying and justifying the project’s costs should be included as well, and should cover such items as transportation expenses, housing and other maintenance costs while in the field, informants’ fees, and computers and other research equipment.

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

4. The student must seek approval of Brown’s Institutional Review Board when pertinent (Section V.B.).
G. Admission to Candidacy

1. A student is admitted to candidacy for the PhD when he or she has 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.

2. Upon reaching candidacy, the student may formally begin work on the dissertation. The Dissertation Fellowship may not be taken until the student has reached candidacy.

3. It is expected that students will reach candidacy by the end of their sixth semester in the program. Failure to do so may affect student's formal academic standing in the program.

H. Dissertation Research and Writing

Dissertations are based on original, extended research in a field site, museum, laboratory, and/or archive. According to the Graduate School, every PhD candidate “must present a dissertation on a topic related to his or her area of specialization that presents the results of original research and gives evidence of excellent scholarship.”

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 her/his 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 “Time Limits,” below.)

I. Defense
1. The student, in consultation with his/her 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 her/his committee have agreed to a plan for dissertation completion and defense, that information should be conveyed to the DGS. If a student expects to be awarded the degree at the May commencement, he/she must present a completed draft to the committee by the first day of classes for Semester II. Students who deliver the drafts after that date should not expect to receive their degrees in May. (Note that the Graduate School awards degrees only in May of each year.)

2. Once students have submitted a full, near-final draft of the dissertation to the committee, 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 also for the department as a whole, so it is extremely important to plan ahead in scheduling the defense.

3. 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.

4. The defense should preferably be scheduled in April or earlier, allowing the student the opportunity 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. (The GSw states that “An extension of this deadline to May 15 is possible upon written request from the dissertation advisor to the Graduate School before April 15.”)

5. At least one week before the defense, the candidate will distribute a dissertation abstract 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.

6. The defense is public: all Departmental faculty and graduate students are invited to attend. At the defense, students generally make a short presentation of their dissertation findings, then respond to questions from the committee members. Procedures for each defense should be discussed by a student and his/her advisor prior to the defense. After the defense, the student may collect the committee members’ signatures on the cover pages required by the Graduate School and for any bound copies s/he will produce.

7. Once the dissertation has been successfully defended, the student must make any final changes required by the committee after the defense. 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.
8. The student is required to submit a bound copy of the dissertation to DA and the dissertation advisor. Students may provide bound copies of the dissertation to other member of the committee at their discretion, or offer to distribute electronic copies.

IV. ADVISING, COMMITTEES, AND EVALUATION

A. Advising

1. The DGS serves as advisor to entering students in their first semester and until such time as they constitute an MA committee in their second semester.

2. Once a student has determined his/her study or research topic, he/she will seek out the faculty member most relevant to the topic and determine whether that person will serve as the chair of the committee.

3. The faculty expect 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.

4. 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

1. The graduate program in Anthropology relies on the committee system. 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.

2. 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.

3. For each stage of the student’s progress through the program he/she will have a fully constituted committee. Each committee is for a special purpose, such as a Master’s
committee, preliminary exam committee, dissertation committee, etc. When that purpose has been accomplished, the committee is dissolved and the student will constitute a new committee for his/her next phase of the program. While it is often the case that some or even all of the same members from previous committee may serve on the subsequent committee, this is not necessarily the case.

4. Once a committee has been formed and approved, however, it is fixed until its particular purpose has been fulfilled. In other words, committee membership may be changed only under extraordinary circumstances.

5. The procedures for establishing all committees are as follows. Once a faculty member has agreed to chair the committee, the student and chair together will decide on the other two appropriate committee members. The student will then invite those faculty members to sit on the committee.

6. 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.

C. The MA committee

1. During the second semester of the first year, no later than February 15, a student must constitute an MA committee to advise her/him on a summer research proposal and Master’s Research Paper. The student should submit the names of the proposed committee by email to the DGS and the Department Manager.

2. The committee is composed of at least three faculty members, with composition as noted above. It is acceptable, although not common, to have a fourth member on the committee.

D. The PE committee

When the MA is completed, the student should recommend a PE committee in writing to the DGS for approval. The committee is composed of at least three faculty members, with composition as noted above. It is acceptable, although not common, to have a fourth member on the committee. This committee will be responsible for both the PE and the DRP.

E. The Ph.D. committee

The dissertation committee consists of at least four faculty members. Normally, three of these are the same individuals who approved the DRP (i.e., the PE committee members). At least two of the four committee members must be regular DA members. At least one committee member must come 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 her/him an appropriate choice to serve as committee member.

