
(to be used in conjunction with the University ExploreDegrees ‘Bulletin’ publication)
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Introduction

Section A.

Purpose and Use
Welcome to the doctoral program in the Department of Anthropology at Stanford University. This guide augments the requirements for the Graduate degree Doctor of Philosophy which appear in the Stanford ExploreDegrees 'Bulletin' publication, as well as other University publications and contains department-specific policies, procedures, and degree requirements. Further information and resources are available from Director of Graduate Studies, Professor Matthew Kohrman (kohrman@stanford.edu), the Student Services Manager, Ms. Shelly Coughlan (selleck@stanford.edu), the Student Services Officer, Ms. Amelie Byun (aebyun@stanford.edu), and the Department Manager, Ms. Ellen Christensen (luce@stanford.edu); and, can be found on the Department of Anthropology webpages.

Although, the Stanford Bulletin is the official statement of University policies, procedures, and degree requirements, the Graduate Academic Policies and Procedures (GAP) reference brings together, into one central resource, the guiding policies, their rationale, and other information related to implementation.

It is the responsibility of each student to familiarize themselves with the department guide on a regular basis.

AXESS
https://axess.stanford.edu

Overview of the Ph.D. Degree Program
In the first year of the Ph.D. degree program, the department requires that each student: take at least 3 graduate-level department courses, designated by the faculty as anthropology review (theory) courses. The department also requires an anthropology methods course and a proposal writing course by the end of the second year.

For the first year in the Ph.D. degree program, students must submit a First Year Ph.D., Ph.D. Minor, or M.A. Plan of Study form at the beginning of the autumn quarter and signed by their mentoring advisor. This form should be submitted prior to the autumn quarter course enrollment deadline. At this time students confirm their chosen track from Archaeology and Culture and Society. In the first year, students will complete a minimum of 45 units, including the department review courses, for a total minimum of three review courses by the end of spring quarter of the first year. First year students should satisfy the department's requirement for ethics in anthropology by attendance in the department Ethics Workshop (usually held in the winter quarter) - required of the first year Ph.D. student cohort, all tracks. On or by May 15th, first year students should submit the following forms: the First Year Ph.D., Ph.D. Minor, or M.A. Report of Degree Progress form and the Application for Summer Quarter Funding Support in the First, Second, or Third Year of the Ph.D. degree program in Anthropology.

In the second year, students will complete a minimum of 50 units, including additional review courses (three additional review courses) for a total minimum of six review courses by the end of spring quarter in the second year; as well as the methods course. By the first day of finals week in winter quarter, second year students will confirm 2 of 4 committee members for the qualifying examination for topic/area, using the Second Year Graduate Report of Degree Progress and Candidacy Evaluation form. In the spring quarter, students enroll in the ANTHRO 308. Proposal Writing Seminar in Cultural and Social Anthropology or ANTHRO 308A. Proposal Writing Seminar in Archaeology. By the end of the spring quarter, students produce an approved (pre)dissertation proposal, demonstrate reading competence in a foreign language and, file for University/department candidacy (minimum of 95 units).

These activities are planned to occupy about half the regular course work during the first two years; the rest of the program should be planned to increase the breadth of the student's anthropological and pertinent interdisciplinary knowledge and to develop expertise in an area and topic. Work in the third and subsequent years of study usually focuses on grant and dissertation proposals, the Qualifying examinations, dissertation research and fieldwork, dissertation writing, and the university oral examination – a defense of the dissertation. Students are encouraged to plan a program that will enable them to complete all work for the Ph.D. within five years.
Ph.D. Guide

Introduction

Section A.

Registration and Enrollment Requirements

Full time enrollment (11-18 units) is required during all academic years. A minimum course load of 15 units, per quarter, and a total minimum of 95 units, overall, by the end of the second year is required prior to fulfillment of pre-fieldwork requirements (Ph.D. Cohort Year 3), including passing the department qualifying examinations and receiving approval for the dissertation proposal. Full-time status signifies both minimum enrollment in course work (11-18 units) and satisfactory completion of courses.

During the first academic year of course work, the student must do the following: complete a minimum of 10 courses and 45 units; complete a minimum of 3 courses or 15 units during each academic-year quarter; pass the required theory and method courses as well as the remaining graduate theory/review courses totaling, three courses in all with an overall average grade of B+, or better in each quarter; and, satisfy the Department’s ethics requirement.

During the second year, the student must complete, at a satisfactory level, the remainder of the graduate level evaluation courses offered in the department (for six evaluation courses by the end of the second year); and, complete at least 50 units of course work, overall.

Directed-reading Style Coursework

Tutorials, reading courses, and directed individual study courses for projects that cannot be accomplished within a regularly scheduled course, are also available, by arrangement with individual faculty members. During year one and year two of the Ph.D. degree program (summers excluded), students may take no more than three such courses for a total of no greater than 15 directed individual study units. The graduate program committee may be petitioned by making a formal email request to the committee. Please copy the faculty advisor and the SSO on any such requests for an exception if individual circumstances warrant.

Program Schedule Compliance

The schedule for the first 3 years of the program has been outlined in the following pages. Students failing to meet regularly scheduled or approved and scheduled exceptions and associated deadlines will have a hold placed on their student account preventing them from enrolling in the degree program and may have graduate financial aid suspended until the schedule is current. Serious deficiencies may result in termination from the program. Specific policies are described below. Students may petition the director of graduate studies, who serves as chair of the graduate program committee, for exceptions to the usual schedule when special circumstances arise. Requests for schedule exceptions should be submitted to graduate program committee via a petition form by email. Any request made to the graduate program committee should be copied to the mentoring or faculty advisor, and the SSO.

The following policies have been developed to handle problems with time to degree and degree progress requirements:

Students who fail to meet the academic year completion requirements will not be permitted to register the following autumn quarter, and students on stipends will have their stipends withheld until they have made up any deficiencies and are permitted to register. Financial aid administered by the University cannot be awarded to students who are not registered, nor can retroactive or partial quarters of financial support be disbursed.

Students who have not received candidacy by the end of their second year of enrollment may not be funded to matriculate in the following autumn quarter of the third year in the Ph.D. degree program.

Students who have taken but have not passed qualifying examinations by the end of their third year of continuous enrollment (not counting approved leaves of absence) will only be allowed to register for subsequent quarters, and thus receive their funding, after petitioning the graduate program committee with a written statement, signed by all their committee members at Stanford, declaring that the student's progress in the previous quarter was satisfactory completed with a passing grade on the third year qualifying examinations.

Students who pass the qualifying examinations but who have not had a dissertation proposal approved by the end of the quarter following that in which the exams were taken, or by the end of their third year in residence, whichever comes later, may not be allowed to register for subsequent quarters (and thus may not receive their funding) until the graduate program committee is notified by the Dissertation Reading Committee advisor of approval status for the dissertation proposal. Students past the third year of continuous...
enrollment whose stipends have been interrupted because of a failure to complete normal requirements or graduate program committee approved exceptions may not receive their stipends retroactively.

Evaluation
Evaluation of student work is an integral part of graduate training and a continuing part of the program. Until a student passes the qualifying examination and the University oral examination, the graduate program committee and the SSO will review the student's record at the end of each quarter. If a student appears to be making anything other than good degree progress, the student and the mentoring or faculty advisor are notified. A major review is undertaken at the end of spring quarter for each academic year when graduate program committee recommendations are reviewed and acted upon by the entire faculty.

The departmental faculty has a consensus regarding the meaning of grades. In general, B- indicates "below marginal" performance at the graduate level; B indicates "marginal performance"; B+ is given for "solid, good graduate work;" and grades above B+ are for "outstanding, excellent work." The department recognizes that grades alone are often imperfect guidelines to performance; thus, reviews at the end of the year consider both grades and written evaluations of the student's performance in review courses and on the Graduate Research Proposal.

The first year evaluation is generally considered the most important evaluation and a strong indicator of Ph.D. student success in the doctoral degree program

Department Standards of Progress
To pass unconditionally into the second-year of the program, the student must:
1. Pass at least three theory/review courses, including a track specific theory course with an average grade of B+, or better
2. Pass a track specific methods course with a grade of B+, or better; or, by the end of the second year.
3. Complete at least 45 quarter units
4. Have participated in training on ethics (department-sponsored workshop for entering first-year Ph.D. student cohort on anthropological research methods)
5. Have been reviewed successfully in year-end faculty evaluation meeting

To pass unconditionally into the third-year of the program, the student must:
1. Advance to departmental candidacy by end of spring quarter in Year 2 (or, at the latest by end of autumn quarter in Year 3)
2. Complete three additional theory/evaluation courses with an average grade of B+, or better
3. Recruit two committee members (one Advisor for Topic, and, one Advisor for Area) for the qualifying examinations
4. Fulfill the (Foreign) language plan approval requirement
5. Fulfill the Teaching Assistantship (Internship) plan approval requirement
6. Complete at least 50 quarter units for the academic year
7. Complete ANTHRO 308. or 308B. Proposal Writing Seminar, for the appropriate track, during spring with an average grade of B+, or better

To pass unconditionally into the fourth-year of the program, the student must:
1. At the latest, advance to departmental candidacy in Autumn Y3, if not at end of Y2
2. Pass two qualifying examinations before the end summer quarter
3. Meet with the dissertation reading committee and have an approved dissertation proposal (inclusive of prospectus) on file in the department
4. Submit receive approval for a Non-Medical Human Subjects Protocol for the dissertation project
5. Complete Pre-fieldwork checkout and begin dissertation field research by end of summer
6. File the University Dissertation Committee Members form
Section A.

Introduction

Publications ‘Contexts’
https://anthropology.stanford.edu/department/publications/ug-research-journal

Department Annual Newsletter
https://anthropology.stanford.edu/department/publications/newsletters

Distributions
anth_broadcast@lists.stanford.edu
anth_deptnews@lists.stanford.edu
anth_faculty@lists.stanford.edu
anth_graduate@lists.stanford.edu
anth_staff@lists.stanford.edu
gso-anthro@lists.stanford.edu

Email
anthropology@stanford.edu
gradadmissions@stanford.edu

Organizations

Staff
https://anthropology.stanford.edu/people/staff

Faculty
https://anthropology.stanford.edu/people/faculty

Mentoring
http://studentaffairs.stanford.edu/cdc/networking
http://vpge.stanford.edu/docs/HowtoLeverageYourMentoringNetworkslides_Final.pdf
http://vpge.stanford.edu/docs/AdvisingResources.pdf
http://vpge.stanford.edu/docs/HowtoLeverageYourMentoringNetworkhandout.pdf

Graduate Student Organization (GSO)
https://anthropology.stanford.edu/graduate-program/anthropology-graduate-student-organization

Graduate Student Organization - Committees and Participation

The department's committee structure offer students the opportunity to participate in a consulting capacity. The number of student representatives varies with the size of the committee. A list of faculty committees and committee chairs may be circulated at the beginning of autumn quarter each academic year. Ph.D. students may be invited to participate in faculty search committees.

Three students are designated by the Graduate Student Organization (GSO) representative of the graduate tracks to attend the regular departmental faculty meetings and generally represent the interests of the department's graduate student community. Ordinarily, students in the second-year or beyond are given preference to serve on committees because they have gained some familiarity with the department and the degree program. Committee work offers an opportunity to learn about the professional subculture and inner workings of the university, and students are encouraged to take advantage of this opportunity during their graduate training. While decision-making regarding department issues remains a faculty responsibility, student input is welcome and encouraged. Students interested in serving on a committee should notify the GSO.
Introduction

Section A.

The GSO is open to all graduate students and is the vehicle through which students keep themselves informed of and participate in departmental policies and activities. In addition to appointing the student representatives to faculty meetings and coordinating the assignment of students to departmental committees, the GSO communicates to the department the student views on matters of general concern. All students are urged to participate as fully as possible. New graduate students can participate in the GSO’s e-mail distribution list by contacting the GSO representatives.

Office Space and Assignment

Student office space is limited. Assignments are made by the department manager at the beginning of each year according to the following priorities: students fulfilling the teaching assistant requirement; other assistants and affiliates; students in the first year of dissertation writing (fifth-year students). Students in the first and third years of the program should not expect office space.

A number of events, planned throughout the academic year, offer other opportunities for students to be involved in the life of the department and for faculty, students, and staff to meet in a less formal atmosphere. First-year students, in particular, are expected to attend the orientation for incoming graduate students held in the department at the beginning of autumn quarter. The opening reception, hosted by the department chair, is usually held in early October.

And, the periodic colloquia and seminars are usually presented in the department on Monday afternoons throughout the academic year. The colloquia provide a forum for guest speakers, from within or outside of the University, to share current thinking and new insights in Anthropology and related scholarship. The departmental colloquia and seminar series allow members of the department to develop and discuss problems and approaches in anthropology that are of mutual interest. Students are invited to participate in putting on the annual holiday party (December), and to take part in the commencement (June) ceremony and department reception immediately following the commencement ceremony.

Department of Anthropology Statement on Diversity

Stanford’s Department of Anthropology is committed to promoting an inclusive and respectful culture among students, faculty and staff. We aim to be supportive of diversity in all its manifestations, fostering a spirit of open inquiry and dialogue that engages with and respects difference, including race, ethnicity, color, class, national or ethnic origin, language, citizenship, diaspora, sex, age, embodiment, disability, religion, sexual orientation or identity, gender identity or expression, and veteran status. We believe that anthropology as a discipline and as a practice can be an effective medium through which we can launch inquiries into the pressing questions of our time. We stress the need to investigate and challenge structures of privilege and power, both within and beyond the classroom and our research domains. As a department we are committed to continually transforming ourselves as teachers, learners, and researchers in order to better understand and effectively respond to the world in which we live.

Stanford University Nondiscrimination Policy

Stanford University admits qualified students of any race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, and gender identity to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. Consistent with its obligations under the law, Stanford prohibits unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or any other characteristic protected by applicable law in the administration of the University’s programs and activities; Stanford also prohibits unlawful harassment including sexual harassment and sexual violence. The following person has been designated to handle inquiries regarding this nondiscrimination policy: Director of the Diversity and Access Office, Mariposa House, 585 Capiistrano Way, Stanford University, Stanford, CA 94305-8230; (650) 723-0755 (voice), (650) 723-1791 (fax), equal.opportunity@stanford.edu (email). Stanford’s Title IX Coordinator, Cathy Glaze, has been designated to handle inquiries regarding sexual harassment and sexual violence: Mariposa House (2nd floor), 585 Capiistrano Way, Stanford, CA 94305, (650) 497-4955 (voice), (650) 497-9257 (fax), titleix@stanford.edu (email). For information more generally concerning policies and procedures for students with disabilities, see the Diversity & Access Office web site, or the ADA/Section 504 Compliance Officer, Diversity and Access Office, Mariposa House, 585 Capiistrano Way, Stanford University, Stanford CA, 94305-8230, (650) 723-0755 (voice), (650) 723-1216 (TTY), (650) 723-1791 (fax), equal.opportunity@stanford.edu (email); see also the Office for Accessible Education (OAE) web site.
Introduction

Section A.

Department Mission Statement
The courses offered by the Department of Anthropology are designed to: provide undergraduates with instruction in anthropology; provide undergraduate majors in Anthropology with a program of work leading to the bachelor's degree; and prepare graduate candidates for advanced degrees in Anthropology. Anthropology is devoted to the study of human beings and human societies as they exist across time and space. It is distinct from other social sciences in that it gives central attention to the full time span of human history, and to the full range of human societies and cultures, including those located in historically marginalized parts of the world. It is therefore especially attuned to questions of social, cultural, and biological diversity, to issues of power, identity, and inequality, and to understanding the dynamic processes of social, historical, ecological, and biological change over time. Education in Anthropology provides excellent preparation for living in a multicultural and globally-interconnected world, and helps to equip students for careers in fields including law, medicine, business, public service, research, ecological sustainability, and resource management. Students may pursue degrees in Anthropology at the bachelor's, master's, and doctoral levels.

The Department of Anthropology offers a wide range of approaches to the topics and area studies within the field, including archaeology, ecology, environmental anthropology, evolution, linguistics, medical anthropology, political economy, science and technology studies, and sociocultural anthropology. Methodologies for the study of micro- and macro-social processes are taught through the use of qualitative and quantitative approaches. The department provides students with excellent training in theory and methods to enable them to pursue graduate study in any of the above mentioned subfields of Anthropology.

Graduate Learning Outcomes
The purpose of the master's program is to further develop knowledge and skills in Anthropology and to prepare students for a professional career or doctoral studies. This is achieved through completion of courses in the primary field, related areas, and through experience with independent work, area specialization, and field research.

The Ph.D. is conferred upon candidates who have demonstrated substantial scholarship and the ability to conduct independent research and analysis in Anthropology. Through completion of advanced course work and rigorous skills training, the doctoral program prepares students to make original contributions to the knowledge of Anthropology and to interpret and present the results of such research.
Section B.

**Funding, Graduate Aid and Financial Administration**

**Affiliateship**
http://www.stanford.edu/dept/DoR/gfs/Sec1.html

**Assistantship**
http://www.stanford.edu/dept/DoR/gfs/Sec1.html

**Fellowship**
http://www.stanford.edu/dept/DoR/gfs/Sec2.html

**Payroll**
http://www.stanford.edu/dept/DoR/gfs/Sec4.html#pay
http://www.stanford.edu/group/fms/finmgate/staff/payemployee/res_jobaid/payroll_schedule_deadline.html
http://www.stanford.edu/group/fms/finmgate/staff/payadmin/payadmin_student.html

**Loans**
http://www.stanford.edu/dept/finaid/loans/

**Taxation**
http://www.stanford.edu/group/fms/fingate/staff/supptstudents/tax_students.html

**University Bill**
http://studentaffairs.stanford.edu/sfs/bill

**Travel**
http://www.stanford.edu/group/fms/finmgate/docs/certification_student.pdf
http://www.stanford.edu/group/fms/finmgate/students/when_travel/index.html

**Incidental Funding**

**Research**
http://dor.stanford.edu/

**Fly America**

**Stewardship**
http://humsci.stanford.edu/giving/contacts

**Federal Work Study**
http://www.stanford.edu/dept/DoR/gfs/Sec4.html#fws

**Emergency Grant in Aid**
http://www.stanford.edu/dept/DoR/gfs/Sec4.html#aid
Ph.D. Guide

Funding, Graduate Aid and Financial Administration

Section B.

Department Funding Policies
For doctoral students who enter without outside extramural funding, the Department of Anthropology and the School of Humanities and Sciences endeavor to underwrite support for doctoral students in good standing for seventeen academic quarters during five years of study (three quarters per academic year and an additional two summer quarters), from autumn quarter of the student's entrance into the program through spring quarter of the fifth year. This presupposes that students, for their part, cooperate in seeking outside funding in lieu of University support and make every attempt to complete their degree program in a timely manner. If a student obtains outside support for one or more of the five years, the department funding support that is replaced by the external funding support cannot be "BANKED" by the university for future graduate funding in the degree program; it is nevertheless important to apply for outside support, and all first year students on University funding are required to do so during their first quarter in the program.

Extramural Funding Proposal Requirement in the First year of the Ph.D.
All entering first-year cohort Ph.D. students are required to apply for outside funding during the first quarter of the program unless they already have extramural funding; such funding, if obtained, replaces the University funding offer. If an outside award is less than the funding the University would normally provide in a given year, the award may be supplemented to bring the student's total aid package up to the level of the aid received by University-funded students. The student service officer is available to meet with entering doctoral students at the beginning of autumn quarter to provide information and assistance.

The department requirement is for each first-year cohort student to make one application for extramural (outside of Stanford) funding for pre-dissertation enrichment (funding duration usually is for 3 years). Extramural funding applications may include the following: U.S. Department of Education-Jacob K. Javitz Fellowship Program (not currently given), NSF Graduate Research Fellowships, Paul and Daisy Soros Fellowships for New Americans, the National Security Education Program Graduate International Fellowships, and Ford Foundation. The funding application is required by the last day of the autumn quarter in the first year of the graduate Ph.D. degree program. A copy of the funding application should be provided to the student's faculty advisor and to the department's SSO for the student's department file. Advanced planning is required.

In some cases, a student may not be eligible to apply for funding due to previous graduate work or citizenship status. Since the department’s requirement for external funding proposal submission is pedagogical in nature, the ineligible student should submit a proposal in the style of an NSF GRFP to the faculty advisor to satisfy the department’s requirement.

Discretionary and Incidental Funding
Ph.D. Student Discretionary and Incidental Funds are provided at the Department's discretion and dependent on fund availability.

Based on availability of funds, the department endeavors to reimburse legitimate expenses related to the student’s degree progress including travel, related lodging expenses, meetings and registration fees, academic books, and other incidental expenses from year one through year five of the Ph.D. degree program. From year six through graduation, Ph.D. student may also be eligible for discretionary funds supporting costs related to professionalization (i.e. substantive conference participation, job talks, interviews, publishing…).

The stated amount allowable for reimbursement per each Ph.D. student is confirmed at the beginning of each academic year. There is no rollover of funds into the subsequent years. The total funding amount allotted per student should be processed on or by 15 June or the student will forfeit the funding for the academic year.

Reimbursement for Incidental expenses provided for Ph.D. students in the first through fifth-year cohorts in any academic year is dependent on the availability of departmental funds in that academic year. Requests for reimbursement for incidental expenses are evaluated and approved based on the submitted detail of expense or projected budget.

Up to $1,000.00, this amount is confirmed at the beginning of the academic year and is based on the availability of funds, per Ph.D. student in cohort years one through five may be approved for reimbursement in the current academic year. The funds can be used for various expenses related to the student’s Ph.D. program – books, software, photocopies, and travel.
Section B.

Funding, Graduate Aid and Financial Administration

The applications for the funding support and their respective requirements are listed below.

Requirements for eligibility include good and timely degree progress and the submission of an application for approval of incidental expenses listed below:

- Any purchase must be approved by the student's faculty advisor. See the Doctoral Request for Incidental or Discretionary Funding form.
- Medical and Child Care emergency expenses may be considered for reimbursement by the University Office of Financial Aid their graduate student funding programs, including the Emergency Grant- in-Aid and Graduate Family Grant programs.
- Student Computer purchases are limited to one computer purchase every three (3) years.
- Book purchases are limited to no more than $500.00 in a given academic year.
- Students should present a budget for any travel related expense to be approved by the student's Academic Faculty advisor.
- Travel should be related to the student's Ph.D. program in a substantive way.

- The reimbursement for travel funds requests made by Ph.D. students in the sixth-year cohort and above (discretionary funds) in the current academic year is dependent on the availability of departmental funds in the given academic year. The student may make a total of two travel instance requests after their 5th year (i.e. after completion of the department-supported write-up year in the Ph.D. degree program). See the Doctoral Request for Incidental or Discretionary Funding form.

Requirements for eligibility include good and timely degree progress and the submission of an application for approval of discretionary expenses listed below:

- Requests for reimbursement of travel expenses are evaluated and approved based on the submitted detail of travel expense or projected budget.
- Conference/meeting participation must involve presentation/organization of paper or panel.
- Only one of two possible travel instances may be requested for reimbursement of international travel.
- Travel expenses may be reimbursed for up to $600.00 domestic travel and for up to $1,000.00 international travel, only.

Financial Aid Offer to Doctoral Students in Anthropology

The Department of Anthropology and Stanford University have a commitment to doctoral programs of excellence and offer financial aid in conjunction with graduate admissions to ensure that excellent students can participate despite the costs associated with the doctoral education. Because the University's graduate aid resources are limited, doctoral programs are allocated a quota of aid under which a limited number of admissions offers can be made with the promise of up to five years of aid, if needed. (Students admitted with prior graduate-work may be offered financial aid over a shorter period.) Graduate programs may also admit qualified students without aid, but only if applicants can demonstrate that they have obtained or can guarantee the resources needed for at least five years of study.

The tuition portion of a fellowship or assistantship appears as a credit on the University Bill. If a student receives a fellowship stipend, the University statement lists charges (i.e. rent, student fees, Stanford health insurance) that will be deducted from the fellowship check. However, it may be possible to receive the fellowship check for the entire amount. If so, the student would be responsible to pay the other charges with personal funds. The department default for the entry of these funds to the student is for the funds to be entered for “Standard Charges” to pay outstanding charges on the student account and to “refund” the balance of the quarterly stipend directly to the student.

Fellowship stipend refund checks are paid at the beginning of each funded quarter and are mailed directly to the student's currently listed primary mailing address (AXESS) at the beginning of the quarter, or may be paid via direct deposit to the student’s banking account.

Assistantship checks are paid semi-monthly through the department in which the appointment is held, usually beginning two or three weeks after the start of the quarter. Students can arrange to have their assistantship checks deposited directly into their bank accounts via direct deposit.
Funding, Graduate Aid and Financial Administration

Section B.

If an external fellowship (a non-university financial award) is paid through the University, upon receipt of funds the tuition grant is automatically applied to the tuition charges on the University statement. Students receiving a fellowship stipend will have their other University statement charges (e.g., rent, student fees, Stanford health insurance) deducted from the fellowship check.

If an outside agency is to be billed for charges, the Financial Aid Office must receive a letter from the agency which includes the following information: duration of support, address for billing, and fees for which the agency should be billed (e.g., tuition, insurance, student fees). Payment will be applied to the appropriate charges on the University statement, and the funding agency will be invoiced by the Controller's Office.

