The University of Illinois at Urbana-Champaign
Department of Anthropology

REGULATIONS FOR THE GRADUATE PROGRAM AND FOREIGN LANGUAGE REQUIREMENTS

Effective Fall 2017

Draft
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This handbook is intended to acquaint graduate students with the policies and procedures of the Department of Anthropology regarding course requirements, advising, preliminary examinations, and requirements for the Ph.D. and M.A. degrees and to relate these procedures to the requirements of the Graduate College and the University. For additional information about these regulations or for information about other procedures and policies of the department, students should consult with their advisory committees, with the Director of Graduate Studies, or with the Head of the Department.

Graduate Degrees offered in Anthropology

The department offers two advanced degrees, Master of Arts and Doctor of Philosophy. The qualified student may work directly for the Ph.D. degree without taking an M.A. If an M.A. is taken, all requirements for it must be met by the time of, or before, the completion of the preliminary examination for the Ph.D. degree.

The Ph.D. Degree

The doctoral program requires a minimum of 96 hours of graduate credit, with at least 64 hours (which may include 599) at the Urbana-Champaign campus. After the residence requirement has been fulfilled the student may petition the Graduate College for permission to register in absentia. To register in absentia for thesis credit, approval must be obtained from the Graduate College by petition through the advisor and the department head. Most Ph.D. candidates spend at least three years in residence at UIUC. Students must be registered in the semester of their defense of thesis. A thesis is required for the Ph.D. degree. Ordinarily the thesis is based on either a combination of field and library research or a combination of laboratory and library research.

The doctoral degree is commonly divided into three stages of progress, with each stage having its own components and milestones (see the Graduate College handbook: http://www.grad.illinois.edu/gradhandbook/2/chapter6/doctoral-stages).

Stage 1
Stage 1 is the period from a student’s initial enrollment to the completion of the master’s degree or its equivalent. Students who enter the program having already completed a master’s degree are considered to have completed stage 1. Transfer credit can only be applied to Stage 1.

Stage 2
Stage 2 is the period from completion of the master’s degree or its equivalent to completion of all departmental requirements except the defense and deposit of the dissertation, often referred to as being ABD (all but dissertation). This stage includes taking and passing preliminary examinations.

Students entering the department with a master’s degree in Anthropology from another institution will enter the doctoral program in Stage 2 with 32 hours of transcripted graduate credit. A student does not need to petition for these credit hours; they will be reflected on your transcript. These 32 credit hours are designed to move you towards the Ph.D. in a timely manner. If you have not completed the Ph.D. in five years after initial enrollment, these 32 hours of graduate credit are forfeited.

Stage 3
Stage 3 begins after the successful completion of preliminary examinations and continues through the passing of the final defense and deposit of an approved dissertation.
The M.A. Degree

With the exception of the subfield of Archaeology, the Department of Anthropology does not generally offer a terminal M.A. degree. A formal master’s degree is not required for advancement in the program. Graduate students typically request the award of an M.A. in the course of their doctoral program participation.

The Master's program requires 32 hours of graduate course work, at least half of which must be taken at UIUC. Twelve of the 32 hours must be in courses numbered in the 500 series, and at least eight of these twelve must be in anthropology.

No more than 4 hours of thesis credit (599) may be included in the 32 hours of M.A. graduate credit. If a thesis is to be submitted, the candidate will include in their program 4 hours of Anth 599 (Thesis Research). When doing a paper in lieu of thesis, Anth 599 cannot be used. The student must be registered to deposit an M.A. thesis.

An M.A. thesis or a paper in lieu of thesis is required for an M.A. degree. An M.A. thesis must conform to Graduate College regulations and guidelines and receive signed approval by the advisor, one other faculty member, and the department head. An M.A. paper in lieu of thesis must receive signed approval by the advisor and one other faculty member. The former is deposited in the library and the student's file. The latter is deposited in the student's file. The two final copies of the M.A. paper together with the signed approval form must be made available to the Head of the Department before they will certify the candidate for the M.A. degree list.

Policies

Admissions

The Admissions Committee screens applications each year. The department employs three general criteria in admitting students to the graduate program: 1) the prospective student's capacity for sustained, rigorous, intellectual work; 2) the department's capacity to offer suitable instruction and training; and 3) the departmental need for student diversity to match the diversity of faculty expertise. With the exception of the subfield of archaeology, the department does not typically admit students seeking only a Master’s degree.

Applicants for admission as first year graduate students must have a grade point average of at least 3.0 on a 4.0 scale (B average) for the last 60 hours of undergraduate work. Admission on a special probationary basis may be recommended for an especially promising candidate with a grade point average between 2.5 and 3.0 on a 4.0 scale. GRE scores are required for domestic applicants and strongly recommended for all applicants.

Funding

Graduate students are admitted with five and a half years of funding support to assist them in their period of studies and research (but see “Funding Priorities” below). This support normally includes a 50%-time position as a teaching assistant or research assistant with accompanying tuition and fee waivers and related benefits. Continuing support is contingent upon each graduate student’s strong progress in the program. The University provides additional opportunities for competitive grants and fellowships to support course work, research, travel, and dissertation completion, and private donations provide additional opportunities for competitive grants and fellowships.

