



Anthropology Department Handbook

for

Graduate Students

ACADEMIC YEAR 2009-2010

Faculty Administrators

Department Chair: **William W. Kelly**

Over the course of a year, the Chair will work with the DGS, and with ad hoc graduate student groups on a variety of issues of interest to graduate students. You should not hesitate to consult with the Chair on personal as well as general questions, if the occasion warrants.

Director of Graduate Studies (DGS): **Kamari M. Clarke**

The DGS monitors student progress through the program, approves course schedules, coordinates qualifying exams, and appoints Teaching Fellows. If you have any concerns your academic progress, registration status, a faculty member or advisor, the DGS is the one to approach.

Director of Undergraduate Studies (DUS): **Eric Sargis (Fall), David Watts (Spring)**

The DUS oversees the undergraduate major in anthropology, coordinates course scheduling, senior essays, and departmental prizes.

Administrative and Laboratory Staff

Albert, Erika: Assistant Administrator

Erika handles some of the finances of the department, including faculty reimbursements. She also assists the Departmental Administrator with grants and other practical matters within the department.

Aronsen, Gary: Laboratory Manager

Gary oversees the Yale Biological Anthropology Laboratory. He manages collections, facility maintenance, equipment and material purchases, and coordinates laboratory research and teaching with faculty, administrator, and students.

D'Aria, Francesco: Financial Assistant

Frank provides support to the Assistant Administrator and Administrator in the Department of Anthropology and Council on Archaeological Studies regarding financial matters.

DeChello, Jennifer: Administrative Assistant

Jennifer is the assistant to the Chair of the Council on Archaeological Studies. She coordinates faculty meetings and department events. Jennifer also assists the Registrar in the Council on Archaeological Studies.

DiGioia, Naomi: Senior Administrative Assistant / Chair's Assistant

Naomi is the assistant to the Chair of Anthropology. She coordinates faculty search committees, promotions and reviews. Also, she coordinates faculty meetings and department events.

Eudicone, Janice: Administrative Assistant

Janice handles reception, mail, the events calendar, keys, facility issues, colloquium schedules, travel, and the DVD/video collection and assists the Registrar in all of these matters as they pertain to students. Announcements of interest to faculty and students in the departmental should be sent to her at anthropology@yale.edu.

Liford, Robert: Senior Administrative Assistant

Robbie is the assistant to Professor Kamari Clarke for the Initiative on Transnational Cultural Analysis (TCA). He coordinates meetings and events and provides financial management for the TCA.

Phillips, Karen: Departmental Registrar

Karen coordinates, oversees, and supervises Student Services and coordinates curriculum, academic schedules, and all graduate and undergraduate student matters for the Department of Anthropology and Council on Archaeological Studies. She serves as the lead expert for the Directors of Graduate Studies and Directors of Undergraduate Studies of the department and council in all student and curriculum matters.

Salazar-Burger, Lucy: Research Associate

Lucy is working this academic year as inventory manager for the Peabody Museum Macchu Pichu exhibition/materials.

Smith, Mary: Departmental Administrator

Mary deals with grants, renovations and practical matters within the department.

Tonoike, Yukiko: Laboratory Manager

Yukiko oversees the Yale Archaeological Anthropology Laboratories. She manages collections, facility maintenance, equipment and material purchases, and coordinates laboratory research and teaching with faculty and students.

Wong, Gordon: Registrar's Assistant

Gordon is the assistant to the Registrar in all student services. In addition, he assists with office supplies, computers, photocopying, and audio-visual equipment. He handles room reservations for courses, sections, and film screenings, and assists in reserving rooms on central campus. Also, he is the contact for student-lead colloquiums.

Open Slots:

Faculty Support: This person will provide support to faculty in the Department of Anthropology by assisting faculty in all areas of work--teaching, research and financial assistance. He/She will also assist the Senior Administrative Assistant in all faculty related duties and the Registrar when faculty issues pertain to students.

Departmental Student Assistants: Our students assist the administrative staff with various office activities.

Department Student Webmaster: The student will help update and support the Anthropology and Archaeological Studies web-sites.

Graduate Program in Anthropology

Requirements for the Ph.D.

To qualify for admission to candidacy for the Ph.D., you must:

1. complete sixteen (16) term courses, at least two of them with a grade of Honors (A) and maintain an average grade of High Pass (B);
2. demonstrate language proficiency, as determined by the student's advisory committee;
3. demonstrate competency in statistics/quantitative methods, as determined by the student's advisory committee;
4. pass the written and oral qualifying examinations.

After being admitted to candidacy, the only requirement left to obtain the Ph.D. is to submit a dissertation, which must then be approved by the department faculty.

M.A. and M.Phil. Degrees

The Anthropology Department does not admit students who intend to obtain a terminal Master's degree. (Students interested in an M.A. in archaeology may consult the Council on Archaeological Studies, which is independent of the Anthropology Department.) The M.A. degree in Anthropology is intended only for students who do not continue in the Ph.D. program. Requirements for the terminal M.A. include completion of eight (8) graduate-level term courses approved for credit in the Anthropology Department, an average grade of High Pass, and work of a quality judged appropriate by the Department for the award of the degree, subject to review by the relevant Graduate School Committee on Degrees. In reviewing an application for this degree, the Department pays special attention to the quality of written papers submitted by the applicant in course work. No anthropology student may petition for both the M.A. and the M.Phil. degrees. The academic requirements for the M.Phil. are the same as those for the Ph.D. except that neither the prospectus nor the writing of a dissertation is required.

Overview of the Ph.D. Program

There is a typical sequence of activities for timely completion of the Ph.D.:

1st year: Coursework (4 courses per semester); summer—preliminary fieldwork or language study.

2nd year: Coursework (4 courses per semester); qualifying exams taken during the 2nd semester; summer—continued preliminary fieldwork or language study.

3rd year: Teaching fellowship; grant writing; prospectus defended during the 2nd semester.

4th year: Fieldwork, usually using outside grants.*

5th year: Teaching fellowship; organize data and begin writing dissertation.*

6th year: Dissertation writing fellowship; write dissertation.

*In some cases, the activities of the 4th and 5th years will be reversed.

Individual programs of study may vary for several reasons, including credit received for prior graduate coursework, leaves of absence, and length of field research.