What is Offered, and to Whom

In the case of doctoral students admitted with aid who have not undertaken prior graduate study, the Department and the School of Humanities and Sciences endeavor to underwrite support for 17 academic quarters during five years of study (3 quarters per year for the first five consecutive years including at least 2 summers), as long as the student remains in good standing and makes timely progress in the program. The five academic years date from autumn quarter of the student’s entrance into the program through spring quarter of the fifth year of study.

This support is intended to supplement any outside funding obtained by the student either prior to entrance into the program or during the five years of the support offer. University funding is offered (a) to students who have no outside funding, or (b) to supplement outside funding awards so that the student is supported at the same level as students on University funding. Thus, students who successfully seek outside funding release University resources to support other students.

The five academic-year support package is summarized on the chart listed below.

<table>
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<th>Program Year</th>
<th>Financial Support</th>
<th>Details</th>
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| Year One     | Autumn, Winter, and Spring Quarters | ● Fellowship stipend paid at start of each quarter  
● 11-18 units tuition credit |
|              | Summer Quarter*   | ● summer quarter year one funding may be taken by application and justification of up to $5,000.00 |
| Year Two     | Two quarters      | ● Fellowship stipend paid at start of each quarter  
● 11-18 units tuition credit |
|              | One quarter       | ● Teaching Assistantship paid semi-monthly on the 7th and 22nd days of the month  
● 10 units tuition credit, only |
|              | Summer Quarter    | ● Pre-doctoral Research Affiliateship paid semi-monthly on the 7th and 22nd days of the month  
● 10 units tuition credit, only |
Teaching Affiliateships, Teaching and Research Assistantships, and Pre-doctoral Research Fellowships

Unlike fellowship stipends, which are paid in a single check at the beginning of each quarter, Teaching and Research Assistantships are paid from the University Payroll and follow the regular payroll schedule of semi-monthly checks received one week following the end of the previous pay period. Academic year appointments are from September 15 - December 15 for autumn quarter; December 16 - March 15 for winter quarter; and March 16 - June 15 for spring quarter. The pay periods are the 1st-15th and 16th-the end of the month, so that six checks are received each quarter. Thus, in autumn quarter, for example, the first check arrives on the 7th of October, and the last one on the 22nd of December.

Pay Dates and Pay Periods
Pay dates for Stanford employees are the 7th and the 22nd of each month, or the nearest preceding business day if the pay date falls on a weekend or holiday.

Pay dates correspond to pay periods as follows:
- Pay date on the 7th for pay period beginning the 16th and ending the last day of the month
- Pay date on the 22nd for pay period beginning the 1st and ending the 15th of the month

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Fellowship stipend</th>
<th>Tuition Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Three</td>
<td>Autumn and Winter Quarter</td>
<td>At start of each quarter</td>
<td>11-18 units</td>
</tr>
<tr>
<td></td>
<td>Spring quarter (if all requirements for Qualifying Examinations and Dissertation Proposal completed)</td>
<td>Pre-doctoral Research Affiliate paid semi-monthly on the 7th and 22nd days of the month</td>
<td>10 units tuition credit, only</td>
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<tr>
<td></td>
<td>Summer Quarter*</td>
<td>At start of quarter</td>
<td>No tuition credit</td>
</tr>
<tr>
<td>Year Four</td>
<td>Autumn, Winter and Spring Quarters</td>
<td>Pre-doctoral Research Affiliate paid semi-monthly on the 7th and 22nd days of the month</td>
<td>TGR tuition credit, only</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>No stipend</td>
<td>No TGR tuition credit</td>
</tr>
<tr>
<td>Year Five</td>
<td>Two quarters</td>
<td>Pre-doctoral Research Affiliate paid semi-monthly on the 7th and 22nd days of the month</td>
<td>TGR tuition credit, only</td>
</tr>
<tr>
<td></td>
<td>One quarter</td>
<td>Teaching Assistantship paid semi-monthly on the 7th and 22nd days of the month</td>
<td>TGR tuition credit, only</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>No stipend</td>
<td>No TGR tuition credit</td>
</tr>
</tbody>
</table>
**Ph.D. Guide**

**Funding, Graduate Aid and Financial Administration**

**Section B.**

Most teaching and research assistantships are 50% appointments requiring 20 hours per week of work. Some students receive several assistantships which total a 50% appointment. Larger appointments or concurrent appointments totaling more than 50% during an academic quarter require prior approval from the department and/or the school dean and will subsequently reduce the amount of tuition available. The percentage of time of an appointment determines the amount of tuition provided. The maximum tuition allowance for a 50% appointment is 8-9-10 units per quarter. The tuition allowance is usable only for tuition charges for the student holding the appointment. Students, except those registered TGR, must register for full-time study, i.e., 8-9-10 units, in each quarter of their appointment. All tuition adjustments for students on assistantships must be arranged with the student's department. Registration for more than 10 units while holding a 50% appointment requires prior approval from the student's advisor and/or school dean. No tuition allowance is carried into the next fiscal year.

Prior to being appointed to any teaching assistantship, students whose native language is not English must be confirmed via TA'OK status for oral English proficiency by the English for Foreign Students (EFS) staff. Ph.D. students, regardless of their nationality, must file the University I-9 Employment Eligibility form with the Department. International graduate students who wish to be appointed teaching assistants are screened for readiness to use English in a teaching role. Those who need additional English preparation may be required to complete prescribed EFS coursework. Those students who have completed more than five years' study in the United States and/or have extensive professional experience in English may be waived from further review by following the instructions at https://language.stanford.edu/programs/efs/languages/english-foreign-students/international-teachingcourse-assistant-screening. For more information, visit Stanford University's International Teaching/Course Assistant Screening Exam. Additionally, in order to provide financial support for graduate students, Stanford may offer employment as a Teaching or Research Assistant. Assistantship appointments are employment associated with the student's course of studies. If offered such an appointment, a student will be required to provide documentation of their authorization to work in the United States in order to accept the position. (This documentation is required of all individuals hired to work at Stanford regardless of citizenship.). At the student's option, one may provide these documents to the home department at the time of arrival at Stanford. The necessary documents include the INS I-9 Form (a copy is provided in the Gateway for New Graduate Students). The form also explains what additional personal identification and work authorization documents will be needed in order to verify your eligibility to work.

Teaching/Research Assistants are technically employees and receive tuition credits in proportion to their percentage time of employment (up to 10 units per quarter for 50%-time work) as a salary benefit. Because an employee is working at least part-time, there is a corresponding limit on the number of enrollment units allowed, 10 units in the case of a 50%-time TA, PRA or RA'ship.

Assistantship salaries are subject to tax. The amount of tax varies according to the student's total income, dependency status, treaty status for international students, and individual circumstances.

When receiving salary from the Payroll Office, students may choose to set-up Automatic Payroll Deposit to your checking or savings account at http://fingate.stanford.edu/students/universbill/quick_steps/enroll_direct_deposit.shtml

Students may arrange for any fees or expenses to be paid from equal amounts taken over each of the 6 paychecks, to cover the expense of student housing for instance. The Automatic Payroll Deduction option is located at http://studentaffairs.stanford.edu/sfs/bill/overviews-payroll-deduction.

**University Funding Terms and Restrictions**

No guarantees of departmental funding beyond the fifth year can be made. Nonetheless, limited departmental funding is sometimes available in the form of teaching or research assistantships. Students should inform the SSO as far in advance as possible if they will be seeking such support.

Students cannot "bank" University funding—defer it to be received at a later date—if they receive other assistance; University funding is not offered to those who secure outside support except to bring such outside support up to the levels for Stanford graduate support. Departmental or University support cannot be postponed beyond the years specified for eligibility when the student entered the program.
Funding, Graduate Aid and Financial Administration

Section B.

The five-year "clock" on Stanford funding continues during Leaves of Absence. Thus, those who take leaves of absence may forego the funding that would have been available during that period.

Students receiving financial aid are expected to be engaged in full-time academic work. To prevent over-commitment of time and energy, students receiving full University funding may take other employment only to a maximum of eight hours per week.

Support is contingent on satisfactory and timely progress through all program requirements up to and including the Qualifying Projects, the Oral Examination, the dissertation proposal, and timely preparation for and start of field research.

Forms and Paperwork

The appointment procedure for teaching and research assistantships does not happen automatically. It is the student's responsibility to see the SSO as soon as possible to complete the required forms and paperwork:

Required of all students applying for federal loans or Work Study through Stanford:

- FAFSA: The Free Application for Federal Student Aid (FAFSA) is to be completed online with Stanford’s school code 001305. (The FAFSA replaces the GAPSFAS form previously required of all students receiving loans or financial assistance. FAFSA is only required for those seeking federal support through Stanford.) A new form must be filled each academic year. (More information on graduate student financial aid)

Required for teaching and research appointments:

- I-9: Required to meet Immigration and Naturalization Service regulations regarding eligibility to be employed in the U.S. Student must present as I.D. either a valid passport (foreign students also need a current student visa); or both a driver's license or other picture ID and Social Security card (Download the I-9 form).
- W-4: Required for federal and state taxes. (To be completed on AXESS)

Research and (pre)Dissertation Summer Funding Support

The department provides Ph.D. students with funding support for 2 summers in years 1-3 of the doctoral program. Once in the Summer quarter of the Second year, by way of a Summer Research Assistantship; and, again in the Summer quarter of the Third year (Bridge to the Field), by way of a Summer Fellowship.

Although, entering First-year cohort Ph.D. students may plan to conduct a pilot study or survey field work, as well as language and area studies, during the Summer quarter of the First year, there is no department funding support program available for the First-year cohort Ph.D. student. Alternately, First-year cohort Ph.D. students may opt to use the second of two Summers of pre-dissertation field research funding support (given in the third year Summer) in the Summer quarter of the first year, instead. This is not an optimal choice and is not recommended. A student might make this choice only if the student was quite sure to receive other summer funding support, either extramural or intramural, in the Summer quarter of the third year. The entering First-year cohort Ph.D. student has many other resources to consider for application to fund the Summer quarter of the First year for pre-dissertation field research. These resources include the following; Programs and Centers (SAC https://archaeology.stanford.edu/, CEAS http://ceas.stanford.edu/students/fellowships.php, CLAS http://las.stanford.edu/grants-and-fellowships/for-graduate-students, SSRC http://www.ssrc.org/programs/dpdf/, Abbasi https://www.stanford.edu/dept/islamic_studies/cgi-bin/web/for-students/student-grant/grant-description/, CAS http://africanstudies.stanford.edu/content/student-fellowships-african-studies, FSI https://fsi.stanford.edu/)

In addition, First-year cohort Ph.D. students may use the Graduate program committee Petition form to request research-related funding support, as well as the Graduate Language Committee Petition form to request field language-related funding support. Please see the Student Service Officer for additional information.

Students are expected to devote at least two full months to the supported activity and provide an approximate 2-3 page report description of the outcome of the pre dissertation field research to the faculty advisor by the 15th of September.
Funding, Graduate Aid and Financial Administration

Section B.

To be eligible for department summer fieldwork funds, students should petition for support directly to the department on or by 15 May of Spring Quarter. Please refer to Application for summer quarter funding support in the first, second or third year of the Ph.D. form. Students should also have applied to a minimum to two other summer pre-dissertation field research or area/language studies sources. If ineligible, students should include a statement explaining ineligibility with the Graduate Report of Degree Progress and Research Proposal https://www.stanford.edu/dept/anthropology/cgi-bin/web/?q=system/files/ResearchProposalForm.pdf.

Funding from the department for petitioned summer fieldwork or specialized study (which may include summer-intensive language study) is provided in an amount that will cover minimum travel costs to a field site up to and a modest summer living stipend. This funding may or may not include tuition and is provided in the form of a fellowship stipend at the beginning of the summer quarter.

Students are responsible for applying for visas or required permissions in a timely manner, and for devoting a full summer (ordinarily June 25 through September 15) to the supported activity. Students not devoting at least two months to the supported activity are expected to return all or a portion of received funds.

Policy on Supplemental Departmental Funding

The Department of Anthropology policy on supplemental department funding (i.e. departmental funding, in addition to the standard five-year funding offer, that may be given when an extramural or intramural funding award is given by way of a non-departmental (other) agency to a Ph.D. student for the purpose of conducting dissertation field research in the fourth year of the degree program) is detailed below in the following five scenario descriptions. Ph.D. students, normally supported by the standard departmental fourth-year funding offer, who have been awarded other extramural or intramural agency funding for fourth year field research covering day-to-day living expenses, will not receive standard departmental fourth-year cohort funding during a fourth-year cohort quarter (i.e. Autumn, Winter or spring quarters) in which other agency extramural or intramural funding is received. Supplemental funding may include the following: funding support (fellowship stipend) in the amount of a given academic year stipend minimum funding support, dedicated to the cost of a given academic year quarterly charge for fellowship tuition, in the amount of terminal graduate tuition rate funding support, dedicated to the cost of a given academic year quarterly charge for Cardinal Care health insurance, in the amount of one half of the published rate.

Scenario One

If other agency funding awarded to a student is less than the amount that would have been provided by way of the standard fourth-year cohort department funding, then the department will 'top off' the student's other agency funding award, to be given in the fourth year for field research, equivalent to the amount the student would have received if otherwise funded by way of the standard fourth-year cohort department funding. The request for 'top off' supplemental department funding (i.e. up to the equivalent of one quarter of funding during a given academic year) must be made by the end of the summer quarter in the third year and before departure for approved dissertation field research.

Scenario Two

If other agency funding awarded to a student is greater than the amount that would have been provided by way of the standard fourth-year cohort department funding, then the department will provide the equivalent of one quarter of funding during the student's fourth year as a dissertation researcher by way of the supplemental departmental funding. The supplemental department funding is given in recognition of the student's accomplishment in securing other agency funding. The supplemental department funds can be used to extend the dissertation research period. The request for supplemental department funds must be made by the end of student's Spring quarter in the fourth year as a field researcher.

Scenario Three

If the other agency funding awarded to a student is greater than the amount that would have been provided by way of the standard fourth-year cohort department funding, then the department will provide the equivalent of one quarter of funding during the student's sixth year as a dissertation writer by way of supplemental department funding. The supplemental department funding is given in recognition of the student's accomplishment in securing other agency funding. These funds can be used as a reserve for support during in the sixth year as a dissertation writer. The request for supplemental department funding must be made by the end of the student's summer quarter in the fifth year as a dissertation writer.
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Scenario Four
If the other agency funding awarded to a student is greater than the amount that would have been provided by way of the standard fourth-year cohort departmental funding, then the department will provide the equivalent of one quarter of funding during the student's fourth year as a dissertation researcher by way of the supplemental department funding. The supplemental department funding is given in recognition of the student's accomplishment in securing other agency funding. These funds can be used to cover otherwise unfunded travel, conference, or research expenses including, but not limited to, travel costs, translation/transcription, research assistants, archive fees, consultant/informant/co-investigator fees, equipment purchase and/or rental, supplies, permit fees, etc. The request for supplemental department funding must be made by the end of the student's spring quarter in the fourth year as a field researcher.

Scenario Five
If the other agency funding awarded to the student is dedicated to allowable research expenses to be confirmed by the Graduate program committee based on the student's other agency funding budget and justification, the student may receive the standard fourth-year cohort department funding, in addition to the other agency funding award with no supplemental department funding given.

Supplemental department funding is typically applied for and received by Anthropology Ph.D. students conducting approved dissertation research (usually in the fourth year of the degree program) with one or more extra and/or intramural other agency funding awards for the same purpose. These funds cannot be retained beyond the sixth cohort year. Rare exceptions to the provisions listed above are allowed under unusual circumstances in which an extension of the dissertation research period is necessary for the student's academic progress. With the support of their Dissertation Reading Committee, a student may petition the Graduate program committee using the exceptional travel-related funding procedure. The petition should be accompanied by communication from the student's faculty advisor explaining the necessity of the exception.

Ph.D. students awarded other agency extramural or intramural funding for fourth-year cohort dissertation research by way of the department requirement for funding proposal submission in the third year of the Ph.D., should meet with the Student Service Officer in advance of departure for dissertation research, to develop a department-approved plan for the coordination of other agency extramural or intramural funding for dissertation research and for supplemental department funding.

Dissertation Research Support
Ordinary progress through the doctoral program should result in dissertation field research beginning in summer of Year 3. Funding for the fourth academic year of study is available only to students who have completed all prior program requirements and have begun their dissertation field research. Funding is provided in the form of a Predoctoral Research Fellowship.

While the Predoctoral Research Fellowship in Year 4 may be sufficient to finance some dissertation projects, most candidates require outside assistance in the form of dissertation research grants.

The actual fourth year funding situation will depend on whether the student is successful in obtaining a research grant or grants, and on the specific terms of such grants.

It is very important to begin the grant application process as early as possible. For Anthropology students in either the Archaeology or Culture and Society tracks, participation in the Proposal Writing Seminars (ANTHRO 308 or 308A.) is required in the Spring Quarter of the second year to help formulate competitive dissertation research proposals.

Most dissertation research grants have specific deadlines: Fulbright deadlines are in early October, Wenner-Gren and SSRC have deadlines around Nov. 1. NSF has target dates that are program specific. Students are responsible for obtaining information on and making applications to dissertation research and write-up funding sources. The Department provides administrative assistance by way of the SSO and the Research and Finance Manager.

The Department's webpage is an excellent source for information on funding resources. The AAA Newsletter prints monthly a list of grant deadlines, by type of grant.
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Section B.

For grant applications requiring submission through the Office of Research Administration, Office of Sponsored Research (particularly NSF), the department's Research and Finance Manager is the point of contact; and, students must contact the department's Research and Finance Manager well in advance of the proposal deadline to discuss the process of proposal submission. The student is responsible for the timeliness and accuracy of the proposal and application, including any necessary revisions, and for making multiple copies.

It should also be noted that students who will be receiving part or all of the fourth year research fellowship while in the field need to make arrangements to do so prior to leaving campus.

Post-Field Assistance and Dissertation Write-Up Grants

Doctoral students typically experience the most difficulty in obtaining funding for writing the dissertation. The department administers funding for dissertation write-up in the fifth year of the Ph.D. degree program (see below). The process of applying to granting agencies for dissertation writing funding support in the sixth year or above should begin while the student is in the fifth year. Several write-up funding grants offered each year through the office of the Dean of the School of Humanities and Sciences and other University departments require nomination by the Chair of the Department as well as recommendation by department faculty. The information usually arrives in the Department in December or January for applications for the coming year.

Students should be sure a copy of their current dissertation proposal is on file in the Student Services Office, Bldg. 50 Rm. 51G. Students should also confirm with Private Credentialing Services or another private agency that a current letter of reference file has been established in the student's name. The dissertation advisor and the SSO can provide assistance.

Department Assistance

The University and Department will provide support for dissertation write-up in the fifth year of graduate study. This support is a combination of Pre-doctoral Research Affiliateship and Teaching Assistantship salary plus TGR tuition allowance in each funded quarter. Recipients must be in residence at Stanford and must participate in the Dissertation Writers' Seminar, ANTHRO 400. and ANTHRO 802. TGR Dissertation (minimum requirement to attend four out of five class meetings each quarter). In addition, other minimal requirements include earlier timely progress through the graduate program including field research begun by or before Year four of the Ph.D. degree program.

From year six and beyond, some limited assistance from the Department may be available to students returning from the field without prospect write-up funding beyond the fifth year. Teaching affiliahtships or replacement teaching positions may be available from time to time. Individual faculty members are also occasionally able to hire students out of their own research grants.

Department Web-based Funding Proposal Resource (all stages of the doctoral degree program)

https://anthropology.stanford.edu/graduate-program/funding-resources
Section C.

Unit and Enrollment Requirements
Full time enrollment (11-18 units) is required during all academic years. A minimum course load of 15 units, per quarter, and a total minimum of 95 units, overall, by the end of the second year is required prior to fulfillment of pre-fieldwork requirements (Ph.D. Cohort Year 3), including passing the Department Qualifying examinations and receiving approval for the dissertation proposal. Full-time status signifies both minimum enrollment in course work (11-18 units) and satisfactory completion of courses.

During the first academic year of course work, the student must do the following: complete a minimum of 10 courses and 45 units; complete a minimum of three courses or 15 units during each academic-year quarter; pass the required theory/review courses totaling three courses in all with an overall average grade of B+, or better in each quarter; and, satisfy the Department’s ethics requirement.

During the second year the student must complete, at a satisfactory level, the remainder of the graduate level evaluation courses offered in the Department (for a total of 6 review courses by the end of the second year), as well as the required method(s) courses; and, complete at least 50 units of course work, inclusive of Directed Individual Study coursework, in the second year; and 95 units or coursework, overall, by the end of the second year of the degree program.

Tutorials, reading courses, and directed individual study courses for projects that cannot be accomplished within a regularly scheduled course, are also available, by arrangement with individual faculty members. During year and year two of study (Summer quarters excluded), students may take no more than 3 such elective courses for a total of no greater than 15 units.

Schedule Compliance
The schedule for the first 3 years of the program has been outlined in this guide. Students who fail to meet either regularly scheduled or approved and scheduled exceptional deadlines will receive a hold on the student account preventing future enrollment and may have graduate financial support suspended. Serious deficiencies may result in termination from the program. Specific policies are described below. Students may petition the graduate program committee for exceptions to the usual schedule when special circumstances arise. Requests for schedule exceptions should be submitted to graduate program committee by email. Any request made to the graduate program committee should be copied to the advisor and the SSO.

The following policies have been developed to handle problems in completing scheduled requirements:
1. Students who fail to meet the academic year completion requirements will not be permitted to register the following autumn quarter, and students on stipends will have their stipends withheld until they have made up any deficiencies and are permitted to register. Financial aid administered by the University cannot be awarded to students who are not registered, nor can retroactive or partial quarters of financial support be disbursed.
2. Students who have taken but have not passed the qualifying examinations by the end of their third year of continuous enrollment (not counting approved leaves of absence) will only be allowed to register for subsequent quarters, and thus receive their funding, after presenting the graduate program committee with a written statement, signed by all their committee members at Stanford, declaring that the student's progress in the previous quarter was satisfactory (i.e. that the student received a passing grade on the qualifying examinations).
3. Students who pass the qualifying examinations but who have not received approval for the dissertation proposal by the end of the quarter following that in which the exams were taken, or by the end of their third year in residence, whichever comes later, will not be allowed to register for subsequent quarters (and thus will not receive their funding) until the graduate program committee is notified by the Dissertation Reading Committee Advisor for the student's committee that the Dissertation Proposal has been approved.
4. Students past the third year of continuous enrollment whose stipends have been interrupted because of a failure to complete normal requirements or graduate program committee approved exceptions will not receive their stipends retroactively.

Candidacy
http://gap.stanford.edu/4-6.html
Oral Examination
http://gap.stanford.edu/4-7.html
The Dissertation
http://gap.stanford.edu/4-8.html
Ph.D. Minor in Anthropology

University requirements for the Ph.D. Minor are described in the Graduate Degrees section of the Bulletin.

To request the Ph.D. Minor in Anthropology, apply using the Request for Ph.D. minor in Anthropology form at least three quarters before terminal graduate registration status is confirmed with the following materials: the University Application for Ph.D. Minor form, an approved (pre)dissertation proposal, confirmation of qualifying status in the Ph.D. degree home Department, confirmation of Doctoral candidacy in the Ph.D. degree home department, proposed dates for the University oral examination and the dissertation defense, and a recommendation for consideration of the Anthropology Ph.D. minor request written by the Ph.D. minor Anthropology adviser.

Once approved, a HelpSU ticket to the University Registrar requesting the addition of the Ph.D. minor to the student's academic career will be submitted by the Anthropology Ph.D. minor student services officer.

The requirements for a Ph.D. Minor in Anthropology include the following:

1. Complete 30 units of ANTHRO subject code courses at the 300 level. The courses dedicated to the Ph.D. minor must be successfully completed with a minimum (GPA) of 3.0 (B). Directed Individual Study units are not approved for the Ph.D. minor in Anthropology.
2. Request a faculty member within the Department of Anthropology who provides written consent to serve as the adviser for the Ph.D. minor and serve on the student's oral examination and dissertation reading committees.
3. With the faculty adviser, determine a coherent plan and submit the First-year Ph.D., Ph.D. minor, or M.A. student plan of study form.
4. Pass with a minimum grade of ‘B+’ three Department of Anthropology theory courses, and one Department of Anthropology graduate course in geographical or theoretical area, for a total of four Department review courses.

For additional information regarding the Ph.D. minor in Anthropology, consult the department webpages.
Section E.

Introduction to Graduate Studies in Anthropology
First-year Ph.D. students in the Archaeology (AR) and Cultural and Social (CS) tracks are required to enroll in and attend ANTHRO 310G. Introduction to Graduate Studies in Anthropology during autumn quarter for 2 units.

Introduction to Culture and Society Studies in Anthropology
First-year Ph.D. students in the CS track are required to enroll in and attend ANTHRO 311G. Introduction to Culture and Society Studies in Anthropology during the winter and spring quarters for 2 units each quarter for a total of 4 units over the two quarters.

Review Course Requirement
During the first year of study, students must pass with a grade of B+ or better a minimum of three review courses. In the AR track one of these must be ANTHRO 303. Introduction to Archaeological Theory; in the CS track, three of these must be ANTHRO 301. History of Anthropological Theory, ANTHRO 301A. Foundations of Social Theory, and ANTHRO 300. Reading Theory through Ethnography.