While the department offers a total of five and a half years of funding per student, this is not
always a sufficient amount of time for the completion of the degree. As such, all students are encouraged to apply for outside funding.

**Funding priorities**

To maximize the impact of available funds for our students, the Department prioritizes students based on time in the program and proximity to completing the doctoral degree. Funding priority is given to 1) students who are in their first four years of the doctoral program AND who have not completed their preliminary exams; and 2) those students who have completed doctoral data collection and are analyzing data or writing up their dissertations. This second category of prioritized students, those who have completed their doctoral data collection, are given one and a half years of priority funding.

**Progress and Evaluation**

**Required Course Loads**

Students must enroll for the appropriate number of courses to maintain their tuition waiver. Students holding a 50% teaching assistantship or research assistantship must take at least 8 credit hours per semester. Students holding a fellowship are required to be registered (1 credit hour or more) each semester unless the requirements of the fellowship dictate otherwise.

**Semi-annual Evaluations of Student Progress**

The faculty of the Department of Anthropology meets twice each academic year to evaluate the progress of all continuing students in the department. The entire faculty meets for an annual student review at the end of each Fall semester. Subdisciplinary faculty groups meet to review the progress of students in each program at the end of each Spring semester.

Prior to the end of each Fall and Spring semester (by Reading Day), graduate students should provide a completed “Semi-annual Review of Anthropology Ph.D. Students” form and updated CV to their advisor(s). Advisors are responsible for providing students with a written summary of those evaluations conveying any specific recommendations or concerns.

The “Semi-annual Review of Anthropology Ph.D. Students” form can be downloaded from the website as an editable Word document, which can be filled out and emailed to each advisor along with a CV. This form is also available at the end of this document.

**Second Year Reports**

In the spring of their second year of coursework, all students must submit a statement reviewing their work to date, their emerging research trajectory and their plans for completing their coursework and preliminary examinations and beginning their dissertation research. This statement should be prepared in consultation with the student’s intellectual committee, who must prepare a separate statement of evaluation and approval. The Second Year Report should be submitted prior to the end of the Spring semester (typically in mid- or late-March). Submission of these statements will be a condition of eligibility for funding. The student statement and the statement of approval by the intellectual committee will be discussed by subdisciplinary faculty at the student evaluation meetings at the end of the Spring semester.

Advisors are responsible for meeting and discussing the second year evaluation with their students, as well as providing students with a written summary of these evaluations conveying any specific recommendations or concerns.
Academic Probation and Conditions for Dismissal

Students must maintain a minimum cumulative 3.0 grade-point average. Students whose grade-point average falls below 3.0 at the end of any semester of enrollment will be placed on academic probation. Students placed on probation have one semester to raise their cumulative GPA to the program’s minimum by the end of the next term of enrollment or face dismissal by the Graduate College (http://www.grad.illinois.edu/gradhandbook/2/chapter3/academic-standing).

Students who fail to make adequate progress toward their degree as determined by their advisor and/or intellectual committee may be placed on academic probation. If it is determined that a student is not making adequate progress in the program, they will be informed of this status in writing by their advisor after the Spring semi-annual student evaluation. A student may remain on academic probation for up to two semesters. If adequate progress towards the degree is not demonstrated during this time, the student will be required to leave the program.

Grievance Policy

All graduate students may use the Graduate College Grievance Policy to address concerns about the behavior or decisions of faculty or administrators that a student believes have adversely affected their status as a graduate student (http://www.grad.illinois.edu/gradhandbook/2/chapter9/academic-conflict). Grievances may be addressed at the departmental level through the Department of Anthropology’s grievance policy and procedures, which can be found here: http://www.grad.illinois.edu/sites/default/files/PDFs/anthropology.pdf.

Additionally, grievances related to employment may be handled through the Graduate Employees’ Organization’s grievance procedure: http://humanresources.illinois.edu/assets/docs/AHR/geo.pdf.

Leave of Absence

Graduate students are entitled to a total of two terms (fall and/or spring semesters) of academic leave during the course of a single degree program per Graduate College policy. Eligibility requirements, responsibilities when requesting an academic leave, and the procedures for doing so can be found in the Graduate Student handbook: http://www.grad.illinois.edu/gradhandbook/2/chapter2/registration#LeaveofAbsence.

Re-entry Policy

The Graduate College requires you to fill out a re-entry form when returning from leave. International students must also provide any relevant visa information. In addition, if you have been away from the U of I for more than two years, the Department of Anthropology requires you to submit three new letters of reference; a new statement of purpose; a brief, separate statement accounting for your activities during your leave from the program, and any updated transcripts. The deadline is December 1 of each year to apply for acceptance into the following year’s cohort.

Course Requirements for the Ph.D.

The department makes an effort to stimulate creative scholarship and sound teaching and research capabilities in its students. Departmental training encourages a curiosity and intellectual probing of the discipline and its four subfields. We expect students to accumulate the knowledge
and skills to produce first-rate scholarship in their particular concentration. In developing students’ career trajectories, advisors and committees will guide students to pursue their special interests by drawing upon courses and facilities both within and outside of anthropology. Such training may be secured not only through regular courses but also by means of tutorial sessions and independent or guided research undertaken on or off the campus.