Student Advising

Each incoming student is assigned a provisional advisory committee, which is composed of an adviser (who acts as the committee chair) and two other faculty members. Most students choose to stay with the committee assigned them, but they are free to change the membership of their committee during the first year. The adviser must be a full-time member of the Yale anthropology faculty, but the committee may contain a member from another Yale department. You must officially designate an advisory committee by submitting a “Second Year Student” form to the DGS early in the first term of your second year. If a member of the committee is on leave during that year, you should find another faculty member to fill in for the absent member.

The advisory committee’s role is to help you formulate and carry out a broad scholarly program of study and research toward the Ph.D. With the assistance of other faculty, the committee will evaluate your progress in the program and your performance on the qualifying exams. Committee members typically help you with other needs as well, such as writing recommendation letters and helping you establish contact with other scholars. You should meet with your advisory committee at least once each semester. However, you are encouraged to meet more often with your adviser and other committee members to discuss your progress towards candidacy and any developments or difficulties in your course of study.

During a student’s third year, the advisory committee is replaced by the prospectus committee, which may or may not include the same people as the advisory committee. The prospectus committee, including the advisor and two other members of the faculty, assists you in the preparation of a prospectus or proposal for dissertation research.

Requirements

Students are required to take a total of 16 courses over their first two years (excluding language courses—see below). Students select their courses in consultation with the DGS during the first semester and with their advisory committees during subsequent semesters. Due to the diversity of student backgrounds and interests, course requirements are generally determined on a case-by-case basis by your advisor and advisory committee. However, unless previous coursework makes a particular course redundant, some courses offered in the Department are strongly recommended, and students in each sub-fields are strongly advised to take certain core courses. For example, beginning with sociocultural students entering in Fall 2007, students are required to take the six-part ANTH 500, 501, 502a, 503a series, “Seminar in Socio-Cultural Anthropology;”(see Appendix A for details);and nearly all archaeology students take ANTH 277a, “Archaeological Field Techniques” and ANTH 278b, “Archaeology Laboratory I.” Physical anthropology students do not have recommended core courses.

Language and Statistical/Quantitative Methods Requirements

The Department does not have a general foreign language requirement, either for admission to the program or for admission to Ph.D. candidacy. Rather, each student's advisory committee must determine the necessary level and nature of foreign language

proficiency (including both scholarly languages and field research languages) to be met by the student, as well as any required competencies in statistics and other quantitative or qualitative methods. Your advisory committees will stipulate such requirements in writing to the DGS at the earliest possible stage of your program of study, specifying when and how it will be determined that you have met the requirements.

Language courses generally do not count toward the 16 courses required for candidacy. An exception is sometimes made for advanced courses in language departments if they focus on academic subjects such as literature rather than on grammar and vocabulary. As with all courses, you must discuss language courses with your advisor *before* enrolling in them to ensure that they will count toward the 16-course requirement and conform to an appropriate course of study.

Students who wish to study a language not represented in regular course offerings can take advantage of Yale's Directed Independent Language Study Program (<http://www.cls.yale.edu/dils/>). The DILS program involves a carefully structured relationship among the student, a native-speaker, appropriate instructional materials, and an outside examiner. DILS courses do not earn course credit.

Like the language requirement, the need to demonstrate competency in statistics and quantitative methods is determined by each student's advisory committee, and stipulated in writing to the DGS.

Honors Requirement

To meet the minimum Graduate School quality requirement for the Ph.D., you must maintain an overall grade average of High Pass (HP) and achieve the grade of Honors (H) in at least one quarter of the courses taken in each of your first two years. The Honors requirement must be met in courses other than those concerned exclusively with dissertation research and preparation. A student who has not met the Honors requirement at the end of the second and fourth terms of full-time study will not be permitted to register.

Qualifying Examinations

Note: Sociocultural students entering in Fall 2007 or after should refer to Appendix A for further details on the Qualifying Exams.

Qualifying exams consist of two parts: the written component, which consists of two four-hour periods over two consecutive days, and the oral component, which involves a two-hour meeting with the members of your exam committee. The written exam is usually scheduled on the last Thursday and Friday of March, and the orals during the first two weeks of April. Other scheduling arrangements may be made for students who are accelerating their progress to the Ph.D. phase of the program or, in exceptional instances, for those who must postpone exams for other reasons.

The written examination is "closed book" and "closed notes," meaning that you are not allowed to use books, notes, or bibliographies. The first day of the written exam normally covers the general field of your anthropological interests (archaeology/prehistory, biological anthropology, sociocultural /linguistic anthropology, or some approved combination thereof), while the second day focuses on thematic topics and fields of scholarship related to your proposed dissertation research. Students may

choose to compose their written responses either by computer or by hand; most students favor writing by computer.

The scope of the exams and the composition of the exam committee must be established at the start of your second year. In consultation with your advisory committees, you will decide on the academic areas to be covered in the exams and select one or two additional examiners to assist in the preparation of bibliographies and administration of the exams. The additional examiners may be from outside the Department or even the University, and in some instances they may be scholars not affiliated with any university. All students will be expected to have at least four examiners on their exam committees. In the term before your exams are to be taken, you must submit a "Second Year Form," identifying the members of your advisory committee, your additional examiners, and your proposed exam fields, to the DGS for departmental faculty approval.

The purpose of the qualifying examination is to help the faculty assess your scholarly progress since entering the program at Yale, and it is only one of the means whereby that assessment is made. Although a high quality of performance is expected and demanded of all students, each written and oral examination is tailored to your particular interests, goals, and previous studies. There is no fixed syllabus, course of study, or exam questions applicable to all students. Because students come to the Ph.D. program with diverse backgrounds and degrees of preparation, and because we normally allow only two years of full-time study before the qualifying exams must be taken, students come variously prepared to the examination experience and are thus expected to perform variously in the course of it. Therefore, advancement to the dissertation research phase of the Ph.D. program depends on faculty evaluation of the totality of the student's performance and progress, and not on examination performance alone. For that reason, a student whose performance on the qualifying exams is judged unsatisfactory is not permitted to retake the examinations. However, a student may pass their exams "conditionally," with stipulations to take supplementary coursework or directed readings in areas of weakness.

Dissertation Prospectus

Note: Sociocultural students entering in Fall 2007 should refer to Appendix A for further details on the Dissertation Prospectus.

Admission to candidacy for the Ph.D. requires the preparation of a full-scale research proposal. Ideally, the prospectus is completed during the semester following the qualifying exams, but must be completed and accepted by the faculty no later than its penultimate meeting of the Spring Term of student's third year. The prospectus should be prepared in consultation with the student's dissertation supervisor and at least two other scholars (one of whom must be a regular member of the Department faculty). These scholars shall constitute the prospectus defense committee, to which the student must present a written version of about 2000-2500 words, prepared in a format appropriate to the subfield. The committee will convene an oral examination and discussion of that prospectus with the student. The committee may require revisions of this prospectus and additional defense meetings before giving final endorsement.