Review courses are graduate-level courses offered by regular faculty in the Department of Anthropology that cover theoretical and substantive issues in the discipline and that require appropriate paper writing. Specific courses offered will vary from year to year and cover major substantive and theoretical issues in anthropology. ANTHRO 308. and 308A. Proposal Writing Seminars are not review courses; and, Methods courses are not considered department Review course. Because review courses represent the substantive and theoretical training offered in the doctoral program in Anthropology, review courses may not be substituted. Review courses must be taken for a letter grade and for 5 units.

In some circumstances, a written faculty evaluation will be required for a particular student's performance in a department review course. One copy of the evaluation will be available for the student; another will be placed in the student's academic file for the degree progress evaluation made by the faculty at the end of each year; see Section II: Overview of Program, Annual Faculty Evaluations.

Methods Coursework
Doctoral students matriculating in the AR track are required to pass an ANTHRO subject code methods course in Archaeology, usually ANTHRO 307. Archaeological Methods and Research Design, with an average grade of B+, or better by the end of the second year of the Ph.D. degree program.

Doctoral students matriculating in the CS track are required to pass an ANTHRO subject code methods course in Anthropology, including ANTHRO 306. Anthropological Research Methods with an average grade of B+, or better by the end of the second year of the Ph.D. degree program.

Extramural Funding Proposal Requirement in the First year of the Ph.D.
All entering first-year cohort Ph.D. students are required to apply for outside funding during the first quarter of the program unless they already have extramural funding; such funding, if obtained, replaces the University funding offer. If an outside award is less than the funding the University would normally provide in a given year, the award may be supplemented to bring the student's total aid package up to the level of the aid received by University-funded students. The student service officer is available to meet with entering doctoral students at the beginning of autumn quarter to provide information and assistance.

The department requirement is for each first-year cohort student to make one application for extramural (outside of Stanford) funding for pre-dissertation enrichment (funding duration usually is for 3 years). Extramural funding applications may include the following: U.S. Department of Education-Jacob K. Javitz Fellowship Program, NSF Graduate Research Fellowships, Paul and Daisy Soros Fellowships for New Americans, the National Security Education Program Graduate International Fellowships, and Ford Foundation. The funding application is required by the last day of the autumn quarter in the first year of the graduate Ph.D. degree program. A copy of the funding application should be provided to the student's faculty advisor and to the department's SSO for the student's department file. Advanced planning is required.

In some cases, a student may not be eligible to apply for funding due to previous graduate work or citizenship status. In these circumstances, the student should draft an NSF-like proposal and submit to the advisor.
Ph.D. Guide

Ph.D. Degree Program, Year One

Section E.

Research Ethics Training
First-year Ph.D. students are required to attend a workshop for ethics prior to departure for pre-dissertation field research. Department faculty members are also available for individual consultation on ethical questions, and will discuss these issues in their classes as they may arise. Please review the information detail in the Ethics and Professional Development Section and the Ethics and Research Section of the Guide.

Responsible Conduct of Research Compliance is required of the First-year Ph.D. Student and is satisfied by completing the appropriate CITI tutorial training on or by 15 May. Non-medical Human Subjects Research Compliance is also required of the First-year Ph.D. Student and is satisfied by completing the appropriate CITI tutorial training on or by 15 May.

Non-medical Human Subjects Protocol in the First-year of the Ph.D.
Before beginning field work on a pre-dissertation project (in the first or second year of the PhD degree program), one should consider if the project will be considered ‘research’ by the Institutional Review Board (IRB) or other agency.

The Protocol Director is always the student.

The other (admin) contact is always the SSO. And, the Research and Finance Manager can be listed as the administrative contact. This is easily accomplished at the time of the award and updating the protocol information.

The Faculty Sponsor is the student's Major Professor/Advisor/Dissertation Reading Committee Chair.

Protocols may not be submitted or renewed if the associated CITI training (required every two years) is not current or if the SUnet is not active. https://humansubjects.stanford.edu/new/resources/training/citi.html and https://www.citiprogram.org/.

Protocols with a regular status must be renewed every three years. Protocols must be continually renewed through-out the term of a student's degree program (i.e. through research and data collection, analysis and write-up. Protocols should be closed once a student has graduated and their status at Stanford University is inactive or discontinued.

Graduate Report of Degree Progress and the (pre) Dissertation Research Proposal

Archaeology Track, Proposal Guidelines:
- A research proposal one to two pages in length, detailing the general direction of the planned research project in light of the first year of the Ph.D. degree program. The proposal should include two or three research questions, information describing the proposed field site(s), a statement of how this summer project will lead to a dissertation proposal, and a reference to two to three bodies of scholarly literature pertaining to the proposed research.

Culture and Society Track, Proposal Guidelines:
- A research proposal that is one to two pages in length, detailing the general direction of the planned research project in light of the first year of the Ph.D. degree program. The proposal should specify two or three research questions, briefly describe the proposed field site(s), explain how this summer project will lead to a dissertation project, and identify two to three bodies of scholarly literature pertinent to the proposed research.

For both tracks, the proposal must receive approval, from the advisor and a second reader who is a member of the academic council as well as by the department’s Graduate program committee on or by the first day of finals week in the spring quarter.

First-year Ph.D. Cohort Enrollment Requirements
During the first year in the Ph.D. graduate program, students are required to enroll in a minimum of 45 units over 3 quarters (15+ units per quarter with the exception of the summer quarter in which students should not enroll). Although 11-18 units are considered full time enrollment by the University, the department requires a minimum of 15-18 units in a given quarter.
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First-year Ph.D. Cohort students must pass with a grade of ‘B+’ or higher, the following course work:

- Participation course(s): ANTHRO 444. Anthropology Colloquium, during autumn, winter and spring quarter. Graduate students are required to attend the departmental colloquia series each quarter.

- Introductory course(s) appropriate for the chosen track: ANTHRO 310G. Introduction to Graduate Studies in Anthropology, during Autumn Quarter, for 2 units (AR or CS tracks); ANTHRO 311G. Introduction to Culture and Society Studies in Anthropology—Faculty Research, during winter and spring quarters for 2 units (CS track, only).

- Theory course(s) appropriate for the chosen track: ANTHRO 303. Introduction to Archaeological Theory (AR track, only); ANTHRO 300. Reading Theory through Ethnography, ANTHRO 301. History of Anthropological Theory, and ANTHRO 301A. Social Foundations of Theory (CS track, only).

- Methods course(s) appropriate for the chosen track: by the end of the second year complete at ANTHRO 307. Archaeological Methods and Research Design (AR track, only); by the end of the second year, complete ANTHRO 306. Anthropological Research Methods (CS track, only).

- Review course(s) appropriate for the chosen track: department review courses are ANTHRO 300-level seminar courses taught by faculty appointed in the Department of Anthropology at Stanford University. These courses may focus on theory, theoretical area, or geographic area. A methods or laboratory course is not considered a department review course. Graduate students must complete at least three review courses in year one and an additional three in year two for a minimum total of six review courses by the end of the second year of the Ph.D. degree program.

In addition, first-year Ph.D. cohort students must complete at least 45 units of course work overall by the end of spring quarter in the first year and satisfy the department ethics requirement for review of ethics in anthropology by attending a department-sponsored workshop for the purpose of ethics review during winter quarter.
Section F.

The Teaching Assistant Requirement

Department Requirement for Teaching Assistantship Training
Teaching is an important professional skill for which the department and university provide required training. Students who will be serving as a TA in a given academic year are required to attend the department's Teaching Assistantship workshop(s) as well as the University TA trainings usually held at the beginning of each academic year.

Teaching Assistantship Assignment
Teaching assignments are made by the Teaching Assistantship Committee and confirmed on the basis of course offerings and class sizes. The Curriculum Committee will be asked to provide a final draft of the curriculum for the following year by start of May each year. The TA Committee will send out the list of courses and the TA requirements for each to all eligible Ph.D. students by mid May, with responses due by Memorial Day. Students will indicate when and how often they would like to TA in the coming year(s) and for which courses. It will be the TA Committee's responsibility to ensure adequate numbers of students sign up each year and to make an equitable distribution of TAs and to coordinate between faculty and graduate students.

Evaluation
Section Evaluation - Class meeting times and days, as well as section meeting times and days, should be confirmed by the faculty instructor and the assigned TA. If the faculty instructor assigns course sections, the TA should arrange for the section schedule (i.e. meeting times and days) with the academic coordinator based on the standard class meeting time if possible. The University's course evaluation system will automatically generate an end of year course evaluation for all undergraduate students, enrolled in a given section, to evaluate the TA section leader performance, (note: sections will automatically generate for the course and sections when there are three or more undergraduate student enrollees).

Alternate Evaluation - A faculty instructor may choose to arrange for students to enroll in the primary course (i.e. section 01), only. In this circumstance, the University's course evaluation system will automatically generate an end of year course evaluation for all undergraduate students enrolled in the section, to evaluate the faculty instructor's performance, only. As an alternative form of TA evaluation, the faculty instructor and TA(s) may consider using an (internal) department evaluation form to be distributed to the undergraduate students enrolled in the course for evaluation of the TA’s performance. This form of evaluation is more specifically targeted to TA performance that is not section-related. At the faculty instructor's discretion, an evaluation may be made by the faculty instructor in the form of a reference or recommendation letter detailed the faculty instructor's evaluation of the TA's performance. This letter can be held in the graduate student's file for their teaching portfolio.
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Section F.

Mid-quarter Evaluation - TAs are encouraged to arrange for mid-quarter evaluation (usually by the 5th week of the quarter). In most cases, the mid-quarter evaluation may be conducted in consultation with the Vice Provost for Teaching and Learning, Center for Teaching and Learning (CTL). The format of the evaluation will depend on the structure of the course as well as on the preference of the TA and faculty instructor. Generally, there are two options for evaluation of the TA’s performance consisting of either small group discussions and/or online evaluations.

In the small group discussions, a CTL liaison will attend a section and, during the last 20 minutes, divide the class into small groups and conduct a discussion covering 3 basic questions: what is working in the section; what needs improvement; and how can improvement be achieved. CTL will provide the TA with oral and written feedback.

Alternately, in courses in which TAs do not run sections, the students may choose an on-line evaluation administered by CTL. The CTL’s evaluation is confidential. Please contact the SSO, the department’s Teaching Assistantship Committee, or the CTL liaison for further information on the mid-term evaluations.

Exams
Exam Scheduling - TAs should confirm the day and time of the final exam with the faculty instructor. In addition, the TA should arrange the final exam schedule with the Academic Coordinator in order to confirm an alternate room or other for students with accommodation provided by the Office of Accessible Education at Stanford University.

Salary
Department Funding – A teaching assistantship is a form of student employment, earning compensation (50% salary and 50% tuition allowance = 100% compensation) for the performance of research or teaching services to the University as part of their academic and professional training and development.

Duties - Teaching Assistantship duties are an integral part of the education and training process for many graduate students. The TA works with a faculty instructor who has primary responsibility for the course. Duties vary and may include: (1) preparing for class sections [up to three sections may be assigned] and/or laboratories where new materials may be presented; (2) marking and/or grading some portion or all of the exams or papers [but not independently assigning the final grade]; and (3) holding office hours. A TA can expect to be assigned to a class with enrollment of 40 or more undergraduate students. Usually, one TA is assigned for every 40 students enrolled in a course. Each TA may be assigned responsibilities for up to three sections in a given class. Each section may be comprised of approximately twenty (12-20) enrolled students.

Note: Faculty may have an expectation for the TA to be capable with technology in the classroom (i.e. media presentation via laptop and projections, course management via Canvas, uploading files, scanning, using dropboxes, making pdf files, using email distribution…) it is the TA responsibility to locate supporting resources at Stanford University for the purpose of accomplishing the use of technology in the Classroom. The department academic technology staff and computer analyst staff as well as the academic coordinator are the first points of contact for the above.

Enrollment
Students on TA'ships are limited to ten units registration per quarter, only; the SSO can explain procedures for meeting the department's per-quarter unit completion requirement. Students may NOT enroll in the course in which they serve as a TA, or in ANTHRO 398: Teaching Assistantship, if the student is the recipient of a teaching assistantship salary.
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Section F.

Teaching Assistantship or Affiliateship Appointments
Most Teaching Assistantships are 50% salary appointments requiring 20 hours of work per week. Some students receive several assistantships which may total to a 50% appointment. Appointments involving work directly relevant to the student’s degree (i.e. a teaching assistantship) provides tuition allowance (TAL). The percentage of time of an appointment determines the amount of tuition provided. The maximum tuition allowance for a 50% appointment is equal to the cost of 10 units per quarter. The tuition allowance is usable only for tuition charges for the student holding the appointment. Students, except those registered with Terminal Graduate Registration (TGR), must register for all tuition credits to which their appointment entitles them in the quarter of their appointment. All tuition adjustments for students on assistantships must be arranged with the student’s home department. Enrollment in more than 10 units while holding a 50% appointment requires prior approval from the student’s advisor and/or school dean.

Pay Checks - Unlike fellowship stipends, which are paid in a single check at the beginning of each quarter, Teaching and Research Assistantships are paid from the University Payroll and follow the regular payroll schedule of semimonthly checks received one week following the end of each of 2 pay periods. Academic year appointments are from September 15 - December 15 for autumn quarter; December 16 - March 15 for winter quarter; and March 16 - June 15 for spring quarter. The pay periods are the 1st-15th and 16th-30th(31st), so that six checks are received each quarter. Thus, in autumn quarter, for example, the first check arrives on the 7th of October, and the last one on the 22nd of December.

- If start date for pay period is the 1st of the month, then the pay period is 1st-15th of the month and the paycheck is delivered on the 22nd day of the month.
- If start date for pay period is the 31st of the month, then the pay period is the 16th-30th/31st of the month and the paycheck is delivered on the 7th day of the following month.

Taxation
Assistantship salaries are subject to tax withholding. The amount of tax varies according to the student’s total income, dependency status, treaty status for international students, and individual circumstances.

Automatic Payroll Deduction
When receiving salary from the Payroll Office, students may choose to set-up Direct Deposit to a personal checking or savings account through AXESS. Graduate students may also choose to have any University fees or expenses taken from each pay period paycheck pre deposit and over each of the 6 paycheck deposits (i.e. to cover the expense of student housing). Automatic Payroll Deduction can be arranged by the graduate student through AXESS.

Foreign Nationals
Regarding University and regulatory work limitations, a maximum assistantship appointment is made up of 50% (20 hours) salary appointment with 10 units Tuition allowance (TAL) enrollment (50%). In addition to a full assistantship appointment, US National students may work an additional 8 hours per week in a given quarter. Foreign National students may work 20 hours per week, only. If a foreign national student is appointed as a teaching assistant in a given quarter, they may not work additional hours during that quarter. However, Foreign nationals may work up to 40 hours per week during the university breaks. Breaks are the time periods between academic quarters (i.e. the period between the last day of finals and the first day of the next academic quarter).

Employment Eligibility
TA OK
https://language.stanford.edu/programs/efs/languages/english-foreign-students/screening-international-teaching-assistants
- Prior to being appointed to any teaching assistantship, students whose native language is not English must be tested for oral English proficiency by the English for Foreign Students (EFS) staff. International graduate students who wish to be appointed teaching assistants are screened for readiness to use English in a teaching role.\
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I-9 Employee Eligibility Verification

Federal Compliance - All graduate Ph.D. students, regardless of their nationality, must have filed a current University I-9 Employment Eligibility form [http://www.uscis.gov/files/form/i-9.pdf] with the home department. If offered an Assistantship appointment, a student will be required to provide documentation of their authorization to work in the United States in order to accept the position. (This documentation is required of all individuals hired to work at Stanford regardless of citizenship).

Required Training for Instructors

Department requirement for Sexual Harassment Training for Non-Faculty Teaching Staff

[http://cdn.e2ma.net/userdata/1704398/assets/docs/H_S_Sexual_Harassment_Training_Policy.pdf]

The School of Humanities and Sciences requires that all student (undergraduate, graduate, and postdoctoral fellow) course instructors, teaching assistants, and course assistants complete “Harassment Prevention Training for Non-Supervisors and Academic Personnel” prior to the first day of their teaching assignment. This Harassment Prevention Training program for Non-Supervisors is available through STARS (SHP-2000) and accessible to anyone with a SUNET ID. The department’s TAs are required to complete the online training before serving as a TA during the autumn quarter. After completion of the online training, the student should print out their completion certificate as send as a .pdf file attachment to the SSO.

The video is titled "Major Policies & Practices Every TA should Know" features interviews with teaching assistants and representatives from key university offices who talk about resources and strategies used to resolve common issues in these areas. The video is available via the following link: [http://studentaffairs.stanford.edu/oae/TA-Video].

http://harass.stanford.edu/non-supe_training.html

Mandated Graduate Student training includes the following certifications:
- EDU: Eliminate Campus Sexual Violence
- THINK ABOUT IT: Graduate Students
- University Harassment Prevention NS (CA 11F-SU) [this training requires a 30 day intersession between accomplishing the training(s) above and access to this training


FERPA [http://studentaffairs.stanford.edu/registrar/everyone/parents/ferpa]

Information Security Awareness Video [http://www.stanford.edu/group/security/securecomputing/]


Attendance or video viewing required [https://teachingcommons.stanford.edu/teaching-talk/new-faces-join-stanford%E2%80%99s-teaching-community-ctl%E2%80%99s-annual-ta-orientation]


http://studentaffairs.stanford.edu/oae/TA-Video (A video resource for Teaching (Course) Assistants

Mandated reporter [https://hr.stanford.edu/processes/mandated-reporter]
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https://web.stanford.edu/dept/rde/cgi-bin/drupal/conferences/minors-program

Interning

Internship - An internship, approved by the department, may be substituted for one TA quarter (see below).

Proposal Writing Seminar

In spring of their second year of study, Ph.D. students in the Archaeology and in the Cultural and Social tracks are required to enroll in ANTHRO 308. CS Proposal Writing Seminar or ANTHRO 308A. AR Proposal Writing, to begin drafting dissertation proposals for funding of future dissertation research. This seminar helps students prepare to meet department deadline for extramural funding applications in the third year of the doctoral program. The department's deadline for funding applications in the third year is by the last day of final examinations in autumn quarter.

Second Year Graduate Report of Degree Progress and Candidacy Evaluation

On or by the 15th of May in the spring of the second year, submit a Graduate report of degree progress and candidacy evaluation form.

Receive approval for the report from the advisor and the graduate program committee after the faculty evaluation meeting (usually scheduled in early June).

Foreign Language Requirement

Ph.D. students in Anthropology must fulfill a foreign language requirement.

Ph.D. students in Anthropology must fulfill a foreign language requirement. The linguistic training required to carry out dissertation research varies considerably based on the project, and in recognition of this fact, the department does not impose a single set of criteria for demonstrating language competence. Rather, students are expected to consult with their faculty advisors about which languages and what levels of oral and reading proficiency are necessary for successful scholarship in their given field of study.

Consideration should be given to whether reading competency in additional scholarly languages should supplement proficiency in the language of fieldwork. Students are expected to discuss with their advisors whether their prior linguistic background and training sufficiently prepares them to read anthropological scholarship in non-English languages. The intention of this consideration is to avoid intellectual provincialism, which can arise when English is presumed to be the only language of scholarly discourse.

Students should view the fulfillment of the language requirement as a process, beginning with an initial meeting with one’s advisor before the end of the first year. At that time, students should present a plan for achieving requisite levels of proficiency. Students are expected to provide their advisor with annual updates in their chosen course of study. By the end of their second year, students will have to obtain the signature of their primary advisor, attesting to an agreed course of study and progress within it. Submission of the signed form to the Students Services Officer and approval by the Graduate Language Committee will constitute fulfillment of the foreign language plan requirement.

Students who have not met the foreign language plan requirement will not be advanced to candidacy at the end of the second year and may not be allowed to register until they have done so.

Students should meet the goals of their foreign language plan by the end of their third year or prior to the start of their dissertation fieldwork. It is the responsibility of the dissertation reading committee to determine whether the student has achieved the goals of the foreign language plan. Students who have not met their stated goals will not be permitted to commence dissertation fieldwork. Consideration can be given to situations where students intend to continue formal language study at the outset of the period of fieldwork

The department has limited funds upon which to draw in support of doctoral students. Most of the department funding will be allocated for intensive language study at structured language programs in the summer at the end of the second year in the doctoral program. For languages that are taught at Stanford, students are expected to complete the most advanced courses available on campus before requesting funds for training beyond this level. For languages that are not taught at Stanford, the department’s faculty recommend that
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U.S. National Ph.D. students apply for FLAS (Foreign Language and Area Study) grants for a summer or for one year of training at universities where the language is available.

Advancement to Candidacy by the End of the Second Year of the Ph.D. Degree Program

During the first two years of the program, the student is not formally a doctoral candidate for the Ph.D. degree until completion of at least 95 units of course work (department requirement is for a minimum of 45 units during the first year and 50 units during the second year for a total of 95 units, minimum, by the beginning of the third year); and, until recommendation of the department faculty at the spring quarter evaluation meeting held at the end of the student's second year. The student can be advanced to candidacy in the department and also be recommended for University Candidacy on 30 June of the summer quarter of the second year in the Ph.D. degree program once these conditions have been met.

Based on Faculty Senate Committee on Graduate Studies, the Department of Anthropology faculty have affirmed that advancement to candidacy in the second year will include an assessment by the faculty of the candidate’s capacity to complete original research. This shall be judged in the following manner - submission of a dissertation research proposal, on or by a date to be determined each year by the faculty instructors of the required proposal writing course (by track) given each spring quarter (usually on or by June 1st) to an ANTHRO faculty advisor and an additional ANTHRO faculty member (Academic Council) who represent two of three members (minimum) of the Dissertation Reading Committee. Before signing the advancement to candidacy form the faculty advisors must agree that the student has demonstrated, through the approved proposal, a capacity for original research required for successful completion of the dissertation. Student's pre-candidacy status can, based upon a clearly developed plan, be extended for two academic quarters- i.e. the autumn or winter of the third year.

The application for candidacy should be submitted by the first day of finals week in the winter quarter of second-year and BEFORE the time of the faculty evaluation meeting (usually scheduled in the first week of June in the spring quarter). According to the University, doctoral students must advance to University Candidacy by the end of their second year or by the fourth week in autumn quarter of the third year by submitting to department the Application for Advancement to Candidacy for Degree of Doctor of Philosophy (due on or by the first day of finals week in the winter quarter) as well as the Second year graduate report of degree progress and candidacy evaluation form.

The Advancement to Candidacy application form requires that the student list a minimum of 95 units completed at Stanford (the UNIVERSITY’S MINIMUM UNIT REQUIREMENT for the Ph.D. degree program is 135 units).

Students also intending to receive the M.A. degree from another degree program taken concurrently need to be careful that the courses listed to satisfy the doctoral candidacy unit requirement are inclusive of units NOT DUPLICATED from the concurrent M.A. program.

If the student has not advanced to University candidacy by the end of autumn quarter of the third year, registration and receipt of funding will be withheld in subsequent quarters.

The University specifies that admission to candidacy for the doctoral degree is a judgment by the faculty of the student's potential to complete successfully the requirements of the degree program. Students are expected to begin preparation for the department qualifying procedures (see the Qualifying Examination in the Third year of the Ph.D. degree program) and apply for candidacy by the end of their second year in the Ph.D. Program.

The Application for advancement to candidacy for doctoral degree specifies a departmentally approved program of study to fulfill degree requirements, including required coursework, language requirements, teaching requirements, dissertation proposal requirements, and University Oral examination.
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All requirements for the degree must be completed before candidacy expires. Candidacy is valid for five (5) years unless terminated by the department (for example, termination for unsatisfactory progress). The time limit is not automatically extended by a student's leave of absence. All requests for extension must be filed by the student before the conclusion of the program's time limit. The maximum extension granted is one additional year.

Dissertation Research Funding Proposals
In addition to the funding that supports graduate studies, most students will need additional support specifically for the costs of doing dissertation research in the field. Preparation of research grant proposals can be expected to occupy a major portion of the student's time during the autumn quarter in the third year and should be started as early in the third year as possible, if not before. The department requirement for the extramural funding applications is intended to provide the student with experience in drafting and submitting a competitive and realistic funding application. Because students receive department funding in the fourth year for field research, the department does not require students to succeed in obtaining extramural funding. See Section B titled Funding, Graduate Aid, and Financial Administration part of this Guide for information and details on assistance available from the department. The department does, however, require the student to succeed in drafting and submitting a viable funding application inclusive of the revised dissertation proposal for consideration of an extramural funding agency.

The department requires students to make a minimum of three (3) complete extramural funding applications, inclusive of the revised and approved dissertation proposal, for three different granting agencies. The proposal must be submitted directly to the student's faculty advisor on or by the last day of classes in autumn quarter. The timing regarding the actual submission of the funding proposal to the agency is at the discretion of the faculty advisor (in many cases the granting agency may have more than one deadline in an academic year) beginning in autumn quarter of the third year of the degree program. The actual funding proposal submission to the agency must have occurred no later than August 15th (end of the summer quarter) in the third year of the Ph.D. degree program. Funding proposals are typically made to the National Science Foundation, the Wenner-Gren Foundation, the Ford Foundation, the Social Science Research Council, the Fulbright, and to the Department of Education for the Fulbright-Hays.

For the Stanford University, School of Humanities and Sciences, the contact for the Office of Research Compliance, Non-medical human subjects is Adam Bailey (afbailey@stanford.edu). The finance and research administrator for this department.