General Course Requirements for All Students

The doctoral program requires a minimum of 96 hours of graduate credit. A candidate for the Ph.D. degree entering with an M.A. degree in anthropology from another university automatically receives 32 hours of graduate credit. A student with previous work in the subject but without an M.A. degree can petition through their advisor to transfer credit.

All doctoral students are required to take the two-semester 0.5 unit course *Introduction to Illinois Anthropology* (Anth 515IA) in their first year of graduate study.

Foreign Language Requirement

The purposes of the foreign language requirement are to ensure that students have an ability to use at least one language for scholarly purposes and to provide the opportunity to demonstrate mastery of a field language or skill. A doctoral candidate is required to show a high proficiency (high reading and speaking competence) in one or ordinary proficiency (reading knowledge) in two foreign languages. In the former case, the language must have an established, scholarly literature. Alternatively, high proficiency in a field language, i.e. a major and well-established indigenous/local language, will also fulfill this requirement. In the latter case, at least one of the two languages must have an established, scholarly literature. The choice of languages and the level of proficiency to be tested will be determined in consultation between a student and their intellectual committee. Languages and the level of skill should be relevant to the student's scholarly specialization.

The requirement for one of the two languages passed at an ordinary proficiency level may be satisfied by demonstrated expertise in a specialized skill. Appropriate areas for substitution include advanced mathematics, statistics, computer applications, GIS, or labanotation. As an example, competence in statistics might include 4 semesters of course work, at least two semesters of which must be at the 400 level or above and the interpretation of a significant work or works involving statistical analyses. Students’ intellectual and/or preliminary examination committees must approve these specialized skill requirements.

In the case of labanotation, students pursuing this alternative must satisfy the following requirements: 1) A one-semester course in Labanotation that could be taken as an Independent Study; 2) The successful completion of a research project (independent study - summer or academic year); 3) Pass both the Elementary and Intermediate Certification exams in Labanotation. The international certification standards are set by ICKL (International Council of Kinetography Laban) and administered in the USA by the Dance Notation Bureau in New York. It is estimated that two semesters of training will be necessary to achieve this level of fluency.

The language requirement should be satisfied early in the doctoral program and, if necessary, the student should incorporate language study in their graduate training plan.

Procedures for Foreign Language Examinations

Faculty members who know the language should administer language examinations. If no department member knows the language under consideration, then someone elsewhere at UIUC
or an extra-UIUC examiner should carry out the certification process. The student’s advisory committee in consultation with the Director of Graduate Studies will oversee arrangements for the language examinations.

Guidelines for the examinations are provided below, and in general, these will be evaluated as pass/fail.

**Ordinary Proficiency.**

Either a book or a scholarly article or book chapter in the target language and in a subject relevant to the student's area of specialization will be chosen in consultation with the student's advisor and will be given to the student to read. If the language being tested is a language with a scholarly literature, the book/article/chapter selected should include the development of an intellectual argument. The student has three weeks at most to report back with or without written notes for an oral examination in English as to the material read. At this time, the examiner will also give the student a passage or passages amounting to about 600 words to translate in writing into English at once with or without the use of a dictionary. The examiner should forward to the Director of Graduate Studies the results of both the oral and the written part of the examination together with the actual English translation by the student and a copy of the foreign language passage or passages so translated. The examiner should also complete the standard form (which is provided by the Graduate Program Coordinator) to be submitted to the committee. This form is placed in the student's file.

**High Proficiency.**

As above and the oral examination will be conducted in the target language. At this time additional conversational capacity can be incorporated into the exam. In addition, and subject to the student's intellectual/preliminary committee's judgment, the examiner may ask the student to translate a passage in English into the target language, preferably excerpts from the student’s own work. This passage should be of about 300 words in length and in such cases the passage to be translated from the target language and the English passage may each be about 300 words long. Both written passages as well as copies of the originals from which translations have been made should be submitted to the Director of Graduate Studies with a completed copy of the standard form.

**Note:** In general, the department will not accept Educational Testing Services (ETS) examinations or other externally administered standard language examinations, including grades in language courses, as satisfying the departmental foreign language requirement. But in view of the fact that a student may wish to have an ETS examination, in order to let the result be made part of their official record, the language committee will make arrangements for the student to take such examination. Moreover, whenever there is nobody on the staff of the department or elsewhere in the university who is able to administer an examination in a particular language, a student's advisor/s may request the Language Testing Committee to accept an ETS or similar examination in lieu of any other examination, and this request will be honored.

Although a student for the Master's Degree need not meet a foreign language requirement, they may, if desired, take the foreign language examination in either ETS or department form or both, and the results will be appropriately recorded in the departmental file.