The prospectus should present your best judgment and intentions regarding the proposed dissertation before leaving for fieldwork or otherwise commencing your research. You are of course free to make necessary adjustments and changes to your project as the research proceeds and the dissertation is written. However, if the changes are substantial, you may be required to write and present another prospectus.

You may not initiate fieldwork or other research for the dissertation until the prospectus has been approved and you have been advanced to candidacy.

Please see the following web-site for complete details for preparing and defending the dissertation prospectus: <http://www.yale.edu/anthropology/grad/graduate.html>

Human Subjects Committee and Institutional Animal Care and Use Committee

All research involving human subjects has to be reviewed and approved by the Human Subject Committee to ensure that the rights and welfare of research participants are protected. Information on application and the review process, deadlines, as well as all necessary forms can be found at <http://www.yale.edu/hsc/>.

If the research involves vertebrate non-human animals, approval must be obtained from Yale's Institutional Animal Care and Use Committee. Information on the guidelines for research and the approval process can be found at <http://iacuc.yale.edu/>.

Dissertation Progress Reports (DPR)

After admission to candidacy, an annual progress report is required from every student. The progress report must be received by the Graduate School by May 1st, if a business day, or the next business day after it, approved by the student's advisor and the DGS. Therefore, it must be submitted to your advisor and the DGS well in advance of this deadline. The progress report must include a detailed report on the progress you have made on your dissertation during the past year and a projected timetable for its completion. The DPR is completed and submitted on-line at <http://www.yale.edu/sis/dpr>. While in the field, it is important for you to keep track of this and other deadlines, as failure to do so may (and often does) lead to significant administrative complications, including registration holds (see below—"Registration Holds") and it could ultimately result in withdrawal from the doctoral program.

Submitting the Dissertation

The Graduate School awards degrees twice a year—in November or December and in May. Deadlines for submitting the dissertation change slightly each year, so you are advised to check the academic calendar for the exact date. Useful information can be found in the dissertation booklet "Preparation and Submission of the Doctoral Dissertation," which is available from the Graduate School at 140 HGS, or at (<http://www.yale.edu/graduateschool/academics/forms.html>).

Students planning to submit their dissertation should obtain a dissertation submission package from the departmental registrar or the Graduate School Information Office one or two months before the date of submission. This package contains a "Notification of Readers Form" on which all dissertation readers must be listed. This list of readers must be approved in a faculty meeting before the dissertation is submitted, and the form must be signed by the DGS.

Dissertations must be written in and submitted in English, except in cases where special permission has been granted in advance. There is no formal defense of the dissertation at Yale, although some students arrange an informal presentation of their research through one of the department's colloquia.

Financial Resources

Summer Research & Language Studies

During the first and second year students normally conduct pre-dissertation exploratory research or language study relevant to their projected dissertation project.

Grants

Students rely on various kinds of grants—including pre-dissertation, dissertation, language study, and conference grants—throughout their studies. Numerous grants are available through the Department, through other programs at Yale, and through outside sponsors and funding sources. Students typically start applying for dissertation grants at the beginning of their third year. General information about the many grants available at Yale can be found at the Yale Graduate School's Financial Aid and Fellowships pages (<http://www.yale.edu/graduateschool/financial/index.html> and <http://www.yale.edu/graduateschool/mcdougal/resourceLibrary.html>). Some grants must go through the Office of Grant and Contract Administration (<http://www.yale.edu/grants/>), so you are advised to consult these websites carefully, and confer with the departmental business manager well in advance of the deadline to discuss the budget for the grant.

Anthropology Departmental Grants

Policies & Procedures along with the applications for departmental grants are available on the departmental website listed under the Graduate Program. These grants include:

The Josef ALBERS Traveling Fellowship. This grant is for travel and research expenses in connection with scholarly research involving pre-Columbian art and artifacts from Mesoamerica, Central America and South America.

The Michael COE Fund. This is a research fellowship available to graduate students who plan foreign travel to conduct archaeological research during the summer. This grant is intended to help defray travel expenses.

The Augusta HAZARD Fund. This is a research fellowship available to graduate students who plan foreign travel to conduct archaeological research during the summer. This grant is intended to help defray travel expenses.

The SCHWARTZ Family Foundation Fund. These grants enable doctoral students to attend Anthropological conferences. Priority is given to students in their first to sixth year of study. The limit is \$1000 annually, and \$5000 per student.

The WILLIAMS Fund. This fund provides grants ranging from a few hundred dollars to a lifetime total of \$3,000 to support pre-dissertation research and study.

Non-Departmental Yale Grants

Yale Center for International and Area Studies (YCIAS). YCIAS and its affiliated councils and programs offer a number of grants for international research, (<http://www.yale.edu/ycias/grants/graduate.htm>).

The Yale Institute for Biospheric Studies (YIBS) Center for Field Ecology. YIBS provides five Ph.D. students in various programs, including Anthropology with small grants of up to \$3,000 to allow them to gather pilot data necessary to apply for more substantial funding. The grants are aimed at students in their first and second years.

Non-Yale Grants

For their dissertation research, anthropology students typically rely on outside research grants. Among the grants most commonly applied for are:

Fulbright-Hays Doctoral Dissertation Research Abroad (<http://www.ed.gov/programs/iegpsddrap/index.html>);

Fulbright IIE (<http://www.fulbrightonline.org/us/home.php>);

Social Science Research Council (SSRC) International Dissertation Research Fellowship (<http://www.ssrc.org/programs/idrf/>);

Wenner-Gren (<http://www.wennergren.org/>); and

National Science Foundation (<http://www.nsf.gov/>).

Applications for the Fulbright grants are available through the appropriate dean at the Graduate School. Each of these grants is highly competitive, so writing a successful application can take time and specific knowledge. Students are encouraged to consult with faculty and other students and who have successfully applied for these grants and to read successful applications for guidance. Most years, students organize departmental workshops allowing students writing grant applications to discuss the process with other students and faculty.

Teaching Fellowships

Participation in the Teaching Fellowship (TF) Program is an obligatory part of all Yale Ph.D. programs and is designed to help you become an effective teacher. You will typically start teaching in your third year, after completing your coursework and qualifying exams. International students graduating from non-English-speaking undergraduate institutions must pass the SPEAK test in order to work as teaching fellows.

