GRADUATE HANDBOOK

A Comprehensive Guide to the Anthropology Graduate Program at Penn

Graduate Program in Anthropology University of Pennsylvania

Contents

PREFACE 7

1. Ph.D. PROGRAM INFORMATION 7
1.1. Program Overview 7
1.2. Academic and Graduate Student Calendar 7
a. University of Pennsylvania's Current Academic Calendar 8
b. Graduate Division's Academic Calendar 8
c. Department of Anthropology's Graduate Calendar 8
1.3. Graduate Student Advising 8
a. First-Year Advisor 8
b. Pre-ABD Advisor and Committee 8
c. ABD Advisor and Committee 8
d. Changing Committee Members 10
1.4. Ph.D. Program Requirements 10
a. Required Courses and Course Units 11
b. Grades and Academic Standing 13
c. Sample Plan of Study 15
d. Ph.D. Statute of Limitations 16
1.5. Teaching Requirements 17
a. Teaching Service Requirement 17
b. Teaching Assistant and Instructor Compact 18
c. Teaching Assistant Evaluations 18
1.6. Language Requirement 18
a. Language Exam Format 19
b. Summer Language Intensives 19
1.7. Other Non-course Requirements 19
a. Research (Field, Lab, Archives, Collections, etc.) 19
1.8. Comprehensive Examinations (Ph.D. Qualifying Exam) 20
a. Evaluation of Performance 20
1.9. Oral Examination (Ph.D. Candidacy Exam) 20
a. Eligibility 21
b. Oral Examination Committee 21
c. Scheduling 21
d. Required Documents for Tabling before the Oral Examination 21
e. Results 22

f. Changes in Fields of Specialization/Dissertation Proposal after Oral Examination 23
1.10. Annual Progress 23
a. Departmental Annual Plan of Study 23
b. Graduate Division Annual Dissertation Progress Reports 24
1.11. Dissertation 24
a. Dissertation Format 25
b. Dissertation Deadlines 25
c. Funding for Dissertation Research and Writing 25
d. Dissertation Research Progress Evaluation 26
1.12. Dissertation Defense 26
a. Final Approval of the Dissertation 27
b. Depositing your Dissertation 27
2.13. Stipends, Tuition, And Finances 28
a. Tuition and General Fees 28
b. Healthcare 29
c. Student Employment and Loans 29
d. Fellowships, Grants, and Awards 30
1.14. Registration 39
1.15. Leaves Of Absence 39
1.16. Withdrawal 40
a. Reinstatement 40
1.17. Program Expectations for Professional Behavior 40
a. Responsibilities of the Student 40
b. Responsibilities of the Faculty Advisor 41
c. Responsibilities of the Graduate Group 42
d. Community Engagement 43
1.18. Program Expectations for Research in Labs, Writing Guidelines, And Research Ethics 43
a. American Anthropological Association (AAA) 43
b. Society for American Archaeology (SAA) 44
c. American Association of Biological Anthropologists (AABA) 44
d. University of Pennsylvania Human Research Protections Program (HRPP) 45
1.19. School Computing Policies 45
a. University Information Security Policies 45
b. University Privacy Policies 46
c. University Guidelines 46
d. Security Advice for Researchers Traveling with Sensitive Data 46

e. Questions....48
1.20. Important Contacts....48
a. Emergency....48
b. Anthropology Department....48
c. General Contacts....48

2. MASTER'S PROGRAM INFORMATION....50
2.1. Program Overview....50
a. Categories of MA....50
b. Statute of Limitations for the MA....51
c. MA Graduates and the Ph.D. Program....51
2.2. Master's Program Requirements....51
a. Course Requirements....51
b. Research Requirements....51
c. General Examination – University Requirement....52

3. GRADUATION....52
3.1. Applying to Graduate....52
a. Checklist for Requirements to Graduate....52
b. Graduation Application....52
c. Receiving the Diploma....53
3.2. Post-Graduation Exit Surveys....53
a. Departmental Exit Survey....53
b. SAS Exit Survey....53

4. UNIVERSITY WIDE POLICIES....53
a. Academic Rules for Ph.D. Programs....54
b. Academic Rules for Research Master's Programs....54
c. Ph.D. Student Leave of Absence Policy....54
d. Family Friendly Policies for Ph.D. Students....54
e. Code of Academic Integrity....54
f. Code of Student Conduct....54
g. Guidelines for Addressing Academic Issues of Students with Disabilities....54
h. Guidelines for Student Protection in Sponsored Research Projects....54
i. Fairness of Authorship Credit in Collaborative Faculty-Student Publications for Ph.D., AM, and MS Students....54
j. Policy on Secular and Religious Holidays....54

k. Alcohol and Other Drug Policy....54
l. Sexual Misconduct Policy, Resource Offices and Complaint Procedures....54
m. Evaluation and Certification of the English Fluency of Undergraduate Instructional Personnel....54
n. All other policies for Penn students....54

5. UNIVERSITY GRADUATE STUDENT RESOURCES....54
5.1. General Resources....54
a. Graduate Student Center....54
b. New Student Resources....54
c. Resources for Ph.D. Students....54
d. Resources for Students with Children....54
e. Academic Policies and Support....54
f. Diversity, Equity, and Inclusion....54
g. Engagement & Wellness....54
h. Funding & Finances....54
i. Safety and Campus Conduct....54
j. International Student Resources....54
k. Inclusion And Resources For Accommodation....54
5.2. Special Programs and Research Centers....54
a. Programs....55
b. Research Centers and Initiatives....56
5.3. Human Subjects Research and the Institutional Review Board....60
5.4. Penn Museum....60
a. Collections....60
b. Archives....61
c. Penn Museum Graduate Advisory Council....61
d. Graduate Guides Program....61
e. Certificate in Museum Teaching & Learning....61
f. Creating Academic Museum Professionals (CAMP)....61
g. Museum Assistantship Program....62
h. Penn Museum Summer Field Research Grants....62
5.5. Libraries and Records....62
a. Penn Libraries....62
b. The Human Relations Area Files....63
c. Alumni Database....63

5.6. Student Engagement 63
a. Graduate and Professional Student Assembly 63
b. SASGov 64
c. Graduate Anthropology Forum 64
d. Community Conversations (formerly "Graduate Town Hall") 65
5.7. Department-Sponsored and Student-Organized Events 65
a. Annual Graduate Student Retreat or Conference 65
b. Winter Formal (aka "Anthro Prom") 65
5.8. Colloquia and Lectures 66
a. Penn Anthropology Colloquium 66
b. Other colloquia, seminars, and lectures. 66
c. Graduate Student Presentations 66
5.9. Career Services 66

6. APPENDICES 68
6.1. Anthropology Graduate Group Members 68
6.2. Mentorship Compact 70
6.3. Annual Plan of Study 75
1. Years 1-3 (Pre-ABD) 75
2. Years 4-7+ (ABD) 76
3. Individual Development Plan (IDP) - MD/Ph.D. Students ONLY 76
6.4. Committee Member Election Form 78
6.5. Checklist of Ph.D. Requirements 79
7.6. Teaching Assistant Compact 79
6.7. TA Evaluation Report – Sample 83

PREFACE

The Department of Anthropology at the University of Pennsylvania has a long and distinguished history, dating back to the late 19th century. Penn's Department has traditionally espoused a holistic, multi-field approach to the practice of Anthropology.

The *Graduate Handbook* provides access to information about resources and regulations relating to the Graduate Program for the MA (Masters) and Ph.D. (Doctoral) degrees in Anthropology at the University of Pennsylvania.

Graduate studies in Anthropology are the responsibility of the *Anthropology Graduate Group.* The Graduate Group oversees all post-baccalaureate studies and the supervision of graduate students in Anthropology. The Graduate Group is composed of all members of the Standing Faculty of the Department of Anthropology and selected faculty from other University departments, programs, and schools, all of whom have some training in anthropology or a closely related field. The Graduate Group faculty are listed on the Department of Anthropology website (https://anthropology.sas.upenn.edu/people/graduate-group) and in Appendix 7.1 The Standing Faculty of the Anthropology Department manage graduate student admissions. The Graduate Chair is the head of the Graduate Group and Graduate Program in Anthropology. The Graduate Coordinator assists the Graduate Chair in managing the Graduate Program activities.

For further information on the University of Pennsylvania's academic rules for Research Doctorate and Masters Degrees, please refer to the following resource: https://provost.upenn.edu/policies.

Note that much of the text describing grants, fellowships, and awards is taken directly from the institutions' own websites.

Disclaimer: If there appears to be any conflict between the rules and regulations stated in the Department of Anthropology's *Graduate Handbook* and the University-Wide Academic Rules for Research Doctorate and Masters Degrees, then the Provost's Policies shall prevail. Please bring any such conflicts to the attention of the Graduate Chair, Department Chair, and/or the Graduate Coordinator.

1. Ph.D. PROGRAM INFORMATION.

1.1. Program Overview

The emphasis in the Graduate Program is on training candidates for the degree of Doctor of Philosophy. This degree certifies that, in addition to having a sound knowledge of anthropology as a whole, the holder has been trained to do independent research at a professional level of competence in at least one of subfields of anthropology focused on by the Department (Anthropological Archeology, Biological Anthropology, Cultural Anthropology, Linguistic Anthropology, Medical Anthropology, and/or Cultural Heritage). For more information: http://www.sas.upenn.edu/anthropology/ graduate-programs/phdprogram.

For general information about doing your Ph.D. at Penn, please view the University's Academic Rules for Ph.D. Programs (http:// catalog.upenn.edu/pennbook/academic-rules-phd/).

1.2. Academic and Graduate Student Calendar

It is recommended that all students keep an eye on the University of Pennsylvania's Academic Calendar and the Graduate Division's Academic Calendar. For your convenience, the Department of Anthropology maintains a calendar for current graduate students that collects important dates from the general University Calendar, the Graduate Calendar, and Department specific events such as meetings, defenses, and annual

celebrations. This calendar is in the form of a Google Calendar that can easily be added to your personal calendar through Google, Outlook, etc.

a. University of Pennsylvania's Current Academic Calendar
   - https://almanac.upenn.edu/penn-academic-calendar

b. Graduate Division's Academic Calendar
   - https://www.sas.upenn.edu/index.php/graduate-division/current-students/graduate-academic-calendar

c. Department of Anthropology's Graduate Calendar
   - https://calendar.google.com/calendar/u/0?cid=YW50aHJvLmdyYWQuYW5ub3VuY2VAZ21haWwuY29t

1.3. Graduate Student Advising

All graduate students are expected to work closely with at least one academic advisor as well as various formulations of a committee. Students must meet with their advisor at the beginning of each academic year to fill out a Mentorship Compact (see Appendix 7.2) and must speak with their Advisor concerning any formal actions that may impact their graduate study schedule (e.g., requests for leave of absence and dissertation studies abroad or off-campus). These actions require the signature of the Graduate Chair, and this signature is granted only to requests that have already been approved by the students' Advisor(s).

a. First-Year Advisor

Graduate students are assigned a First-Year Advisor upon admission to the graduate program. The First-Year Advisor works with the student to determine appropriate courses and research opportunities from semester to semester and helps the student to identify faculty with relevant expertise who may eventually form their Oral Examination and Dissertation Committees. No faculty member who is on leave will be made a First-Year Advisor.

b. Pre-ABD Advisor and Committee

During their second year, students may either keep their Advisor or choose a different one. There are a wide variety of reasons why someone might choose a different advisor, and all students should feel free to do so when necessary. Regardless of whether or not they choose to change advisors, every student must fill out the Advisor Selection form before the beginning of their second year. In addition, students will be expected to confirm their Advisor on an annual basis when submitting their Annual Plan of Study (see Appendix 7.3). It is recommended that students meet with their Advisor at least once a month until they have passed their Oral Examination.