If a student is required to satisfy a requirement in some language and can produce written evidence from one of their professors or instructors of having substantially used that language in a course research paper or similar work relevant to the degree training, that evidence, submitted in writing by that instructor or professor, will be accepted in lieu of a formal examination for ordinary proficiency and will be so entered in the student’s departmental file. In the case of
students for whom English is a second language, they may, with the consent of their intellectual/preliminary exam committee, fulfill the departmental foreign language requirement by demonstrating high proficiency in English. In these cases, successful completion of written and oral components of the preliminary examination can serve in lieu of a separate language examination. The preliminary examination committee should certify this in writing at the time of the oral examination.

Second Year Report

During their fourth semester in the program, all doctoral students (in all subfields) must submit a Second Year Report detailing their coursework to date as well as their intended coursework, proposed schedule for preliminary exams, and continued research plans (more on this below). Besides meeting the general requirements specified above, students must fulfill the subfield-specific curricula listed below.

Sub-Disciplinary Requirements

FOR DOCTORAL STUDENTS CONCENTRATING IN BIOLOGICAL ANTHROPOLOGY:

In addition to the Illinois Anthropology sequence, doctoral students concentrating in Biological Anthropology must complete one course from each of five intellectual clusters with a grade of B or better: 1) evolutionary theory & genetics; 2) evolution & functional anatomy; 3) behavior & ecology; 4) development, energetics, & disease; and 5) research methods (see below). The academic goal of this requirement is to provide students with professional training and theoretical frameworks in a range of disciplines within Biological Anthropology.

The remainder of a student’s course requirements can be fulfilled by courses in or outside of Anthropology (for example, by courses in Geology, Molecular & Cell Biology, Integrative Biology, Crop Sciences, etc.). A student’s program of study should be designed by the student in close consultation with their advisor and intellectual committee and should provide the student with expertise in their specialized area of research.

All courses, language, skill, and other Departmental requirements must be completed before a student can schedule their preliminary examinations and be advanced to candidacy.

CLUSTERS (1 course required from each):

Evolutionary theory and genetics

432 Genes and Behavior
431 History of Bioanthropology
441 Human Genetics
5XX Evolutionary Genetics
540 Seminar in Bioanthropology

Evolution and functional anatomy

408 Human Evolutionary Anatomy
409 Human Evolutionary Anatomy Lab
435 The Neandertal Debate
440 Human Paleontology
443 Primate Form and Behavior
446 Behavioral Inference & Fossils
447 Advanced Skeletal Biology
540 Seminar in Bioanthropology

**Behavior and Ecology**
- 442 Animal Behavior
- 443 Primate Form and Behavior
- 4XX Sex in Nature and Culture
- 514 Seminar in Cognitive Science
- 543 Seminar in Primate Ecology
- 540 Seminar in Bioanthropology

**Development, Energetics and Disease**
- 433 Conservation Ecosystem Health
- 437 Behavioral endocrinology
- 438 Primate Life History Evolution
- 494 Human Paleopathology
- 541 Ontogeny and Phylogeny
- 540 Seminar in Bioanthropology

**Research Methods in Biological Anthropology**
- 407 GIS for Anthropologists
- 410 Research Design in Anthropology
- 412 Quantitative Analysis in Anthropology
- 444 Methods in Bioanthropology
- 445 Research in Bioanthropology
- 540 Seminar in Bioanthropology
- 559 Bioanthropological Theory
Other units: Statistics, Crop Sciences, etc. (univariate, multivariate, etc.)

**Reminder:** During their fourth semester in the program, all doctoral students (in all subfields and in consultation with their individual committees) must submit a Second Year Report detailing their coursework to date as well as their intended coursework, proposed schedule for preliminary exams, and research plans.

**FOR DOCTORAL STUDENTS CONCENTRATING IN ARCHAEOLOGY:**
In addition to the *Illinois Anthropology* sequence, archaeology graduate students must successfully complete *Social Theory/Ethnography I* by their second year.

**CORE COURSE REQUIREMENTS**
Students must take the following archaeology core courses in sequence:
- 461* The History of Archaeological Theory
- 561 Archaeological Theory
- 410* Research Design in Anthropology, or 511 Proposal Writing

**METHODS CLUSTER**
Students must take at least two of the following:
- 407* GIS for Anthropologists (or an equivalent course)
- 412* Quantitative Analysis or its equivalent (e.g., an upper level statistics course)
- 451* Archaeological Surveying
- 452* Stone Tool Technology Analysis
- 457* Archaeometry
- 477* Pottery Analysis
478* Advanced Methods in Archaeology

**REGIONAL CLUSTER**
Students must take at least two of the geographical region courses, one in the student’s region of specialization and one in any other geographical area:

448* The Prehistory of Africa
449* North American Archaeology
459* The Ancient Maya

**TOPICAL CLUSTER**
Students must take at least one of the following:

447* Hunters and Gatherers
453* Landscape Archaeology
460* Heritage Management
462* Museum Theory and Practice
474* Archaeology of Imagery
552 Research Problems in Archaeology
555 The Archaeology of Complexity
557 Social Construction of Space
562 Archaeology and Racialization

*NOTE concerning 400-level courses: Graduate students in 400-level courses will meet with the instructor apart from the undergraduates for an additional 1 to 2 hours per week.