Students in their third and fourth year who are registered full-time and in residence are given priority in teaching assignments. If during these teaching years a student's compensation as a teaching fellow is less than the standard stipend, the Graduate School provides a supplemental university fellowship to bring the annual fellowship to the level of the department's standard stipend.

Students in their fifth and sixth years may be teaching fellows based on need and availability of courses, but will not receive the supplemental university fellowship they received during their teaching years. Students holding a University Dissertation

Fellowship (UDF, see below) are not eligible for teaching fellowships. Beyond the sixth year, teaching fellowships are awarded at the discretion of the department.

During the third or fourth year, you may request to defer your teaching fellowship by a year or semester into the fifth or sixth year for compelling academic reasons—for example, if you receive an external fellowship or you will not be in residence due to field research. You may not defer your teaching fellowships for more than one year. Students who wish to defer their teaching fellowship must apply in writing and obtain the approval of the DGS and the Associate Dean of the Graduate School before the beginning of the fourth year.

Health Preparation for Travel

The Health Services Travel Clinic provides information and immunizations for individuals traveling abroad (http://www.yale.edu/uhs/departments/travel_clinic/index.html). The clinic is “fee-for-service” and not covered by the Health Plan, but the Graduate School provides a Health Preparation for Travel fellowship to eligible doctoral students working on the dissertation. The fellowship provides reimbursement for the cost of consultation and inoculations at the Travel Clinic as well as for travel-related prescriptions. The Travel Clinic Certification form is available from the departmental registrar and must be signed by the DGS. Charges for the travel clinic are billed to the student’s bursar account; to be reimbursed, the student must submit the form, along with receipts, to the Financial Aid Office at HGS 129.

University Dissertation Fellowship

The University Dissertation Fellowship (UDF) is awarded to students during the fifth or sixth year of study (and in exceptional cases, during the third or fourth year). The UDF is an academic-year fellowship offered exclusively during the fall and spring terms. It may never be held concurrently with a teaching fellowship of any kind. Students who accept a teaching position in the fall or spring of the final year of eligibility (year 6) will forfeit that term’s fellowship amount. Application materials and additional information can be found at (www.yale.edu/graduateschool/financial/UDF_Form). In addition to the UDF, the Graduate School offers a special, competitive dissertation fellowship—the Leylan Fellowship—to advanced graduate students in the social sciences. Dissertation fellowships are awarded only when the adviser and the DGS certify that the student is making satisfactory progress toward the degree and has a reasonable schedule for the timely completion of the dissertation.

Students who hold Yale-administered fellowships are required to be in residence and engaged in full-time study. Permission to hold a fellowship in absentia must be obtained from the appropriate associate dean. A student who leaves New Haven, except for short vacation periods, without obtaining such permission may have the fellowship canceled. No fellowships will be paid for any period when a student is not registered.

Registration

Graduate students select and enroll in courses through the Online Course Selection (OCS) web application (<http://www.yale.edu/sis>). All graduate students are expected to register

each term, even when not pursuing coursework (see below, “Registration in Absentia” and “Registration for Dissertation Research”). After your faculty advisor has approved your course schedule, you must submit your course selections on-line, at which point the DGS will review your course selections and either require revisions or approve the course schedule. The on-line enrollment process is not complete until your registration status is “DGS Approved” and you receive an e-mail message to this effect.

The deadline for submitting course selections is usually two weeks after the start of classes (check <http://www.yale.edu/graduateschool/academics/calendar.html> for the actual date). A late fee of \$25 is charged for course selections submitted after the deadline. The period between the start of classes and the deadline for course selection is commonly called “shopping period” because students may attend a number of courses prospectively and later select the ones they and their advisor deem most appropriate to their course of study. Shopping period etiquette dictates that students attend the first class meetings of all courses they are interested in and that they notify instructors of their decision to take (or not to take) a course by the end of the second week.

Continuous Registration

Once the full-tuition obligation has been met (after four years or eight terms of study), students are charged the Continuous Registration Fee (CRF) until the dissertation is submitted or the terminal date is passed. Students who are permitted to register after the sixth year are also charged the CRF. However, the Graduate School will provide a fellowship to cover the costs of the CRF for fifth and sixth year students. The CRF for 2007-08 is \$305.00 per term.

Extended Registration

Students must register each term until the dissertation is submitted or until six years (twelve terms) of study have been completed. Students who have not completed the dissertation by the end of year six and wish to remain registered must submit a petition for extended registration (the form can be found at <http://www.yale.edu/graduateschool/academics/forms.html>), as well as the dissertation progress report and a continuous registration form. Before a period of extended registration is approved, the adviser and DGS must certify that the student is making good progress on the dissertation, will be working full-time on it during the year, and has a reasonable prospect of completing it by the end of the registration period. The Graduate School will normally approve petitions supported by these certifications for a seventh year, provided that the student is not employed more than twenty hours per week and will be at Yale or in another location conducive to writing the dissertation. International students must be registered to maintain their visa status to remain in the US.

Students do not need to be registered to submit the dissertation, but if they are not, they will lose all privileges of registration (e-mail, health care, libraries, gym).

Obtaining extended registration during the eighth year is difficult if not impossible.

Registration in Absentia

In absentia registration applies to those students who have not completed their four-year full-tuition requirement but do not plan to be in residence during the third or fourth year.

Such registration requires approval from the DGS and Associate Dean. Forms are available at (<http://www.yale.edu/graduateschool/academics/forms/inAbsentia.pdf>).

Academic and other holds

Academic holds occur when students are not making satisfactory academic progress, or when certain forms (i.e., dissertation progress reports) are not submitted on time. Students will also be placed on financial hold if they owe money to the university (fines, fees, bursar bills, etc.), or on health hold if they have not supplied evidence of immunity to measles and rubella. To check if there are any holds on your registration status, you can go to Student Systems (<http://www.yale.edu/sis/>), log onto your account and click on “your holds.” If you are on hold, you should contact the Associate Dean’s office to see what must be done to rectify the situation. Being “on hold” blocks your ability to register, and failure to register can ultimately lead to withdrawal from the university.

Leave of Absence

A leave of absence requires the approval of the Associate Dean. There are two types of leave: personal and medical. A Yale health plan physician must recommend a medical leave and then recommend a return to normal study. Students retain university medical coverage for the semester they are placed on leave. Personal leave is given for reasons such as pregnancy, maternity or paternity care, or financial emergencies. To be eligible for personal leave, a student must have satisfactorily completed at least one term of study. Normally, students are not eligible for a leave of absence after the fourth year of study, although exceptions occur.