Sometime between the beginning of the second year and the beginning of the third year, all graduate students should form an Oral Examination Committee consisting of three faculty members from the Graduate Group, in addition to their Advisor. If the Graduate Chair is the Advisor or one of these three additional committee members, then another faculty member must be added to the committee. Five members of the Graduate Group must review all materials and be present at the Oral Examination to form a quorum. Students should contact faculty members about serving on the Oral Exam Committee between the beginning of the second year and the beginning of the third year. They should use the Committee Member Election Form (Appendix 7.4) to notify the Graduate Chair and Graduate Coordinator of the committee composition, no later than October 31 of their third year. They will be asked to provide updates on the Committee make-up on their Annual Study Plan.

c. ABD Advisor and Committee

After successfully completing the Oral Examination, students should continue to consult with their formal

Advisor, but are also encouraged to consult with their full Committee. Graduate Group Members that have served on a student's Oral Examination Committee often create the foundation of their Dissertation Committee, but this is not required. Moreover, it is common for at least two members of the Oral Examination Committee to drop off, as the Dissertation Committee is smaller. Students that have reached ABD status should work closely with their Advisor to curate and refine the composition of what will become their Dissertation Committee.

A Dissertation Committee consists of at least three faculty members including the student's Advisor/Chair. At least two members of each committee must be active members of the Anthropology Graduate Group. Other committee members may be faculty working at Penn or persons from outside institutions, depending on the expertise required for evaluation of the student's Dissertation. The Committee Chair must be a member of the Standing Faculty in Anthropology, while the Advisor must be a member of the Graduate Group. The Chair and Advisor are often the same person, but not in all cases. In special cases, an Adjunct Professor or non-Graduate Group member may be appointed by the Graduate Chair as the Dissertation Advisor, with the Chair of the Dissertation Committee being a Standing Faculty member in Anthropology. Dual and Joint Degree students are required to follow these regulations as well as any stipulations in their other degree programs.

Once the Dissertation Committee is confirmed email the Graduate Coordinator to update your official records. Composition of one's Dissertation Committee should be an ongoing process that requires maintenance and updating on behalf of the student. Students that have reached ABD status will be asked to update the Department on the ongoing composition of their committee on an annual basis via their Annual Plan of Study. Please note that you *must* have established a committee before going into the field. If for any reason a student is unable to consistently communicate with their formal Advisor (e.g., the Advisor is on leave), they are encouraged to seek academic guidance from any of the faculty that are serving on their Dissertation Committee.

If students are navigating any complicated dynamics in pursuit of a Dissertation Committee that is supportive, reliable, and intellectually challenging, they are encouraged to seek advice from the Graduate Chair who can help negotiate between the faculty on a student's Dissertation Committee and the student to facilitate healthy communication.

a. Graduate Division Guidance on Assembling Dissertation Committee

The following are useful guidelines, but please be sure to consult the complete academic rules for Ph.D. programs.

1. Committees must be comprised of at least three faculty members
   (including at least two members of the Graduate Group).
   At least half of the members of the dissertation committee must be members of the Graduate Group at the time of appointment to the committee.
2. Each committee has a Chair and a Supervisor
   The Dissertation Supervisor may serve as Chair of the Dissertation Committee but is not required to do so. Many humanities and social science groups have the same faculty member serve in both roles. But there are some instances when the roles must be separated (see below). Dissertation Supervisors, and Dissertation Co-Supervisors, must be members of the Standing Faculty at Penn. However, there are special circumstances when exceptions may be granted by the Vice Provost for Education. The Associate Dean for Graduate Studies should be consulted first with any exception requests and the Dean will relay them to the Vice Provost for Education.

- Dissertation Committee Chair

The Dissertation Committee Chair is responsible for convening committee meetings, advising the student on Graduate Group and University expectations, and assuring the Graduate Chair that the group's requirements have been met. The Chair must always be a member of the Standing Faculty in the Graduate Group. If the Chair of a Dissertation Committee leaves the Standing Faculty before the dissertation is completed, then a new person from the Standing Faculty in the Graduate Group must be appointed as Chair.

- Dissertation Supervisor

The Dissertation Supervisor is the person primarily responsible for overseeing the student's dissertation research. A student may have both a Dissertation Supervisor and a Dissertation Co-Supervisor, or two Dissertation Co-Supervisors, if that responsibility is shared equally.

d. Changing Committee Members

Graduate students can change their Oral Examination Committee and/or Dissertation Committee members as necessary. A student who wishes to make such changes should consult with the persons concerned and with the Graduate Chair, then submit a new Committee Member Election Form. If the Graduate Chair is one of the concerned parties, the student should consult with the Department Chair.

1.4. Ph.D. Program Requirements

To obtain the Ph.D. in Anthropology a student must meet the following requirement:

1. Be accepted into the Graduate Program;
2. Complete the Core Program courses and pass the Comprehensive Examinations (what the University calls the Qualifications Evaluation) in all four subfields at the end of the first year;
3. Pass a Language Examination (before taking the Oral Examination);
4. Take the one-semester Methods and Grant Writing for Anthropological Research course in the Spring semester of their second year (required for students admitted in Fall 2023 and beyond);
5. Complete four semesters of teaching, usually during the second and third years (unless otherwise indicated in the case of Dual or Joint Degree students; can be waived only with Graduate Chair approval when appropriate forms of professionalization are able to be substituted);
6. Complete 18 course units (CUs; required for students admitted in Fall 2023 and beyond);
7. Pass the Candidacy Examination, based on a proposal for doctoral research and written statements on three fields of specialization, and advance to Ph.D. candidacy (students may reach candidacy status as early as year 3, and must reach candidacy status no later than their 4th year.
8. Submit and defend an acceptable Dissertation.

The procedures for meeting these requirements are explained in detail below. A checklist for each requirement is provided in Appendix 7.5

a. Required Courses and Course Units

1. Course Requirements

Eighteen courses are required for the Ph.D. degree in Anthropology (for students admitted in fall 2023 and beyond). One course is equivalent to one CU. A schedule of three or four courses per semester is considered to be a full-time course load. Students may take up to four courses for credit per semester plus audit one additional course. For graduate students serving as Teaching Assistants or first-year students auditing a language class, three courses per semester is the recommended limit. Courses numbered 5000 and above are intended primarily for graduate students. A course under the 4000-level cannot count toward the 18 CU total (or 20 CU total if the student was admitted prior to 2023).

Course Unit Breakdown

Core Requirements		**5**
ANTH 6000	Contemporary Archaeology in Theory	
ANTH 6020	Evolutionary Anthropology	
ANTH 6030	Language in Culture and Society	
ANTH 6010	Contemporary Approaches to the Study of Culture and Society	
ANTH 6550	Methods and Grantwriting for Anthropological Research	
Concentration Requirements		**13**

Total Course Units Required 18

- First-year Courses

A normal load in the first year is three or four courses per semester. The Core Program consists of four courses specially designed and taught for Anthropology graduate students in their first year. These courses cover the basic subject matter of current anthropology, including archaeological anthropology, biological anthropology, linguistic anthropology, and cultural anthropology.

All first-year Ph.D. students are required to take all four of the core courses (as of AY20–21):

-ANTH 6000 Contemporary Theory in Archaeology (Fall)

-ANTH 6010 Contemporary Approaches to the Study of Culture and Society (Spring)

-ANTH 6020 Evolutionary Anthropology (Spring)

-ANTH 6030 Language in Culture and Society (Fall)

These courses must be supplemented by additional courses for a full load (a total of between 6 and 8 courses during the first year, or 3 or 4 courses per semester). The additional courses should be carefully selected in consultation with the student's Advisor. Auditing language courses as needed during the first year should be strongly considered in order to prepare for the Language Examination.

- Second-year Courses

All second-year Anthropology graduate students are required to take a Methods and Grant Writing for Anthropological Research course during the spring semester. This course is designed for graduate students in Anthropology who are working on their dissertation research proposals and submitting grants. Graduate students from other departments who will be submitting grant proposals that include an ethnographic, biological, linguistic, or archaeological component are also welcome to enroll. Students will develop their proposals throughout the course of the semester, facilitating them meeting important Fall submission deadlines. In class sessions, they will work with the professor and their peers to refine their research questions and methods, the relationship of any previous research to their dissertation fieldwork, and the broader theoretical and "real-world" significance of their proposed projects.

2. Transfer Credits

A student with graduate courses from another school may apply to transfer up to six courses to count towards their Ph.D. program at Penn. (Masters students may transfer only up to two courses from another school.) Up to four courses may be transferred from the Penn College of Liberal and Professional Studies (LPS) to either the MA or Ph.D. program. Students may apply for these transfers through the Graduate Chair at or after the beginning of their second year by providing a transcript and syllabus for each of the courses. The student's Advisor may be asked to assess the relevance of the course(s) to the student's research plans and make recommendations to the Graduate Chair, and final approval comes from the Gradaute Division. Graduate courses taken as a non-submatriculant undergraduate at Penn are not acceptable for transfer. Courses can be denied for transfer due to a lack of anthropological content, a lack of comparability to the rigor of a Penn graduate class, repetitiveness with Penn courses, or insufficient student performance in the class.

3. Directed Reading and Research Courses

In cases where no suitable regular course is available, students may propose a Directed Readings and Research course with a faculty member. These courses consist of (1) a specific reading or research project focusing on topics that are not covered in regular graduate courses, (2) regular meetings between the student

and the professor, (3) the writing of a substantial paper or series of papers, and (4) work that will be evaluated for a letter grade. If a faculty member agrees to supervise a Directed Readings and Research course, then the student must work with that faculty member to prepare a formal syllabus (including topics, readings, assignments, grading scheme, and schedule of meeting) and obtain approval of it from the Graduate Chair, after which the course can be created by the Graduate Coordinator. Syllabi must be submitted for approval to the Graduate Chair no later than one week before the end of add period for each semester. No Directed Reading and Research courses may be taken during the first year in the Graduate Program, nor over the Summer term.

1. Non-Program Courses

At times, students may find it necessary to take courses from faculty outside of the Graduate Group or outside of the University. All outside courses must be pre-approved by the Advisor and Graduate Chair if they are to be counted towards the 18 CUs (or 20 if the student entered the program before 2023) required for the Ph.D. This approval must be communicated by the Graduate Chair to the Graduate Division before the courses will appear on the transcript. Please note that there is a limit of eight courses that can be doublecounted for students in Joint Degree programs.

- IvyPlus Exchange Scholar Programs

  The IvyPlus Exchange Scholar Program allows Penn Ph.D. students to apply to study for a semester or academic year at one of ten other participating institutions: Brown, Columbia, Cornell, Harvard, MIT, Princeton, Stanford, University of California-Berkeley, University of Chicago, and Yale. It is also possible for students to split their course load during an exchange semester between these Universities and Penn, as long as both institutions agree to that arrangement.

  Students are eligible for this exchange program after completing one year of residence at Penn. They must be enrolled full-time during the exchange semester. Students are regularly registered at their home institution during the exchange semester, and hold special non-degree status at the host institution. Participation in the program requires the approval of the Graduate Chair (or the Department Chair) and the Graduate Dean at both the home and host institutions. The deadline to submit an application is two months prior to the registration date at the host institution. Applications for the IvyPlus Exchange Scholar Program may be found at this link: https://pan-school.sas.upenn.edu/graduate-division/programs/exchange-programs

- Institutional Courtesy/Exchange Programs

  Through cooperative arrangements with Bryn Mawr College, Haverford College, and Swarthmore College, University of Pennsylvania students may, upon presentation of the proper credentials and with the permission of the instructor concerned, enroll for courses in these institutions. The University of Pennsylvania may accept such courses toward an MA or Ph.D. degree up to the equivalent of three course units for work completed under this arrangement. Details regarding the institutional exchange agreements are available from the Office of the Vice Provost for Education, and at the following link: https://www.sas.upenn.edu/graduate-division/programs/exchange-scholar-program.