Policy on Supplemental Departmental Funding
The Department of Anthropology policy on supplemental department funding (i.e. departmental funding, in addition to the standard five-year funding offer, that may be given when an extramural or intramural funding award is given by way of a non-departmental (other) agency to a Ph.D. student for the purpose of conducting dissertation field research in the fourth year of the degree program) is detailed below in the following five scenario descriptions. Ph.D. students, normally supported by the standard departmental fourth-year funding offer, who have been awarded other extramural and/or intramural agency funding for fourth year field research covering day-to-day living expenses, will not receive standard departmental fourth-year cohort funding during a fourth-year cohort quarter (i.e. autumn, winter or spring quarters) in which other agency extramural or intramural funding is received.

Scenario One
If other agency funding awarded to a student is less than the amount that would have been provided by way of the standard fourth-year cohort department funding, then the department will 'top off' the student's other agency funding award, to be given in the fourth year for field research, equivalent to the amount the student would have received if otherwise funded by way of the standard fourth-year cohort department funding. The request for 'top off' supplemental department funding (i.e. up to the equivalent of one quarter of funding during a given academic year) must be made by the end of the summer quarter in the third year and before departure for approved dissertation field research.
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Scenario Two
If other agency funding awarded to a student is greater than the amount that would have been provided by way of the standard fourth-year cohort department funding, then the department will provide the equivalent of one quarter of funding during the student's fourth year as a dissertation researcher by way of the supplemental departmental funding. The supplemental department funding is given in recognition of the student's accomplishment in securing other agency funding. The supplemental department funds can be used to extend the dissertation research period. The request for supplemental department funds must be made by the end of student's spring quarter in the fourth year as a field researcher.

Scenario Three
If the other agency funding awarded to a student is greater than the amount that would have been provided by way of the standard fourth-year cohort department funding, then the department will provide the equivalent of one quarter of funding during the student's sixth year as a dissertation writer by way of supplemental department funding. The supplemental department funding is given in recognition of the student's accomplishment in securing other agency funding. These funds can be used as a reserve for support during in the sixth year as a dissertation writer. The request for supplemental department funding must be made by the end of the student's summer quarter in the fifth year as a dissertation writer.

Scenario Four
If the other agency funding awarded to a student is greater than the amount that would have been provided by way of the standard fourth-year cohort departmental funding, then the department will provide the equivalent of one quarter of funding during the student's fourth year as a dissertation researcher by way of the supplemental department funding. The supplemental department funding is given in recognition of the student's accomplishment in securing other agency funding. These funds can be used to cover otherwise unfunded travel, conference, or research expenses including, but not limited to, travel costs, translation/transcription, research assistants, archive fees, consultant/informant/co-investigator fees, equipment purchase and/or rental, supplies, permit fees, etc. The request for supplemental department funding must be made by the end of the student's spring quarter in the fourth year as a field researcher.

Scenario Five
If the other agency funding awarded to the student is dedicated to allowable research expenses to be confirmed by the graduate program committee based on the student's other agency funding budget and justification, the student may receive the standard fourth-year cohort department funding, in addition to the other agency funding award with no supplemental department funding given.

Supplemental department funding is typically applied for and received by Anthropology Ph.D. students conducting approved dissertation research (usually in the fourth year of the degree program) with one or more extra and/or intramural other agency funding awards for the same purpose. These funds cannot be retained beyond the sixth cohort year. Rare exceptions to the provisions listed above are allowed under unusual circumstances in which an extension of the dissertation research period is necessary for the student's academic progress. With the support of their Dissertation Reading Committee, a student may petition the Graduate program committee using the exceptional travel-related funding procedure. The petition should be accompanied by communication from the student's faculty advisor explaining the necessity of the exception.

Ph.D. students awarded other agency extramural or intramural funding for fourth-year cohort dissertation research by way of the department requirement for funding proposal submission in the third year of the Ph.D., should meet with the Student Service Officer in advance of departure for dissertation research, to develop a department-approved plan for the coordination of other agency extramural or intramural funding for dissertation research and for supplemental department funding.

Qualifying Examinations
The department requires the student to complete two qualifying examinations including one for area, testing knowledge of a major ethnological area and/or time period (e.g., contemporary sub-Saharan Africa); and, one for topic, demonstrating competence in a topical branch of anthropological theory (e.g., gender and kinship theory) by the first day of finals week in winter quarter of the third year.
Section G.

The purpose of the qualifying exam is to test and ascertain that the student has full command of the relevant literature pertaining to his/her chosen field of study. The field of study covered in the bibliographies is always more broadly defined than the field of study that has need outlined in a dissertation proposal.

All the components of the qualifying exam process are the joint responsibility of the student and the faculty members confirmed on the qualifying examination committee. A systematic preparation involving all members of the qualifying examination committees as early as possible holds the key to a successful and intellectually enriching examination process.

The qualifying examination process includes the following five components:

1. Bibliographies
Each student should prepare two bibliographies – one on AREA and one on TOPIC. Each of the bibliographies should include approximately 100 titles – book and/or articles. The exact number of titles on the list should depend on whether these are whole books or shorter articles. Each of the bibliographies should have subheadings organizing the content – three to five subheadings is advisable.

The preparation of the bibliographies, including discussion of exact area and topic content, begins early in the second year of the degree program (or before) in close collaboration with the advisors and members of the area and topic qualifying examination committees. Students identify the qualifying examination advisors in the winter quarter of the second year (Area and Topic advisors); and, Qualifying Examination members in the autumn quarter of the third year (Area and Topic members).

2. Literature review – how to prepare for the exam
The safest way to pass the qualifying exam is to prepare early and well by discussing the selected texts with members of the committee. After a year of gradual preparation of the kind detailed below, each student will have an archive of notes and précis that will be immensely helpful in writing the qualifying examinations.

The most successful and proven method to review and understand the selected literature is the following:

- Schedule regular (bi-weekly) meetings with members of your Area and Topic committees. This should begin in the second year of the degree program. Enroll in ANTHRO 451. Directed Individual Study under the section of the Committee advisor for Area with 9 units and S/NC grading option; and, in ANTHRO 451. Directed Individual Study under the section of the Committee advisor for Topic with 9 units and S/NC grading option. In preparation for each meeting, the student should select a cluster of related texts (four to six) from the bibliography and write a two-three pages succinct summary and discussion of the texts (i.e. write on what has been discussed, how the texts are situated in relations to one another, etc.). This sort of preparation enables the student to read and digest the texts early, and to become familiar with the brief and précis-style of writing that is expected for the Qualifying Examinations.

3. Setting the Qualifying Examination questions
As students prepare and read for the Qualifying Examinations, it is suggested that the student take an active role in identifying areas and themes from which to base the development of examination questions. It is important to identify these areas and themes for discussion with Qualifying Examination Committee members well ahead of winter quarter of the third year of the degree program.

The actual Qualifying Examination questions should NOT be framed by the student but always by the qualifying examination faculty advisors for Area and Topic. It is ultimately the responsibility of the qualifying examination committee advisor to make ensure that appropriate questions have been approved by the committee and submitted for the student’s scheduled before the date and time of the written part of the qualifying examination.
Section G.

Each of the qualifying examination questions should be broad enough to allow the student to demonstrate mastery of a wider literature, and precise enough to be answered meaningfully in an essay of approximately 8-9 pages (i.e. approximately 400 words per page).

There should be a minimum of five questions confirmed for Area and five for Topic. The student must answer at least three questions in each category.

4. The Written Component of the Qualifying Examination

A written qualifying examination is an essay that either addresses a contradiction, tension, and/or paradox within a body of literature and/or traces the permutations and continuities of certain frames and themes in a given body of literature.

The style and economy of presentation for a qualifying examination should be akin to that of a (good) Annual Review article that present and discuss various positions while developing an argument of its own. In addition, the style should be precise and should demonstrate an ability to summarize large and complex arguments succinctly; an ability to situate various works in relation to one another; an ability to develop a clear and reasoned argument, and an ability to situate theoretical and conceptual positions within a larger field of debate as it has developed over time and in different geographical and historical contexts.

5. The Oral Component of the Qualifying Examination

The written Area and Topic essays, inclusive of the questions, answers and bibliographies should be sent to the qualifying examination committee member(s) one day ahead of the scheduled qualifying examination.

In the quarter in which the student has scheduled the oral component meeting of the qualifying examination (usually the spring quarter of the third year), the student should enroll in ANTHRO 401. qualifying examination under the section of the dissertation reading committee advisor for 10 units and S/NC grading option. The student should notifying the qualifying examination committee members for the status of the qualifying examinations, the associated oral component meeting, inclusive of the review of the dissertation proposal using the Third year Ph.D. student report of qualifying examination and associated oral component meeting status form.

- The oral component of the qualifying examinations should be scheduled over a minimum of 90 minute period of time.
- The exam should begin with a 10-15 minute presentation by the student on central themes arising from the exam answers.
- Following the presentation, the committee discusses the examinations and the associated bibliographies with the student: suggested 30 minute discussion for Area and 30 minute discussion for Topic. Students may be asked to clarify and expand on arguments made in the written examinations and/or explain the specific arguments of various authors. There are three golden rules for a successful process: (a) make sure to answer the questions that are posed; (b) be prepared to discuss authors and perspectives from the bibliographies that may not be included in the written component of the qualifying examinations; and, (c) be as precise and brief as possible to make the most of the discussion.
- Following the discussion, the student is excused and the committee discusses the qualifying examination as a whole and decides to approve, or not approve, the student's written and oral performance.
- Following the committee's discussion, the committee members invite the student back in and communicates the result(s) to the student. If the qualifying examination is not approved, the committee members will present recommendations for improvement and a suggested time frame for revision and resubmission of the written qualifying examinations directly to the student. Alternatively, the comments and required revisions can be relayed to the student by the faculty advisor.
- A student can revise the written qualifying examinations and reschedule the oral qualifying examinations a maximum of three times. However, the third instance must be complete (i.e. written qualifying examinations submitted and meeting successfully completed) by the end of autumn quarter of the fourth year.
Ph.D. Guide

Ph.D. Degree Program, Year Three

Section G.

Guidelines for Dissertation Proposal

Students should send copies of the preliminary dissertation proposal, inclusive of the bibliographies, to the dissertation reading committee by the first day of finals week in the winter quarter of the third year. After revision has been made based on the dissertation reading committee commentary, the student must submit an approved dissertation proposal to the dissertation reading committee and the student service officer by the last day of the fourth week in spring quarter of the third year.

Dissertation Reading Committee

http://gap.stanford.edu/4-8.html

The University and department minimum requirement for dissertation reading committee formulation, must be confirmed and approved by the first day of finals week in autumn quarter of the third year.

The dissertation reading committee is normally chosen soon after the completion of the qualifying examinations and ordinarily consists of four members who may be constituted, in part or whole, from the qualifying examination and dissertation reading committees. The Department of Anthropology requires at least four members for the dissertation reading committee, two of whom must be appointed in the Department of Anthropology. The committee typically includes three members, but may have no more than five members. Emeritus faculty are now counted as the same as current academic council faculty, rather than as non-academic council members.

Non-academic Council readers can be appointed to the dissertation reading committee if they hold a Ph.D., as long as the majority of committee members are academic council faculty. A non-academic council member (including former academic council members) may replace only one of three required members of dissertation reading committees. If the reading committee has four or five members, at least three members (comprising the majority) must be current or emeritus members of the academic council. The reading committee must conform to University regulations at the time of degree conferral.

The dissertation reading committee is officially formed by having each member sign the University Doctoral Dissertation Reading Committee form that is turned in to the SSO and kept on record in the student's file.

If new members are added from outside the University, a Petition for Doctoral Committee Members form must be filed and a Curriculum Vitae must be included. The petition is not required for committee members who are on the Stanford academic council at the time they sign the form but subsequently leave Stanford; but a principal committee advisor who leaves the University can stay in that capacity only if a Stanford special committee member serves as Co-principal advisor.

Although for decades the policy had specified a three person reading committee, the reality was that committees had been expanding. CGS addressed this by specifying a maximum size (5) and clarifying the proportion of academic and non-academic council members that were acceptable (non-AC = 1/3, 1/4 or 2/5). The rationale was that the plurality must be Stanford academic council members, because it is a Stanford degree and the responsibility for advising rests with the members of the academic council. The committee, however, encourage students to stick with the conventional 3 members, because it is simpler for students to get the signatures. The other change was to count emeritus members in the same manner as current members of the academic council, rather than as non-academic council members.

Dissertation Proposal

A preliminary draft of the dissertation proposal should be circulated to the dissertation reading committee no later than that first day of finals week in winter quarter of the third year.

The purpose of the dissertation proposal is for the student and his or her dissertation reading committee to reach agreement as to the topic, scope, methods, and feasibility of the dissertation project before work on dissertation research is begun. Before undertaking fieldwork or other substantial work on the dissertation, each student must prepare a dissertation proposal. The proposal should outline the candidate's research problem, relate it to the relevant literature, and specify the research design and field procedures. In many cases the research proposals submitted to granting agencies for funding of the dissertation fieldwork can, with minimal revision, become the dissertation proposal.
Ph.D. Guide

Ph.D. Degree Program, Year Three

Section G.

The dissertation proposal must be completed no later than 2 weeks prior to the dissertation proposal meeting (see below), and no later than the last day of the second week in the spring quarter of the third year. The candidate distributes the proposal to the SSO and the members of the candidate’s dissertation reading committee using the Dissertation proposal meeting form.

If, in the course of research or write-up, a student wishes to depart significantly from the approved dissertation proposal, (e.g., a major change in the research focus), a new dissertation proposal must be submitted for approval by the student's dissertation reading committee. If feasible, the full committee will meet face to face with the student before making a decision.

By the first day of finals week in spring quarter of the third year, third year Ph.D. students should submit the approved dissertation proposal to the graduate program committee.

Dissertation Proposal Meeting

The dissertation proposal meeting allows the student to meet with the dissertation reading committee to receive feedback on the Dissertation Proposal. The dissertation proposal meeting must be completed on or by the last day of the fourth week in the spring quarter of the third year. All members of the dissertation reading committee must participate; committee members not in residence (e.g., on leave) may participate by teleconference or other.

The dissertation proposal meeting should be scheduled for a two hour period. It is the candidate’s responsibility to schedule the meeting; candidates are encouraged to schedule the meeting well in advance, taking into account the schedules of the Dissertation Reading Committee members. In some cases it will be advisable to hold the meeting in advance of the stated deadline (last day of the fourth week of spring quarter).

In such cases students must submit their dissertation proposal no fewer than two weeks in advance of the Dissertation Proposal Meeting.

Typically the chair of the dissertation reading committee facilitates the meeting. The format of the meeting is flexible and may follow this general schedule:
- The meeting begins with a short (20 minute) presentation by the candidate of the proposed dissertation.
- The next part of the meeting, typically 60 minutes, is reserved for questions and discussion, with each member of the dissertation reading committee afforded an opportunity to comment on the dissertation proposal.
- The candidate is excused to allow the committee to discuss any suggested requests for revision, typically 20 minutes.
- During the final portion of the meeting, typically 20 minutes, the chair of the dissertation reading committee communicates to the candidate the committee’s assessment of the candidate’s readiness for dissertation research, and communicates any requirements for revision and modification to the dissertation research proposal.
- Any revisions to the dissertation proposal must be completed and reviewed by May 15 to ensure timely degree progress.
- Submitting the dissertation proposal.
- The dissertation proposal should be revised to incorporate any suggestions and modifications stipulated by the dissertation reading committee during the dissertation proposal meeting. The final revised dissertation proposal must be submitted to the Department no later than (on or by) May 15 and before departing for the field. An email or letter from the dissertation proposal chair, confirming that the dissertation proposal has been revised to satisfaction, and has been approved by all members of the dissertation reading committee, must accompany the dissertation proposal.

(Non-Medical) Human Subjects Protocol

When people participate in anthropological research, they have a right to know what the research is about and to consent (or not) to participate. In most cases, anthropological fieldwork involves human subjects. Every university, including Stanford, has an Institutional Review Board (IRB) which approves research protocols in order to safeguard the welfare of the people who are the subjects of research. At Stanford the IRB consists of the Administrative Panel on Human Subjects in Non-Medical Research in the Sponsored Projects Office (SPO) and the Panel on Human Subjects in Medical Research in the Medical School Office Building. The Stanford IRB guidelines for protecting human subjects are detailed in Chapter 7. Human Subjects in Research of The Stanford University Research Policy Guide.
Students whose research involves human subjects must complete and electronic tutorial and prepare a Non-Medical Human Subjects Protocol for submission and for approval by the IRB, outlining the research, explaining potential risks to participants and how risks will be avoided, and indicating how the researcher will inform subjects about the nature of the research and obtain informed consent to participate. The Dissertation Advisor and Principal Investigator must approve the protocol before it is submitted for institutional review. The approved protocol must be renewed continuously until completion of the dissertation; renewal is the responsibility of the student. Anthropology Doctoral candidates should obtain renewed approval of their Human Subjects Protocol prior to beginning dissertation field research at the end of Year Three. Administrative Panel on Human Subjects in Non-Medical Research in the Sponsored Projects Office (SPO) and the Panel on Human Subjects in Medical Research in the Medical School Office Building. The Stanford IRB guidelines for protecting human subjects are detailed in Chapter 7. Human Subjects in Research, of the Stanford University Research Policy Guide. An approved Non-medical Human Subjects Protocol must be confirmed by the IRB before the Ph.D. student departs to conduct dissertation field research.

Please be advised of the following information regarding consideration for submitting a Non-medical Human Subjects Protocol. Before beginning academic work on a project (in the first or second year of the Ph.D. degree program), one should consider if the project will be considered 'research' by the Institutional Review Board (IRB) or other agency. Examples of what might not be considered as research by the IRB can be found at http://rph.stanford.edu/7-3.html under 45 CFR 46 or 21 CFR 56: QA/QI, Pilot projects, Research practicum, Case studies (approx. 3 to 5), and Oral histories. If there is any doubt, one should submit a 'Determination of Human Subject Research' - Application to the IRB.

If a project is considered to be 'research' by the IRB, one must identify the appropriate 'Review Type' before initiating an eProtocol application. Review types are as follows:

- Expedited review
  http://humansubjects.stanford.edu/research/documents/EXPEDITEDexemptcategories_pg1_GUI03004.pdf is for minimal risk* studies meeting specific criteria. Protocols are generally reviewed by one primary IRB reviewer. Protocols approved under Expedited review are subject to IRB continuing review.

- Exempt status review
  http://humansubjects.stanford.edu/research/documents/expeditedEXEMPTcategories_pg2_GUI03004.pdf is for minimal risk studies meeting specific criteria. These studies are exempted from IRB continuing review - not from initial review. The IRB determines whether the claim for exemption is appropriate and whether it will be granted. Exemption from IRB continuing review continues unless the protocol is to be modified such that it no longer will meet the criteria for exemption.

- Regular review
  Protocols that involve more than minimal risk or do not meet the criteria for Exempt or Expedited. They are reviewed at a convened IRB meeting. Examples of protocols requiring initial regular review are studies using FDA investigational test articles, randomized double-blind placebo-controlled studies, Phase I, II, III and IV clinical trials, and studies using x-rays.

In the circumstance where a one's proposed academic work is not considered to be research by the IRB, and the 'Determination of Human Subject Research' confirms this status, a graduate student may receive approval from their advisor and the department to depart for field work without submission of a PROTOCOL. In this circumstance the fieldwork may be considered 'exploratory' and/or may be defined as a 'pilot study', or other.
However, during this time a graduate student may collect a significant amount of data. In this circumstance, a graduate student may use whatever information (data) that was collected, previously, during initial exploration, in the following way. At a future time, when a graduate student is able to confirm a research question and make a successful submission of an EXPEDITED REVIEW protocol, the graduate student should use EXPEDITED CATEGORY 7 for near-future data to be collected. And, in this same EXPEDITED PROTOCOL REVIEW, a graduate student may also submit a request to use the previously collected data (ie interviews that lead into the topic for the dissertation) using EXPEDITED CATEGORY 5 for previously collected data.

Expedited review procedures may be used when ALL of the following criteria are true:

- The research activities present no more than minimal risk to human subjects
- Identification of the subjects and/or their responses would reasonably place them at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal
- The research is not classified.
- The research falls into one or more of the following categories:

(5) Research involving materials (data, documents, records, or specimens) that have been collected or will be collected solely for non-research purposes (such as medical treatment or diagnosis).

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies’

Consider a strategy for development of the (pre) dissertation proposal in years one, two and three of the Ph.D. degree program as well as the related Non-medical Human Subjects protocol with thorough and consistent advising from the faculty advisor (Principal Investigator).

Ethics of Field Work and Reporting: AAA Statement of Ethics

Institutional Review Board approval of the Human Subjects Protocol does not absolve the individual researcher from taking full personal responsibility for the impact of research procedures and reports on informants, study communities, and the scholarly community.

The American Anthropological Association (AAA) has recognized that the fieldwork enterprise involves the anthropologist in complex ethical issues, and has issued a series of statements on ethics and the principles of professional responsibility. The Department's faculty considers all graduate students in the department to be bound by the current AAA guidelines. Violation of this information, whether willful or unthinking, will be grounds for dismissal from the program. Before going to the field, every student is responsible for reading and considering the information as described in the AAA Statement of Ethics, a link to which is listed in this guide.

Students are required to have attended the department's meetings on ethics before leaving for the field.

Pre-Field Checkout

Students, preparing to leave for the field, are responsible for assuring that all administrative matters, especially those regarding registration status and receipt of financial aid while away from Stanford, and submission of funding proposals through SPO, are taken care of in a timely fashion. The SSO can offer assistance and advice but is not responsible for meeting the student's University commitments or for making corrections to grant submissions. The department Pre-Field Checkout form provides a list of matters to be attended to before departure and is to be completed with the SSO.
Ph.D. Guide

Ph.D. Degree Program, Year Four

Section H.

Students must be in residence at their fieldwork site by the last day of summer quarter in the third year following completion of the oral exam and the dissertation proposal to be eligible for the department pre-doctoral research affiliateship funding in the fourth year.

The dissertation is a step in doctoral training in which the candidate has an opportunity to apply conceptual and methodological skills and analysis to research on a delimited problem in Anthropology and to write about the approach taken and the conclusions drawn. Dissertation projects are generally based on field research undertaken in the fourth year of the program and coupled with significant analysis and writing completed in the fifth, and sometimes the sixth year. DISSERTATIONS NEED NOT RESULT IN THE WEIGHTY TOME AND MAY BE AS SHORT AS NEEDED TO EFFECTIVELY DELIMIT A PROBLEM OF RESEARCH AND DESCRIBE THE APPROACH(ES) TAKEN AND THE METHOD(S) USED TO RESOLVE THE PROBLEM. (You may wish to write about other aspects of your work in articles.)

Fieldwork

Full time research for the dissertation should be STARTED NO LATER THAN THE END OF THE SUMMER QUARTER OF THE THIRD ACADEMIC YEAR. Fieldwork can be expected to last for one year under most circumstances, although extensions do occur because of unexpected field conditions, funding difficulties, or personal needs. The dissertation research project supervisor or dissertation reading committee chair and the SSO serve as departmental liaisons with the student in the field regarding the research itself, grant monitoring, and student administrative matters. The department encourages informal reports from the field, with photos or slides if possible, for inclusion in the Stanford Anthropology Newsletter.

Residency and Registration Status

In addition to and distinct from Department and University unit requirements for the Ph.D., the University has a Residency Requirement for the Ph.D. of 135 registered units. [In the case of those who have undertaken graduate study prior to the Graduate program, the maximum allowable transfer units is 45 units]. Students receiving fourth-year University financial support should complete the Residency Requirement by the end of autumn quarter of the third year. This residency accumulation would be increased by summer tuition (if any) received in conjunction with summer funding for pre-dissertation field research at the end of Y1 or Y2; and, for “bridge” grants to facilitate dissertation field research at the end of Y3. Once 135 units have been achieved, the student is eligible for the much-reduced rate of Terminal Graduate Registration (TGR). (Download the Request for TGR Status form.)

In the Field

Appropriate registration status for students in the field will vary depending on the student’s level in the program and on the source(s) of fieldwork funding. Possibilities include full-time registration (11-18 units); part time (10 unit) registration; and Leave of Absence. In most cases, however, students in the fourth year of the Ph.D. Program who are in the field conducting Dissertation research should enroll each quarter from the field in either Directed Individual Study for Dissertation Fieldwork (ANTHRO 397B. Dissertation Fieldwork), along with the Instructor's (Dissertation Reading Committee Advisor's) department section number, or, in the case of a student at the Terminal Graduate Tuition (TGR) status, enrollment should be made in TGR Dissertation (ANTHRO 802. TGR Dissertation) along with the Instructor's (Dissertation Reading Committee Advisor's) department section number. Details regarding registration and enrollment should be arranged by the student prior to leaving for the field.

TGR status requires completion of all degree requirements except the dissertation project, and an accumulated 135 units full tuition registration. In case of shortfall, students have the option of 1) paying the difference in tuition between their accumulated full tuition credits and 135 paid quarter units and going to TGR status immediately; or 2) of registering for one quarter for the number of units needed to complete the requirement. TGR is a no-unit registration status: students on TGR register file an intent to register each quarter in AXESS and submit a study list (also in AXESS) for ANTHRO 802. TGR Dissertation (leave number of units blank), along with the Instructor's department section number.