F. Evaluation of Students

Annual Reviews:

The faculty of the DA, meeting as a whole, 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 at 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 will, after faculty vote, 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 and vote, students who show satisfactory progress will return to good standing; those who do not will be released from the program.

Evaluation after MA:

An important evaluation occurs at the completion of MA requirements, when the faculty decides whether a student may continue on to the Ph.D. The faculty makes this decision on the basis of a comprehensive evaluation of the student's academic performance, and on an assessment of the viability of the relationship between the student's academic interests and research objectives and those of the faculty. On the basis of this evaluation the student is notified of her/his standing and whether permission to continue is granted.

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. The student’s advisor and/or the DGS are crucial intermediaries in this process of ongoing evaluation and dissemination of feedback. At such, students encountering difficulties in the program should inform their advisors, committee members, and/or the DGS.

V. RELATED TOPICS

A. Financial Assistance
1. Consult the Graduate School Handbook for information on the funding guarantee, other forms of financial assistance, and forms required by the GS.

2. All students are strongly encouraged to seek outside funding on their own behalf. First-year students 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.).

3. A TA-ship consists, usually, of a stipend and tuition award for the semester it is awarded. TAs may be appointed for one or two semesters each year.

4. The Haffenreffer Museum Proctorship is a non-instructional training opportunity intended to foster the professional development and/or research interests of graduate students. Like TA-ships, the proctorship generally includes stipend and tuition.

5. Graduate students are expected to apply for external funding to support their fieldwork. This process typically occurs during the fifth semester. Students who receive funding from external sources are requested to share their applications with future students by placing them in a file with the Department Manager.

6. 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 the fall prior to the summer during which teaching would occur.

7. See the Graduate School’s handbook and/or consult with the DGS for current information on securing sixth-year funding and the “Dissertation Completion Proposal” process (DCP).

8. Each student is responsible for understanding and planning for the tax consequences of grants, fellowships, and other awards.

B. Ethics of Research Involving Human Subjects

1. 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.

2. 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 Department Office). Research should 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.

3. 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. The department requires that all students conducting research at any time during the academic year, during the summer, or for longer periods address relevant human subjects protection.

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

C. Transfer of Graduate Credit

Some students have done graduate-level work in anthropology elsewhere. With the approval of the DGS and the registrar, some of those courses may be transferred, as follows:

- Eight semester-long courses are required for the Brown MA. Only one of these courses may be transferred in from anthropology coursework completed elsewhere.
- A student may transfer up to eight credits toward the Ph.D. requirement of twenty-four credits. The DA encourages students to transfer as many credits as possible.
- 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.
- Transfer credit may be obtained for research related to one's dissertation. The student's committee will evaluate funded or unfunded fieldwork on its academic merit and, through the graduate advisor, bring its recommendation and written justification to the faculty, Dean, and Registrar for the approval of tuition units.
- Forms for the transfer of credits are available from the Registrar.

D. Time Limits for Degrees
Normally the MA should be completed by the end of the fourth semester in residence. To continue in the MA program beyond five semesters requires departmental permission.

Once students have advanced to candidacy (i.e. passed prelims and approved DRP), they must complete and defend the dissertation within five years, according to Graduate School policy. See the Graduate School website for more information (https://www.brown.edu/academics/gradschool/doctoral-candidacy).

E. Opting Out (“Stopping the Clock”) and Leaves of Absence

Advanced Student Status (Opting-out of Graduate School Support/Stopping the Clock)

1. According to the GS Handbook, “Students who plan to conduct dissertation research away from Brown during one of their years of guaranteed support from the Graduate School have the following funding options available to them:

   a. they may be eligible for a dissertation fellowship based on the recommendation of their department, in which case they use one of their years of guaranteed funding;

   b. they may have an external fellowship and apply for supplemental stipend and tuition support from the Graduate School under the incentive program; or

   c. they may opt-out of Graduate School funding and “stop their funding clock” for up to two semesters. Students who select to opt-out must communicate their decision to the Graduate School and their DGS in writing. The DGS must then report this decision on the student’s appointment form. The ‘opt-out option’ is only available for students who are away from Brown conducting dissertation research.”

2. NB: Students who select to opt-out are eligible to apply for Tuition and Health Insurance Scholarships from the GS. As stated in the GS Handbook, “Receipt of Tuition and Health Insurance Scholarships does not count towards the years of Graduate School guaranteed support.”

3. Refer to the GS Handbook for information on these options. Students should consult with the DGS and dissertation advisor prior to selecting one of these options.