4. Audits

Students may audit any course they wish to take for non-credit, with permission of the instructor of that course. Audited courses do not count towards the MA or Ph.D. CU requirement but will show up on a student's transcript. This is most done for language courses, but can be used more widely.

b. Grades and Academic Standing

1. Good Standing

To remain in good standing, Ph.D. students must (1) maintain a minimum average grade of "B+" (3.3 or higher cumulative GPA), (2) pass the Comprehensive, Language, and Oral Examinations, (3) resolve all Incomplete grades before taking the Comprehensive Examinations in the first year, and also before taking

the Oral Examination, and (4) make good progress towards completing the degree requirements, including satisfactory work as Teaching Assistants.

2. Incompletes

Students are strongly discouraged from taking an Incomplete as a grade in a graduate course by the Graduate Group of Anthropology and Dean of the Graduate Division. Incomplete grades can compromise a graduate student's time to degree and affect overall academic standing. Moreover, professors are not required to give Incompletes or obligated to grade assignments submitted after the semester ends. Work for any incomplete course must be turned in and graded within one year of the end of that course, but details must be worked out between the student and course instructor on a case-by-case basis, and important exceptions exist (see below). Students should arrange their own deadline(s) in consultation with the instructor and allow sufficient time for assignment grading. A course not completed and graded by the agreed-upon deadline may possibly become a permanent incomplete and, thus, may not be counted towards the course requirement for the Ph.D.

Please note the following exceptions:

- Students with Incompletes cannot take the Comprehensive Examinations or the Oral Examination.
- Students with Incompletes will not be considered for Anthropology Department Summer Field Funds, the Kolb Society Fellowship, LALS Summer Research Funds, or Penn Museum Summer Research Funds.

2. Student Evaluation

In the Spring semester of each year, the Standing Faculty will evaluate the progress of each graduate student in conjunction with relevant Graduate Group members. At that time, a student may be:

1. continued in the Program unconditionally
2. continued in the Program on a probationary basis, if the Graduate Group decides that the student is not making adequate progress; or
3. terminated from the Program (see Probation and Termination below).

The Graduate Chair will generate a written document at the end of the semester that summarizes the feedback and any recommendations made for each student. The Graduate Coordinator send this to the student through email and will place this document in the student's file.

3. Probation and Termination

If, following this evaluation process, it is decided by a majority of the faculty that a student is performing below the required standard of progress, the Graduate Chair and Graduate Student Advisor will co-sign a dated memorandum to the student informing them that they will be placed on probation for one academic year. The memorandum will cite specific reasons why the student's progress has not been sufficient and will provide clear conditions that the graduate student must meet in the following year to ensure their probation is lifted.

The Graduate Chair can lift the probationary status at any time upon recommendation of the student's primary Advisor and agreement from the faculty. If probation has not been lifted by the end of the academic year, the Standing Faculty will review the student's probationary status. Following this review process, if it is decided by a majority of the Standing Faculty that the conditions of probation have not been met, the Graduate Chair will recommend the student's termination from the program. The Graduate Chair will write a formal letter to the graduate student and their Advisor informing them of the student's termination from the program, with details regarding status of funding, international status, etc.

Graduate students may be terminated without probation for any of the following reasons: (1) failing the

Comprehensive Examinations; (2) failing the Oral Examination; (3) failing the Dissertation Defense; (4) failure to remain in good standing; or (5) personal or academic conduct in violation of University rules. The student is permitted to change primary Advisors at any point while in the program, including during a probationary period but not for the purpose of assembling a new committee in order to pass a failed exam. The Graduate Chair should be consulted when a change of Advisors is being considered.

4. Appeal

In accordance with the University of Pennsylvania School of Arts and Sciences Academic Grievance Procedure for graduate students, a student is able to file a grievance with the School of Arts of Sciences at any point during the probationary or termination process.

c. Sample Plan of Study

First Year

1. Coursework

Core Courses:

Course Codes	Class Title	CUs
ANTH 6000	Contemporary Archaeology in Theory	1
ANTH 6020	Evolutionary Anthropology	1
ANTH 6030	Language in Culture and Society	1
ANTH 6010	Contemporary Approaches to the Study of Culture and Society	1

Other Courses Related to Area of Study

In addition to the four Core courses, first year students are encouraged to take any other basic courses in their area of specialization. Please note that if a student is interested in taking a class offered by a program outside of the School of Arts and Sciences, they must receive approval from the Graduate Chair.

Auditing Language Courses (as needed)

To complete the language requirement, students may need to take language courses in preparation for the Language Examination. Many of the language courses (though not all) offered at Penn are only offered at the undergraduate level (4000 and below), and students will not receive credit towards their graduate degree if the course is not graduate level (5000 and above). If there is no graduate-level class in the desired language, students are encouraged to audit a lower-level language class; this requires permission of the course instructor. The Graduate Division offers several non-credit language courses for reading knowledge online each summer.

2. Comprehensive Exams (see below)
3. Summer Fieldwork/Research (see below)

Second Year

1. Coursework

Required Courses:

Course Codes	Class Title	CUs
ANTH 6550	Methods and Grantwriting for Anthropological Research	1

Specialized Courses, Seminars, and Tutorials

In the second year, in addition to being able to take any graduate-level course offered by Penn

(see above for seeking permission to take courses offered by other schools or programs), students are permitted to seek out Directed Reading and Research courses, and courses offered at local or partnering institutions, and to transfer graduate-level credits from participating in an MA program at previous institutions.

2. Teaching Assistantship (see below)
3. Completion of Language Exam (see below)
4. Summer Fieldwork/Research (see below)

Third Year
1. Completion of Course Requirements
Students must have completed or being in the process of completing 18 CUs of coursework to take their Oral Examination and thus qualify for ABD status by the end of their third year. Students may be permitted to defer their Oral Exam until the first term of their fourth year in some cases, but the standard in the Graduate Group is to complete the exam at the end of the third year. This permits sufficient time for fieldwork and dissertation writing during the term of the fellowship. Any student wishing to defer the exam to the fall of the fourth year should consult their Advisor and the Graduate Chair.

2. Apply for Dissertation Research Grants
Many students will have begun to put together proposals in ANTH 6550 and will be working to format their proposal for their impending Oral Examination based on the formatting required for some of the most commonly applied for grants and fellowships. To gain a better understanding of the process and feedback on how to assemble a successful grant proposal, students are encouraged to begin to submit applications for external funding and University-wide opportunities, in anticipation of needing it to supplement the Ben Franklin support they receive.

3. Teaching Assistantship (see below)
4. Oral Examination and Submission of Dissertation Proposal (see below)
5. Summer Fieldwork/Research (see below)

Fourth Year
1. Oral Examination (if not yet completed)
2. Dissertation Research
(Preferably supported by external research funding in the Fourth or Fifth Year)

Fifth Year
1. Dissertation Research, Writing, and/or Submission
(Preferably supported by external research funding in the Fourth or Fifth Year)

Sixth/Seventh Year
1. Dissertation Writing and Submission

Students should be aware that funding is not guaranteed for these years. Therefore, applying for external grants is necessary. Advancing to candidacy by the end of year 3 allows students more time for research and writing.

d. Ph.D. Statute of Limitations

The Ph.D. program has a ten-year maximum limit (starting from the date of matriculation). After the tenth year, if all of the requirements are not complete (up to and including the Dissertation Defense), the Graduate Division will drop a Ph.D. student from the Graduate Program. Such students may apply for readmission, but faculty members have no obligation to continue working with a student who has been dropped, nor is there any presumption that a Graduate Group will respond favorably to a petition for re-admission. Students may petition for readmission at the time they are dropped from the program, or at a later date. The student

should be fully ready and committed to completing all requirements up to and including the Dissertation Defense within a one-year timeframe of being readmitted; enrollment will not be extended beyond that final year, and no further petition for readmission will be considered by the University.

In order to reapply, the student should have a complete draft of their dissertation that has been approved by their Advisor and at least two additional Committee Members who have agreed to serve. At that point, the student should meet with the Graduate Chair, who will then bring the student's case before the Graduate Group for a vote. Should the vote support the student's readmission, the Graduate Chair will present the case to the Graduate Dean, outlining the student's outstanding requirements and a timetable for completing them. The Graduate Dean then reviews the case, and if it is approved, writes a letter formally spelling out the arrangements, and the tuition and fees that the student will be expected to pay. Upon readmission, the student will be asked to retake the Comprehensive Examinations (or, in unusual circumstances, satisfy an alternative criterion for recertification) in order to demonstrate a satisfactory grasp of current scholarship in the field.

1.4. Teaching Requirements

a. Teaching Service Requirement

All graduate students are required to provide service to the Department of Anthropology by working as a Teaching Assistant (TA) during the course of their graduate studies. To complete the Teaching Service requirement, TAs will be assigned to serve with faculty who teach the Department's introductory undergraduate courses and other select 1000-level courses. Most Ph.D. students complete four semesters of TA work, preferably during their second and third years, as a condition of their Benjamin Franklin Fellowship. All Anthropology Ph.D. students are required to complete TA work regardless of their funding status, though exceptions can be made for other professionalization opportunities with permission of the Graduate Chair. A full course load for TAs is counted as three courses per semester.

Teaching Assistants are expected to contribute up to twenty hours of work per week. Since professorial and undergraduate needs will naturally vary over the course of the semester, TAs are expected to assist the professor in meeting the demands of the course in a timely manner. Thus, the specific work involved in various TA assignments may differ and are to be laid out before the semester begins in a TA Compact (see below).

TA appointments are a key part of the process of professionalization. They provide crucial hands-on opportunities for students who hope to enter academic teaching careers and for those who do not. Students can learn about and contribute to effective undergraduate education while working alongside an experienced teacher. Graduate students should use their TA service to gain experience in multiple aspects of teaching, including understanding what makes a good syllabus, counseling students, and applying diverse pedagogical strategies in the classroom. The TA experience also helps graduate students to develop and fine-tune their own philosophy of teaching. We make every effort to provide broad experience by placing TAs in courses that are both inside and outside of their own fields of specialization. This approach to distributing TAs across fields is in keeping with the holistic approach of Penn Anthropology and better prepares our students for the competitive job market.

1. Basic TA Responsibilities

TAs are expected to take full responsibility for conducting the recitation sections associated with introductory courses and other activities, as required by the individual instructor, including (but not limited to):

- Preparing course readings

- Maintaining the Canvas site
- Grading papers and exams
- Conducting make-up activities
- Holding regular office hours
- Coordinating lab sessions
- Other miscellaneous course needs.

TAs must know the content and goals of the course to serve effectively. To this end, they must familiarize themselves with the course material, get copies of the textbooks, attend all lectures, and do all of the reading assignments.