Students who rely on University aid should be aware that no aid can be promised beyond the period of eligibility stated during initial admission to the doctoral program (generally, five years). And, there is the possibility of teaching assistantships or affiliateships, and research assistantships that would carry tuition benefits to pay needed TGR registration. Students anticipating such assistance should keep in touch with the department about their needs through the SSO.
Ph.D. Degree Program, Year Five

Section I.

Writing the Dissertation

In order to be eligible for a department TA Assistantship/Affiliateships after the fifth year, students in the fifth year should make at least two funding applications for dissertation write-up funds during the sixth year and above. Students generally need to begin considering and applying for sources of write-up funding in the fifth year while in residence in the department. Further information will be found in Section Two - Funding and Financial Administration.

To assist in writing the dissertation, the department offers ANTHRO 400. Dissertation Writers' Seminar, in which students returning from the field are encouraged to enroll. Participation in the seminar is required for those receiving financial support through the department for dissertation write-up. The Seminar provides a forum for sharing approaches to common analysis and writing problems and for constructive feedback from the Seminar leader and fellow writers as a supplement to the guidance provided by the dissertation committee. Students returning from the field in the fifth year and accepting department funding are required to attend four out of five sessions of the seminar each quarter.

Students often think of the dissertation as a hurdle to be overcome—as a test of the student's ability to produce professional work with minimal assistance from the faculty. This is a false conception. The dissertation is another part of the student's training and learning, and the faculty provides assistance based upon their knowledge and experience. They do not expect the student to produce polished, finished work, in isolation. Even if the student cannot be in continuous residence at Stanford while writing the dissertation, a plan should be developed to receive regular feedback and consultation advice from appropriate members of the dissertation reading committee.

Students should consult with their committee members to settle upon realistic schedule for faculty to read and provide ongoing feedback for the dissertation.

The University Registrar's Office of Graduate Degree Progress publishes a .pdf file with detailed format requirements and other information regarding completing the dissertation and handing in via hard paper copy or via electronic submissions. The directions are specific, and the dissertation will not be accepted if they are not followed. Students are required to be registered in the degree quarter for turning in the dissertation and granting the degree, and must file the Notice of Intention to Complete Doctoral Degree (AXESS) with University Registrar's Office of Graduate Degree Progress during the quarter in which the degree is to be granted.

Submission of Dissertation

Time Table for Submission of the Dissertation

(Please keep in mind the terms "penultimate draft" and "final draft" are provisional, and that the determination of whether a draft qualifies as such depends on the Dissertation Reading Committee.)

Penultimate Drafts:

Dissertation writers should acquaint themselves with University deadlines for filing the dissertation. We recommend that drafts of all chapters be submitted by the first week of the quarter prior to the quarter of submission of the final draft, but no later than the last week of the quarter prior to the quarter of submission of the final draft. Thus, if the student plans to graduate in winter quarter, please turn in the penultimate draft to the dissertation reading committee members by the first week of autumn quarter. The penultimate draft is not a rough or first draft: please make sure it is copy-edited and is free of typographical errors. The dissertation reading committee will give comments within four weeks of receiving the penultimate draft. This is a guideline, and students should negotiate details with their dissertation reading committee chair and the other committee members.

Final Drafts:

As a matter of department policy, dissertation writers must turn in the final draft to the dissertation reading committee members four weeks prior to the Oral Examination and dissertation defense.
Section I.

Department Guidelines for the Oral Examination, a Dissertation Defense

(Please reference the University Policy for the Oral Examination)
https://gap.stanford.edu/guides/gap-guide/chapter-4/subchapter-7/page-4-7-1 and
https://gap.stanford.edu/guides/gap-guide/chapter-4/subchapter-7/page-4-7-2

The Department of Anthropology has determined that the oral examination will be a defense of the dissertation, preceded by a public presentation. The Oral examination should be an approved final draft of the dissertation. This type of examination is intended to verify that the research represents the candidate’s own contribution to knowledge, and to test an understanding of the research. Dissertation reading committee members are encouraged to work closely with student to be sure that the dissertation is complete and the student is ready to undertake the exam. The official examining committee (including the University external chair) will be present at both the public session and the private session of the exam. The exam cannot exceed three hours in length.

The oral examination begins with a public presentation of the research results by the doctoral candidate, after which, clarifying questions may be asked by members of the audience. This part of the oral examination is open to the public. The public session will begin with a 30 minute presentation of the dissertation by the candidate, followed by 15 minutes for questions and discussion. During the time of questioning by the public, the oral examination committee members are encouraged to save their questions until the time of the private session. General questions pertaining to the field as a whole, but beyond the scope of the dissertation itself, may be included in either the public or private sessions. There will then be a brief break to allow the public to leave the examination room. After a brief break, the Oral examination continues in a private session with only the candidate and the members of the Oral examination committee. The Oral examination committee may conduct private questioning of the candidate for up to 1½ hours. At the end of the questioning, the candidate is asked to leave the room, and the committee will take a vote by secret ballot. The candidate passes the examination if the Oral examination committee casts four favorable votes out of five. There should be time for feedback to the candidate in the final 15 minutes of the exam.

Students must be registered in the term in which the oral examination is taken. The period between the last day of final exams of one term and the day prior to the first day of the following term is considered an extension of the earlier term. Candidacy must also be valid. The oral examination form and the final draft of the dissertation must be submitted by the candidate to the department graduate studies administrator at least four weeks prior to the proposed examination date. Students are advised to pass the oral examination within one year of the date of completion of all other requirements for completion of the doctoral degree program in Anthropology.

Department Guidelines for Scheduling the Oral Examination

The student must schedule the University oral examination, which includes a public presentation, relatively far in advance. Because of registration requirements and faculty availability, oral examinations are normally completed in autumn, winter, and spring quarters only. Students are encouraged to schedule the Oral examination in the quarter before the quarter they plan to graduate. Scheduling the Oral examination during the summer quarter is not practical because most faculty members are off-duty or absent from campus in the summer.

Students with absolute deadlines involving graduation (e.g., a job contingent on completion of the dissertation), should leave a minimum of four weeks between the time of the University oral examination and filing of the dissertation (a combination of re-writing time and advisor reading time).

Part One - The Public Defense as an Oral Presentation:
The student is expected to hold an approximate 30 minute presentation in the department on the topic of his/her dissertation. A question and answer period follows, ending no later than an hour from when the presentation began.

Part One Participation: This event is free and open to the public. Notice of the event is published on the departmental webpages and circulated via the department distribution lists. The oral examination committee, including the external chair, must attend.
Ph.D. Degree Program, Year Five

Section I.

Part Two - The Private Defense as an Examination of the Dissertation:
The Oral Examination portion of the defense begins immediately after the public presentation portion of the defense has concluded. The examination lasts no longer than one hour.

Part Two Participation: This private event includes five examiners: the University 'external' chair (out-of-department presiding Stanford faculty member with active academic council status) and the student.

Process: When the examination concludes, the student is asked to leave the room and the oral exam committee briefly discusses his/her performance. The external chair distributes slips of paper for a silent vote, collects the results, and communicates the majority vote to the committee. At this point, if no further conversation is required, the student is invited back into the room to receive the verdict. The external chair completes the University orals form by indicating the judgment and signing at the bottom, returning the form to the department SSO.

Department Guidelines for Completion of the Dissertation and Oral Examination

General Policies

• The final draft of the dissertation should be submitted at least four weeks prior to the oral examination and at least eight weeks prior to proposed filing date or University Registrar deadline for submission of the Dissertation.
• Each candidate should customize this timetable relative to the scheduled date for the oral examination. For example, if the oral examination is on April 1st instead of May 1st, all dates would need to be moved up by one month.
• Candidates should consult in advance with DRC/OEC members to adjust this schedule as needed to accommodate faculty scheduled, sabbaticals and other leaves of absence.
• Candidates planning to graduate in the autumn, winter, or spring quarters should be aware that faculty may not be available to review dissertation drafts or attend oral examinations during a summer quarter.

Example Schedule

Autumn quarter
• By November 1st, schedule the oral examination.
• Continue writing, submitting, and revising dissertation chapters to the dissertation reading committee/oral examination committee (DRC/OEC).

Winter quarter
• By February 1st, submit a complete dissertation draft to DRC members.
• By March 1st, DRC/OEC members provide comments to the candidate.

Spring Quarter
• By April 1st, submit final draft of the dissertation to DRC/OEC.
• By May 1st, Complete the oral examination.
• By May 15th, if revisions are required, submit revised dissertation to DRC.
• By May 22nd, if revisions are required, the DRC evaluates the revised dissertation and communicates their decision to the candidate.
• By May 31st: University deadline for filing the dissertation.
Ph.D. Degree Program, Year Five

Section I.

Key Terms: Dissertation and University Oral Examination

A Department of Anthropology Ph.D. candidate must fulfill both the dissertation requirement and the oral examination requirement to file the dissertation and to be eligible for conferral of the Ph.D. in Anthropology.

Key Terms

- **Dissertation Reading Committee (DRC).** Three faculty committee members, minimum, including a committee chair and two committee members. At least two of three faculty must be members of the Stanford University Academic Council and appointed in the Department of Anthropology (including the chair).

- **Oral Exam Committee (OEC).** Four examining faculty committee members. At least three of four faculty must be members of the Stanford University Academic Council. At least two of three Academic Council members must be appointed in the Department of Anthropology.
  - A fifth Oral Exam Committee member, the External Chair, must be a faculty member of the Stanford University Academic Council and be appointed outside of the Department of Anthropology.

- **Oral Examination.** An Oral Examination required by the Department and the University testing the Ph.D. Candidate’s command of the field of study and confirming fitness for scholarly pursuits by way of an examination in defense of the Dissertation.

- **Final Draft.** The Final Draft of the dissertation is a complete, correctly formatted and copyedited document that the Ph.D. candidate submits for final evaluation by the DRC. The Final Draft of the Dissertation should addressing all comments and feedback received to date to the satisfaction of the DRC.

Administrative Steps Prior to Conferral of Ph.D.

Students should request a final ‘Graduation Quarter’ in the final quarter in which the dissertation will be handed in to the University registrar. The "Graduation Quarter" policy requires that all students be enrolled during the quarter in which a degree is granted. There will be a $150 tuition charge for the graduation quarter. Students in the graduation quarter status will also be assessed Graduate Student Council fees, health insurance and health service fees (unless waived).

The student will be eligible for only one “Graduation Quarter” registration per degree program. If the student does not graduate within their one-time only Graduation Quarter, they will be required to register at the full TGR tuition rate applicable at the time. The following is the URL for the form that students must submit to the Registrar's Office in order to be eligible for the graduation quarter

Section I.

Handing in the Doctoral Dissertation

Relationship Chart: illustration of requirements

Candidate submits the Final Draft to the Dissertation Reading Committee (DRC)/Oral Exam Committee (OEC)

DRC/OEC reads the Final Draft

Oral Examination (Dissertation Defense)

Does DRC approve the Final Draft as written?

NO

DRC Advisor communicates committee revision requirements to candidate

YES

Candidate submits revised dissertation to DRC

Does DRC approved revised dis?

NO

The candidate has fulfilled the written dissertation requirement

YES

The candidate has fulfilled the University Oral Examination requirement

The OEC remains convened to formulate a recommendation. Within five days, ORC Advisor submits recommendation and written evaluation of the candidate's performance to the Dept. Chair, the school Dean, and Candidate. Within 30 days, the Chair sends the candidate a written statement indicating the final action of the department.

The candidate is eligible to file the dissertation
Ph.D. Guide

Ph.D. Degree Program, Year Five

Section I.

The Petition for Graduation Quarter must be submitted to the Registrar's Office prior to the first day of the proposed graduation term. Students and faculty advisors will need to stay in close contact as the student completes the dissertation so as to take advantage of the "Graduation Quarter" policy in the quarter that the student actually plans to graduate. The department will require approval from the student's Dissertation Reading Committee before processing the "Petition for Graduation Quarter" with the University Registrar.

Students should review your commitment to register in AXESS. If you have committed for any quarters beyond the date you will graduate, you must fill out a leave of absence form. There is a section specifically for annulment of registration.

Carefully go through the Checklist for Submission of Dissertation listed in the Directions for Preparing Doctoral Dissertations for hard copy thesis submission; and, in the Directions for Preparing Doctoral Dissertations for Electronic Submission for electronic thesis submission, making sure all documentation has been provided and fees have been paid.

For confirmation of attendance in the department's diploma and awards ceremony, students should send an e-mail message confirmation to the SSO, no later than the second week of May. On this form please provide the student's full name and number of guests. No tickets are required and there is no restriction to the number of guests you can bring to either the University or department ceremony.

Order and purchase a cap, gown, and regalia at the Stanford Bookstore by the first week in May. Pick-up hours are 8:00 a.m. to 8:00 p.m. Monday through Friday, usually during the second week in June; you may also opt to buy a full Stanford dress or ceremonial robe.

Employment

While the faculty member leading the Dissertation Seminar will assist the student with the intricacies of seeking employment, the primary responsibility is the student's, and students are encouraged to work together to coordinate information about job opportunities. Current job announcements are posted in the Department and should be consulted regularly at this stage of the academic career. The AAA's monthly newspaper Anthropology News is also a major source of employment listings. The Seminar leader also may schedule a session with graduates of the Department who work outside of academia to discuss relevant opportunities and requirements.

It is advisable to prepare a paper based on the dissertation to be given at one of the professional meetings and to use as a job talk. Not only is this experience valuable professional training, it can significantly improve chances of employment. The Dissertation Seminar provides a forum to rehearse paper delivery in a friendly, constructive environment. The Department and the School of Humanities and Sciences endeavor to provide partial financial support for the travel expenses of students in the job market who have been invited to give papers at meetings.

Each year the Department offers career workshops beginning in autumn quarter and around the time of the American Anthropological Association Meetings. In early November, the dissertation writers will be invited to attend a workshop that addresses CV building and interviewing techniques (for the AAA meetings). In addition, the Department will also offer practice presentation sessions for both the brief 10-15 minutes AAA presentations and the 45-60 minute job talks. Sessions may be scheduled through the Dissertation Seminar Instructor and the SSO. To schedule a practice session, please send an e-mail message detailing the following information (either as pasted in the body of the message or attachment files: (1) title of the Dissertation Proposal; (2) title of the Abstract for Presentation; (3) copy of the CV; (4) listing of topic/area teaching interests inclusive of syllabus (if available); and (5) AAA abstract.

During winter quarter, the department offers a career workshop on post-doctoral placement and tenure-track job negotiation. Current Anthropology Alumni are very good sources for career information. Please see the SSO for information on contacting alumni.
Section I.

Ph.D. Degree Program, Year Five

Letters of Recommendation

It is the function of committee members, especially the committee chair, to represent the Ph.D. student advisee in their applications for fellowships, grants, and jobs. Typically representation occurs in letter form. Letters of recommendation are incredibly important documents. They are also time-consuming, and faculty tend to produce much better letters when Ph.D. students follow the following guidelines.

1. Request letters of recommendation at least two weeks before the submission deadline. A longer period of notice given in advance of a deadline is optimal. If the deadline is during an academic break (e.g. Thanksgiving, Winter Closure, Spring Break, and the summer) Ph.D. students should give the faculty member at least two weeks’ notice before the start of the academic break. Faculty cannot guarantee that they can fulfill reference requests received with less than two weeks’ notice.

2. If a recommendation is to be submitted through an electronic form, submit the electronic request A.S.A.P.

3. At least two weeks before a deadline, Ph.D. student should send the faculty recommender an information packet with the following:
   a. a description of what the Ph.D. student is applying for. If the application includes specific criteria for the applicant, include this information.
   b. a copy of all application materials. **DRAFTS are OK!**
   c. a current CV, whether or not it’s required in the application
   d. a short note – one or two paragraphs – stating what the recommendation will (should) emphasize. **This is probably the most important thing to include.**

4. At least two days before the recommendation is due, the Ph.D. student should contact the faculty recommender to confirm that the letter has been or will be sent (unless automated confirmation is given).

Further tips regarding letters:

- **Be organized.** If the Ph.D. student is applying for multiple grants/fellowships/jobs, the student should provide an annotated list of all the recommendations needed, and the associated due dates. The Ph.D. student should organize all the recommendation materials at once and send the materials the faculty recommender in a bundle. Ask the recommender to emphasize certain things for particular letters, if that is appropriate.

- **Do not assume that the faculty recommender will remember everything.** Be bold: remind faculty of your accolades and why, in the Ph.D. student’s opinion, the faculty recommender should stake their reputation on the Ph.D. student’s future career. If the Ph.D. student did excellent work as a Teaching Assistant for a class three years ago, for instance, then the student should remind faculty recommender by providing relevant articles from the Ph.D. student teaching portfolio (i.e. lesson plans, student evaluations). If the faculty recommender gave the Ph.D. student an A+ last quarter for a paper on “The phenomenology of eggplant cultivation,” for instance, the Ph.D. student should remind the faculty recommender of what was said about the paper. If the Ph.D. student dissertation is breaking new ground in some key topic, the Ph.D. student should remind the faculty recommender of this information. Prompting the faculty recommender of these things in writing (see above) is highly recommended.
Policy

Section J.

Sexual Harassment
http://harass.stanford.edu/

Sexual Harassment Training for Non-Faculty Teaching Staff

"Major Policies & Practices Every TA should Know" (video)
http://studentaffairs.stanford.edu/oae/TA-Video

Honor Code
http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code
http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-interpretation

Acts of Intolerance
http://studentaffairs.stanford.edu/intoleranceprotocol

Fundamental Standard
http://studentaffairs.stanford.edu/judicialaffairs/policy/fundamental-standard

Code of Conduct

Minimum Progress
http://studentaffairs.stanford.edu/registrar/students/graduate-minimum-progress
http://registrar.stanford.edu/bulletin/4910.htm

Rights and Responsibilities
http://studentaffairs.stanford.edu/oae/students/rights

On Academic Authorship and Academic Freedom
http://rph.stanford.edu/2-8.html

Diversity
http://www.stanford.edu/dept/diversityaccess/
http://gap.stanford.edu/2-5.html

Commitment and Interest
http://rph.stanford.edu/4-7.html
http://www.stanford.edu/group/coi/

Grievances
http://studentaffairs.stanford.edu/oae/grievance
http://registrar.stanford.edu/bulletin/4988.htm
http://registrar.stanford.edu/bulletin/4771.htm
http://elr.stanford.edu/grievance.html
Policy

Section J.

Visas

Leave of Absence
http://studentaffairs.stanford.edu/registrar/students/leave
http://gap.stanford.edu/5-3.html
http://registrar.stanford.edu/bulletin/4904.htm
http://www.stanford.edu/dept/DoR/gfs/Sec5.html

Student Leave Policy, the University-approved Leave Of Absence and ‘Stopping-Out’

The Department encourages students to pursue their Graduate program(s), without interruption, prior to dissertation writing. THE MAXIMUM OFFICIAL LEAVE ALLOWED BY THE DEPARTMENT AND UNIVERSITY IS A TOTAL OF 2 YEARS. STUDENTS WHOSE ACCUMULATED LEAVE OF ABSENCE EXCEEDS 2 YEARS MUST APPLY FOR REINSTATEMENT WITH THE REGISTRAR'S OFFICE OF GRADUATE ADMISSIONS IN ORDER TO REGISTER AGAIN.

All Graduate students, PRIOR TO THE STAGE OF DISSERTATION WRITING, who plan not to register for a given quarter, must submit, to the GRADUATE PROGRAM COMMITTEE, a Graduate Petition email request for Leave of Absence from the Department's GRADUATE PROGRAM COMMITTEE, as well as filing the University's Leave of Absence Petition form. The Department Graduate Petition must state the reason(s) for the request and must be signed by the student's advisor; GRADUATE PROGRAM COMMITTEE may either grant or deny the petition.

If it is granted, the University Leave of Absence form must then be signed by the Chair of the Department and filed with the University Registrar's office of Graduate Degree Progress. If a student withdraws from the program without obtaining GRADUATE PROGRAM COMMITTEE approval, the student forfeits graduate standing in the Department and University funding.

If a student who has withdrawn without approval wishes to resume training at a later time, a new application must be made for admission in competition with other applicants in that year. Students who withdraw without obtaining University leave of absence approval must apply to reinstate their application to the University through the University Registrar's office of Graduate Admissions.

** UNLESS EXPLICITLY ARRANGED OTHERWISE BY THE DEPARTMENT AND UNIVERSITY, THE CLOCK ON UNIVERSITY FUNDING CONTINUES TO RUN DURING A LEAVE OF ABSENCE AND STUDENTS FOREGO FUNDING THAT WOULD HAVE BEEN AVAILABLE DURING THAT PERIOD.**

For students who have been admitted to University Ph.D. candidacy, the clock for candidacy also continues to run during periods of leave. The University has established a time limit for candidacy, as follows:

Doctoral students are expected to complete their degree requirements in a timely manner. Therefore, candidacy is valid for five years unless terminated by the department for unsatisfactory progress. Extensions of candidacy require review of the student's progress by the department and by the graduate division, and submission of a timetable for completion of the dissertation.

If the department recommends an extension of candidacy, a message should be written to the student summarizing the findings of the review process and the expectations for completion of the dissertation. Extensions of candidacy will be approved for a maximum of one year at a time.
Policy Section J.

The Department has established its own guidelines for return to the Graduate Program by students who have taken leave with GRADUATE PROGRAM COMMITTEE approval but are not specifically covered by University regulations because they have not filed for and been admitted to candidacy by the University, even though they may have met all the requirements for doing so. The Departmental regulations deal with and distinguish between students who interrupt their training BEFORE and those who interrupt their training AFTER advancement to candidacy (i.e. students who have completed all first and second year requirements and have been advanced unconditionally into the third year of the program), as opposed to students who have not yet been admitted to candidacy by the University.

Students who interrupt their training to perform military service, whether voluntarily or involuntarily, or students who take maternity leave are governed by the above regulations, except that their entire period of military service or maternity leave, if more than a year, will be considered as 1 year of leave for purposes of determining which of the procedures to follow for resuming training or requesting readmission or reinstatement.

Leaves of absence may also be taken in conjunction with dissertation fieldwork and dissertation writing.

The University's policy on graduate leaves of absence is that Graduate students who do not meet the requirements for continuous registration during the academic year must obtain an approved leave of absence, in advance, for the term(s) they will not be registered. New Graduate students may not take a leave of absence during their first quarter. Leaves of absence are granted for one calendar year. Extension requests may be made before the expiration of the original leave of absence. Leave extension requests will be considered for Ph.D. program students not yet admitted to candidacy. Leaves may not exceed a cumulative total of two years. Students on leave are not registered and, therefore, do not have the rights and privileges of registered students (i.e. library privileges to check out books withdrawn from the leave start-of-quarter-date).

Reinstatement
http://gap.stanford.edu/5-4.html
http://registrar.stanford.edu/bulletin/89072.htm

Dismissal
http://registrar.stanford.edu/bulletin/4911.htm
http://gap.stanford.edu/5-4.html

Childbirth
http://gap.stanford.edu/5-9.html
http://registrar.stanford.edu/bulletin/7413.htm
http://gap.stanford.edu/docs/childbirth_form.pdf

Standards of Progress
http://studentaffairs.stanford.edu/registrar/students/graduate-minimum-progress
http://gap.stanford.edu/3-1.html

Stanford Computer and Network Usage Policy

Student Computing Acceptable Use Policy
http://acomp.stanford.edu/about/policy/aup

Online Conduct
http://www.stanford.edu/site/terms.html
Policy

Section J.

Data
https://iriss.stanford.edu/Tools/dmp_resources
http://data.stanford.edu/

International Travel
http://icenter.stanford.edu/portal/register.html
https://oia.stanford.edu/page/travel-registration

Grades
http://studentaffairs.stanford.edu/registrar/faculty/grading
http://studentaffairs.stanford.edu/registrar/students/grades-definition

Residency
http://gap.stanford.edu/3-2.html
http://registrar.stanford.edu/bulletin/5466.htm
https://studentaffairs.stanford.edu/registrar/students/graduate-residency-credit

Conduct of Research
http://dor.stanford.edu/rcr.html
http://bioethics.stanford.edu/education/rcr/

Patent and Copyright Agreement
http://rph.stanford.edu/su18.html
http://studentaffairs.stanford.edu/gradadmissions/admitted/patent-copyright

Retention of and Access to Research Data
http://rph.stanford.edu/2-10.html

Summer quarter
TBA

Evaluation
http://studentaffairs.stanford.edu/registrar/faculty/courseevalspolicies

Faculty Evaluations
Evaluation of student work is an integral part of graduate training and a continuing part of the program. With support from the SSO, the graduate program committee will review the student's record at the end of each quarter. If a student appears to be making anything other than good degree progress, the student and the advisor are notified. A major review is undertaken at the end of spring quarter for each academic year when GRADUATE PROGRAM COMMITTEE recommendations are reviewed and acted upon by the entire faculty.

The Departmental faculty has a consensus regarding the meaning of grades. In general, B- indicates "below marginal" performance at the graduate level; B indicates "marginal performance"; B+ is given for "solid, good graduate work;” and grades above B+ are for "outstanding, excellent work.” The Department recognizes that grades alone are often imperfect guidelines to performance; thus, reviews at the end of the year consider both grades and written evaluations of the student's performance in review courses and on the Graduate Research Proposal.
Section J.