**READINGS COURSE ALLOWANCE**
Graduate students in Archaeology will not be permitted to take individual readings courses until the 3rd semester of their residency. No more than three *Readings in Anthropology* (Anth 589) courses will be counted toward the Ph.D.

**COMPETENCIES**
A written statement by the student and countersigned by the student’s advisory committee will be turned in at the time of the preliminary examination demonstrating the following:

1.) Statistical Literacy: We expect all doctoral students in archaeology to be statistically literate. This can be achieved through demonstrated prior training or UIUC coursework that introduces the student to the fundamentals of statistical inference, probability, significance testing, the linear model, and the basics of multiple regression.

2.) Field Training: We expect all doctoral students in archaeology to know how to organize and conduct field research, including survey and excavation. Thus, all archaeology graduate students must have completed a Field School program or have received field training comparable to Anthropology 454/455 before undertaking their Prelims.

3.) Analytical Methods Training: We expect all doctoral students in archaeology to acquire the skills required to analyze and interpret data and materials recovered from excavations and site surveys. Thus, all archaeology graduate students will have to demonstrate training in the methods appropriate for their proposed thesis research before undertaking their Prelims. With the approval of their advisory committee, students may use “proficiency” in Geographic Information Systems, Advanced Statistical Methods, archaeozoology, bioarchaeology, archaeological botany, lithic or ceramic analysis, ancient DNA analysis, stable isotope or other geochemistry, geochronology, geoarchaeology, or other analytical methods that are essential skills for accomplishing archaeological research objectives, to fulfill one of the ordinary-level language requirements of the Department. In this case, proficiency is defined as the receipt of a final
course grade in the “A” range for graduate-level coursework in any of these skills that features an analytical project demonstrating that proficiency.

**Reminder:** During their fourth semester in the program, all doctoral students (in all subfields and in consultation with their individual committees) must submit a Second Year Report detailing their coursework to date as well as their intended coursework, proposed schedule for preliminary exams, and research plans.

**FOR DOCTORAL STUDENTS CONCENTRATING IN SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY:**
Besides successfully completing the *Illinois Anthropology* sequence, sociocultural and linguistic anthropology graduate students must take *Social Theory/Ethnography I* and *Social Theory/Ethnography II* by the end of year 2.

**CORE COURSE REQUIREMENTS**
Students must take two 400- or 500-level geographical area courses. One of these should cover the student’s region of specialization, and the other must focus on a different world region.

A Pre-fieldwork Seminar (such as *Methods of Cultural Anthropology* [Anth 411]) is also required.

**CORE THEME REQUIREMENTS**
Students should take three courses in categories that reflect both traditional and more recent conceptual, analytic, and theoretical approaches in Anthropology, to be approved by a student’s advisor and intellectual committee. Seminars addressing these core themes will be offered regularly (either annually or biennially; see course listings). Core themes include:

- Colonialism/Postcolonialism/Transnationalism
- Gender/Sexuality/Feminist Anthropology/Queer studies
- Kinship/Family/Social structure
- Language in culture/Discourse analysis
- Race/Ethnicity/Nationalism
- Body/Personhood/Self
- History/Memory
- Religion/Cosmology/Ritual
- Work/Class/Economy
- Materiality/Environment/Ecology

**Reminder:** During their fourth semester in the program, all doctoral students (in all subfields and in consultation with their individual committees) must submit a Second Year Report. As part of their Second Year Report, students in sociocultural and linguistic anthropology must submit (in consultation with their committees) a statement detailing their coursework to date and their intended coursework and showing how that curriculum fulfills the recommendations of the faculty or, if it is different, how it better serves their needs in preparation for their intended dissertation research.

**READINGS COURSES**
Graduate Students in Sociocultural and Linguistic Anthropology must take at least four regular graduate courses during their first year. A readings course (e.g., Anth 589) may be added during year 1 with the approval of an advisor.
ADVISING AND INTELLECTUAL COMMITTEES

The Advisory System

An entering graduate student is assigned an advisor, or a set of two co-advisors, based on a match with the student's interests. This advisor or set of advisors is responsible for giving the student academic counseling. As the student's program develops, the advisor/s may be changed when appropriate. In the case of a change, the student must request a new faculty member to serve, and the latter must accept this responsibility in writing. The request and consent become part of the student's file. The Change of Advisor Form can be found on the departmental website.

Responsibilities of the Advisor

Providing rigorous graduate training makes heavy demands on faculty and students alike. These responsibilities will be shared. The faculty provides guidance and support and facilitates access to resources. A student must take the initiative in formulating academic goals and in developing a specific educational plan and keeping their advisor apprised of these.

Advisors are responsible for keeping students apprised of their progress through the program. This includes a written summary of progress at the completion of each semester in the form of the “Semi-annual Review of Anthropology Ph.D. Students”. Advisors are also responsible for meeting and discussing the second year evaluation with their students after submission of the second year report, as well as providing students with a written summary of these evaluations conveying any specific recommendations or concerns.

Primary advisors will serve on the Intellectual Committee of their students and serve as the chairs of their Preliminary Examination Committee and the Doctoral Dissertation Committee. As chairs of these committees, advisors will consult with their students to form the remainder of these committees, prepare for, and conduct doctoral research.