2. Center for Excellence in Teaching Learning and Innovation

Before beginning Teaching Service, students must take the mandatory first-time TA training with the Center for Excellence in Teaching Learning and Innovation (CETLI). In addition to this formal training, CETLI provides individual consultation, group workshops, seminars, and a wide variety of structured programs specifically designed to help graduate students improve their teaching skills. Students may consult the CETLI website for information about TA training, and generally an email is sent around to all students for whom the training is mandatory. CETLI's webpage also contains advice on time management, techniques for leading discussions in the social sciences, conducting recitations in quantitative sciences, teaching science labs, grading, constructing assignments and tests, teaching with technology, teaching one's own course, etc. Graduate students are also encouraged to consider seeking a CETLI Teaching Certificate or joining CETLI as a Graduate Fellow. See: https://cetli.upenn.edu/

b. Teaching Assistant and Instructor Compact

In order to facilitate discussion about each semester's TA assignment, TAs and instructors are required to meet at the beginning of each semester and fill out the Teaching Assistant and Instructor Compact (Appendix 7.6. After meeting with the instructor and collaboratively filling out the TA Compact, students must submit it to the Graduate Coordinator to help the Graduate Chair navigate any misunderstandings that can arise between TAs and Instructors, as well as to serve as a way to ensure accountability on the part of both parties to communicate properly about professional expectations.

c. Teaching Assistant Evaluations

At the end of every semester, the Graduate Coordinator circulates a TA Evaluation Form that directly corresponds to the criteria that Instructors and TAs put together when collaborating on the TA Compact. Faculty will be asked to evaluate the reliability, preparedness, and quality of work of each TA assisting them with a course on a scale of 1–5, with opportunity to provide both written feedback to be shared with the student and anonymous feedback to be sent to the Graduate Chair. This Evaluation will work in tandem with the Course Evaluations that undergraduates fill out at the end of every semester to provide adequate feedback for the TA. This feedback will also be incorporated into each student's end-of-year letter from the Graduate Chair. For a sample of the TA Evaluation, please see Appendix 7.7.

1.5. Language Requirement

The ability to access and utilize literature in a foreign language (or languages) appropriate to a student's specialization is a critical component of the Graduate Program. Students are, therefore, required to pass an examination in a language of scholarship. The Graduate Coordinator will advertise one day in fall and one day in the spring semester on which the traditional language exams will be offered (e.g., French, German, Russian or Spanish). If a student wants to take the exam in a different language, they reply to the Graduate Coordinator, who will consult with relevant faculty members to set up the details.

The Graduate Division offers summer language courses for Graduate Students that fulfill the Language

Requirement. In special cases, the language exam may be waived, for example, when a non-native English student's home language is also their fieldwork language, or when they have a degree from an institution where the language of instruction is not English. These require approval of the Graduate Chair.

a. Language Exam Format

The Language Examination consists of three or four passages taken from the subject matter of the principal fields of anthropology. In order to pass it, a student must translate into English at a level that demonstrates an ability to reliably do library research in that language. Students should take the Language Examination in a language that is relevant to their dissertation research. Examinations in traditional scholarly languages (e.g., French, German, Russian, or Spanish) will be held once each semester and administered by faculty members with competency in them. Students who wish to be examined in another foreign language should make a request to the Graduate Coordinator and Chair, who will work to find an appropriate examiner.

A student may receive a High Pass, Pass, or Fail on the exam. The Language Examination can be taken multiple times until it is passed. The Graduate Group takes the language requirement seriously, and views failure to pass the examination in a timely fashion as the equivalent of an Incomplete grade.

Students must remember that no language course under the 4000-level can count toward the 18 graduate course units (CU) (or 20 CUs if the student was admitted prior to 2023). Students are welcome to take undergraduate level language courses as an auditor to prepare for this exam, as long as they have the Instructor's permission and are otherwise registered as full-time. We particularly encourage students who may need to audit a course to do so during their first and/or second semester in the program while taking only three courses for credit.

b. Summer Language Intensives

Students that will be on campus and available during the summer term can opt to take some of the Summer Language Intensive Courses, that the Penn Language Center hosts. The costs of Summer Language Intensives will be covered by the Graduate Division, and completion of one of the Summer Language courses will fulfill a student's language requirement.

1. Additional Languages

While the Graduate Group requires passing the Language Examination in only one language, students often need additional languages for research and fieldwork. Students should consult with their Advisor about the language(s) required for their areas of specialization. Students may be required to demonstrate proficiency in such languages at the time of their Oral Examination.

1.6. Other Non-course Requirements

a. Research (Field, Lab, Archives, Collections, etc.)

All students are expected to engage in some combination of field, laboratory, archival, and/or collections-based research. Ph.D. students conducting research abroad should request registration for Dissertation Research Abroad status (GAS 9960). Research Abroad status requires approval from both the Graduate Chair and the Graduate Division Dean. Once approved, the student is considered full-time. Tuition is waived, although a reduced general fee will still be billed. This status may be granted for either one semester or one year at a time, for a maximum of four semesters. Students on Dissertation Research Abroad remain eligible for the University's Medical Insurance and Health Services. Enrollment request forms are available from the Graduate Coordinator.

Department of Anthropology Summer Field Funds

A limited amount of funding is available to assist early-career students in doing summer fieldwork, specialized language training, or laboratory training that leads to the formulation of a Dissertation research proposal and successful outside funding. The Spring Semester deadline for the application submission will be circulated to qualified students by the Graduate Coordinator. See below for more details.

1.7. Comprehensive Examinations (Ph.D. Qualifying Exam)

All first-year graduate students must pass the Comprehensive Examinations ("Comps") at the end of the first year. (These are what the University refers to as the Qualifications Examination) The Comprehensive Exams are designed to test student knowledge of general anthropology, based on the four Core Program courses. The Comprehensive Exams are "closed book" examinations to which Penn's Code of Academic Integrity applies. Students must take the Comprehensive Exams for the required Core Program courses during the semester in which they took those courses. MA students should check the policy for the Comprehensive Examinations below.

The Comprehensive Examinations can only be taken once. In rare circumstances, the Graduate Group might consent to a delay in a student taking the Exams, but consent is never given for a re-take. The Comprehensive Examinations are scheduled for two consecutive days in the latter part of May, approximately two weeks after the last day of Final Examinations in the spring. Students should plan on being present in Philadelphia to take the exams on the scheduled dates. However, if a student is accompanying their Advisor to a field site for early summer fieldwork, the Advisor may receive and proctor the exams at the field site at the scheduled date and time.

All first-year courses must be completed by one week prior to the date of the Comprehensive Examinations. Students with an Incomplete grade in any course may not take the Comprehensive Examinations and can potentially be dismissed from the Graduate Program.

a. Evaluation of Performance

A student's performance on the Comprehensive Examinations is evaluated by the Standing Faculty members who taught the Core Program courses during the academic year. The faculty may also consider the students' performance in the first year's courses in their evaluations of the Exams. Faculty approval of the Comprehensive Examinations is necessary for students to able to continue to work toward Ph.D. Candidacy in the Graduate Group.

Each Comprehensive Examination has four possible evaluations: High Pass, Pass, Low Pass or Fail. Evaluations for all of the individual Comprehensive Examinations are recorded and used to determine whether the student is given a High Pass, Pass, Low Pass or Fail as a summary assessment, which will appear on their Transcript.

1.8. Oral Examination (Ph.D. Candidacy Exam)

The Oral Examination ("Orals") is typically taken in the late spring of the student's third year or early fall of their fourth year and must be taken no later than the *end* of their fourth year. (This is what the University call the Candidacy Exam.) The Oral Examination lasts no more than two hours. Required participants include the Graduate Chair, who presides, and the student's Oral Examination Committee, though anyone in the Graduate Group is invited to attend. The committee must include a minimum of four Graduate Group faculty members including the student's Advisor. Because at least five members of the Graduate Group must be present to constitute a quorum, an additional member must be added if the Graduate Chair is on the student's committee.

Before the start of the Oral Examination, the student and faculty gather in the room. The student is sent out of the room while the attending Graduate Group members meet in private to discuss the student's academic

standing and the Oral Examination documents (see below). The student is invited back to the room to present a 15-minute summary of the Dissertation Proposal (in the style of a professional conference paper with a strict time limit; the reading a prepared presentation and digital slides are encouraged). This presentation is immediately followed by questions from the Committee to the student about the Dissertation Proposal and/or Statements. After the Committee is satisfied, the questioning is opened up to any other Graduate Group members in attendance. Although physical attendance is strongly preferred, the Graduate Group permits remote participation by the Advisor and/or Committee Members through Zoom if circumstances warrant. The student, in consultation with the Graduate Coordinator and Computing Support Staff, is responsible for setting up remote participation in advance of the Exam date.

a. Eligibility

The Oral Examination should take place soon after the student has completed 18 courses (or 20 CUs if the student was admitted prior to 2023), as well as passed the Language Exam. Students should consult closely with their Advisor and Oral Examination Committee in preparing for, writing the required documents for, and scheduling the Exam, preferably in the spring semester of their third year or fall semester of their fourth year. In some cases, with approval of the Advisor, Committee, and Graduate Chair, the graduate student may take the Oral Examination before their courses are completed, but they must be underway.

b. Oral Examination Committee

Sometime between the beginning of the second year and the beginning of the third year, all graduate students should form an Oral Examination Committee consisting of three Faculty Members from the Graduate Group, in addition to their Advisor. If the Graduate Chair is the Advisor or one of these three additional committee members, then another faculty member must be added to the committee. Five members of the Graduate Group must approve of the oral exam statement topics, review and approve the oral exam statements and dissertation proposal prior to the documents being tabled (see below), and be present at an oral examination to form a quorum of the Department.

Students should contact faculty members about serving on the Oral Exam Committee between the beginning of the second year and the beginning of the third year. They should use the Committee Member Election Form (Appendix 7.4) to notify the Graduate Chair and Graduate Coordinator of the committee composition, no later than October 31 of their third year.

c. Scheduling

All Oral Examinations should be scheduled on Fridays if possible. Multiple Oral Examinations may be scheduled for a single day. The final date should be set only after approval of the Graduate Chair and Coordinator, Advisor, and Oral Examination Committee Members.

d. Required Documents for Tabling before the Oral Examination

The student must prepare a formal Dissertation Proposal and Statements on three fields of specialization in consultation with the Advisor and Oral Examination Committee. The Chair and Committee Members must have read, commented on, and approved a complete penultimate draft of the Statements and Dissertation Proposal prior to their submission to the Department for tabling. The four documents must be submitted to the Graduate Coordinator as digital files two weeks prior to the Oral Examination date, after which the Graduate Chair will ask for approval from the entire Committee. If approved, the Graduate Coordinator will then circulate them to all members of the Graduate Group for review prior to the Oral Examination. This is the “tabling” process.

If the two-week tabling deadline is missed, then the Oral Examination will be cancelled and rescheduled. Likewise, if a student has not passed the Language Exam by the tabling date or has pending Incompletes, the

scheduled Oral Examination will be canceled and rescheduled.

1. Written Statements for the Oral Examination

The student's written Statements constitute "position papers" on three individual fields of specialization. Students are advised to consult with their Chair and Committee to determine what these three fields must be before writing their Statements. During the Oral Examination, students will be examined on the Dissertation Proposal, and on their grasp of each of the fields covered in their Statements.

Statements should be no more than 3000 words each, exclusive of references cited (12-point font size and normal margins). Figures are unnecessary for the Statements, although they may be included in the Dissertation Proposal. No footnotes or endnotes are allowed. The Statements should summarize the landmarks and issues in the anthropological study of the particular topic. Statement topics must be approved by the student's Advisor. Often one Statement is focused on the geographic area of interest, another on the methods that will be used in the broader dissertation project, and the last on the theoretical underpinnings of the work.