To apply for a leave of absence, you should confer with the DGS and then write directly to the Associate Dean before the beginning of the term for which the leave is requested. The letter should explain the reasons for seeking the leave, the date through which you wish to remain on leave, and provide a contact address. The Dean will discuss the application with the DGS and inform you in writing of the action taken on your request. For more information on this subject see (<http://www.yale.edu/bulletin/html/grad/policies.html#Leaves>).

Parental Support and Relief Policy

New parenthood at the birth or adoption of a child substantially affects the ability of doctoral students to meet academic and professional obligations. The constraints introduced by becoming a parent while enrolled in a Ph.D. program also have long-term career effects. Recognizing this fact, the policies described below support the intersecting personal and professional lives of graduate students at Yale.

Registered Ph.D. students who wish to modify their academic responsibilities because of the birth or adoption of a child may request parental support and relief during or following the term in which the birth or adoption occurs. For the whole of the term in which the support and relief are requested, the student’s academic clock stops, effectively adding an additional term to the total time to degree. During this period, students remain registered, receive the full financial aid package as specified in their letter of admission,

and will have departmental academic expectations modified to best suit the specific situation. The precise nature of the academic responsibilities undertaken or suspended during this period should be a matter of consultation among the adviser, the student, and the Graduate School, with the understanding that students are entitled to full relief for at least an eight-week period. Students who take only eight weeks of relief during the semester in which, or just after, a birth or adoption occurs may receive an additional eight weeks of stipend funded by the Graduate School in a later semester; Parental Relief may not be combined with other funding. To arrange for parental relief, contact the appropriate associate dean four months prior to the birth or adoption.

Graduate students in terminal M.A./M.S. programs may modify their academic responsibilities because of the birth or adoption of a child. They should contact their associate dean the term before the planned modifications would occur.

Departmental Resources

Students and faculty have access to office equipment. For any assistance with this equipment, please see the Registrar's Assistant.

Copier The copier requires the user to enter an ID code which is the last four digits of one's social security number. Copies made using individual ID numbers will be charged to the user's university account. Teaching assistants can obtain a code to charge course-related photocopies to the course's account. That ID will be the course number plus the last four digits of the TA's social security number. The copier, which is networked with a computer in the computer cluster, also has capability to scan articles, etc., to be down-loaded in an e-file.

Computer Cluster: Four computers are available to all students and faculty who have their Yale net ID.

Scanner: A scanner is also available, but for multi-page documents use the copier for scanning as noted above.

Printer: Printing is free of charge using one of these two computers.

Fax Machine (203-432-3669): Faxes can be received at no charge. For outgoing local, off campus calls dial 9 and wait for the dial tone before entering the number. Out-of-state and international faxes can be sent by using a calling card. (If you do not have a calling card, request assistance from the Registrar's Assistant.)

Typewriter: A typewriter is also available for use.

Students and faculty generally have access to the department after hours. Incoming students and faculty can obtain Yale ID access from the receptionist and information on access to the archaeology laboratories from the administrative assistant (Janice Eudicone).

Computers and Information Technology

Students can find information on Yale IT basics at <http://www.yale.edu/sc/manual/>. This site has instructions or links to help on topics such as:

- Locations of public computer clusters
- Printing at clusters
- Wireless and wired Yale network access
- Using Yale's Student Information System (SIS) website
- Accessing Yale Online Course Information
- Accessing Pantheon space to store your own documents or set up web pages
- Downloading free software from Yale
- Using Yale e-mail and local e-mail clients
- Computer security and virus protection

Faculty and students can obtain often substantial discounts on computer equipment, software, lab supplies, postage, etc. through www.yale.edu/eportal. Many of the links will direct the user to the company's website and require an initial registration before use.

A number of Microsoft applications and software packages (such as Windows XP, Visual Basic and OneNote) are available at no charge to members of the Yale community at <http://babs.its.yale.edu/msdnaa>. Users must be connected to the Yale network to access the site. Most programs are downloaded as ISO images. Information on how to open and use these files can be found at <http://msdn.microsoft.com/subscriptions/faq/default.aspx>.

Advanced computer equipment such as video editing machines, scanners and audio devices are available for use by students and faculty with permission.

Extensive online help and support for Yale faculty is available at (<http://www.yale.edu/fsp/>). The site contains information on topics such as:

- Yale dial-up access
- Spyware removal
- Connecting to Yale-restricted resources from off-campus
- Software access and licensing
- Using technology in the classroom
- FAQs

If faculty cannot obtain the help they need by utilizing this site, they may contact the Departmental Computer Consultant at dcc.anthro@yale.edu or Faculty Support at faculty.support@yale.edu. Additionally, an excellent computing manual in pdf form is available for faculty at <http://classes.yale.edu/help>.

Faculty can obtain help with instructional technology tools such as PowerPoint, web design and digital media by visiting <http://classes.yale.edu/help>.

Yale-restricted resources, such as online periodicals and the email server, can be accessed from off-campus using Yale VPN (Virtual Private Network) or the Yale Proxy Server.

Information on installing Yale VPN can be found at <http://edserv05.its.yale.edu/ras/vpninfo.htm>. Information on using the Proxy Server and/or Yale VPN to access electronic resources can be found at http://www.library.yale.edu/pubstation/proxy/proxy_about.html. Installation of Yale VPN is recommended when possible.

Faculty and students have access to personal file storage and Web publishing services provided by Information Technology Services (ITS) via MYFILES. Users can store copies of important documents such as course work, notes, and graphics, and access these files anywhere using a simple Web interface. MYFILES also helps you share files with other users and enables you to publish a personal web site. Information on this service can be found by clicking on the myfiles.yale.edu link at <http://classes.yale.edu/help>. To publish dynamic web content, students can request a web account at <http://bin.yale.edu>.

Faculty and teaching fellows can learn about publishing course web pages on the Yale Classes Server by visiting <http://www.yale.edu/instruct/web/webpage.htm>.

Faculty and students can use Luna Imaging Inc.'s Insight® software to access, use, and present digital collections using the Internet. Collections available to users on the Yale campus include: The Visual Resources Collection (25,000+ images), The Beinecke Rare Book & Manuscript Library Insight Collection (11,000 + images), The David Rumsey Map Collection, the AMICO Collection and others. Information on how to utilize this software can be found at <http://www.library.yale.edu/lso/workstation/insightfaq.html>.