The Intellectual Committee

To help students define their intellectual trajectories, all students must choose an intellectual committee. This committee must include the student’s advisor/s and at least two other faculty members from the Anthropology Department. The department recommends that students try to form this committee in the first semester of the second year, and that students and their advisor/s arrange a meeting of this committee shortly after its formation. Together, students and their intellectual committees will work on the student’s Second Year Report, thus establishing goals for the following years. Students will consult with members of the intellectual committee on progress toward these goals when needed.

The Preliminary Examination Committee

When students’ doctoral research interests take shape and they begin concrete plans for their preliminary examinations (sometimes referred to as qualifying examinations), then they should, in consultation with their advisor/s, form a preliminary examination committee. The preliminary examination committee succeeds the intellectual committee but may have a similar composition. The preliminary examination committee is composed of a minimum of four faculty members, three of whom must be Anthropology Department faculty. Over all, three committee members must be members of the Graduate College and at least two must be tenured, preferably in the Anthropology Department. The fourth (and any additional members) may be from other
departments of the University or from outside the University of Illinois. The committee structure includes a Chair and Director of Research. These two positions may be filled by the same person but need not be. It is the advisor's responsibility to ensure that the committee membership is made part of the student's official departmental file, to notify the Director of Graduate Studies and the Head of the Department, and to see that the faculty is informed of each committee's constituency at each semi-annual Graduate Student Review Meeting.

The preliminary examination committee is responsible for guiding the student toward preliminary examinations and preparations for doctoral research. Typically, the committee is formed during a student's third year with the examinations completed by the end of the fourth year (in certain cases, however, IF the student entered the Ph.D. Program with a Masters in anthropology from another institution, it is not uncommon for the preliminary committee to be formed by the end of the second year). The committee may be asked to meet as a body at any time. In anticipation of the student’s actual preliminary exams, the advisor/s along with the other committee members will petition the Head of the Department to recommend that the Dean of the Graduate College formally appoint the preliminary examination committee to administer the examination. With the successful completion of the preliminary examination, the student advances to candidacy for the Ph.D. and may begin dissertation research.

Graduate College requirements for the Preliminary Examination Committee and rules for preliminary examinations can be found at [http://www.grad.illinois.edu/gradhandbook/2/chapter6/committees-exams](http://www.grad.illinois.edu/gradhandbook/2/chapter6/committees-exams).

**The Preliminary (or Qualifying) Examination**

With the consent of their preliminary examination committee, students who have completed course requirements for their subdisciplinary program and fulfilled the departmental language requirement(s) may schedule their preliminary examinations.

Over a two-week period, students take (three or) four separate exams in the location of their choice, with access to books and other resources and a 24-hour time limit per question. The committee chair may impose a page limit on each question if they so choose.

**NOTE:** Questions for each exam may be provided ahead or not (according to committee member preference, as is the current practice). This is followed by an oral exam scheduled two weeks after the written exams are finished. A key outcome of the oral exam will be a dissertation research proposal.

**NOTE:** No pre-dissertation paper is attached to the prelim exam process. Students applying for the M.A. in Anthropology will have to submit a separate M.A. thesis (not part of the prelim exams).

**NOTE:** This formula does not define any particular preparation process, but it is designed to avoid the drawn-out, multiple-independent-study course, several-semester practice that has characterized some students’ experience at UIUC.

**The Doctoral Dissertation or Final Examination Committee**

The Preliminary Examination Committee becomes a Dissertation Committee as soon as a student begins work on dissertation research. Since a proposal for dissertation research is part of the preliminary examination, there is little practical distinction between a preliminary examination committee and the dissertation committee. In most cases, the membership of both committees is the same. The dissertation committee is not formally appointed or approved by the Graduate
College until the student is ready to defend the dissertation. At that point, in a process similar to
the formal constitution of a preliminary examination committee, the Head of Department
requests that the Dean of the Graduate College appoint the dissertation committee as a “final
examination committee.” The final examination committee must have at least four members. At
least three of these must be appointed members of the department AND of the Graduate College
faculty, and at least two of the four members must be tenured, preferably in the Anthropology
Department.

**EMERITUS FACULTY ON ADVISORY COMMITTEES**
In accordance with the regulations of the Graduate College, Emeritus Faculty may serve on
preliminary examination and doctoral dissertation committees in the Department of
Anthropology. Emeritus faculty also may chair doctoral committees in the Department of
Anthropology as long as the Emeritus faculty was serving as the student's advisor at the time of
retirement. However, only under exceptional circumstances can an Emeritus faculty chair a
student's prelim committee. In order for this to occur, the student and the Emeritus faculty must
file a petition with the Head of the Department and the Director of Graduate Studies. In this
petition, a strong case must be made that there is a significant disadvantage to the student in
having a regular faculty member serve as committee chair. A decision to approve or reject the
petition will be rendered by the Head.