2. Dissertation Proposal

The Dissertation Proposal must be prepared in the format of one of the two following grant proposals (including page length, word counts, and use of figures): National Science Foundation Doctoral Dissertation Research Improvement Grant (https://new.nsf.gov/funding/graduate-students#doctoral-dissertation-research-improvement-grants-ddrig-02d) or the Wenner-Gren Dissertation Fieldwork Grant (http://www.wennergren.org/programs/dissertation-fieldwork- grants).

The Graduate Group's expectation is that the Dissertation Proposal will be in final complete form at the time of its tabling in the Department. Students will have a grace period of two weeks after passing of the Oral Examination to formally submit a final version to the Department. During this period, students should refine the Dissertation Proposal in consultation with their Committee to make any needed changes, including addressing questions, comments, or criticisms that arose during the Oral Examination.

e. Results

At the completion of the Oral Examination, the Committee and Graduate Group members in attendance review the student's performance and give the student one of the following evaluations:

- Pass
- Pass conditional upon specified further work; or
- Fail (expulsion from the Graduate Program or a possible re-examination at a later date depending on the faculty decision). If a retake is deemed appropriate by the Committee, it must take place within XXX range of weeks/months OR no later than the conclusion of the spring semester of the fourth year.

Upon passing the Oral Examination and after approval of the final Dissertation Proposal, the graduate student becomes a Ph.D. Candidate (with "all but dissertation" or ABD status). The Oral Examination is considered complete, and the Graduate Division of the School of Arts and Sciences is formally notified of this recommendation. The actionable steps for a student, who has received a conditional pass or failure on the Oral Examination and would like an opportunity to retake the candidacy exam, will be determined by the Graduate Chair, the student's Advisor, and the Oral Examination Committee.

Many deadlines for Dissertation grant applications occur in late November. The Graduate Group encourages motivated and prepared graduate students to apply for these grants in the fall of their third year. If funded, the students can take their Oral Examination late spring and begin dissertation fieldwork during the summer of their third year or fall of their fourth year rather than the following year's cycle. That said, some granting institutions require doctoral candidacy status at the time of the application or acceptance of an award.

1. The Yalong (Allen) Chen 陈亚龙 Memorial Prize

An intellectually rigorous and conceptually capacious anthropologist of media in society, Yalong Chen was born in 1995 in Sichuan, China, and attended high school in his second hometown of Zhongshan, Guangdong. At the age of eighteen, Yalong moved to the United States to attend college at New York University, where he graduated with a dual B.A. in Mathematics and Economics; and Media, Culture, and Communication in 2017. A speaker of Cantonese, Mandarin, English, and Japanese, Yalong began his Ph.D. studies in Linguistic Anthropology at Penn in 2017, and advanced to candidacy in 2020.

The Yalong (Allen) Chen 陈亚龙 Memorial Prize is a $500 prize presented to a doctoral student in anthropology for outstanding writing on anthropological theory and method. The prize is awarded to a student whose three Oral Examination Statements are recognized by the faculty as being of particularly exceptional quality. It is awarded annually, beginning in the 2024–2025 school year. Nominations for the Prize are made by recommendation of the student's Oral Examination Committee, typically during the discussion following the student's Exam. Following this discussion, the student's Advisor or another Committee Member must submit a 300-word letter explaining the reason for the nomination to the Graduate Chair and Graduate Coordinator. This letter must be sent within a week of the student's Exam date. Nominations made before April 1 will be considered, and the award will be announced in May. Nominations made after April 1 will be considered as a part of the following year's competition.

f. Changes in Fields of Specialization/Dissertation Proposal after Oral Examination

Occasionally, a student decides to significantly alter his or her specialization after having successfully passed the Oral Examination. This decision typically results from a major shift before or during Dissertation research. Any such change must be approved by the student's Dissertation Committee and the Graduate Chair must be informed. In consultation with the Dissertation Committee, the Graduate Chair shall review the appropriateness of the intended changes, decide what additional course work might be required, and determine whether the Candidate should prepare another Dissertation Proposal and/or retake parts of the Oral Examination. The expected time to degree will not change.

1.9. Annual Progress

The Graduate Group will annually review the progress of all students in the Graduate Program. Satisfactory progress includes timely completion of coursework, the maintenance of a B+ average, passing the Comprehensive Examinations, and meeting an appropriate schedule of preparation for the Oral Examination and Dissertation process. Graduate students will provide these details in the Annual Plan of Study document.

a. Departmental Annual Plan of Study

Graduate students must submit an Annual Plan of Study to the Graduate Coordinator and Graduate Chair each year. The Annual Plan of Study should be completed in consultation with the student's Advisor(s). There are two versions of the Annual Plan of Study that a student will potentially complete, depending on their standing in the Department, one being for students who have not reached Ph.D. Candidacy status and those who have done so (i.e., are ABD). The respective forms can be found as Appendices to this handbook. The Annual Plan of Study must be approved and signed by the student's Advisor before being submitted to the Graduate Coordinator and Chair for consideration by the Graduate Group.

In the first three years, the Annual Plan of Study should contain:

- One or more concise paragraphs describing the student's scholarly interests, including a list of the three fields that the student anticipates forming the basis of their Oral Examination Statements;
- A list of courses the student has taken in the Graduate Program;
- A list of teaching and/or research assignments;

- A tentative list of the remaining courses the student plans to take to complete their coursework;
- A description of any relevant non-course experiences, such as fieldwork, laboratory work, and/or field language study that can reasonably be completed; and
- A copy of the current C.V.

Once admitted to Ph.D. Candidacy after passing the Oral Examination and submitting a Dissertation Proposal, a student's Annual Plan of Study should contain:

- Accomplishments in the past year including teaching and publishing activities, grants applied for and/or received, etc.;
- An update on fieldwork and Dissertation progress, any revisions to the planned structure of the Dissertation, and a detailed timetable for completion of fieldwork and submission of the Dissertation.; and
- A copy of the current C.V.

1. Individual Development Plan for Anthropology MD-Ph.D. Students

An Individual Development Plan (IDP) provides a framework for self-assessment, goal setting, career planning and communication between MD-Ph.D. students and their mentors, and takes the place of the Department's Annual Plan of Study. All MD-Ph.D. students are expected to complete an IDP annually, with the exception of graduating students. (Graduating students meet individually with a member of the Steering Committee, but are not required to submit an additional IDP at that time). There are different forms for students depending on their year in the program. All students should discuss their IDPs with their MD-Ph.D. Program Advisor, in addition to their Graduate Group mentors. A PDF version of all students' IDP will be automatically sent to them upon completion, which can be used to discuss with their MD-Ph.D. Program Advisor, in addition to their Graduate Group mentors.

- Second Years

  Rising 2nd should complete the MD-Ph.D. 2nd Year IDP before August 15 of MS2 – (questions on the form)

- Third Years

  Rising 3rd years should complete the MD-Ph.D. 3rd Year IDP before August 15 of the 1st year in the Grad Program– (questions on the form)

- Fourth year and Beyond

  From the latter part of year 3 and up, students have different requirements and processes depending on their Ph.D. program. Starting in spring/summer at the end of year 3, Anthropology students should complete the applicable IDP forms before August 15th every year applicable: Anthropology IDP Form

b. Graduate Division Annual Dissertation Progress Reports

Each academic year that a graduate student is on Dissertation Status, an Annual Dissertation Progress Report is submitted to the Graduate Dean. This report must be approved and endorsed by the Dissertation Chair. A link for the online form is sent directly to each student from the Graduate Division. After the student fills out this report, the Dissertation Chair and Graduate Chair read and decide whether or not to endorse the Report as part of the student's records.

1.10. Dissertation

The Ph.D. Dissertation should demonstrate the student's ability to plan and execute original, independent research in accordance with professional standards, and to present their results in a manner that is coherent and readily intelligible to fellow professionals. The Dissertation is based upon the Candidate's own field of investigation and is written under the direction of the Candidate's Dissertation Advisor and Dissertation Committee.

a. Dissertation Format.

The typical format of the dissertation in the Department of Anthropology is an extended description of the doctoral research project. In addition to a Title Page, Abstract, Table of Contents and other front matter, the Dissertation contains an Introduction, Background section, Specific Aims, Methods, Results, Discussion and Conclusions sections, all of which provide a narrative exposition of the work completed. The Dissertation must also include a complete bibliography of all sources cited.

To be approved for publication and to meet the graduation requirements, all dissertations must comply with Penn Doctoral Dissertation Formatting Guide.

Get formatting help:

In-person Formatting Office Hours at the Graduate Student Center each semester. No appointment needed. Open to all PhD students.

Get help with dissertation formatting, deposit questions, or questions about graduation. Please review the PHD Dissertation Formatting Checklist for common issues. Compare your dissertation document to the example of a perfect dissertation.

Or schedule a virtual formatting support appointment on Zoom, bring a formatted draft of your dissertation, and be prepared to share your screen.

The University requires a digital version that is uploaded and converted to PDF format using the ETD Administrator (www.etdadmin.com/upenngdas). An additional digital copy is filed with the Department of Anthropology.

1. Alternative Dissertation Formats

Depending on the nature of the project, Ph.D. Candidates may, with prior approval, produce a Dissertation in a different format. Candidates may, for example, submit a Dissertation comprised of several distinct scientific manuscripts prepared in journal-specified format, along with a beginning and ending chapter explaining the project and its findings. Any such manuscripts should have been submitted for publication (if not already published) by the Dissertation tabling date. Ph.D. Candidates conducting work with a multimedia focus may submit an ethnographic film, along with attendant documentation of the filming process, in lieu of a formal written Dissertation. Any alternative Dissertation format must be approved in advance by the Advisor, the Dissertation Committee, and the Graduate Chair.

b. Dissertation Deadlines

Deadlines of the Anthropology Graduate Program, Graduate Division, and Provost are necessary to ensure sufficient time for completion of all stages of the Dissertation. The Degree Calendar changes from semester to semester to conform to the University Calendar (see https://provost.upenn.edu/for-students/graduate-and-professional-education/graduate-degrees/degree-calendar/). Important deadlines for each degree award cycle include Sign Up, Defend By, and Deposit By dates. The Ph.D. Candidate is ultimately responsible for ensuring that all Graduate Division and Provost Office's requirements have been met to complete the Ph.D. process. The Graduate Coordinator can provide clarification about the precise dates for these deadlines.

In some cases, based on issues raised at the Dissertation Defense, the student may need to make revisions to the Dissertation before its final submission. Thus, to allow sufficient time for any potential revisions, the Ph.D. Candidate should carefully consider the Deposit By date and schedule the Dissertation Defense accordingly.

c. Funding for Dissertation Research and Writing

The Ph.D. Candidate, with advice and supervision from the Dissertation Advisor and Dissertation Committee, is responsible for obtaining funding for field and laboratory research and writing. The Graduate

Group does not recommend using the Benjamin Franklin Fellowship to do Dissertation field or laboratory research. A list of potential internal and external grants for Dissertation research and writing is included below.

Careful planning for most efficient use of the five-year Benjamin Franklin Fellowship is encouraged. By deferring a year or two of the Fellowship while doing Dissertation research that is funded by external grants, Ph.D. Candidates can dedicate their banked support for Dissertation writing. If a student wins external funding that offers a stipend of more than 75% of their current Penn stipend, the Graduate Division will "top-up" their stipend to the current Penn level. If a grant does *not* meet this 75% cut-off, then students may elect to continue receiving their Penn stipend on top of their grant or to pause their Benjamin Franklin Fellowship but receive payment at a lower level. The Department is, at times, able to provide a small top-up to get students to the 75% cut-off. In order to facilitate this process, students should inform the Graduate Chair and Coordinator about any outside funding they receive. Should the student desire to pause their Benjamin Franklin Fellowship, official paperwork including the offer letter(s) for any grant(s) must be supplied to the Graduate Division and is contingent on their approval.

d. Dissertation Research Progress Evaluation

The Ph.D. Candidate and Dissertation Advisor should meet at least twice a year to discuss expectations, schedule, funding, and progress. The Ph.D. Candidate should meet at least once a year with the entire Dissertation Committee. As noted above, upon reaching ABD status, the Ph.D. Candidate prepares an online Annual Dissertation Progress Report (required by the Graduate Dean). The Ph.D. Candidate, Advisor, and Committee should meet to discuss the Report and if progress is satisfactory, the Advisor and Graduate Chair approve the Report. ABD students must also prepare and submit an Annual Plan of Study to the Department of Anthropology each year.