THE FIRST YEAR EVALUATION IS GENERALLY CONSIDERED THE MOST IMPORTANT EVALUATION, AS IT IS A STRONG INDICATOR OF A STUDENT'S FUTURE SUCCESS IN THE PROGRAM.

Standards of Progress
To pass unconditionally into the second-year of the program, the student must:
1. Pass at least 3 theory/review courses, including a track specific theory course with an average grade of B+, or better
2. Pass a track specific methods course with a grade of B+, or better
3. Complete at least 45 quarter units
4. Have participated in training on ethics (usually the first session of ANTHRO 306. Anthropological Research Methods)
5. Have been reviewed successfully in year-end Faculty Evaluation Meeting

To pass unconditionally into the third-year of the program, the student must:
1. Advance to Departmental Candidacy by end of Spring quarter in Year 2 (or, at the latest by end of Autumn quarter in year 3
2. Complete three additional theory/evaluation courses
3. Recruit a total of two committee members (one Advisor for Topic, and, one Advisor for Area) for the qualifying examinations
4. Meet the Department's Field or Research Language Requirement
5. Fulfill the Teaching Assistantship/Internship requirement
6. Complete at least 50 quarter units for the academic year
7. Complete ANTHRO 308. Proposal Writing Seminar, during spring

To pass unconditionally into the fourth-year of the program, the student must:
1. At the latest, advance to departmental candidacy in Autumn Y3, if not at end of Y2
2. Pass two Qualifying Examinations before the end summer quarter
3. Meet with the Dissertation Reading Committee and have an approved Dissertation Proposal (inclusive of prospectus) on file in the department
4. Submit a Non-Medical Human Subjects Protocol for the dissertation project
5. Complete Pre-Fieldwork Checkout and begin dissertation field research by end of summer
6. File the University Dissertation Committee Members form

Conference Participation
https://www.online-phd.degrees.com/academic-conferences-why-phd-students-should-attend-them/

Authorship and Publication
https://www.gograd.org/resources/guide-to-academic-publishing/
hits://tomprof.stanford.edu/posting/1598
https://doresearch.stanford.edu/policies/research-policy-handbook/conduct-research/academic-authorship

Copyright and Fair Use
https://fairuse.stanford.edu/overview/releases/when/

Letters of Recommendation and PRIVATE CREDENTIALING SERVICES
http://studentaffairs.stanford.edu/cdc/services/reference-file

Brown Bag
https://www.stanford.edu/dept/anthropology/cgi-bin/web/?q=view/brownbags

Colloquia
https://www.stanford.edu/dept/anthropology/cgi-bin/web/?q=view/colloquia

Dissertation Writing
http://shc.stanford.edu/workshops/dissertation-writing-group/
Policy

Section J.

Exchange Scholar (Outside of the Bay Area)
http://www.sas.upenn.edu/GAS/PDF/exchsch.pdf

Exchange Scholar (Bay Area)
http://gap.stanford.edu/5-8.html
Ph.D. Guide

Professional Ethics and Development

Section K.

Ethics

AAA Guide on Ethical Issues in Anthropology

AAA Code of Ethics Research


Professional Ethics, Code of Ethics
http://www.aaanet.org/profdev/ethics/

Professional Development

Leadership, pedagogy, communication, working in teams, career development, and entrepreneurship are topics of interest to graduate
students across the University. VPGE collaborates with many campus partners to raise the visibility and expand the breadth of offerings
to support graduate students’ professional development and academic success. VPGE developed the interactive Graduate Professional
Development Framework to help graduate students navigate graduate school and locate resources and learning opportunities for
acquiring the skills and experiences they need to succeed at Stanford and in their future careers. VPGE also provides resources and
information to help students prepare for faculty careers and to guide students who are interested in careers in higher education
administration pathways.
https://exploredegrees.stanford.edu/graduateeducation/#text

Guidelines for Addressing Graduate Student Professional Conduct
The success of any academic institution depends on a shared willingness to discharge the ethical obligations that bind students, staff and
faculty together in a system of mutually supporting professional roles. Stanford University is no exception (see Administrative Guide, 1.1.1
Code of Conduct). The relevant ethical obligations are clearly defined for faculty in the Faculty Handbook: “In order to maintain the integrity
of its teaching and research and to preserve academic freedom, Stanford University demands high standards of professional conduct
from its faculty” (see Faculty Handbook 4.3.A). The purpose of this policy is to similarly define the professionalism expectations for
graduate students as they prepare to be responsible members of professional communities.

Graduate students are expected to meet standards of professional behavior, including: being present on campus to meet the academic
and research expectations of the school or department; communicating in a timely, respectful and professional manner; complying with
institutional policies and procedures; and participating appropriately in the program’s community. Graduate students are expected to
familiarize themselves with applicable University policy and degree program requirements. Failure to meet these standards may be
grounds for dismissal.

Information about degree program requirements, including department and program academic advising expectations, is available from
departments and in the Explore Degrees section of this bulletin. Students are encouraged to consult with faculty and staff in those
programs should they have questions about local requirements.

When the University has professionalism concerns about a graduate student, the University manages the concern utilizing the Guidelines
for Dismissal of Graduate Students for Academic or Professional Reasons (above).
https://exploredegrees.stanford.edu/graduatedegrees/#degreeprogresstext

Career Planning
http://studentaffairs.stanford.edu/cdc/services/guide
Each entering student is assigned an interim mentoring advisor, who serves until the end of the first year or until the student recruits a principal advisor. The principal advisor should be a faculty member who advises on research planning (i.e., topic, theoretical area, and geographic area) and who may be a likely choice as an advisor for one of the qualifying examinations (i.e., Area or Topic), the university oral examination committee, and the dissertation reading committee. Faculty members may take periodic leave or sabbatical away from the department. Therefore, advance planning is essential. A working relationship with more than one faculty member is recommended. The principal advisor may be chosen or changed at any time; please notify the graduate program committee via the student service officer (selleck@stanford.edu) by e-mail.

While your department advisor will be the member of the department faculty who is most directly involved with your academic program and progress, the student service officer is your primary contact regarding department and university procedures. He or she will be able to give you information, assistance, and the required forms and procedures for academic and financial matters.

Each year the department designates a faculty member as the First-year cohort advisor. Students meet periodically with the cohort advisor to discuss the program and other matters of mutual interest. Cohort advising supplements, but does not substitute for, advice from your department advisor. Please utilize both advisors as a resource in the Ph.D. degree program.
Ph.D. Guide

Ethics and Research

Section L.

Ethics

Guidelines for the Evaluation of Ethnographic Visual Media
http://www.aaanet.org/about/Policies/Guide_Visual.cfm

AAA Statement on Confidentiality of Field Notes (2003)
http://www.aaanet.org/stmts/fieldnotes.htm

http://www.aaanet.org/cmtes/ethics/IRB.cfm

AAA Guide on Ethical Issues in Anthropology

AAA Code of Ethics Research

AAA Institutional Review Boards and Anthropology
http://aaanet.org/cmtes/ethics/IRB.cfm

AAA Statement on Ethnography and Institutional Review Boards
http://aaanet.org/cmtes/ethics/IRB.cfm

Responsible Conduct in Research
https://doresearch.stanford.edu/research-scholarship/responsible-conduct-research/responsible-conduct-research-training-faqs
http://bioethics.stanford.edu/education/rcr/

Human Subjects
http://humansubjects.stanford.edu/
http://humansubjects.stanford.edu/new/resources/researchers/index.html
http://humansubjects.stanford.edu/new/policies_regulations/index.html

Research

Vice Provost for Graduate Education (VPGE)
http://vpgpe.stanford.edu/

Institutional Review Board (IRB)
http://humansubjects.stanford.edu/

Collaborative Institutional Training Initiative (CITI)
https://www.citiprogram.org/

Research Proposal
http://ora.stanford.edu/ora/osr/proposal_development/default.asp
Ph.D. Guide

Ethics and Research

Section L.

Risk Assessment
http://www.stanford.edu/dept/Risk-Management/

Global Gateway
http://global.stanford.edu/

International Travel Assistance
http://internationaltravel.stanford.edu/

Export Control
http://export.stanford.edu/

Global Business Services at Stanford
http://www.stanford.edu/group/fms/globalops/index.html

Research Administration
http://ora.stanford.edu/
Graduate Resources and Benefits

Section M.

Health Care and Health Services
http://vaden.stanford.edu/

Estimated Cost of Living
http://studentaffairs.stanford.edu/gradadmissions/admitted/financing-expenses
http://postdocs.stanford.edu/guide/costofliving.html

SUnet Identification and Access
http://www.stanford.edu/services/sunetid/sunetid_services.html

Graduate Academic Policies and Procedures Guide (GAP)
http://gap.stanford.edu/1-1.html

Student Services Center (SSC)
http://www.stanford.edu/group/studentservicescenter/

SulAir
http://www-sul.stanford.edu/
http://www-sul.stanford.edu/depts/ssrg/misc/anthro.html

Social Science Data and Software (SSDS)
https://www.stanford.edu/group/ssds/cgi-bin/drupal/

Center for Teaching and Learning (CTL)
http://ctl.stanford.edu/

Hume Writing Center (HWC)
http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_pwr/hwc/

Graduate Life Office (GLO)
http://studentaffairs.stanford.edu/glo

Graduate Student Info Center (GSIC)
http://studentaffairs.stanford.edu/glo/gsic

Office of Accessible Education (OAE)
http://studentaffairs.stanford.edu/oae

Counseling and Psychological Services (CAPS)
http://vaden.stanford.edu/caps/index.html

Dean of Research Policy
https://doresearch.stanford.edu/policies/

ExploreCourse
https://explorecourses.stanford.edu/
Ph.D. Guide

Graduate Resources and Benefits

Section M.

ExploreDegrees (Bulletin)
https://exploredegrees.stanford.edu/

Vaden Health Matters

Office of Financial Aid
https://financialaid.stanford.edu/grad/funding/index.html
https://financialaid.stanford.edu/grad/funding/subsidy.html
https://financialaid.stanford.edu/grad/funding/outside.html

Student Financial Services
https://sfs.stanford.edu/tax-info
https://sfs.stanford.edu/taxes

Mind Over Money Program
https://mindovermoney.stanford.edu/events/grad-taxes-101-basics
https://mindovermoney.stanford.edu/haven-money
https://mindovermoney.stanford.edu/financial-literacy-resources

International Travel Assistance
https://internationaltravel.stanford.edu/

International Affairs
https://international.stanford.edu/

Risk Office
https://orm.stanford.edu/

Vice Provost Teaching and Learning
https://learningconnection.stanford.edu/academic-skills-coaching
https://vptl.stanford.edu/center-professional-development
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Review Courses*

*(M.A. and Ph.D. graduate-level seminars taught by ANTHRO Academic Council faculty)*

*For consideration in satisfying the department review course requirement, graduate students must enroll in the course with a letter grade and must take the course for five units. If the review course is offered over multiple quarters, only one quarter instance may be considered towards the department’s review course requirement.*

### Autumn Quarter

ANTHRO 301. History of Anthropological Theory – Thiranagama (CS)
ANTHRO 303. Introduction to Archaeology Thought – Hodder (AR)
ANTHRO 324. Political Anthropology – Ferguson (CS)
ANTHRO 366. Material Semiotics – Inoue (CS)
ANTHRO 368A. Time and Temporality – Tambar (CS)

### Winter Quarter

ANTHRO 301A. Foundations of Social Theory – Ebron (CS)
ANTHRO 310C. Intersections – Ebron, Meskell (AR, CS)
ANTHRO 347B. World Heritage in Global Conflict – Meskell (AR)
ANTHRO 349. Anthropology of Capitalism – Yanagisako (CS)
ANTHRO 350A. Writing as Intervention – Fullwiley (CS)
ANTHRO 000. Indian Ocean World – Seetah (AR)
ANTHRO 000. Fit: Anthropology of Sports – Kohrman (CS)

### Spring Quarter

ANTHRO 300. Reading Theory through Ethnography – Kohrman (CS)
ANTHRO 331. Archive – Garcia (CS)
ANTHRO 339. Anthropology of Religion - Luhmann (CS)
ANTHRO 373. Relationship between Humans – Hodder (AR)
ANTHRO 000. History and Theory of Vaccines – Jain (CS)
ANTHRO 000. Emancipation: Theories Experiences – Thiranagama (CS)

### Required Courses

**Ph.D. First-year students**

Autumn ANTHRO 301. History of Anthropological Theory, Culture and Society – Thiranagama (CS)
Autumn ANTHRO 303. Introduction to Archaeological Thought – Hodder (AR)
Autumn ANTHRO 310G. Introduction to Graduate Studies in Anthropology – Hansen (AR/CS)
Aut/Win/Spr ANTHRO 444. Anthropology Colloquium - Hansen (AR/CS)

Winter ANTHRO 301A. Foundations Social Theory - Ferguson (CS)
Win/Spr ANTHRO 311G. Introduction to CS Studies in Anthropology [Faculty Research] – Hansen (CS)

Spring ANTHRO 300. Reading Theory through Ethnography – Kohrman (CS)
Spring ANTHRO 307. Archaeological Methods and Research Design – Bauer (AR)*
Spring ANTHRO 311G. Introduction to CS Studies in Anthropology [Faculty Research] – Hansen (CS)

*This required ANTHRO AR track methods course intended for the First or Second-year Ph.D. cohort students in the AR track. ANTHRO and Non-ANTHRO First-year Ph.D. students and M.A. students may enroll in this course with instructor
permission. ANTHRO First year Ph.D. cohort students in the AR track are encouraged to enroll in this course in the first year of the Ph.D.

**Ph.D. Second-year students**


Spring ANTHRO 308. Anthropology Proposal Writing Seminar – Yanagisako (CS)
Spring ANTHRO 308A. Archaeology Proposal Writing Seminar – Voss (AR)
Spring ANTHRO 308B. Interdisciplinary Research Proposals – Curran (AR/CS) [Optional]

**This required ANTHRO CS track methods course intended for the Second-year Ph.D. cohort students in the CS track. ANTHRO and Non-ANTHRO First-year Ph.D. students and M.A. students may enroll in this course with instructor permission and with approval from the Graduate Program Committee by Graduate Petition.

**Ph.D. Third-year students**

Winter or Spring ANTHRO 401A. TOPIC Qualifying Examination – All Tracks [Directed reading-style course]
Winter or Spring ANTHRO 401B. AREA Qualifying Examination – All Tracks [Directed reading-style course]

**Ph.D. Fourth-year students**

Aut/Win/Spr ANTHRO 802. TGR Diss – All Tracks [Directed Reading-style course for ‘0’ units]

**Ph.D. Fifth-year students**

Aut/Win/Spr ANTHRO 802. TGR Diss – [Directed Reading-style course for ‘0’ units]
Aut/Win/Spr ANTHRO 400. Dissertation Writers Seminar – Tambar (CS) [for 1, 2, or 3 units along]

**Masters Students**

Autumn ANTHRO 301. History of Anthropological Theory CS - Thiranagama (CS) [or, 301A. or 300]
Autumn ANTHRO 303. Introduction to Archaeological Theory - Hodder (AR)

Winter ANTHRO 301A. Foundations in Social Theory – Ebron (CS) [or, 301. or 300.]

Spring ANTHRO 300. Reading Theory through Ethnography – Kohrman (CS) [or, 301 or 301A.]
Spring ANTHRO 307. Archaeological Methods and Research Design – Bauer (AR)
STUDENT INFORMATION:

___________________________________________  _____________________________________
Student name (First, Last)                        SU Emplid ID#

___________________________________________  ___________________________________
SU email                                          Telephone

___________________________________________  ___________________________________
Assigned Faculty Mentor or Chosen Primary Advisor                   Entering Quarter and Academic year

Ph.D. Degree Program Track:

☐ Archaeology Ph.D. Track , or ☐ Cultural and Social Ph.D. Track

Academic Advising Expectations
The Department of Anthropology is committed to providing Ph.D. students with academic advising in support of their scholarly and professional development. Advising relationships, when most effective, entail collaborative and sustained engagement by both advisor and the advisee. In these relationships, the department expects faculty members and students to maintain professionalism and integrity.

Why this document?
At the start of graduate studies at Stanford University, many Ph.D. students are unsure what is expected of them when it comes to interacting with faculty. This document is intended to clarify student expectations. It further serves as a reminder to faculty of their responsibilities.

Why all the rules?
Described here are not rules, but rather guidelines or best practices. There may be exceptional situations, and whenever possible both faculty and graduate students should try to accommodate them.

Big Tent Advising
The department strongly encourages Ph.D. students to work with a variety of faculty throughout their degree program at Stanford. This expectation begins in Year One. Ph.D. students are encouraged to arrange to meet with a number of faculty as they settle into life on The Farm, including faculty who work outside of a Ph.D. student’s area of geographic/topical foci. This will serve the Ph.D. student well in terms of creating a strong, nimble network of scholarly support as well as helping to guard against falling into any intellectual silos. [Also, see the Department of Anthropology Ph.D. Student Handbook reference on the Dissertation Reading Committee.] One of the best ways to foster a ‘big tent’ of advisors is to stay in contact with a wide variety of faculty members and to attend their office hours regularly.

First-Year Mentor, Primary Advisor, and Transitions
On admission to the graduate program, Ph.D. students will be assigned a First-Year Mentor and master students will be assigned a Primary Advisor. Ph.D. students should meet with their First-Year Mentor and Primary Advisor regularly, seeking out advice and support, and have that faculty member write needed letters of recommendation.
For the doctoral program, the Primary Advisor will be chosen by the individual Ph.D. student. Whether a Ph.D. student is transitioning from a First-year Mentor to a Primary Advisor or a Ph.D. student is making a change to their Primary Advisor, the transition should occur in a composed manner, one marked by forethought and supportive consultation with faculty. The transition from First-Year Mentor to Primary Advisor should occur no later than the last day of the Autumn quarter of the second year. At this time, the Ph.D. student should declare the Primary Advisor change using the Graduate Report of Degree Progress form appropriate for the Ph.D. student’s cohort year. All tenure-line departmental faculty are available to take on the duty of primary advising.

What’s the best way for students to contact faculty remotely?
Please use the @stanford.edu email correspondence as the primary means of documented communication. A reasonable expectation for response from a faculty member should be within 3-5 days.
But, remember that email messaging is a poor replacement for one-on-one office hour meetings. So, meet with faculty regularly, and, whenever possible, save your questions for those meetings. Ph.D. students are well-advised to use the following descriptive in the subject line of the message when emailing a faculty member, “Secure” (for confidential or restricted information), “Time Sensitive” (for deadline-related requests for information), and “Urgent” (for an information request that requires an immediate response).

Office Hour Meetings
Actively populate your own “big tent” by signing up for office hours! Don’t wait for a faculty member to ask for a meeting. Most faculty will have a signup mechanism (e.g., signup sheets posted outside their office or an online tool) for predesignated time slots each week. Prioritize these time slots and limit asking faculty to meet at other times, that is unless you have obligations that cannot be missed. Here are some suggestions for how often to meet with faculty; they apply to both M.A. and Ph.D. students.

<table>
<thead>
<tr>
<th>First year Ph.D., Ph.D. minor and M.A. students</th>
<th>Ph.D. students and their “First-Year Mentor,” or M.A. students and their “Primary Advisor,” should meet at least twice per quarter. Graduate students should also meet once per quarter with faculty with whom they are taking a course, and once per quarter with a variety of other faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second and Third-year Ph.D. students</td>
<td>Meet three times per quarter with your Primary Advisor and, in the case of PhD students, 2x/quarter with exam committee members.</td>
</tr>
<tr>
<td>Fourth-year Ph.D. students</td>
<td>Meet twice per quarter with Primary Advisor and once per quarter with Committee Members (or send email updates if in the field).</td>
</tr>
<tr>
<td>Dissertation Writers</td>
<td>Meet twice per quarter with Primary Advisor and once per quarter with other Dissertation Committee Members (more often if on the job market). Also, if logistically feasible, consider convening one or two progress-report meetings with the Dissertation Reading Committee before completing a first draft of the dissertation.</td>
</tr>
<tr>
<td>Ph.D. student advising in Summers quarters</td>
<td>No office hours are usually offered - but email updates from Ph.D. students to their Primary Advisor (every 4-6 weeks) during Summer research is recommended.</td>
</tr>
</tbody>
</table>

Progress meetings. At least once per academic year in the Autumn, Winter or Spring quarters, each Ph.D. student and First-year Mentor/Primary Advisor should meet outside of regular office hours (for 30-60 minutes) to discuss
the Ph.D. student research in more depth. Responsibility lies with the Ph.D. student to initiate and schedule these meetings. In addition to student progress, an important topic to take up during these longer meetings is a discussion of the progression of the advising relationship. Both advisor and advisee should set aside some time to discuss what is working with the relationship as well as what could be improved.

How should students prepare for meetings with faculty?
Drafting documents for each and every meeting is unnecessary, and certainly so for an introductory meeting with a faculty member. Still, in most cases, some conceptual preparation is recommended. Ph.D. students are encouraged to bring questions and current concerns (i.e. regarding classes, professionalization, work-life balance, research design, academic ethics, or a wide array of other topics). Most importantly, Ph.D. student should know their topics of discussion. Although, most faculty welcome the exchange pleasantries and personal anecdotes, graduate students should avoid vague chatty questions, recognizing that office hour meetings are professional encounters. Here are a few preparatory tips (this is hardly an exhaustive list).

1. If graduate students have text for review by a faculty member, the text should be submitted several days in advance. Long documents (i.e. grant proposals, dissertation chapters) generally require submission at least two weeks in advance. Ph.D. students should inquire whether the faculty member prefers to review documents digitally, or in hard copy. Faculty may ask for a hard copy.
2. Graduate students should bring only completed forms for the faculty member to review and sign.
3. If there is something specific to be discussed, it is appropriate to email a faculty member about the discussion topic in advance on the meeting. In this way, the faculty member has time to consider the topic in advance.

Letters of Recommendation
It is the function of Committee members, especially the Committee chair, to represent the Ph.D. student advisee in their applications for fellowships, grants, and jobs. Typically representation occurs in letter form. Letters of recommendation are incredibly important documents. They are also time-consuming, and faculty tend to produce much better letters when Ph.D. students follow the following guidelines.

1. Request letters of recommendation at least two weeks before the submission deadline. A longer period of notice given in advance of a deadline is optimal. If the deadline is during an academic break (e.g. Thanksgiving, Winter Closure, Spring Break, and the summer) Ph.D. students should give the faculty member at least two weeks’ notice before the start of the academic break. Faculty cannot guarantee that they can fulfill reference requests received with less than two weeks’ notice.
2. If a recommendation is to be submitted through an electronic form, submit the electronic request A.S.A.P.
3. At least two weeks before a deadline, Ph.D. student should send the faculty recommender an information packet with the following:
   a. a description of what the Ph.D. student is applying for. If the application includes specific criteria for the applicant, include this information.
   b. a copy of all application materials. DRAFTS are OK!
   c. a current CV, whether or not it’s required in the application
   d. a short note – one or two paragraphs – stating what the recommendation will (should) emphasize. This is probably the most important thing to include.
4. At least two days before the recommendation is due, the Ph.D. student should contact the faculty recommender to confirm that the letter has been or will be sent (unless automated confirmation is given).

Further tips regarding letters:
• **Be organized.** If the Ph.D. student is applying for multiple grants/fellowships/jobs, the student should provide an annotated list of all the recommendations needed, and the associated due dates. The Ph.D. student should organize all the recommendation materials at once and send the materials the faculty recommender in a bundle. Ask the recommender to emphasize certain things for particular letters, if that is appropriate.

• **Do not assume that the faculty recommender will remember everything.** Be bold: remind faculty of your accolades and why, in the Ph.D. student’s opinion, the faculty recommender should stake their reputation on the Ph.D. student’s future career. If the Ph.D. student did excellent work as a Teaching Assistant for a class three years ago, for instance, then the student should remind faculty recommender by providing relevant articles from the Ph.D. student teaching portfolio (i.e. lesson plans, student evaluations). If the faculty recommender gave the Ph.D. student an A+ last quarter for a paper on “The phenomenology of eggplant cultivation,” for instance, the Ph.D. student should remind the faculty recommender of what was said about the paper. If the Ph.D. student dissertation is breaking new ground in some key topic, the Ph.D. student should remind the faculty recommender of this information. Prompting the faculty recommender of these things in writing (see above) is highly recommended.

Qualifying Examinations (also see the departmental info sheet: “Best Practice Reference, Doctoral Qualifying Examination in the Third-year”)

• Start thinking about exams in Year One, and take relevant seminars and independent readings.

• Ph.D. students may have trouble differentiating between “area” and “topic” o  
  Area: a conceptual domain bounded by time and space (e.g., postcolonial S.E. Asia).
  Topic: a conceptual domain (e.g., the gastronomy of waste) bounded less by time and space and more by other themes.
  Please note: “area” and “topic” will NOT encompass everything related to the dissertation.

• Read a variety of *Annual Review of Anthropology* (AR) articles to better appreciate best practices for defining, analyzing, and critiquing a field of research. Once an appreciation is gained, Ph.D. students should meet with faculty advisors to discuss how AR approaches can be applied to area and topic literatures.

• In close consultation with the Primary Advisor, form two exam committees (area and topic). Although, the Qualifying Examination committees are not considered the Dissertation Reading Committee, the Qualifying Examination committee members should be faculty who are likely finalists for the Ph.D. student’s Dissertation Reading Committee.