Students have access to help from Computing Assistants (CAs), students hired by [Student Computing](#) to serve as general consultants for computer or network problems. CAs support Yale undergraduates and graduate students in the Arts & Sciences. Information on how to obtain help from Computing Assistants can be found at <http://www.yale.edu/cas/>.

Libraries

The library offers workshops, tutorials and orientation tours throughout the year. Students are advised to take advantage of these resources, and to familiarize themselves with bibliography programs (e.g., Endnote) early in their career. While compiling a bibliography for a term paper might not seem to justify learning how to use a bibliography program, having that knowledge when writing the dissertation will be extremely helpful.

Anthropologists routinely use a number of libraries on campus. The central Yale libraries are Sterling Memorial Library (SML) and Cross Campus Library (CCL), which occupy a single complex on Cross Campus. Additionally, the Anthropology Library, located downstairs from the Kline Science Library in the basement of the Kline Biology Tower at 219 Prospect Street, contains over 20,000 print volumes (<http://www.library.yale.edu/socsci/anthro/>). Anthropologists working with older sources often use the Mudd Library (on the corner of Sachem and Prospect Streets), which contains both older documents and government documents. The Social Science Library is located at 140 Prospect Street. For information on all Yale libraries, go to <http://www.library.yale.edu/libraries/libraries.html>.

Addressing Disputes and Grievances

In the case of grievances or conflicts between a student and faculty, administrators, or other students, there are channels at the level of the department, Graduate School, and university for addressing these concerns. Most problems can be solved informally within the department. If a student has a complaint against a professor that cannot be solved by dealing directly with the professor in question, in most cases the student can address the problem by consulting with the DGS. If a problem cannot be solved within the department, or the student feels the problem cannot be addressed fairly in the department, the student should submit a letter to the appropriate Graduate School dean describing the problem. Most problems can be addressed through informal arrangements either at the Department or Graduate School level.

However, in some cases, including but not limited to complaints of harassment or discrimination on the basis of race, sex, color, religion, national or ethnic origin or handicap, students may file a formal grievance at the level of the Graduate School, the Provost, or the President of the University. These grievance procedures apply to problems with faculty, administrators, other graduate students, or other university employees. A description of these procedures is available at <http://www.yale.edu/graduateschool/academics/forms/grievanceProcedures.pdf>.

These formal procedures do not normally apply to academic disputes such as grades, qualifying exam evaluations, or course content, which are protected under the academic freedom of professors. The only exception is in allegations of discrimination based on race, sex, color, religion, national or ethnic origin or handicap.

International Students

Yale offers numerous resources to its many international students and scholars. Due to some special requirements for international students, they are highly recommended to consult the links listed below. Some important information, such as visa and SPEAK test information, are available through these links. In addition, international students are also encouraged to participate in the International Student Orientation at the beginning of the year, where much of this information will be also available. Please note that it is very important for international students to check-in at the Office of International Students and Scholars (OISS) when you first arrive on campus. Also, remember that all international students who did not graduate from an English-speaking university must provide acceptable scores on the Test of Spoken English (TSE) or pass the SPEAK test in order to be assigned teaching fellowships, which is a required part of the Ph.D. program. The SPEAK test is administered by the English Language Institute at Yale. Please check the Handbook for International Student and Scholars for information and additional links: <http://www.oiss.yale.edu/students/handbook.pdf>.

Schedule of Academic Dates and Deadlines

Fall Term 2009

Aug. 24	M	New student orientation week begins
Aug. 26	W	English Language Proficiency Examination for new international students
Aug. 27	TH	Matriculation ceremony
Aug. 28	F	Fall-term Online Course Selection (OCS) begins Orientation in departments for all new students begins
Sept. 1	T	Registration for returning students begins Orientation for all new Teaching Fellows
Sept. 2	W	Fall-term classes begin, 8:20 a.m.
Sept. 7	M	Labor Day. Administrative offices closed
Sept. 11	F	Final day to apply for a fall-term personal leave of absence The entire fall-term tuition charge or continuous registration fee (CRF) will be canceled for students from the Graduate School on or before this date or who are granted a leave of absence effective on or before this date
Sep. 16	W	Fall-term Online Course Selection (OCS) ends. Final day for registration. A fee of \$25 is assessed for schedules accepted after this date
Sep. 25	F	One-half of the fall-term full-tuition charge will be canceled for students who withdraw from the fall term on or before this date or who are granted a medical leave of absence effective on or before this date. Tuition will not be prorated
Oct. 1	TH	Final date for the faculty to submit grades to replace grades of Temporary Incomplete (TI) awarded in the previous academic year Due date for dissertations to be considered by the Degree Committees for award of the Ph.D. in December Final day to file petitions for degrees to be awarded in December
Oct. 23	F	Midterm Final day to add a fall-term course

One-quarter of the fall-term full-tuition charge will be canceled for students who withdraw from School on or before this date or who are granted a medical leave of absence effective on or before this date. CRF is not prorated

Teaching appointments will not appear on the transcripts of students who withdraw from the school on or before this date

Oct. 30 F Final day to change enrollment in a fall-term course from Credit to Audit or from Audit to Credit

Final day to withdraw from a fall-term course

Nov. 2 M Readers' Reports are due for dissertations to be considered by the Degree Committees for awards in December

Nov. 6 F Departmental recommendations are due for candidates for December degrees

Final day to withdraw a degree petition for degrees to be awarded in December

Nov. 12 TH English Language Proficiency Examination for international students

Nov. 20 F Fall recess begins, 5:20 p.m.

Nov. 30 M Classes resume, 8:20 a.m.

Dec. 11 F Classes end, 5:20 p.m.

Dec. 19 F Fall term ends; winter recess begins

Spring Term 2010

Jan. 6 W Final Grades for fall-term courses due

Jan. 7 TH English Language Proficiency Examination for new international students

Jan. 11 M Registration and spring ID validation begins

Spring-term classes begin, 8:20 a.m.