1.11. Dissertation Defense

After the Dissertation Advisor and Committee reads and approves a complete, "defendable" or "close to completion" (but not necessarily final) version of the Dissertation, the Ph.D. Candidate is responsible for "tabling" a digital copy in the Department by sending it to the Graduate Chair and Graduate Coordinator at least two weeks in advance of the Dissertation Defense. The version for the Dissertation Defense should include all chapters, including the Introduction and Conclusions, and a complete literature cited section that have been read and approved beforehand. The Graduate Chair will check with all Committee Members after tabling to confirm their approval. The approved, tabled version is sent with an announcement of the Dissertation Defense to the entire Graduate Group. If the tabling deadline is not met, then the Dissertation Defense will be cancelled and rescheduled.

At least three members of the Dissertation Committee must participate at the Dissertation Defense. Most portions of the Dissertation Defense are open to the public (including graduate students, colleagues, friends, and family members). The Dissertation Defense begins with the gathering of Ph.D. Candidate, Advisor, Committee, other Graduate Group members, fellow students, and members of the public before the scheduled hour. The Ph.D. Candidate is then introduced by the Dissertation Advisor, after which they present a 45–50-minute summary of the dissertation (in the style of a professional "job talk" with a strict time limit; the reading of a prepared presentation and digital slides are encouraged). This presentation is immediately followed by questions from the Committee to the student about the Dissertation work. After the Committee is satisfied with the responses, the questioning is opened up to other Graduate Group members and later to the public. The Q&A period usually lasts 30–45 minutes.

When the questioning concludes, the Ph.D. Candidate and attendees are sent out of the room and the Committee discusses the outcome of the defense. The Graduate Chair, Dissertation Advisor, and Dissertation Committee vote during this time and a majority of affirmative votes among those present constitutes a Pass. Please note that Anthropology does not award "distinction" to Dissertations, even though some Penn departments do. When the voting is finished, the Ph.D. Candidate is invited back into the room to be privately informed about the outcome of the Dissertation Defense and any issues/required changes

before their final deposit with the Graduate Division. Committee Members will be encouraged to follow this discussion with written feedback or one-on-one meetings with the Ph.D. Candidate. Following this private

conversation, the rest of the attendees will be invited back into the room to formally announce the result of the Defense. Although physical attendance is preferred, the Graduate Group permits remote participation by Zoom (as long as it is approved in advance by the Graduate Chair). In consultation with the Graduate Coordinator and Computing Support Staff, the Ph.D. Candidate is responsible for setting up remote participation in advance of the defense.

a. Final Approval of the Dissertation

If the student successfully passes the Dissertation Defense, and if the Dissertation Committee, Graduate Group, and Graduate Chair raise no objections about the final form of the Dissertation, then the Graduate Chair informs the Graduate Division (via the Graduate Coordinator) that the student has met all requirements for the Ph.D. degree. The Graduate Group, above all, is concerned with the overall scholarly quality of the Dissertation. Its members judge whether the Dissertation constitutes acceptable scholarship. Objections raised about the Dissertation by any Graduate Group member should be discussed with the Dissertation Committee and the Graduate Chair. If a solution for objections cannot be resolved, the Graduate Chair will call the Graduate Group together to seek a resolution.

b. Depositing your Dissertation

Depositing one's Dissertation is the final requirement to graduating for our Ph.D. students. Upon successfully defending one's Dissertation, and resolving any final concerns in the written Dissertation, students must schedule an appointment with the Provost's Office to formally Deposit their Dissertation to be published in the University's Library, ensuring the preservation of their work and managing the access that the Penn community and the general public will have to the work.

After applying to graduate, using the form managed by the Graduate Division, students will receive an email from a staff member in the Provost's Office with a check list of things that must be completed prior to graduating, and a link to a Calendly form to schedule your Deposit Appointment. Students must schedule their Deposit Appointment after the date of their Defense, though it is important to leave time for any necessary revisions to be completed. Deposit Appointments tend to fill up early, so it is advisable for students to schedule as soon as they receive the email.

1. Amending Dissertation After Final Submission

Once approved by the thesis/dissertation committee and published in the University's ScholarlyCommons, all thesis/dissertation content becomes part of the formal record. Only in rare situations in which there is a significant chance of harm (to readers following the dissertation's recommendations and/or to research informants/participants) will requests to amend the scholarly content of the submitted thesis/dissertation be considered. Students and committees should follow all IRB guidance and review thesis/dissertation content carefully before submission to avoid this scenario whenever possible.

Any request to amend the dissertation must be approved by the thesis/dissertation advisor (if still on the Penn faculty) and Graduate Group Chair. Once approved, the request should be submitted by the Graduate Group Chair, along with a rationale for consideration, to the Vice Provost for Education for final approval.

Two types of amendments to the scholarly content of the thesis/dissertation will be considered: (1) the removal or modification of classified, proprietary or confidential information, or (2) the addition of an errata sheet to note and correct significant errors in content. If the purpose is to remove or modify classified, proprietary or confidential information, the author should fill out the page substitution request form. If the purpose is to note and correct significant errors in content, the author should create an errata sheet using the errata sheet form and instructions.

Research master's and PhD alumni may petition to change their name on their thesis/dissertation. Such requests

will only be considered in the case of a legal name change, and are intended to support alumni whose gender identity and/or cultural or religious affiliation has changed. Alumni wishing to make changes to the name on their thesis/dissertation must first update their data with the Office of the University Registrar before filling out the

thesis/dissertation name change request.

2.13. Stipends, Tuition, And Finances

All accepted full time Ph.D. students are offered a five-year Benjamin Franklin Fellowship covering tuition, fees, health insurance, a yearly stipend, and funding for five summers. No financial aid is offered to MA students or Joint Degree students if admitted through another program.

The financial resources available through Penn beyond the five years of the Benjamin Franklin Fellowship are limited. Fellowships, grant, and award opportunities are announced throughout the year. All applications for funding have strict deadlines and often require proposals, letters of recommendation, and other documents that must be prepared in advance of the deadlines.

Possible sources of student support are those controlled by the Graduate Program, Graduate Division (for which the Graduate Group must prepare a dossier and nominate the student); and external sources beyond the University. When considering the selection of applicants and when compiling dossiers for the limited resources of the Anthropology Graduate Program and University, the Graduate Group pays close attention to the following criteria: performance in coursework, faculty recommendations, personal statements, previous support, and timely progress towards the Ph.D. degree. In most cases, students having Incomplete grades are not allowed to apply for additional funding.

a. Tuition and General Fees

The costs of Tuition and General Fees are published annually by the Graduate Office of the School of Arts and Sciences. See: https://srfs.upenn.edu/costs-budgeting/phd

1. Degree Fees

- Ph.D. Degree Fees

  Ph.D. students with no transfer credits are charged full tuition for five years. All accepted Ph.D. students who are offered a five-year Benjamin Franklin Fellowship have their tuition, fees, health insurance, and stipend covered. Following the five years, Ph.D. students are billed Reduced Tuition and reduced fees for a maximum of five years.

- MA Degree Fees

  MA students can be charged by the CU for up to four courses per semester plus the General Fee. Once their coursework is completed, MA students may be registered on MA Thesis status for up to two semesters at a rate set by the Graduate Division.

2. Registration Fees

- Dissertation and Doctoral Registration Fees

  A fee of $50 is payable to the Trustees of the University of Pennsylvania to cover the cost of graduation processing and publication of the student's Dissertation by ProQuest. The Graduate Division will place the charge on the student's bill, and it must be paid by the time of the student's Deposit Appointment at the Graduate Division.

- Masters Registration Fee

  After completing the required ten CUs, Candidates for the MA degree must pay a Masters Registration Fee each semester until all requirements for the degree have been met. Master's tuition for one semester does not include the student fee. A student may be enrolled for Master's Thesis tuition for no more than two semesters.

3. Degree Deadlines

MA and Ph.D. degrees are awarded at three separate times during the year: December, May, and August.

Students anticipating graduating in one of these periods should inform the Graduate Coordinator and sign up

for the degree with the Graduate Division by the beginning of the semester of the degree period. Graduate Division and Anthropology Graduate Program degree deadlines are available from the Graduate Division Office via the Graduate Degree Calendar. See: https://provost.upenn.edu/graduate-degree-calendar

4. General Note regarding Billing and Fees

Graduate students should periodically check their statements to make sure that there are no late fees accruing. If a problem is noted, contact the Graduate Coordinator.

b. Healthcare

1. Penn Student Insurance Plan

The cost for the University's medical insurance plan for a single student is determined and posted annually. Coverage begins on August 1 and ends on July 31. All graduate students are required to carry medical insurance, and they must complete an annual enrollment or waiver form regardless of any previous enrollment status. To waive this insurance, the student must show proof of enrollment in a comparable plan. The deadline for enrollment is October 1. Students not enrolled for the fall semester may enroll in January for coverage between February 1 and August 31. Students who will not be enrolled during the spring semester may discontinue coverage as of February 1. A student planning to conduct research abroad is eligible for full coverage while away, but they must submit an enrollment or waiver form before leaving for the field.

2. Student Health Service Fee

Full-time and part-time students have the option of using the University's Student Health Service. For students enrolled in three or four courses, the Student Health fee is included in the General Fee. Part-time, Dissertation-status, and Master's-status students must pay separately. Students who will not be using the Student Health Service must complete a waiver form prior to the start of a term.

c. Student Employment and Loans

Educational loans and grants may be available for students with financial need. Need is based on information submitted on the Free Application for Federal Student Aid (FAFSA) form by the student. Students may be considered for Federal Stafford and Federal Perkins loans, and Federal Work Study Grants. FAFSA applications should be submitted no later than March 15 (the University deadline). Information and applications for FAFSA can be obtained from Student Registration & Financial Services. Several external loan forms may be downloaded from the Office of Financial Services. Students may submit a FASFA application using the University's Federal School Code (003378). The Student Employment Office receives listings from employers both on and off campus. Graduate students may also find employment through Career Services.

1. University Policy – How much can students earn in addition to stipend?

An SAS fellowship is intended to enable the recipient to devote a full-time effort toward completing the requirements of a PhD degree. Therefore, students may be permitted to accept employment only if it is determined that employment will not interfere with continued progress toward the degree at a full-time rate.

Students must receive the approval of the Graduate Group Chair before accepting employment in order to ensure that duties are compatible with coursework, research, teaching, writing, and/or engagement with the intellectual community. Employment should never impede timely degree completion or other activities essential to student progress.

In general, students on fellowship may be allowed to accept employment that requires less than ten hours of work per week (e.g., as a grader, tutor, or hourly research assistant). Except in rare

circumstances, such employment should not comprise work as a sole instructor, leader of a research team, or any other role that requires unpredictable or extensive time commitments and responsibilities. Advanced students beyond their service years may be permitted to engage in such activities while receiving fellowship support, subject to the approval of the Graduate Chair and the Associate Dean for Graduate Studies.