• In consultation with the area and topic committees, Ph.D. student should prepare bibliographies for each exam. Selecting items for inclusion in these bibliographies is part of how the Ph.D. student will demonstrate knowledge of the field of study (i.e., area and topic). At minimum, the bibliographies need to be fecund enough that the graduate student will be able to draw upon them to generate the following lines of thought:
  1. Rigorous assessments of the stages of development for a given field of study.
  2. Rigorous assessments of the key debates, past and present, for a given field of study.
  3. Rigorous assessments of the emerging (a.k.a., “cutting edge”) scholarship of a given field of study.
  4. A stocktaking of what continues to be systemically lacking in one’s fields and, within that, what is uniquely poised for redress. (Here is where, drawing together rigorous assessments, to be communicated in a strong authorial voice to critiques and to suggest some promising analytical remedies.)

• By January of Year 3, graduate students should finalize the exam bibliographies (do not keep adding and removing things after that point unless required by the exam members) and, in consultation with topic and area committees, begin drafting exam questions you’d want to answer.
Dispute Resolution:
It is common for any long-term relationship, in or outside the academy, to go through brief periods of discordance. The department encourages both students and faculty to work openly with one another to manage wrinkles cropping up in advisor/advisee relationships. Such relationships can sometimes generate more than wrinkles, however. And what seems like a short-term discordance from one perspective can be something that is far more substantial and/or persistent from another’s vantage point.

The Department of Anthropology firmly holds to the principle that every graduate student deserves, at minimum, healthy and productive relationships with their Primary Advisor and committee members. If changes to committees (member or chair) are needed, this is something the department supports. Many students can handle such assignment changes themselves. But in some instances this feels too fraught for the student to do alone. Because we recognize that the advisor-advisee relationship is inherently unequal, the department feels it is all the more important to emphasize there are resources to help you mediate issues in this domain.

Graduate students should know of the following relevant procedures and point people available to them whenever disputes in their advising relationships do occur. The procedures are listed here as “steps,” but it should be noted that students can jump ahead whenever they feel such a move would be useful.

Step one: reach out to Anthropology’s Director of Graduate Studies (who may opt to immediately refer your matter onto the departmental chair).

Step two: reach out to the chair of the Department of Anthropology.

Step three: reach out to the Associate Dean for Graduate and Undergraduate Studies in the School of Humanities and Sciences.

Step four: contact Stanford University Ombudsman office.

At each of these four levels, your University point person will have professional resources s/he can deploy in confidential ways to help you resolve disputes.

Some other things that may help fortify your scholarly interactions with faculty and make your professionalization at Stanford more successful:

At least one faculty member in the department recommends advisees read a book (not about anthropology)—*How to Write a Lot: A Practical Guide to Productive Academic Writing* by Paul J. Silvia. Buy and (used, cheap) and read it.

There are no foolish questions, only incomplete answers. **Part one means:** Ask anything. Academia is a highly opaque work environment. One should not assume that they should know how things function or what things signify. It is better to ask than not to ask. **Part two means:** The guidance any one faculty provides is shaped by their own experiences and training. Students will face situations beyond the scope of a particular faculty member’s expertise. So, build a strong team of mentors who can address a wide range of situations related to graduate student professional development.

**Faculty leaves.** Another reason that graduate students should actively build a strong network of faculty advisors at Stanford is that, for various reasons, including sabbatical, a student’s Primary Advisor may go on leave from university duties. Before an extended leave, Primary Advisors and their advisees should discuss mechanisms and expectations for communications during that period.

Faculty can only respond to the information provided by the graduate student. If graduate students are Interested in careers outside of academia, they should let the faculty advisor(s) know so that this information can be included in professionalization discussions. If health issues or financial stress is affecting graduate student academic progress, the faculty advisor can connect graduate students with resources only if the faculty advisor is informed about the problem. If the dissertation proposal is late because of writers’ block, graduate students are not alone – there are
resources that can help. In addition, if a graduate student is having second thoughts about pursuing a Doctoral degree, faculty advisors can suggest options for completing the degree given the current circumstance, as well as strategies for a graceful early exit from the program. There are many resources on campus that graduate students can access, directly, without the assistance of a faculty member. In that regard, graduate students are encouraged to be cognizant of the variety of University resources outlined in the following document: Office of the Vice Provost for Grad Education: Problem Solving & Crisis Intervention.

Positive feedback. Because feedback – peer review – is a regular part of academic life, graduate students should develop strategies for handling challenging feedback early in their career. The faculty intend to provide constructive feedback emphasizing what may need improvement in the areas of course performance, academic writing, or professional conduct, as well as what may be praised.

One reason the department brings guest speakers to campus is so that graduate students can build relationships with them. Graduate Students are encouraged to read the work of guest speakers, attend their lectures, and meet with them one-on-one, as well as to talk with them about graduate student research and ask for their advice. This is one way to build the graduate student professional network.

Become an expert on one’s chosen profession. Graduate school is a step toward a goal, not a goal in itself. The goal is a productive and satisfying career that supports graduate student professional interests and passions. To succeed, graduate students need to take initiative to become fluent in the standards and customs of that domain. Be involved in one’s chosen profession and the associated organizations as well as to be active in the development of that field. Graduate school begins in the classroom but that’s actually the smallest part of it. Graduate students should not be satisfied with simply meeting the department degree requirements. They should develop leadership in their planned career before graduating in the degree program. Leadership in academia is demonstrated in a variety of ways, from external funding, to organizing conference symposia, publications, and disciplinary service.
The purpose of the qualifying exam is to test and ascertain that the student has full command of the relevant literature pertaining to his/her chosen field of study. The field of study covered in the bibliographies is always broader defined than the field outlined in a dissertation proposal.

All the components of the qualifying exam process – bibliographies, literature review, exam questions, the written exam, and the oral exam – are the joint responsibility of the student and the faculty on the exam committee.

A systematic preparation that involves all members of the committee as early as possible holds the key to a successful and intellectually enriching exam process.

The qualifying exam process includes the five components: Bibliographies, Literature Review, Setting the Examination Questions, the Written Examinations, the Oral Component meeting and examination

1. Bibliographies
Each student should prepare two bibliographies – one on TOPIC and one on AREA. Each of these bibliographies should have app. 100 titles – book and/or articles. The exact number of titles on the list should depend on whether these are whole books or shorter articles.

Each of the bibliographies should have some subheadings to organize the content – three to five is advisable.

The preparation of the bibliography, including the discussion of exact topic and area content, begins in the beginning of the second year (or before) in close collaboration with the advisor and the members of the area and topic exam committee who the student identifies in the course of the second and third year.

2. Literature Review – How to Prepare for the Written Examinations
The safest way to pass the qualifying exam is to prepare early and well by discussing the selected texts with members of the committee. The most successful and proven method to review and understand the selected literature is the following:

- Schedule regular (bi-weekly) meetings with members of your topic and area committees. This should begin in the second year already. Enroll in 451 Directed Reading course with Advisor and/or committee member

- In preparation for each meeting, select a cluster of related texts (four to six) from your bibliography and write a two-three pages succinct summary and discussion of the texts, what they say, how they are situated in relations to one another, etc. This forces the student to read and digest the texts early, and to get used to the brief and precise style of writing that is expected for the exam.

- The précis should then be sent the committee member(s) one day ahead of the meeting. This will allow the works and the elements that are most difficult to be discussed with the committee member.

- Make sure to enroll in the Qualifying Examination 5 unit course in the Winter quarter of the third year.

- After about a year’s gradual preparation of this kind, each student will have an archive of notes and précis that will be immensely helpful in writing the exam.

3. Setting the Written Examination Questions
As students prepare and read for the exam, it is a good idea to indicate areas and themes that they would like to have questions set in. It is important to discuss these well ahead of time with members of the committee.

The actual exam questions are NOT to be framed by the student but always by the chairs of the topic and area exam committees. It is ultimately the responsibility of the advisor to make sure that appropriate questions that are approved by the committee are submitted before the deadline.

Each exam questions should be broad enough to allow the student to demonstrate mastery of a wider literature, and precise enough to be answered meaningfully in an essay of app. 8-9 pages.

There should be a minimum of five questions set for Topic and five for Area. The student must select three questions from each list.

4. The Written Examinations
A written exam is an essay that addresses a contradiction, tension, paradox within a body of literature, and/or an essay that traces the permutations and continuities of certain frames and themes in a body of literature.
The style and economy of presentation should be akin to that of (good) Annual Review articles that present and discuss various positions while developing an argument of its own.

The style should be precise and it should demonstrate an ability to summarize large and complex arguments succinctly; an ability to situate various works in relation to one another; an ability to develop a clear and reasoned argument, and an ability to situate theoretical and conceptual positions within a larger field of debate as it has developed over time and in different geographical and historical contexts.

5. **The Oral Component Meeting of the Written Examinations**

The Oral component of the Qualifying Examinations should be scheduled over a minimum of 90 minute period of time.

- The exam should begin with a 10-15 minute presentation by the student on central themes arising from the exam answers.
- Following this, the Exam committee discusses the exams and the bibliographies with the student for about 30 minutes for Topic and 30 minutes for Area. Students may be asked to clarify and expand on arguments made in the written exam and/or explain the specific arguments of various authors. There are three golden rules for a successful oral exam: (a) Make sure to answer the questions that are posed; (b) be prepared to discuss authors and perspectives from the bibliographies that may not be included in the written exams; (c) be as precise and brief as possible to make the most of the discussion.
- Following the discussion, the student is excused and the committee discusses the exam as a whole and decides to approve, or not approve, the exam.
- The committee members invite the student back in and communicates the result to the student. Qualifying Examination submissions and committee approval of the exams must be completed by the end of Spring quarter of the third year.
- If the exam is not approved, the committee members will present recommendations for improvement and a suggested time frame for revision and resubmission of the written exams directly to the student. Alternatively, the comments and required revisions can be relayed to the student by the Advisor.
- A student can revise written exams and retake oral exams a maximum of three times. The final submission must be made by the end of Autumn quarter of the fourth year.
Department of Anthropology | Stanford University, ANTHRO Graduate Language Committee Petition form

Please complete this form (use one form per petition) to do any of the following: to request exception funding support for language study related to the Ph.D. degree program in Anthropology, to request exceptional tutoring funding support, to request exceptional FLAS-related funding support, to request approval for the doctoral foreign language plan required in the second year.

All petitions must be reviewed and approved by the Faculty Advisor. Once approved by the Faculty Advisor, this form should be submitted to the Student Services Officer on or by the beginning of a given quarter period in the Autumn, Winter or Spring quarters for consideration at the end of the given quarter. Petitioners receive written notification of a decision via email after review by the Graduate Language Committee.

STUDENT INFORMATION

_______________________________________________________________________________________________________________

Student Name              SUID#
_________________________________________________________________________________ ______________________________

Email                Telephone
____________________________________________________________________________________________

Faculty Advisor              Graduation Quarter/Year
______________________________________________________________________________ _________________________________

PhD Degree Program and PhD Minor (if any)           Department/Program
____________________________________________________________________________________ ___________________________

MA Degree Program           Department/Program
____________________________________________________________________________________________

PETITION REQUEST

(Check one box)
☐ Request funding for academic, immersion, or homestay program for language study
☐ Request funding for tutoring for language study
☐ Request funding for FLAS-related program support for language study
☐ Request approval for the Doctoral language requirement (required in the Second year)
☐ Other exception (please describe):
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Please provide explanation and justification (attach sheets if needed) indicating a plan for achieving language competency approved by the Faculty Advisor:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

FACULTY ADVISOR

____________________________________________________________________________________________

Name                           Signature                                  Date

Detail for Advisor support (to be provided by the Advisor):

Submit completed form and all supporting statements/documentation to the Student Services Officer (50-51G) via scanned email file attachment (.pdf).

OFFICE USE ONLY:
☐ Approved       ☐ Denied

Graduate Language Committee Chair:
Exceptional Language Training Reference and Statement of the Graduate Language Committee Priorities

The Graduate Language Committee’s recommendation is for graduate students to take full advantage of the language instruction offered at Stanford University, including any help offered by the Program in Special Languages (e.g., setting up a course in an uncommonly-taught language). Graduate students should make room in their normal class schedule for such courses, and investigate the opportunities for setting up such courses well in advance of the time it takes for them to be set up. This is standard language training support to be included in the student’s department funding support offer.

For exceptional language training support, the priorities are listed below. Training should be:

1. for an uncommonly-taught language, or, if commonly-taught, training should be at an advanced level that is not offered at Stanford;
2. intensive (i.e. all day and each weekday);
3. conducted over the summer, ideally in a ‘home-stay’ course structure;
4. for a duration of at least six weeks (otherwise transportation costs are excessive relative to the training accomplishment);
5. a formal course/program
6. not tutoring-based (not very effective). If sought, please explain (i.e. why formal training cannot be obtained). The tutor must be qualified.
7. cost-efficient (i.e., not involve moving from one site to another, expensive housing, heavy use of taxis, or other unreasonable expenses).

The department’s exceptional language training support will not cover the costs associated with the portion of the summer that is not spent in language training (see above). If a student proposes to use the rest of a summer for fieldwork, the Graduate Language Committee will pay only for that portion of the summer that is language training intensive. The Committee will generally offer only half the airfare in such cases. If the student is supported over the summer by the department, that funding should be used for such other expenses. If there is no other regular departmental support, the student should apply to the Graduate Committee and elsewhere for such other funding. The student’s application for exceptional language training support in such cases should carefully distinguish between the two proposed budgets.

Students who wish to do extra language training for periods longer than the summer are encouraged to apply for external funding for this purpose, and students are encouraged to take a leave of absence from Stanford for that period of time. The department will not normally have funds to pay for extra quarters in a student’s program, and, since full fluency is always going to be desirable in any field situation, it is difficult to imagine any field research that would not benefit from such an extension of the program time. It is common for doctoral fieldwork, especially fieldwork that involves deep and frequent conversation, to begin with a few months of language practice or acclimatization to a specific dialect that then over time develops into the degree of fluency needed. The need for this is common even when one’s preparation has taken advantage of every opportunity, and should be foreseen in grant applications.

The Graduate Language Committee believes that it is increasingly common for graduate students to leave their language preparation to far later in their studies than they should, whether by deliberate choice or because of a change in field site that presupposes new language training. We encourage students to begin early with language training that follows up on their undergraduate foreign language background, to think of language preparation as critical to their field research, and to recognize that becoming fluent in a foreign language takes more than a summer or a year. Going to the field without fluency in the relevant language usually means that the research will depend on translators, and that one can hardly delve into affairs that are heavily language dependent (e.g., oral interviews that are deeply personal, religion, humor, and language itself). We encourage students to select their field site(s) based on their language preparation, and not to deviate from that for any but the gravest reasons.

The deadline for petitions for summer language study funding is on or by May 1st. The application should outline past and current training in the language, the structured language program or courses and home-stay proposed, and information describing the appropriateness for the student’s dissertation research project. A letter from faculty advisor in support of the plan must accompany the application. Approval of a funding petition is contingent on the Advisor’s approval.

Information on the Department’s Foreign Language Plan Requirement in the Second Year of the Ph.D. program

Ph.D. students in Anthropology must fulfill a foreign language requirement. The linguistic training required to carry out dissertation research varies considerably based on the project, and in recognition of this fact, the department does not impose a single set of criteria for demonstrating language competence. Rather, students are expected to consult with their faculty advisors about which languages and what levels of oral and reading proficiency are necessary for successful scholarship in their given field of study.

Consideration should be given to whether reading competency in additional scholarly languages should supplement proficiency in the language of fieldwork. Students are expected to discuss with their advisors whether their prior linguistic background and training sufficiently prepares them to read anthropological scholarship in non-English languages. The intention of this consideration is to avoid intellectual provincialism, which can arise when English is presumed to be the only language of scholarly discourse.

Students should view the fulfillment of the language requirement as a process, beginning with an initial meeting with one’s advisor before the end of the first year. At that time, students should present a plan for achieving requisite levels of proficiency. Students are expected to provide their advisor with annual updates in their chosen course of study. By the end of their second year, students will have to obtain the signature of
their primary advisor, attesting to an agreed course of study and progress within it. Submission of the signed form to the Students Services Officer and approval by the Graduate Language Committee will constitute fulfillment of the foreign language plan requirement.

Students who have not met the foreign language plan requirement will not be advanced to candidacy at the end of the second year and may not be allowed to register until they have done so.

Students should meet the goals of their foreign language plan by the end of their third year or prior to the start of their dissertation fieldwork. It is the responsibility of the dissertation reading committee to determine whether the student has achieved the goals of the foreign language plan. Students who have not met their stated goals will not be permitted to commence dissertation fieldwork. Consideration can be given to situations where students intend to continue formal language study at the outset of the period of field.

Suggested Format for a Foreign Language Plan

**Year One**

Autumn:

Winter:

Spring:

Summer:

**Year Two**

Autumn:

Winter:

Spring:

Summer:

**Year Three**

Autumn:

Winter:

Spring:

Summer:

Note: please include information regarding consideration for any programming related to language acquisition (FLAS programs, Exchange Scholar programs, Stanford Language courses, Immersion programs, Language Institutes, Tutoring, Homestay programs)
Department of Anthropology | Stanford University, ANTHRO Graduate Program Committee Petition form

Petition Procedure

Please complete this form to petition exceptions to the M.A. or Ph.D. degree programs in Anthropology (use one form per petition).

A petition may be submitted by a Graduate student who wishes to:
(a) request an academic substitution or exception;
(b) request exceptional departmental funding; or
(c) request an degree progress or time to degree exception, or other.

All petitions must be reviewed and approved by the Faculty advisor with their signature. MAJOR petitions (see below) also require a Faculty Advisor’s letter of support sent via email directly to the Student Services Officer. Once approved by the Faculty advisor (i.e. signature and/or statement of support letter), the Petition form should be submitted to the Student Services Officer. Petitioning Graduate Students will receive written notification of a decision via email after review and decision by the Graduate Program Committee. Graduate Program Committee members will recuse themselves from reviewing petitions submitted by their primary advisees, in which case a backup Faculty reviewer will be consulted.

A petition for MINOR Exceptional funding ($2000.00, or less) requires a faculty advisor signature. The submission schedule for submitting MINOR petitions is listed below. Generally, petitions will be reviewed within two weeks of the submission deadline; however, petitions that require consultation with other university programs may take longer.

☐ Regular Submission (Minor request, only)

Deadlines for Regular Minor Exceptional Funding Requests:
- Autumn: Petition submission by the first Monday in the fifth week of the quarter 21 October 2019;
- Winter: Petition submission by the first Monday in the fifth week of the quarter 3 February 2020;
- Spring: Petition submission by the first Monday in the fifth week of the quarter 27 April 2020;
- Summer: Petition submission by the first Monday in the fifth week of the quarter 20 July 2020.

Note: If the petition is submitted after a given deadline (above), the review will not be made until the following deadline.

☐ Expedited Submission (Minor request, only)

☐ Off-Cycle Submission for Major Exceptional Funding or Degree progress-related Requests:

A petition for MAJOR Exceptional funding ($2,000.00, or greater) requires both a faculty advisor signature as well as a faculty advisor statement of support. MAJOR petitions may be submitted at any time with an advisor’s letter of support. There is no set period of review to decision, as review of major petitions typically require extensive coordination with faculty and staff both within and outside the department.

MAJOR Exceptional Funding petitions reflect unusual and pressing circumstances such as:
- Accommodation-related funding support -Support to facilitate an exceptional degree program
- Dissertation research major field equipment-related funding support
- Research Risk-related funding support (example: airfare to additional/alternate safe research site for period of time to wait out time sensitive risk)
- Research field relocation-related funding support (in circumstance when proposed/actual field site becomes unsafe and research project needs to be re-located and re-conceptualized)
- Research field Backstopping-related funding support (additional insurance, disease prevention, vaccinations, special requirements (including required medications) related to health and/or safety).

STATEMENT ON CIRCULATION OF PETITION AND ASSOCIATED MATERIALS (i.e. budget, justification, explanation, letter of faculty support)

The petition and associated materials may be disclosed to other faculty or staff, both within and outside the department, as needed, to verify the information provided or to confirm a funding source, or other.
Please complete this form to petition exceptions to the M.A. or Ph.D. degree programs in Anthropology (use one form per petition).

**PETITION Program Request** (Check one box)
- [ ] M.A. Degree Program Request
- [ ] Ph.D. Degree Program Request
- [ ] Ph.D. Minor Program Request

**PETITION Type Request** (Check one box)
- [ ] Request Regular MINOR academic substitution or exception
- [ ] Request Expedited MINOR exceptional funding ($2000 or less)
- [ ] Request Off-schedule MAJOR exceptional funding (greater than $2000)
- [ ] Request Other MINOR or MAJOR Exception (please specify): please provide explanation and justification (attach sheets if needed, inclusive of Budget and justification detailing any existing or pending support from those sources).

**FACULTY ADVISOR**

___________________________________ ___________________________________ ________________________________
Print Name    Signature    Date

Evidence of Advisor support (signature to be provided by the Faculty Advisor). In addition, petitions for MAJOR exceptional funding require a separate LETTER OF SUPPORT emailed directly to the Student Services Officer.

**GRADUATE STUDENT PETITIONER**

___________________________________ ___________________________________ ________________________________
Print Name    Signature    Date

Submit completed form and all supporting statements/documentation to the Student Services Officer (50-51G) via scanned email file attachment (.pdf) to selleck@stanford.edu. Please use ‘SECURE:’ in the Subject line of the message. Please include all attachments. Please copy the Faculty Advisor on this submission.

**DECISION STATUS BY THE GRADUATE PROGRAM COMMITTEE (for Internal Use, only)**

- [ ] Denied by Graduate Program Committee
- [ ] Approved by Graduate Program Committee
  - [ ] Approved with Conditions

Conditions:
Department of Anthropology | Stanford University, Ph.D. Student Request for Incidental or Discretionary Funding form

STUDENT INFORMATION

Student Name              SUID#
Email                Telephone
Faculty Advisor              Graduation Quarter/Year
PhD Degree Program and PhD Minor (if any)                  Department/Program

PETITION REQUEST (Check one box)

☐ Incidental (taken in year one through five)
  - for qualified training and research-related expenses
  - up to 5 requests allowed
  - in an amount not to exceed $1,000.00, per each request

☐ Discretionary (taken in year six and beyond)
  - for qualified professional and job-related expense
  - up to 2 requests are allowed
  - in an amount not to exceed $600.00 Domestic travel-related expenses/$1,000.00 International Travel-related expenses, per each request

ELIGIBILITY

- Currently matriculating, making good time to degree/good degree progress
- Pre candidate or current candidate
- Qualified approval by the Program Advisor
- Availability of Department funds

Purpose:
[The purpose should explain the following information. Who was involved? What was the activity? When did the activity occur? Where did the activity take place? And, how was the activity related to the student’s degree program (i.e. I purchased books on 12 December 2012 at the Stanford Bookstore for the purpose of my predissertation research and pre candidacy coursework)]

I certify that the expenses:
☐ Directly support a faculty member project or research program
☐ Are related to substantive conference participation (a photocopy of the program indicating the speaker/presenter/other required) [Please provide links to the conference and schedule detailing the talk, panel or presentation]
☐ Are an integral part of this the student degree program and research (doesn’t apply to post docs)
☐ Are directly related to student employment at Stanford University

Student Signature                            Date

FACULTY ADVISOR Certification of an Allowable/Approved Expense

Name                               Signature                                 Date

Detail for Advisor support (to be provided by the Advisor):

Submit completed form and all supporting statements/documentation to the Student Services Officer (50-51G) via scanned email file attachment (.pdf).