Jan. 15 F Friday classes do not meet. Monday classes meet instead

Jan. 18 M Martin Luther King, Jr. Day. Administrative offices closed. Classes do not meet

Jan. 20 W Final day to apply for a spring-term personal leave of absence

		The entire spring-term tuition charge or CRF will be canceled for students who withdraw from School on or before this date or who are granted a leave of absence effective on or before this date
Jan. 22	F	Registration and spring ID validation end. Spring-term Online Course Selection (OCS) ends. Final registration. A fee of \$25 is assessed for forms accepted after this date
Feb. 5	F	One-half of the spring-term full-tuition charges will be canceled for students who withdraw from School on or before this date or who are granted a medical leave of absence effective on or before this date. CRF is not prorated
Mar. 5	F	Midterm Spring recess begins, 5:20 p.m. Final day to add a spring-term course One-quarter of the spring-term full-tuition charge will be canceled for students who withdraw from School on or before this date or who are granted a medical leave of absence effective on or before this date. CRF is not prorated Teaching appointments will not appear on the transcripts of students who withdraw from the academy on or before this date
Mar. 15	M	Due date for dissertations to be considered by the Degree Committees for award of the Ph.D. in Anthropology Final day to file petitions for degrees to be awarded in May
Mar. 22	M	Classes resume, 8:20 a.m.
Mar. 29	M	Final day to change enrollment in a spring-term course from Credit to Audit or from Audit to Credit Final day to withdraw from a spring-term course
Apr. 2	F	Good Friday. Administrative offices closed
Apr. 12	M	Readers' Reports are due for dissertations to be considered by the Degree Committees for award of the Ph.D. in May
Apr. 15	TH	English Language Proficiency Examination for international students
Apr. 21	W	Departmental recommendations are due for candidates for May degrees
Apr. 23	F	Final day to withdraw a degree petition for degrees to be awarded in May
Apr. 26	M	Monday classes do not meet. Friday classes meet instead
Apr. 30	F	Final day to submit Dissertation Progress Reports and petitions for extended registration

May 3	M	Classes end, 5:20p.m.
May 11	T	Spring term ends
May 14	F	Final grades for spring-term courses are due for candidates for terminal M.A. and M.S. degrees Commencement
May 23	SU	Graduate School Convocation
May 24	M	University Commencement

Contact

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Acknowledgments

This handbook was compiled drawing information from the following resources:

- The Yale American Studies Department Handbook
- The Yale Anthropology web page (<http://www.yale.edu/anthro>)
- The Yale Graduate School of Arts & Sciences web page (<http://www.yale.edu/graduateschool/>)
- The Directed Independent Language Study (DILS) web page (<http://www.cls.yale.edu/dils/>)
- Interviews with staff, faculty, and students in the Department of Anthropology

Appendix A

Memo

Department of Anthropology

3/6/2007

TO | Incoming Ph.D. students in Sociocultural Anthropology

FROM | Bill Kelly, Chair

RE | Changes to the doctoral program in sociocultural anthropology to be introduced in 2007-2008

In welcoming you to the Department, I want to describe several changes in the doctoral training program for sociocultural anthropology that we will introduce in 2007 and that we believe will significantly enhance the quality of your training.

These revisions are part of much broader strategic planning in which the Department has been engaged since last spring, and it will coincide with the opening of our new Department building at 10 Sachem Street. The overall Plan articulates Department and subfield priorities and proposes a modest expansion in faculty size, and we are currently discussing with the Provost of the University to bring this about. You should know that this plan has been generated by extended discussions and participation by all members of the Department community—faculty, staff, graduate students, and undergraduate majors. We have listened closely to all suggestions and perspectives in creating a Plan that all of us are excited about. Thus, that portion of the Plan that I describe below—the changes to the doctoral program in sociocultural anthropology—is the result of a very collaborative and consensual process.

There are several components to the revision of the sociocultural doctoral program that we agreed to in the fall and which I introduce below in the context of a more comprehensive description of the program as you will experience it. Please do not hesitate to contact me or any other faculty (especially William Kelly, our Director of Graduate Studies) about any questions you may have.

A. Your first year: Core seminars and individual training

The first-year program in sociocultural anthropology will now be centered on a new sequence of four required seminars, organized into two sequences.

Fall-term Seminar 500a: The Development of the Discipline: Historical Trajectories

Spring-term Seminar 500b: The Development of the Discipline: Contemporary Themes

Fall-term Seminar 501a: Anthropology and Classical Social Theory

Spring-term Seminar 501b: Anthropology and Contemporary Social Theory

These four seminars will constitute half of your expected course load for the first year. You will continue to have considerable freedom in selecting the remaining four courses in consultation with your advisory committee.

We already do offer versions of each of these four seminars, and in fact most of our doctoral students take these or similar seminars sometime in their first three years. For an example of the curriculum, please see <http://classes.yale.edu/anth500a>. However, we believe there is enormous benefit to be gained by coordinating this quartet and by targeting them specifically for the first-year cohort. It creates cross-seminar and full-year synergies for the cohort and it builds intellectual coherence and social community. Each seminar will be taught independently by separate instructors, but we will coordinate the curriculums of the four seminars through discussions among the four instructors for any given year.

The consensus was that all first-year sociocultural students would be required to take all four seminars, and we will also require the sequence of all joint degree candidates (including joint degree programs with FES, American Studies, and Afro-American Studies).

B. Your second year: Learning professional research and advancing to candidacy

1. Courses

Our second-year doctoral students are generally returning from a funded summer of predissertation research and/or language training, and the second year has always been the most appropriate moment to begin serious training in research methods. At present, we offer a seminar in Research Design (ANTH 505), in which most second-year students enroll. Some also take courses in ethnographic writing and in visual anthro. All faculty and doctoral students agreed in the fall that even more systematic attention should be given to training them in methods.

Thus, beginning next year, we will offer a year-long required Seminar on Research in Sociocultural Anthropology (numbered ANTH 502a and b) that will provide a comprehensive introduction to (1) research design (2) research methods and (3) research writing and (4) research presentation. These would be the only requirements in the second year. Your other coursework will continue to be determined by your individual needs and interests.

[9/2009 NOTE: Beginning this Fall 2009 Term, the Seminar on Research in Sociocultural Anthropology, ANTH 502a and b, will be offered simultaneously in the Fall Term and will be numbered ANTH 502a and ANTH 503a.]

The sequence (which you will take in 2008-2009) will combine theoretical and practical training. As with first-year seminars, the two semesters will be taught by different instructors, but advance discussion will ensure coordination and comprehensiveness. We anticipate that the sequence could combine features of a seminar, a practicum, and a workshop. Where appropriate, it might be able to call on faculty and dissertation-writing graduate students to give presentations on particular methods.