Graduate College requirements for the Final Examination Committee and rules for the final
examination (defense) can be found at [http://www.grad.illinois.edu/gradhandbook/2/chapter6/committees-exams](http://www.grad.illinois.edu/gradhandbook/2/chapter6/committees-exams).

**REQUIREMENTS FOR THE M.A. DEGREE IN
ARCHAEOLOGY**
All requirements for an MA archaeology student are the same as those for a PhD student except
for these two changes:

1. The 511 proposal writing requirement is waived.
2. The 515A (*Illinois Anthropology*) requirement is waived.

**CORE COURSE REQUIREMENTS**
Students must take the following archaeology core courses:

- 461 The History of Archaeological Theory
- 561 Archaeological Theory

**METHODS CLUSTER**
Students must take at least two of the following or may substitute one relevant methods course
from another discipline for one of our two archaeology courses, with written permission of the
student's advisor/s.

- 407 GIS for Anthropologists (or an equivalent course)
- 412 Quantitative Analysis or its equivalent (e.g., an upper level statistics course)
- 451 Archæological Surveying
- 452 Stone Tool Technology Analysis
- 477 Pottery Analysis
- 400-level Archaeometry  (Prof. Ambrose submitting paperwork)

**REGIONAL CLUSTER**
Students must take at least one of the geographical region courses:
TOPICAL CLUSTER
Students must take at least one of the following courses or receive written permission from their advisor to make a substitution:

- 447 Hunters and Gatherers
- 453 Landscape Archaeology
- 460 Heritage Management
- 462 Museum Theory and Practice
- 552 Res Prob in Archaeology (topics vary; may be repeated for credit)
- 555 The Archaeology of Complexity
- 557 Social Construction of Space
- 562 Archaeology and Racialization

OPTIONAL COURSEWORK
Students will consult with their advisor/s about other courses in Anthropology and outside departments that may benefit them.

READINGS COURSE ALLOWANCE
Graduate students in archaeology will not be permitted to take individual readings courses until the 3rd semester of their residency. No more than three **Readings in Anthropology** (Anth 589) courses will be counted. We urge M.A. students not to take more than two such courses.

THESIS or PAPER IN LIEU OF THESIS
M.A. students (as well as students in the doctoral track wishing to acquire the M.A. degree) are required to write a thesis or a paper in lieu of thesis -- the choice, topic and configuration to be determined in consultation with the particular student’s M.A. committee and subject to that committee’s approval.

COMPETENCIES
A written statement by the student and countersigned by the student’s advisory committee will be turned in at the time the thesis/paper is submitted in order to demonstrate competency in the following:

1.) Statistical Literacy. We expect all graduate students in archaeology to be statistically literate. This can be achieved through demonstrated prior training or UIUC coursework that introduces the student to the fundamentals of statistical inference, probability, significance testing, the linear model, and the basics of multiple regression.

2.) Fieldwork Proficiency. We expect all graduate students in archaeology to know how to organize and conduct field research, including survey and excavation. Thus, all archaeology graduate students must have completed a Field School program or have received field training comparable to Anthropology 454/455 before writing their M.A. thesis/paper.

3.) Analytical Methods Ability. We also expect all graduate students in archaeology to acquire the skills required to analyze and interpret data and materials recovered from excavations and site surveys. Thus, all archaeology graduate students will have to demonstrate training in the methods appropriate for their proposed thesis research before undertaking the M.A. thesis/paper. With the approval of their advisory committee, students may use “proficiency” in Geographic Information Systems, Advanced Statistical Methods, archaeozoology, archaeological botany, lithic or ceramic analysis, ancient DNA analysis, stable isotope or other geochemistry,
geochronology, geoarchaeology, or other analytical methods that are essential skills for accomplishing archaeological research objectives, to fulfill this requirement.
Semi-Annual Review of Anthropology PhD Students

Instructions to the Student: Please fill out this form, save it as a Word document, and then email it to your advisor(s) along with a current CV.

Name of student:
Name of advisor(s):
Current Semester and AY (ex. Fall 2017):
Current GPA:
Date of entry into doctoral program:
Current estimated graduation date:

Please list all courses you have completed or are taking since last year's annual review; include independent studies and/or dissertation hours.

<table>
<thead>
<tr>
<th>Course Rubric</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Fulfill a requirement?</th>
<th>Grade Earned</th>
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<tbody>
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</table>

If applicable, list any courses in which you currently hold a grade of NR, Incomplete, or F, and describe the arrangements you are making to address these:
Please check (type “X” in the space) any other required milestones that have been completed since the last annual review (see Graduate Handbook for typical timelines for completing these milestones):

__ Completed Language requirement
__ Created Intellectual Committee
__ Created Preliminary Committee
__ Completed Preliminary (written) exams
__ Defended preliminary examination (oral defense)
__ Defended dissertation
__ Deposited dissertation

RA or TA assignments held since last annual review:

List any fellowships held since last annual review (e.g., Grad College fellowship, Elizabeth Winter Young, summer fellowship):

Research presented at conferences or publications:

List any other ongoing research activities in which you are currently engaged:

Honors/Awards (e.g., list of excellent teachers, department awards, teaching awards, top paper awards, etc.):

Service (e.g., GSA, service to department, NCA, undergraduate mentoring, etc.):

List 2-3 goals you would like to accomplish next semester in terms of your academic progress:
Instructions to the Advisor: Please review the student's information above, along with the CV, in preparation for the semi-annual review meeting. After the review meeting, provide your evaluation in the space below. Then send an electronic copy of this file to the student and to the graduate program office.