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 in order to apply for them and to return to active status. However, the Leaves Working Group is in the process of recommending changes to the types of leaves offered
and the process for going on leave. The Graduate School expects this information to be available on its website toward the end of Summer 2019. The DGS must approve all leave of absence applications.

F. Letters of Recommendation

- From time to time, students will find it necessary to have faculty members write letters of recommendation. The most common occasions for requesting such letters are when applying for research or training grants, seeking admission to summer institutes and workshops, and applying for employment.

- For faculty to respond promptly and effectively to requests for letters of recommendation, students are asked to provide the faculty member with an updated c.v., a copy of the application letter or form, a stamped addressed envelope if a hard copy of the letter is requested, 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.

G. Academic Life and Prizes

1. 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.

2. 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.

3. Students may apply to the Graduate School for support to attend conferences. The DA also provides limited funding for students presenting at conferences; and for first-year students who are not presenting, but want to attend a conference for their professional development. A call for applications will be issued each fall; contact the DGS with
questions.

4. The DA offers an annual prize, The Watson Smith Prize, for the best Anthropology paper written that year by an undergraduate and/or graduate student. The call for papers is usually issued in the spring. For Guidelines, see the Department Office Staff.

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

H. Haffenreffer Museum of Anthropology

The Haffenreffer Museum of Anthropology welcomes students to use its collections in Bristol, RI, 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. The Museum’s exhibition space is located in Manning Hall on the Main Green, and students are encouraged to visit. 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.

I. Access to Student Files and Grievance Procedures

1. 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 his/her file in the Graduate School should contact the Dean of the Graduate School in writing. A student wishing to see her/his Department file must submit a written request to the Department manager (Form 8). 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.

2. Individual students and/or groups of students who have a grievance against another student, a faculty member, the DA, or the University should first try to resolve the matter by consulting with a faculty member, the DGS, or the Department Chair. Depending on the nature of the problem, one of these persons will attempt to mediate, and hopefully resolve, the grievance. Should that prove impossible, students or faculty may bring the matter to the attention of the entire faculty at a faculty meeting. Students may also request a meeting with faculty members alone or with other students. Decisions made at such meetings, if they involve Departmental policy, must be approved by the whole faculty at one of their meetings.

3. Similar procedures should be followed when the grievance is against a Departmental procedure or decision, whether it directly involves a particular student's status or a matter affecting graduate students in general. In the event that a grievance cannot be satisfactorily resolved within the DA after following these procedures, students will be
referred to the Graduate School.

4. The Ombudsperson (401-863-6145), Title IX office (401-863-2216), and other university resources may also be able to assist students with a grievance.

J. Wellness and Support Resources

- Students seeking information about Medical Leave should contact Associate Dean Maria Suarez, in the Graduate School, and/or Student Support Services (Graduate Center, 4th floor).
- Diversity Initiatives provides assistance with recording a lived or chosen name change into University systems to support T* students (Graduate Center, 4th floor)
- Student and Employee Accessibility Services (SEAS) coordinates and facilitates services for students with physical, psychological, and learning disabilities, and temporary injuries (20 Benevolent Street, 1st floor)
- Counseling and Psychological Services (CAPS) provides free confidential counseling (J. Walter Wilson, Room 516, 401-863-3476). CAPS offers Saturday appointments for graduate students from 9 am to 4 pm during the academic year at Health Services, 13 Brown Street.
- Maria Suarez, Associate Dean of Student Support in the Graduate School, is dedicated to serving master’s and PhD students (Horace Mann 110, maria_suarez@brown.edu, 401-863-1802)

VI. GIDDINGS HOUSE AND FEINSTEIN HOUSE RULES

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

**NO SMOKING anywhere in the building.**

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 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.

Classrooms (Giddings House Rooms 114 and 212 and Feinstein House Room 104) should be picked up, chairs put in order and boards erased, following use. Please be sure you turn off the projector if you have used it. 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 installation of software and computer legalities; consult with the Department's technology consultant (ITSC) 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 the use of the Archaeology Lab Room 202 see Professors Stephen Houston, Patricia Rubertone, and Professor Parker Van Valkenburgh. For use of the Haffenreffer Museum facilities, see Professor Robert Preucel.