OFFICE USE ONLY: ☐ Approved            ☐ Denied

Graduate Committee Chair or Representative:

Name                     Signature                     Date
<table>
<thead>
<tr>
<th>AUTUMN - ANTHRO Ph.D. Year One (1)</th>
<th>Central or Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td>Department</td>
</tr>
<tr>
<td>Both Tracks-ANTHRO 310G Intro Grad Studies</td>
<td>- First year Ph.D., Ph.D. Minor, M.A. Plan of Study and Declaration</td>
</tr>
<tr>
<td>and ANTHRO 444 Colloquium</td>
<td>- Request for Incidental Funding</td>
</tr>
<tr>
<td>CS- ANTHRO 301. History of Anthropological Theory</td>
<td>Registrar</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>- Graduate Residency Credit (eforms)</td>
</tr>
<tr>
<td>Fellowship stipend</td>
<td></td>
</tr>
<tr>
<td>Milestones</td>
<td></td>
</tr>
<tr>
<td>- Approved Plan of Study and Declaration of Track (form) due by the last day of the first week in Autumn quarter of first year</td>
<td></td>
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<tr>
<td>- By the end of the first quarter, transfer in 45 or less previously completed graduate course units to the Ph.D. degree in Anthropology</td>
<td></td>
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<tr>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>- One Extramural Funding Application on or by 15 May (Note of Caution: please note that many if no all of the funding applications have deadlines mid Autumn quarter)</td>
<td></td>
</tr>
<tr>
<td>- Review the PhD Student Funding Reference. Two intramural applications for Summer field research support.</td>
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<tr>
<td><strong>Units</strong></td>
<td></td>
</tr>
<tr>
<td>Full time 11-18 (15 minimum). Suggested: at least one or more department review courses (usually ANTHRO 300-level), ANTHRO 444 and 445, 310G, and a Theory course (usually ANTHRO 300-level) as required by track.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>WINTER - ANTHRO Ph.D. Year One (1)</th>
<th>Central or Other</th>
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<tbody>
<tr>
<td><strong>Courses</strong></td>
<td>Department</td>
</tr>
<tr>
<td>Both Tracks-ANTHRO 444 Colloquium</td>
<td>- First year Ph.D., Ph.D. Minor, M.A. Plan of Study and Declaration</td>
</tr>
<tr>
<td>AR-ANTHRO 303 Intro Arch Theory</td>
<td>- Request for Incidental Funding</td>
</tr>
<tr>
<td>CS-ANTHRO 301A Foundations of Social Theory</td>
<td>Registrar</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>- Graduate Residency Credit (eforms)</td>
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<tr>
<td>Fellowship stipend</td>
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<tr>
<td>Milestones</td>
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<tr>
<td>Requirements</td>
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<tr>
<td><strong>Units</strong></td>
<td></td>
</tr>
<tr>
<td>Full time 11-18 (15 minimum). Suggested: at least one or more department review courses (usually ANTHRO 300-level), ANTHRO 444 and 445, 311G (required of the CS track students, only), and a Theory course (usually ANTHRO 300-level) as required by track.</td>
<td></td>
</tr>
<tr>
<td>SPRING - ANTHRO Ph.D. Year One (1)</td>
<td>Central or Other</td>
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<tr>
<td><strong>Courses</strong></td>
<td>- IRB Determination of Status</td>
</tr>
<tr>
<td>All Tracks-ANTHRO 444 Colloquium</td>
<td>- Tutorial IRB</td>
</tr>
<tr>
<td>AR-ANTHRO 307. Archaeological Methods (optional enrollment in either the first or second year)</td>
<td>- Tutorial RCR</td>
</tr>
<tr>
<td>CS-ANTHRO 300. Reading Theory through Ethnography</td>
<td>- Department</td>
</tr>
<tr>
<td>CS-ANTHRO 311G Intro CS Grad Studies &amp; ANTHRO 300 Reading Theory Ethnography</td>
<td>- First-year Ph.D., Ph.D. minor, or M.A. Report of Degree form</td>
</tr>
<tr>
<td>Funding</td>
<td><a href="https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthro_firstyearchronophdphdminorormareportofdegreeprogressform.pdf">https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthro_firstyearchronophdphdminorormareportofdegreeprogressform.pdf</a></td>
</tr>
<tr>
<td>Fellowship stipend</td>
<td>- Application for Summer Quarter Funding Support in the First, Second or Third year of the Ph.D.</td>
</tr>
<tr>
<td>- Approved Pre-dissertation Proposal for summer research on or by 15 May.</td>
<td>- Request for Incidental Funding</td>
</tr>
<tr>
<td><strong>Optional</strong></td>
<td>- Graduate Program Committee Petition</td>
</tr>
<tr>
<td>- Submit the Department Request for Incidental funding on or by 15 June.</td>
<td><a href="https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthrograduateprogramcommitteepetition.pdf">https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthrograduateprogramcommitteepetition.pdf</a></td>
</tr>
<tr>
<td>- Submit a Graduate Authorization Petition for MA on the Way to Ph.D. on or by 15 May.</td>
<td>- Graduate Language Committee Petition</td>
</tr>
<tr>
<td>- Submit the Application for Summer Quarter Funding Support in the First, Second or Third year of the Ph.D. application on or by 15 May.</td>
<td><a href="https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthrograduatelangscommitteepetition.pdf">https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthrograduatelangscommitteepetition.pdf</a></td>
</tr>
<tr>
<td>- Complete Ethics training during the department-sponsored workshop during Winter quarter.</td>
<td>- Best Practice Reference for Academic Advising: Guidelines for Graduate Students and Faculty</td>
</tr>
<tr>
<td>- Submit First-year Ph.D., Ph.D. minor, or M.A. Report of Degree form and Research Proposal on or by 15 May.</td>
<td>Registrar</td>
</tr>
<tr>
<td>- Submit a TA plan</td>
<td>- Masters Degree Program Proposal <a href="https://registrar.stanford.edu/resources-and-help/student-forms/additional-graduate-forms#study">https://registrar.stanford.edu/resources-and-help/student-forms/additional-graduate-forms#study</a></td>
</tr>
<tr>
<td>- Submit a language plan</td>
<td>- Graduate Authorization Petition (AXESS)</td>
</tr>
<tr>
<td>- Request a Determination of Status for Non-medical Human Subjects Research Protocol; or, submit a Non-medical Human Subjects Protocol on or by 15 May.</td>
<td></td>
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<tr>
<td>- Complete three or six department review courses by end spring quarter with a minimum letter grade of ‘B+’ by the end of Spring quarter int he first year.</td>
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<tr>
<td>- Confirm Faculty Advisor on or by 15 May in Spring quarter of the first year.</td>
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<tr>
<td><strong>Units</strong></td>
<td></td>
</tr>
<tr>
<td>Full time 11-18 (15 minimum). Suggested: at least one or more department review courses (usually ANTHRO 300-level), ANTHRO 444 and 445, 311G (required of the CS track students, only), and a Theory course (usually ANTHRO 300-level) as required by track.</td>
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<tr>
<td>- Complete at least 45 units by the end of Spring quarter in the first year.</td>
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<tr>
<th>Summer - ANTHRO Ph.D. Year One (1)</th>
<th>Central or Other</th>
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</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td>- Report of (Pre)dissertation Research Completion</td>
</tr>
<tr>
<td>No enrollment</td>
<td>(email message format)</td>
</tr>
<tr>
<td>Funding</td>
<td>Registrar</td>
</tr>
<tr>
<td>Fellowship stipend</td>
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<tr>
<td><strong>Milestones</strong></td>
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<td><strong>Optional</strong></td>
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<td><strong>Requirements</strong></td>
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<tr>
<td><strong>Units</strong></td>
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<tr>
<td>QTR</td>
<td>ANTHRO Ph.D. Year Two (2)</td>
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<td>Aut</td>
<td><strong>Courses</strong>&lt;br&gt;Both Tracks-ANTHRO 444 Colloquium&lt;br&gt;AR-ANTHRO 307. Archaeological Methods (optional enrollment in either the first or second year)&lt;br&gt;CS-ANTHRO 306 Research Methods</td>
</tr>
<tr>
<td></td>
<td><strong>Funding</strong>&lt;br&gt;Fellowship; or, Teaching Assistantship&lt;br&gt;Optional&lt;br&gt;-Submit the Department Request for Incidental funding on or by 15 June in the first year.</td>
</tr>
<tr>
<td></td>
<td><strong>Milestones</strong>&lt;br&gt;-At least one Teaching Assistantship Assignment in any quarter</td>
</tr>
<tr>
<td></td>
<td><strong>Requirements</strong>&lt;br&gt;-Attend the CTL Teaching Workshop on the Friday before the first day of Autumn quarter in the second year. &lt;br&gt;-Attend the ANTHRO Teaching Workshop during the first week of Autumn quarter in the second year.&lt;br&gt;-Complete Sexual Harassment Training on or by the last day of the first week in Autumn quarter of the first year.&lt;br&gt;-Review the Department Informed Agreement for Funding Support</td>
</tr>
<tr>
<td></td>
<td><strong>Units</strong>&lt;br&gt;Full time 11-18 (15 minimum); or, 10 units, only, if serving as a Teaching Assistant with assistantship/salary funding.</td>
</tr>
<tr>
<td></td>
<td>Suggested: at least one or more department review courses (usually ANTHRO 300-level), ANTHRO 444 and 445, and a Methods course (usually ANTHRO 300-level) as required by track, and/or Area (Language) course.</td>
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<tr>
<td>Win</td>
<td><strong>Courses</strong>&lt;br&gt;Both Tracks-ANTHRO 444 Colloquium&lt;br&gt;AR-&lt;br&gt;Cs-&lt;br&gt;<strong>Funding</strong>&lt;br&gt;Fellowship; or, Teaching Assistantship&lt;br&gt;<strong>Milestones</strong>&lt;br&gt;-Fulfill the Department Language Requirement on or by the first day of finals week in Winter quarter of the second year.&lt;br&gt;-Petition for Candidacy on or by the first day of finals week in Winter quarter of the second year.</td>
</tr>
<tr>
<td></td>
<td><strong>Requirements</strong>&lt;br&gt;-Confirm the Qualifying Examination Committee Member Advisors for Area and Topic on or by the first day of finals week in Winter quarter of the second year.</td>
</tr>
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<td></td>
<td><strong>Units</strong>&lt;br&gt;Full time 11-18 (15 minimum); or, 10 units, only, if serving as a Teaching Assistant with assistantship/salary funding.</td>
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<td></td>
<td>Suggested: at least one or more department review courses (usually ANTHRO 300-level), ANTHRO 444 and 445, and a Methods course (usually ANTHRO 300-level) as required by track, and/or Area (Language) course.</td>
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<tr>
<td>QTR</td>
<td>ANTHRO Ph.D. Year Two (2)</td>
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<tr>
<td>Spr</td>
<td>Courses</td>
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<tr>
<td></td>
<td>Both Tracks-ANTHRO 444 Colloquium</td>
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<tr>
<td></td>
<td>AR-ANTHRO 308A Proposal Writing Archaeology</td>
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<tr>
<td></td>
<td>CS-ANTHRO 308 Proposal Writing Cultural and Social Anthropology</td>
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<td></td>
<td>Funding</td>
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<td></td>
<td>Fellowship; or, Teaching Assistantship</td>
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<td></td>
<td>Milestones</td>
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<td>Requirements</td>
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<td></td>
<td>- Successful completion of the Proposal Writing course for the given track on or by the last day of Spring quarter in the second year.</td>
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<tr>
<td></td>
<td>- Successful completion of the Research Methods course on or by the last day of Spring quarter in the second year.</td>
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<td></td>
<td>- Submit Graduate Report of Degree Progress and Research Proposal on or by 15 May in Spring quarter of the second year.</td>
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<td></td>
<td>- Request a Determination of Status for Non-medical Human Subjects Research Protocol; or, submit a Non-medical Human Subjects Protocol on or by 15 May in Spring quarter of the</td>
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<td></td>
<td>- Complete six or six department review courses by end spring quarter in the second year with a minimum letter grade of ‘B+’</td>
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<td></td>
<td>- Complete a Field Check-out Meeting before departure from the Bay Area for the field with the Student Services Officer (usually on or by 15 June in Spring quarter of the second year).</td>
</tr>
<tr>
<td></td>
<td>Units</td>
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<tr>
<td></td>
<td>Full time 11-18 (15 minimum); or, 10 units, only, if serving as a Teaching Assistant with assistantship/salary funding.</td>
</tr>
<tr>
<td></td>
<td>Suggested: at least one or more department review courses (usually ANTHRO 300-level), ANTHRO 444 and 445, a Methods course (usually ANTHRO 300-level) as required by track and a Proposal Writing course (usually ANTHRO 300-level) as required by track.</td>
</tr>
<tr>
<td>Sum</td>
<td>Courses</td>
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<td></td>
<td>Both Tracks ANTHRO 450 Research Apprenticeship</td>
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<tr>
<td></td>
<td>Pre-doctoral Research Affiliateship</td>
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<td></td>
<td>Funding</td>
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<td></td>
<td>Milestones</td>
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<tr>
<td></td>
<td>- Receive Candidacy by end of Second year PhD</td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
</tr>
<tr>
<td></td>
<td>- Submit a Report of Pre-dissertation research completion to Advisor on or by 15 September in Summer quarter of the second year.</td>
</tr>
<tr>
<td></td>
<td>- Complete at least 50 units on or by the last day of Spring quarter in the Second year.</td>
</tr>
<tr>
<td></td>
<td>Units</td>
</tr>
<tr>
<td></td>
<td>10 units, only. Enroll in ANTHRO 450 Research Apprenticeship</td>
</tr>
</tbody>
</table>

### Forms
- Central or Other
- IRB Determination of Status
  - https://researchcompliance.stanford.edu/panels/hs/forms/forms-for-researchers
- Protocol Submission
  - https://researchcompliance.stanford.edu/panels/hs
- Department
  - Second Year Ph.D., Graduate Report of Degree Progress and Candidacy Evaluation form
- Best Practice Reference, Global Research and Graduate Student Check-out for Field Research
- Registrar
- Report of (Pre)dissertation Research Completion (email message format)
<table>
<thead>
<tr>
<th>Qtr</th>
<th>Courses</th>
<th>Forms</th>
</tr>
</thead>
</table>
| Aut | Both Tracks-ANTHRO 444 Colloquium  
ANTHRO 451 Directed Individual Study  
AR-  
CS-  
Funding  
Fellowship  
Optional  
- Submit the Department Request for Incidental funding on or by 15 June in the first year.  
Milestones  
- Confirm the Dissertation Reading Committee on or by the first day of finals week in Autumn Quarter of the third year.  
Requirements  
- Confirm the Qualifying Examination Committee Member Readers for Area and Topic on or by the last day of the third week in Autumn quarter of the third year.  
- Submit three approved dissertation improvement funding (ie NSF-like) proposals to the agency by the published deadline on or by the first day of finals week in Autumn quarter of the third year.  
- Review the Department Informed Agreement for Funding Support  
Units  
Full time 11-18 (15 minimum), ANTHRO 451 Directed Individual Study under the section of the Dissertation Reading Committee Advisor | Central or Other  
Department  
- Request for Incidental Funding  
Registrar  
- Dissertation Reading Committee  
- Petition for Non-Academic Council Doctoral Committee Members  
| Win | Both Tracks-ANTHRO 444 Colloquium  
ANTHRO 401A Qualifying Examination for TOPIC  
ANTHRO 401B Qualifying Examination for AREA  
AR-  
CS-  
Funding  
Fellowship  
Milestones  
- Complete each Qualifying Examination; and, Receive a Satisfactory grade; on or by the last day of finals week in Winter quarter of the third year.  
Requirements  
- Confirm Schedule: Date ranges and start time for the Qualifying Examinations on or by the last day of the third week in Winter quarter of the third year.  
- Complete approved Qualifying Examination Bibliographies on or by the last day of the finals week in Winter quarter of the third year.  
- Submit preliminary Qualifying Examination Bibliographies to the respective committee members on or by last day of the third week in Winter quarter of the third year.  
Units  
Full time 11-18 (15 minimum) | Central or Other  
Department  
- Third year Cohort, Ph.D. Student Report of Qualifying Examination and Associated Oral Component Meeting Status  
Registrar  
- Best Practice Reference, Doctoral Qualifying Examinations for Area and Topic  
<table>
<thead>
<tr>
<th>Qtr</th>
<th>ANTHRO Ph.D. Year Three (3)</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spr</td>
<td>Courses</td>
<td>Central or Other</td>
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<tr>
<td></td>
<td>Both Tracks-ANTHRO 444 Colloquium</td>
<td>-IRB E Protocol</td>
</tr>
<tr>
<td></td>
<td>AR-</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>CS-</td>
<td>-Third year Dissertation Proposal Meeting form</td>
</tr>
<tr>
<td></td>
<td>Funding</td>
<td><a href="https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthrodissertationproposal.pdf">https://anthropology.stanford.edu/sites/g/files/sbiybj9346/f/anthrodissertationproposal.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Pre-doctoral Research Affiliateship</td>
<td>-Best Practice Reference, Global Research and Graduate Student Check-out for Field Research</td>
</tr>
<tr>
<td></td>
<td>-Confirm an approved Dissertation Proposal on or by the first day of finals week in Spring quarter of the third year.</td>
<td>Registrar</td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
<td>-Request for Terminal Graduate Registration Status form</td>
</tr>
<tr>
<td></td>
<td>-Schedule a meeting with the Dissertation Reading Committee for review of the Dissertation Proposal on or by the May 15 in Spring quarter of the third year.</td>
<td><a href="https://www.eforms.com">eforms</a></td>
</tr>
<tr>
<td></td>
<td>-Confirm an approved Non-medical human Subjects Protocol before arrival to the field.</td>
<td></td>
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<td></td>
<td>-Submit the Request for Terminal Graduate Registration Status on or by the first day of Autumn quarter in the fourth year.</td>
<td></td>
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<tr>
<td></td>
<td>The form can be given to the Student Services Officer during the Spring or Summer quarters in the third year to submit on behalf of the student to the University Registrar.</td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>10 units, only</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td>Courses</td>
<td>Central or Other</td>
</tr>
<tr>
<td></td>
<td>No enrollment requirement</td>
<td>Department</td>
</tr>
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<td>Milestones</td>
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<td>Requirements</td>
<td>-Request for Terminal Graduate Registration Status form</td>
</tr>
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<td><a href="https://www.eforms.com">eforms</a></td>
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<td>ANTHRO Ph.D. Year Four (4)</td>
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<tr>
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<td>Funding</td>
</tr>
<tr>
<td></td>
<td>Both Tracks-ANTHRO 450 Research Apprenticeship</td>
<td>-Pre-doctoral Research Affiliateship</td>
</tr>
<tr>
<td></td>
<td>-Submit the Department Request for Incidental funding on or by 15 June in the first year.</td>
<td>-Optional</td>
</tr>
<tr>
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<td>-Submit quarterly reports of time to degree and field research status</td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
<td>-Review the Department Informed Agreement for Funding Support</td>
</tr>
<tr>
<td></td>
<td>Units</td>
<td>-Submit the Request for Terminal Graduate Registration Status on or by the first day of Autumn quarter in the fourth year. The form can be given to the Student Services Officer during the Spring or Summer quarters in the third year to submit on behalf of the student to the University Registrar.</td>
</tr>
<tr>
<td></td>
<td>If TGR status is not yet confirmed (‘0’ units), then 10 units, only</td>
<td></td>
</tr>
<tr>
<td>Win</td>
<td>Courses</td>
<td>Funding</td>
</tr>
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<td>-Pre-doctoral Research Affiliateship</td>
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<tr>
<td></td>
<td>Milestones</td>
<td>-Submit quarterly reports of time to degree and field research status</td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
<td>-Review the Department Informed Agreement for Funding Support</td>
</tr>
<tr>
<td></td>
<td>Units</td>
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</tr>
<tr>
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<td>Funding</td>
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<td>-Pre-doctoral Research Affiliateship</td>
</tr>
<tr>
<td></td>
<td>Milestones</td>
<td>-Submit quarterly reports of time to degree and field research status</td>
</tr>
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<td></td>
<td>Requirements</td>
<td>-Review the Department Informed Agreement for Funding Support</td>
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<tr>
<td></td>
<td>Units</td>
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<tr>
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<td>If TGR status is not yet confirmed (‘0’ units), then 10 units, only</td>
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<td>Funding</td>
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<td>Requirements</td>
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<td>Units</td>
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<td>If TGR status is not yet confirmed (‘0’ units), then 10 units, only</td>
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<td>Qtrs</td>
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<tr>
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<tr>
<td></td>
<td>AR ANTHRO 802 TGR Diss</td>
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<tr>
<td></td>
<td>CS ANTHRO 400 Dissertation Writers Seminar</td>
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</tr>
<tr>
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<td>ANTHRO 802 TGR Diss</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funding</td>
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<tr>
<td></td>
<td>Pre-doctoral Research Affiliateship; Teaching Assistantship</td>
<td></td>
</tr>
<tr>
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<td>Optional</td>
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<td></td>
<td>- Submit the Department Request for Incidental funding on or by 15 June in the first year.</td>
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<td>- Complete the Teaching Assistantship requirement</td>
<td></td>
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<tr>
<td></td>
<td>Requirements</td>
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</tr>
<tr>
<td></td>
<td>- Bay Area Residency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Enroll in ANTHRO 400. Dissertation Writers Seminar and attend 4 of 5 Sessions of the Diss Writers Seminar each quarter in the Autumn, Winter and Spring quarters</td>
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</tr>
<tr>
<td></td>
<td>- Serve as a Teaching Assistant during one or more quarters in one or more 50% time/20 hours each week assignments</td>
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<tr>
<td></td>
<td>- Apply to Extramural or Intramural funding sources for Dissertation writing in the following academic year</td>
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<td></td>
<td>- Submit a fifth year dissertations writers report of dissertation progress to completion form by the last day of finals weeks in the Autumn, Winter and Spring quarters of the fifth year.</td>
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<tr>
<td></td>
<td>- Review the Department Informed Agreement for Funding Support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units</td>
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<td>ANTHRO 400 Diss Writers Seminar 1-3 units</td>
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<tr>
<td>Win</td>
<td>Courses</td>
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</tr>
<tr>
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<td>ANTHRO 802 TGR Diss</td>
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<td>Funding</td>
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<td></td>
<td>Pre-doctoral Research Affiliateship; Teaching Assistantship</td>
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<td>Milestones</td>
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<td></td>
<td>Requirements</td>
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<tr>
<td></td>
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<td>Units</td>
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<td></td>
<td>ANTHRO 400 Diss Writers Seminar 1-3 units</td>
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<td>Qtrs</td>
<td>ANTHRO Ph.D. Year Five (5)</td>
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<tr>
<td>Spr</td>
<td>Courses</td>
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<td>ANTHRO 802 TGR Diss</td>
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<tr>
<td>Funding</td>
<td>Pre-doctoral Research Affiliateship; Teaching Assistantship</td>
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<td>Milestones</td>
<td>- Complete the Teaching Assistantship requirement</td>
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</tr>
<tr>
<td>Requirements</td>
<td>- Bay Area Residency</td>
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<tr>
<td></td>
<td>- Enroll in ANTHRO 400. Dissertation Writers Seminar and attend 4 of 5 Sessions of the Diss Writers Seminar each quarter in the Autumn, Winter and Spring quarters</td>
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</tr>
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<td></td>
<td>- Serve as a Teaching Assistant during one or more quarters in one or more 50% time/20 hours each week assignments</td>
<td></td>
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<tr>
<td></td>
<td>- Apply to Extramural or Intramural funding sources for Dissertation writing in the following academic year</td>
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<tr>
<td></td>
<td>- Submit a fifth year dissertations writers report of dissertation progress to completion form by the last day of finals weeks in the Autumn, Winter and Spring quarters of the fifth year.</td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>ANTHRO 802 TGR Diss '0' units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANTHRO 400 Diss Writers Seminar 1-3 units</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Sum  | Courses |
|      | Funding |
|      | no Department funding given |
| Milestones | - Apply to Extramural or Intramural funding sources for Dissertation writing in the following academic year |
| Requirements | - Zero units; no enrollment required |
| Units | Central or Other |
|      | Department |
|      | Registrar |
|      | <a href="https://axess.stanford.edu">https://axess.stanford.edu</a> |</p>
<table>
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<tr>
<th>Quarters</th>
<th>ANTHRO Ph.D. Year Six (6)</th>
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<tr>
<td><strong>Aut</strong></td>
<td><strong>Courses</strong></td>
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<tr>
<td></td>
<td>All Tracks ANTHRO 802 TGR Diss (if funded)</td>
</tr>
<tr>
<td></td>
<td><strong>Funding</strong></td>
</tr>
<tr>
<td></td>
<td>- Extramural or other Intramural</td>
</tr>
<tr>
<td></td>
<td>- ANTHRO Teaching Affiliateship by request</td>
</tr>
<tr>
<td></td>
<td>- Fellowship stipend for the following expenses:</td>
</tr>
<tr>
<td></td>
<td>Health Services Fee, Vaden</td>
</tr>
<tr>
<td></td>
<td>Health Insurance, Cardinal Care</td>
</tr>
<tr>
<td></td>
<td>Graduation Quarter tuition ($150.00)</td>
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<td><strong>Milestones</strong></td>
</tr>
<tr>
<td></td>
<td>- Approved Final Draft of the Dissertation</td>
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<tr>
<td></td>
<td>- Oral Examination Dissertation Defense</td>
</tr>
<tr>
<td></td>
<td>- Graduation</td>
</tr>
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<td></td>
<td><strong>Requirements</strong></td>
</tr>
<tr>
<td></td>
<td>- Apply to Graduate in Axess (if funded)</td>
</tr>
<tr>
<td></td>
<td>- Enroll if graduating (and if funded)</td>
</tr>
<tr>
<td></td>
<td>- Request a University Graduation Quarter, if graduating and funded</td>
</tr>
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<td>- At least four weeks prior to the proposed date for the Oral Examination Dissertation Defense, submit the Oral Examination Schedule form to the ANTHRO Graduate Committee (if funded)</td>
</tr>
<tr>
<td></td>
<td>- At least four weeks prior to the proposed date for the Oral Examination Dissertation Defense, submit the final draft of the Dissertation to the Dissertation Reading Committee (if funded)</td>
</tr>
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<td><strong>Units</strong></td>
</tr>
<tr>
<td></td>
<td>ANTHRO 802 TGR Diss '0' units, if graduating (and if funded)</td>
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</table>

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Forms</th>
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<tr>
<td><strong>Central or Other</strong></td>
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</tr>
<tr>
<td><strong>Department</strong></td>
<td></td>
</tr>
<tr>
<td>Fifth Year Ph.D. Student Dissertation Writer’s Report of Time to Degree Completion form</td>
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</tr>
<tr>
<td><strong>Registrar</strong></td>
<td></td>
</tr>
<tr>
<td>University Oral Examination</td>
<td></td>
</tr>
<tr>
<td>Petition for Graduation Quarter</td>
<td></td>
</tr>
</tbody>
</table>