SAS imposes no restrictions on employment hours or payments during months when a student does not receive a fellowship stipend. Nevertheless, even students who are not receiving a fellowship stipend or other program funding are required to discuss potential employment with their advisors to ensure it would be compatible with timely progress toward degree completion. Any student considering discontinuing a fellowship or waiving stipend income for a brief period for the purpose of accepting employment must first seek and obtain approval from their advisors before accepting such employment.

To help enforce these restrictions and to promote a more egalitarian distribution of funding opportunities, monthly payments from all other University sources to students on fellowship may not exceed 30% of the student's stipend. See: https://pan-school.sas.upenn.edu/graduate-division/current-students/policies/employment-cpt

d. Fellowships, Grants, and Awards

1. Fellowships Open to Incoming Students

- Benjamin Franklin Fellowships

  As described above, this fellowship offers five years and five summers of support to incoming full-time Anthropology Ph.D. students and provides full tuition, fees, health insurance, and stipend (set annually by the Graduate Division). As part of the fellowship, students are also required to provide service to the department by working as Teaching Assistants for four semesters, usually during the second and third years.

- Other Non-Penn Fellowships

  Students applying to the Anthropology Ph.D. Program (or admitted students in their first year in the Graduate Program) are strongly encouraged to apply for the National Science Foundation Graduate Research Fellowship (https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201), which "free up" Benjamin Franklin Fellowship funding for other graduate students.

2. Penn Fellowships Open to Incoming and Continuing Students

- Kolb Society Fellowships

  The purpose of the Kolb Society is to provide fellowships and financial aid for graduate students at Penn in academic disciplines related to the mission of the University of Pennsylvania Museum of Archaeology and Anthropology. Each year, several Ph.D. students are elected to the rank of Junior Fellow in the Kolb Society by the Senior Fellows, who are tenured faculty at Penn. Usually these are second- and third-year students. In some cases, new students accepted into a graduate program at Penn are elected as part of admissions recruitment. Potential Junior Fellows are nominated by the student's Advisor and Graduate Chair in the early Spring of each year and a dossier is prepared and submitted. See https://www.penn.museum/sites/kolb/

3. Fellowships Open to Advanced Graduate Students

The Graduate Chair may choose to forward nominations of advanced graduate students for a limited number of Dissertation Fellowships provided by Penn. The deadlines are generally in February of each year.

- Dissertation Fellowships

The purpose of these fellowships is to support graduate students while they are doing research and writing their Dissertations. To be eligible, a student must have completed all requirements for the Ph.D., except the Dissertation, prior to nomination. During the early spring, the Graduate Group submits a limited number of nominations to the Graduate Division Dean.
Dissertation Fellowships include:

- Dissertation Research Awards:
  - These fellowship awards provide funding up to $5,000 for Dissertation research;
- Dissertation Completion Fellowships:
  - These fellowships provide one full year of funding for writing the Dissertation for post-fieldwork graduate students. Applicants must show evidence that they can complete and submit their dissertations within a year and are not eligible for addition funding from the University after the award year.

4. Funding Sources within the Anthropology Graduate Program & University

- Department of Anthropology Summer Field Funds

A limited amount of funding is available to assist students in doing summer fieldwork, specialized language training, or laboratory training. The Spring Semester deadline for the application submission will be circulated to students by the Graduate Coordinator. These funds are designed to help students to write stronger Dissertation Proposals and compete successfully for funding from outside sources (Fulbright, NSF, Wenner-Gren, etc.); Make professional contacts with national, regional, and local government officials, university and museum personnel, overseas research institutions, local communities, and other relevant groups; Obtain permission to conduct their dissertation research in the appropriate country; Take coursework in specialized language training; and receive specialized laboratory methods training.

Eligibility

Only graduate students pursuing a Ph.D. in the Department of Anthropology are eligible for these funds. Generally, they are reserved for students in their first few years of the program (i.e., before they are ABD), though exceptions can be made in unusual circumstances. If one or more Incomplete grades appear on a student's transcript, they cannot apply for these funds. Students may apply multiple times for these funds, although lower priority is given to subsequent requests if the first request was approved. High priority is given to students who can demonstrate that the proposed research will serve as "seed money" to improve their chances of getting outside funding.

Summer Field Funds may be used for (in order of priority) travel, basic subsistence, lodging, and consumable supplies. The purchase of permanent equipment (e.g., camera, GPS, and laptop) is not supported. Field Funds will NOT be awarded for fieldwork not related to pre-dissertation research (e.g., a Mayan archaeology student participating in a dig in Thailand), conferences, symposia, or field schools. Passport fees, visa fees, and immunizations are the student's personal responsibility and are not covered by these funds.

+ Application and Preparation of Proposal

To apply for Summer Field Funds, a formal research proposal is required. The main body of the proposal should be ca. 1500 words. Where appropriate, hypotheses, research questions, methodology, research design, contributions of the research to future Dissertation research and language requirements and ability should be addressed. In addition, the application should include the following components: a title page, a research summary or abstract (150 words), a references cited section that demonstrates knowledge of the relevant literature, a detailed budget and justification, a timetable with departure and return dates, and a current C.V. A letter of support from the student's Advisor endorsing the specific project is also required and must be submitted directly to the Graduate Chair and Graduate Coordinator. Students should also include in their budget a detailed statement as to other sources of pending or granted funding and how those relate to the full

budget. Students are encouraged to explore other seed money funding such as the regional/area programs and centers at Penn, including the Penn Museum, FLAS, and similar sources.

Applications are evaluated on a competitive basis by the Graduate Chair in consultation with the Graduate Committee. The Committee ranks all proposals and attempts to fund the most highly rated proposals as fully as possible rather than parcel out inadequate amounts to as many applicants as possible.

+ *General Advice*

Students should remember that their proposals will be evaluated as though submitted to an outside granting agency. Thus, items that may seem trivial, such as spelling and typographical errors, will be scrutinized, as they would be by reviewers for a funding agency. Failure to follow the explicit instructions set forth here, such as those pertaining to length of narrative and the requirement of including an abstract, full budget, and list of additional available funding, will count against the applicant. Proposals should be readily intelligible to people in other anthropological subfields, and therefore applicants should focus on clarity of expression and avoid jargon. Finally, applicants should leave themselves enough time to prepare an early draft for scrutiny by their peers and (most importantly) their Advisor, so that any suggestions for revision can be incorporated before the final application is submitted.

+ *Final Report*

Each Summer Field Funds recipient is required to submit a short report (ca. 1500 words) that summarizes research results, contacts made, and locations visited, and discusses how this preliminary research helped prepare the student for future dissertation research. In addition, Field Funds recipients will be required to provide accounting for the funds expended. Recipients may also be asked to include additional items in the report, such as fieldwork photos. If a funded project changes from what was presented in the proposal, the student should contact the Graduate Coordinator immediately for instructions. Any funds that were not used for the project before the end of the summer must be returned to the Graduate Group.

+ *Application Checklist*

All materials are to be submitted in digital format.

- Proposal (title, abstract, main body of text, references cited)
- Timetable
- Full Budget (and other sources of funding)
- C.V.
- Recommendation letter from Advisor (to be sent directly to the Graduate Chair and Graduate Coordinator)

*Please note that many graduate student research projects fall under the purview of the IRB and need explicit IRB clearance to proceed (see Section 6.3). Students should discuss this with their Advisor before submitting, as necessary.

- Center for the Advanced Study of India Summer Research Funds

The Center for the Advanced Study of India (CASI) aims to nurture a new generation of scholars in the study of contemporary India. In line with this, CASI will support Penn students with their independent research projects related to India's politics, society, economy, and international relations. Graduate students who are conducting and analyzing fieldwork for their Theses or Dissertations can receive up to $5,000. See: https://casi.sas.upenn.edu/studentprograms/researchfunds

- Latin American and Latino Studies Graduate Student Field Research Grants

The Latin American and Latino Studies Program (LALS) provides small grants to support summer research in Latin America by Penn graduate students. Grant information is announced in early spring and awards are made in April. See: https://clals.sas.upenn.edu/resourcesfellowships.

- Penn Museum Summer Field Research Grants

Anthropology graduate students can apply for research funds of up to $1,500 for summer projects. Grant information is announced in January. We expect all of our pre-ABD students to apply for this summer grant to supplement the Department's Summer Field Funds. See: https://www.penn.museum/learn/penn-students/field-funds

- Travel: Research Student Travel Grant

The GAPSA Research Student Council distributes individual travel grants to defray the cost of qualified travel expenses for graduate students presenting their research at academic conferences and meetings. See: http://www.gapsa.upenn.edu/individual-grants.

+ *Retroactive Research Student Travel Grant.*

Unlike regular Research Travel Grants, the application process for Retroactive Research Student Travel Grants operates on a rolling basis, meaning that applications are reviewed as soon as they are complete. An application is considered complete only when both the applicant's application form and recommendation form have been received. See: https://www.gapsa.upenn.edu/individual-grants

- Travel: President Gutmann Leadership Award

President Amy Gutmann, using the proceeds of her 2009 Carnegie Corporation Academic Leadership Award, has generously provided additional funding to GAPSA to augment GAPSA's funding for graduate and professional student travel. The award will be given to students presenting at either an international conference, or a conference within the United States that would normally be out of their budget even with an individual travel grant through the Research or Professional Student Councils. See: http://www.gapsa.upenn.edu/individual-grants.

- Research: GAPSA-Provost Fellowship for Interdisciplinary Innovation

A program jointly funded by the Office of the Provost and GAPSA for the expressed purpose of fostering an interdisciplinary graduate and professional environment at the University of the Pennsylvania. The fellowship strives to promote original, student-derived initiatives that integrate knowledge across diverse academic disciplines. It is also meant to support the project leader(s) while they develop, pursue and complete their proposed interdisciplinary initiatives. See: http://www.gapsa.upenn.edu/individual-grants

- Campaign for Community Grants

The Campaign for Community aims to strengthen our Penn community by finding ways to discuss and understand key issues that may appear to be difficult or intractable. The program provides grants of up to $1500 for projects and activities that help advance the Campaign's goals of encouraging mutual understanding, respect, and discussion among members of the community on important topics. See: https://provost.upenn.edu/campaign-for-community/campaign-for-community-grants/

5. Sources of Funding outside of the University

Applicants and continuing students are encouraged to seek support outside of the University, as well. Many government and private agencies offer funding opportunities for graduate study and research. These include:

- Fulbright Fellowships

Fulbright U.S. Student Grants fund 9–10 months of international study in one of over 145 countries.

Grantees usually design and define their own programs. Projects may include independent research, fieldwork, university coursework, classes in a music conservatory or art school, special projects in the social or life sciences, business internships, English Teaching Assistantships, or a combination of the above.

+ *Fulbright-Hays Dissertation Research Fellowship:*
https://iris.ed.gov/programs/ddra
+ *Fulbright U.S. Student Program:*
www.curf.upenn.edu/content/Fulbright.