Areas of Strength

Areas for Growth/Improvement

Overall Evaluation (to be filled out by advisor)

__ The student IS making good progress toward the degree. Keep up the good work!
   During the next academic year, the remaining course work and milestones need to be completed:

__ The student IS NOT making good progress toward the degree. Explanation/implications and plans for the next academic year:

__ I invite the student to make an appointment with me to discuss this review in person.

Advisor's Signature (may be electronic)
<table>
<thead>
<tr>
<th>Award</th>
<th>Amount</th>
<th>Who is eligible</th>
<th>Requirement(s) from grad student *:</th>
<th>Approximate timing for submission to department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demitri B. Shimkin award</td>
<td>$1000</td>
<td>All grad students</td>
<td>Single-authored paper up to 35 pp</td>
<td>March/April</td>
</tr>
<tr>
<td>Forest N. Baker award</td>
<td>$1000</td>
<td>Grad students with projects in American Archaeology</td>
<td>Research proposal up to 5 pp.</td>
<td>March/April</td>
</tr>
<tr>
<td>Summer Research Assistance Award</td>
<td>Variable</td>
<td>All grad students</td>
<td>Proposal of 1500 words or less, budget</td>
<td>March/April</td>
</tr>
<tr>
<td>Casagrande prize</td>
<td>$1000</td>
<td>Cultural grad students</td>
<td>Based on Summer research proposals – do not have to submit additional materials</td>
<td>March/April</td>
</tr>
<tr>
<td>Conference travel funding – Department</td>
<td>$250 (presenters); $75 (non-presenters)</td>
<td>All grad students</td>
<td>Online form¹; abstract of paper/poster and brief description (1 paragraph) of how it relates to dissertation</td>
<td>Reimbursement</td>
</tr>
<tr>
<td>Conference travel funding – Grad College ²</td>
<td>Up to $350; based on distance</td>
<td>All grad students</td>
<td>Online application form, 1 pg. proposal, paper abstract, CV, history screen</td>
<td>For Fall, mid-September For Spring, mid-February ⁵</td>
</tr>
<tr>
<td>Grad college Dissertation travel grants ³</td>
<td>Up to $5000</td>
<td>All grad students</td>
<td>3-pg research proposal, budget worksheet, CV</td>
<td>For Fall, early September For Spring, early March ⁵</td>
</tr>
<tr>
<td>Grad college dissertation completion fellowship ⁴</td>
<td>$20k for one year</td>
<td>All grad students</td>
<td>CV, 3-pg research proposal. Must deposit dissertation by August of the following year.</td>
<td>March/April ⁵</td>
</tr>
<tr>
<td>FLAS (Foreign Language &amp; Area Studies Fellowships) ⁶</td>
<td>$15k</td>
<td>For graduate study in modern foreign languages and area studies; US citizens &amp; permanent residents</td>
<td>Online application form, statement of purpose, contact info for 3 references, grad &amp; undergrad transcripts</td>
<td>February</td>
</tr>
</tbody>
</table>

* There may be additional requirements from an advisor, etc. so please see specifics of each award when they are made available.
For all Grad College awards, proposals/applications are due in the Anthropology Department two weeks prior to Grad College deadline.
## An Idealized Timeline for Graduate Study in Anthropology at Illinois

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Research</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You should be doing:</strong></td>
<td><strong>You should be doing:</strong></td>
<td><strong>You should be doing:</strong></td>
<td><strong>You REALLY should be doing:</strong></td>
<td><strong>You should be doing:</strong></td>
<td><strong>You should be doing:</strong></td>
</tr>
<tr>
<td>Required general first year courses.</td>
<td>Required sub-field first year courses.</td>
<td>Completing sub-field course requirements.</td>
<td>Completing sub-field course requirements.</td>
<td>Research for thesis.</td>
<td>Data analysis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language exam.</td>
<td>Language exam.</td>
<td>Presentation of work at meetings of relevant professional associations.</td>
<td>Presentation of work at meetings of relevant professional associations.</td>
</tr>
<tr>
<td><strong>You might be doing:</strong></td>
<td><strong>You might be doing:</strong></td>
<td><strong>You might be doing:</strong></td>
<td><strong>You might be doing:</strong></td>
<td><strong>You might be doing:</strong></td>
<td><strong>You might be doing:</strong></td>
</tr>
<tr>
<td>Additional course requirements.</td>
<td>Language training and/or exam.</td>
<td>Preliminary exams.</td>
<td>Applying for dissertation write-up.</td>
<td>Submitting research to journals.</td>
<td>Submitting research to journals.</td>
</tr>
<tr>
<td>Language training and/or exam.</td>
<td>Preliminary summer field research.</td>
<td>Preliminary summer field research.</td>
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</tbody>
</table>