III. Ph.D. REQUIREMENTS

B. Teaching Experience Appendix

Department of Anthropology
Best Practices for Anthropology TA-ships

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 (v14), “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 six semesters. 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.
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.” In 2015-16, we decided, for the first time and in response to graduate student concerns, to pre-assign TAs. Paja, as DGS, pre-assigned TAs for Spring 2016 in late Fall 2015; most of the assignments were able to remain as she had pre-assigned them. She pre-assigned TAs again for Fall 2016, and we will continue this practice for AY 2017-18 to gather more information on whether it is effective. Pre-assignments were made by attending to and balancing the following factors: graduate student course schedules, graduate student TA-ing preferences and research interests, faculty requests, teaching needs and TA-to-student ratios, and previous TA assignments. TAs should not be responsible for more than 50 students per semester, as an absolute maximum, and we strive for lower ratios.

Communication/supervision/mentorship. 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, as well as mentorship about “course planning, designing assignments, grading, and classroom strategies.”

Evaluation. The Anthropology Graduate Handbook states that “Students who 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.

Outside Training. 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 Graduate School Handbook states that “A full appointment usually requires at least 18 hours of work per week, but should not exceed a maximum of 20 hours per week in any given week.” 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 TA-ing?** According to the Graduate School and Anthropology Handbooks, the instructor is responsible for course design, content, conduct, and implementation. The instructor also supervises and mentors the TA. TAs are expected to attend all class meetings and should request approval to be absent if necessary. If more than one TA is assigned to a course, the workload should be more or less equitable among them. The duties of the TA vary depending on the size and kind of course, but include holding at least 2 office hours per week and being available to undergraduates by appointment. Duties may also include leading discussion sections, drafting quizzes or paper prompts, grading papers and exams, offering the occasional lecture, 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 professionalism 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/about/administration/vp-campus-life/faculty-staff](https://www.brown.edu/about/administration/vp-campus-life/faculty-staff)
- **Emergency contacts:** [https://www.brown.edu/about/administration/vp-campus-life/emergency-contacts](https://www.brown.edu/about/administration/vp-campus-life/emergency-contacts)
- **Title IX information:** [https://www.brown.edu/about/administration/title-ix/policy](https://www.brown.edu/about/administration/title-ix/policy)
- **Title IX contacts:** [https://www.brown.edu/about/administration/title-ix/resources](https://www.brown.edu/about/administration/title-ix/resources)
- **SEAS accommodations:** [https://www.brown.edu/campus-life/support/accessibility-services/teaching-students-disabilities](https://www.brown.edu/campus-life/support/accessibility-services/teaching-students-disabilities)

**What is the proctorship?** The Haffenreffer Museum Proctorship is treated as similar to a TA-ship but is also unique in some ways. The Graduate School Handbook states that “Proctorships are non-instructional 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 HMA has prepared a description of the 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.

**Grievances.** Grievances related to TAing should be resolved in the manner described in the Anthropology Graduate Handbook: consult first with a faculty member, the DGS, or the Chair; if the issue remains unresolved, it should be referred to the faculty for discussion; and finally, if the problem continues, it should be referred to the Graduate School.
FORM NO. 1: EVALUATION OF GRADEUATE 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

1. Title of project

2. Location and duration of project (beginning and ending dates of research)

3. Abstract

4. Advisor's signature

SUBSEQUENT PAGES (3-5 PP, DOUBLE SPACED)

5. Description:
   a) General statement of the research problem
   b) Specific objectives and justification
   c) Methodology
   d) Potential significance of the study
   e) Bibliography

6. Statement on use of human subjects

7. Budget

Travel Expenses _____________________________

Living expenses (room and board) _________________

Other (describe) ______________________________

Total anticipated expense ________________________

Less

Amount received from other sources _______________

Amount requested from other sources _______________

Total anticipated outstanding expenses ______________
FORM NO. 3: MA RESEARCH PAPER - COVER SHEET

(Title)

(Name)

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

Advisor: (Name typed)

Date accepted:

Other readers: (at least two)

_______________________, _______________________
FORM NO. 4: MA RESEARCH PAPER - ABSTRACT

STUDENT NAME: _______________________________________________

TITLE of Paper__________________________________________________

Abstract (approximately 100-250 words):

Faculty Approval:

Advisor _____________________________ Date _________

Committee Member____________________ Date _________

Committee Member____________________ Date _________
FORM NO. 5: 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. 6: REPORT ON PRELIMINARY EXAMINATION (PE)

Student Name: _________________________________ Date ____________

Areas of specialization:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Form of exam (oral or written)

Comments:

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

*Committee: 1. Advisor: ________________________________

Other 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. 7: 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: ____________________

Mode of evaluating language:________________________________________

Language passed by (examiner’s name) __________________ Date___________

Approved by advisor: __________________ Date____________

Approved by Committee Members:

________________________________________________________________

________________________________________________________________

________________________________________________________________
FORM NO. 8: 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: _____________________________________________________________________