2. The PhD candidacy qualifying exam.

For many years, the department has conducted qualifying examinations near the end of the second year. These consist of a two-day written examination, given at the end of March, followed about 10 days later by an oral examination. Each student forms and works with an examination committee, typically of four faculty members, and identifies topics and areas of concentration on which s/he is examined. About one week later, the committee conducts a two-hour oral

examination, largely based on the questions and responses to the written examination.

The system allows us to tailor exams to the needs of individual students, but many faculty and students came to believe that its drawbacks may be worse than the advantages of customizing. In particular, the present format requires a lot of time by the student to determine the scope of the exam at the cost of time available to actually preparing for the exams themselves. Many also felt that the format complicated issues of equity and assessment.

There is still broad consensus that the qualifying exam should be taken at this time in the second year, but in line with the changes we are making to our core curriculum, we are also changing the exam scope and format. This change has two parts, a restructuring of the exam itself and the addition of a third-year "field paper."

That is, beginning with the 2007 entering class, the qualifying examination will be a written examination of four (possibly five) hours, taken on a single day. It will be based entirely on the core sequence of seminars in each subfield (i. e., ANTH 500a/b, ANTH 501a/b and ANTH 502a/b). Thus, all students will receive the same exam, and this exam will be written collectively by the professors who had taught that cohort's core sequence.

We believe this new format will offer several advantages. It will focus of the scope of the exams on foundational material, it will offer a more transparent process for preparation and evaluation, and it will provide a framework for collective study among the doctoral student cohort.

d. Your third year: Dissertation preparation and teacher training

Most of our students also spend the summer between the second and third year in the field, doing preliminary research for their dissertations. The third year in the program thus emphasizes research and design, the preparation of proposals for outside funding, and training and practice in classroom teaching. The one major change for third-year Sociocultural students will be a new requirement to prepare and defend a "field paper."

i. Dissertation proposal preparation. Outside research grant proposals are generally due in mid- to late fall, so third year students are immediately busy in preparing proposals. The department will continue its current requirement that a full version of this proposal be successfully defended orally before the student's advisory committee, whose endorsement will be brought to before the full faculty for approval. There is strong sentiment that we should also arrange for public presentations of the proposals to a wider forum, and we are exploring possible formats.

ii. Teaching Fellow experience. Generally each third year student in residence is offered one TF assignment in each semester. We are also exploring with the McDougal Center staff the feasibility of a "certificate in teaching anthropology" that might be based on teaching fellow experience within and beyond one subfield and participation in certain kinds and numbers of teaching workshops.

iii. "Field paper" preparation. As noted above, qualifying for Ph D candidacy will now require you to prepare a "field paper," which you will typically fulfill in your third

year. Because we are narrowing the scope of the second-year qualifying examination, this “state of the field paper” in effect becomes the means by which students can develop and demonstrate their relevant topical and areal expertise (which they had previously done through the current second-year qualifying examination).

In designing this requirement, there was broad agreement that the research paper format can much better serve student needs for this than the examination format. It can be a highly effective bridge between the course work of the first two years and the dissertation project that will begin in the fourth year. One of our influences for this change was our very successful joint Ph.D. program with Forestry and Environmental Sciences, which has had such a requirement for several years and has been very well-received by students.

We envision the field paper to be a broad treatment of the areas of scholarship within which the student will locate his or her dissertation project. It should critically review the theoretical, substantive and methodological approaches within these areas, and identify and assess the directions of research. It is not intended to be simply a bibliographic review or a long proposal, but rather an analytical appraisal of a field of study that can serve as the foundation of the dissertation project.

The field paper will be developed with the guidance of the student’s advisory committee, and a final written version will normally be deposited with the DGS by March 15. All students must orally defend their field papers before their committees. The successful defense of the field paper will be required for admission to candidacy.

Because most students will be submitting their grant proposals in the fall of their third year, the field paper is likely to be a significant expansion that takes on qualities of a scholarly paper rather than just an overly long prospectus. Again, the FES program provides very good evidence that this can be a very productive way of helping to organize students’ third year.

A note on individual training in first through third years: In sum, you will be expected to take six required core seminars. There is still a consensus that doctoral students in the department should take a total of 16 courses toward admission to candidacy, and these new requirements will still leave considerable room to develop topical and theoretical specialties, including course work outside the Department. Given the new focus of the qualifying examination, it is also possible that students could delay one or two of their courses until the third year. Note, too, that several of you are considering joint degree programs, and this will bring some adjustment in your schedule over the years. These are matters that are worked out with your advisory committee and the DGS’s of the relevant departments.

e. Your years 4 and beyond: Dissertation research and writing and final professional mentoring

Given the research priorities and commitments of the Department, almost all of our doctoral students engage in extended non-resident field research for their dissertations (c. 6-18 months). They are generally quite successful in obtaining outside funding for this research, which they frequently begin in their fourth year, a year that the Graduate School normally designates as a “teaching year.” Because

Anthropology doesn't fit the generic schedule of the Graduate School, we try to insure our doctoral students in their fourth, fifth and sixth years are treated flexibly so that they can productively coordinate their field research, dissertation writing, and teacher training.

One way in which we have done this within the department is to advise one-semester TF appointments for our students returning from field research before they begin their Dissertation Writing Fellowship. This compensates for the opportunities that they forego in the 4th year, and it also usefully bridges the very sharp disjuncture that most of our students experience between field research and the writing process back here at Yale.

Dissertation writing. Because of the small number of students writing dissertations at any one time and because of the distinctive features of our subfield dissertations, we have never placed dissertation writing within a Department-wide seminar. Our experience has been that ad hoc, student-run writing groups have been more effective in providing support and feedback that supplements the essential working relationship between the student and his or her dissertation supervisor. The Department already offers modest subsidies to such writing groups for photocopying, refreshments, and other expenses.

Regular calendar of modules of professional skills workshops. What we will do in subsequent years is to devote greater attention to developing professional skills. The Graduate School's McDougal Center does offer a useful program of such workshops for all graduate students, and we strongly encourage doctoral student participation. At the same time, it is desirable to augment these general workshops with short sessions within the department for advice tailored specifically to our own subfields. Thus, with student input, we will be creating and offering a regular schedule of short sessions to deal with the following specific concerns:

- Looking for jobs (teaching, postdoctoral fellowships, non-academic positions)
- Writing job letters
- Being interviewed
- Preparing job talks
- Early publishing strategies

It should be noted that through the generosity of an individual donor, Marion Schwartz, the Department has a fund that subsidizes the attendance of all of our doctoral students at professional meetings. This has been an enormous benefit, and for those students finishing their dissertations it provides a means for professional presentations and job interviews.