- American Council of Learned Societies Fellowships and Grant Programs

  Over the past century, the American Council of Learned Societies (ACLS) has supported individual scholars and scholarly teams around the world in their pursuit of research with the potential to advance knowledge in the humanities and interpretive social sciences. The current focus includes providing more pathways for those who have traditionally had less access to external research support and scholarly resources, including first-generation scholars, people from historically marginalized communities, and non-tenure track faculty. So long as an applicant meets each program's eligibility requirements, individual scholars may apply to as many fellowship and grant programs as are suitable; however, no more than one ACLS fellowship may be accepted in any one competition year. See: https://www.acls.org/fellowship-grant-programs/

- National Endowment for the Humanities (NEH)

  (https://www.neh.gov/grants/listing)

- National Science Foundation (NSF)

  (http://www.nsf.gov)

+ *National Science Foundation Graduate Research Fellowship*

  The purpose of the NSF Graduate Research Fellowship Program (GRFP) is to help ensure the vitality and diversity of the scientific and engineering workforce of the United States. The program recognizes and supports outstanding graduate students who are pursuing research-based Master's and doctoral degrees in science, technology, engineering, and mathematics (STEM) and in STEM education (including the Social Sciences). The GRFP provides three years of support for the graduate education of individuals who have demonstrated their potential for significant research achievements in STEM and STEM education. NSF especially encourages women, members of underrepresented minority groups, persons with disabilities, and veterans to apply. NSF also encourages undergraduate seniors to apply. See: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201.

+ *National Science Foundation Dissertation Improvement Grant*

The National Science Foundation's Division of Social and Economic Sciences and Division of Behavioral and Cognitive Sciences award grants to doctoral students to improve the quality of dissertation research. These grants provide funds for items not normally available through the student's university. Additionally, these grants allow doctoral students to undertake significant data-gathering projects and to conduct field research in settings away from their campus that would not otherwise be possible. Proposals are judged on the basis of their scientific merit, including the theoretical importance of the research question and the appropriateness of the proposed data and methodology to be used in addressing the question. See: https://www.nsf.gov/funding/education.jsp?fund_type=2.

- Ford Foundation Fellowships

+ *Ford Foundation Predoctoral Fellowship*

  These fellowships provide three years of support for individuals engaged in graduate study leading to a Ph.D. Predoctoral fellowships will be awarded in a national competition administered by the National Research Council (NRC) on behalf of the Ford Foundation. The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students. See: http://sites.nationalacademies.org/PGA/FordFellowships/PGA_047958

- Harry Frank Guggenheim Emerging Scholars Awards

  Ten or more fellowships are awarded each year to graduate students who will complete the writing of a dissertation within the award year. See: https://live-harryfrankguggenheim.pantheonsite.io/emerging-scholars/

- School for Advanced Research (SAR)

  See: http://sarweb.org/?resident_scholars

- Mellon Mays Predoctoral Research Grants

  SSRC-Mellon Mays Graduate Initiatives Programs are open only to those who were Mellon Mays Undergraduate Fellows. Fellows may apply for one grant per year and must be enrolled in a doctoral program in one of the fields listed below or have filed a petition for inclusion of another field. See: https://www.mmuf.org/news-events/event/mmuf-ssrc-predoctoral-grants-open-0

- Wenner-Gren Foundation Dissertation Fieldwork Grants

  This program contributes to the Foundation's overall mission to support basic research in anthropology and to ensure that the discipline continues to be a source of vibrant and significant work that furthers our understanding of humanity's cultural and biological origins, development, and variation. The Foundation supports research that demonstrates a clear link to anthropological theory and debates, and promises to make a solid contribution to advancing these ideas. There is no preference for any methodology, research location, or subfield. The Foundation particularly welcomes proposals that employ a comparative perspective, can generate innovative approaches or ideas, and/or integrate two or more subfields. The maximum amount of the Dissertation Fieldwork Grant is US $20,000. See: http://www.wennergren.org/programs/dissertation-fieldwork-grants.

- Dumbarton Oaks. Junior Fellows

  Funding is provided for writing a dissertation in Precolumbian, Byzantine, or Garden & Landscape Architecture studies. See: https://www.doaks.org/research/fellowships-and-awards

- Sigma Xi

  The Sigma Xi Grants-in-Aid of Research (GIAR) program has been providing undergraduate and graduate students with valuable educational experiences for more than 80 years. By encouraging close working relationships between students and faculty, the program promotes scientific excellence and achievement through hands-on learning. The program awards grants of up to $1,000 to students from all areas of the sciences and engineering. See: https://www.sigmaxi.org/programs/grants-in-aid.

- The Explorer's Club Student Grants

  The Explorers Club offers grants to students conducting individual scientific or exploration research projects through their respective schools with a supervising instructor. The student's Advisor must write a letter of support. This award does not provide general scholarships for tuition. Exploration Fund, for graduate, post-graduate, doctorate and early career post-doctoral students, provides grants in support of exploration and field research for those who are just beginning their research careers. These awards typically range from $500 to $2500 US in each Fund, although a few up to $5000 may be granted. See: https://www.explorers.org/expeditions/funding/expedition_grants

- American Philosophical Society

The American Philosophical Society (APS) invites applicants for predoctoral, postdoctoral, and independent research fellowships. APS also offers fellowships through the new Native American Scholars Initiative (NASI) that are designed to support Native American/First Nations scholars in training, tribal college and university faculty, and other scholars who are working closely with Native American/First Nations communities on projects. See: https://www.amphilsoc.org/grants/research

+ *Andrew W. Mellon Foundation NASI Predoctoral Fellowship*

This 12-month residential fellowship is intended for an advanced Ph.D. student working toward the completion of the dissertation. Applications are open to scholars in all related fields and all periods of time, although preference will be given to those who have experience working with Indigenous communities. A stipend of $25,000 for twelve months will be awarded to the successful applicant, who will also have desk space at the APS Library & Museum's Center for Native American and Indigenous Research. The predoctoral fellow will also receive $5,000 in travel funds for outside research, fieldwork, and/or travel. Fellows will also partake in the intellectual life of the Society and have opportunities to receive professional development, including works-in-progress seminars, a manuscript workshop, career mentoring, and conference participation. See: https://www.amphilsoc.org/native-american-scholars-initiative

+ *Andrew W. Mellon Foundation NASI Digital Knowledge Sharing Fellowship*

These APS fellowships are designed to support university- and community-based scholars working on digital projects that connect archives and Indigenous communities. These fellowships are open to scholars at all stages of their careers, especially scholars working closely with Native communities on projects in Native American and Indigenous Studies and related fields. Past projects have focused on materials housed at the APS as well as collections held at other archives and libraries. The fellowship stipend is $3,000 plus the costs associated with visiting the APS for the summer workshop with other DKS fellows. Selected fellows will be associated with the APS's Center for Native American and Indigenous Research (CNAIR), which works with Indigenous communities throughout North America and with scholars in many disciplines. See: https://www.amphilsoc.org/native-american-scholars-initiative

+ *Lewis and Clark Fund for Exploration and Field Research*

This APS award is made to support dissertation research. The Lewis and Clark Fund encourages exploratory field studies for the collection of specimens and data and to provide the imaginative stimulus that accompanies direct observation. Applications are invited from disciplines with a large dependence on field studies, such as archeology, anthropology, biology, ecology, geography, geology, linguistics, paleontology, and population genetics, but grants will not be restricted to these fields ($5000 maximum). See: http://www.amphilsoc.org/grants/lewisandclark.

+ *Library Resident Research Fellowship*

The APS Library offers short-term residential fellowships for conducting research in its collections. The APS is a leading international center for research in the history of American science and technology and its European roots, as well as early American history and culture. The application is open to Ph.D. Candidates who have passed their preliminary examinations. See: https://www.amphilsoc.org/grants/fellowships.

+ *Phillips Fund for Native American Research*

The Phillips Fund of the American Philosophical Society provides grants for research in Native American linguistics, ethnohistory, and the history of studies of Native Americans, in the continental United States and Canada. Grants are not made for projects in archaeology, ethnography, psycholinguistics, or for the preparation of pedagogical materials. The committee distinguishes ethnohistory from contemporary ethnography as the study of cultures and culture change through time. The grants are intended for such costs as travel, tapes, films, and consultants' fees but not for the purchase of books or permanent equipment. Eligibility: The committee prefers to support the work of younger scholars who have received the doctorate. Applications are also accepted from graduate students for research on master's theses or doctoral dissertations. See: http://www.amphilsoc.org/grants/phillips.

- The Council on Library and Information Resources

+ *Mellon Fellowships for Dissertation Research in Original Sources*

The Council on Library and Information Resources (CLIR) offers about 15 fellowships annually to support original- source doctoral dissertation research in the humanities or related social sciences. See: http://www.clir.org/fellowships/mellon/mellon.html.

+ *John Carter Brown Library Fellowships*

The John Carter Brown Library will award forty Research Fellowships for each year. Sponsorship of research at the John Carter Brown Library is reserved exclusively for scholars whose work is centered on the colonial history of the Americas, North and South, including all aspects of the European, African, and Native American involvement. Short-term John Carter Brown Library Fellowships are available for periods of two to four months and carry a stipend of $2,100 per month. These Fellowships are open to citizens of the United States and foreign nationals who are engaged in pre- or post-doctoral, or independent, research. Graduate students must have passed their preliminary or general examinations at the time of application. See: https://jcblibrary.org/fellowships

6. Other Funding Opportunities

Information on all of the above and on many other funding opportunities can be found online. We recommend that anyone applying for a grant should contact the School of Arts and Sciences Business Office to discuss how best to proceed. Some grant applications require University approval, sometimes weeks in advance of the submission deadline.

In general, the majority of graduate students find some external resources to support their work towards the Ph.D. However, since there is no centralized distribution for all resources, and since the needs, abilities, and interests of individual students differ widely, it is the individual student's own responsibility to investigate all available sources of financial support. Students should also consult with their Advisor and Committee as well as with the Graduate Chair about funding sources. The American Anthropology Association also has a useful listing of funding agencies (https://guide.americananthro.org) The Department maintains a collection of recent successful grant applications on the Graduate Canvas page that students are free to consult.

7. Policies and Taxation

- Policy on External Fellowships

Students receiving an award from a source external to the University are expected to accept the award and notify their Graduate Chair. The University does not permit fellowship packages simply to be added together; when a student has received offers of both an external award and a University fellowship, the University award is adjusted to ensure that the student's efforts are appropriately

rewarded.

- Employment Policy

  Graduate students holding fellowships, research fellowships/assistantships, or teaching assistantships from the University are expected to devote their efforts full time (minimum 40 hours per week) to their program of study. Students with these appointments may not simultaneously accept another appointment or be employed, either within or outside of the University, without prior approval of their Graduate Chair and the Graduate Dean. Please see Chapter 2.13 on Stipends, Tuition, and Finances for more information on seeking employment in addition to pursuing your studies, including University Policy on how much one can earn in addition to one's stipend.

- Taxation of Awards.

  Under the provisions of the Tax Reform Act of 1986, all University and external fellowship awards in excess of tuition, general fees, and required course-related expenses (such as required books) are subject to federal income tax. Even though non-service fellowships are taxable, the University is not required to withhold federal taxes or to issue an IRS W-2 form; students receiving such support may be required to file quarterly estimated federal income taxes. Teaching and research assistantships are subject to federal taxes and may also be subject to state and city taxes.

1.14. Registration

Most graduate students register for classes just prior to the start of a term. However, graduate students in their second and third years must pre-register during Advance Registration (in March for the fall term, and in November for the spring term) to aid the Graduate Chair and Graduate Coordinator in the scheduling and TA assignments for the following semester.

Students must complete registration for all courses, including Masters courses and Dissertation credits, by accessing *Courses@Penn* via the University website. See:
https://courses.at.upenn.edu/?autologin=deepLink=/instructor/landing

1.15. Leaves Of Absence

Please see https://catalog.upenn.edu/pennbook/family-friendly-policies-phd-students/

Ph.D. students can be granted a leave of absence for military duty, medical reasons, or family leave any of these may require documentation. Military, medical, and family leave "stops the clock" on time to completion. Personal leave for other reasons may be granted with the approval of the Graduate Chair in consultation with the Graduate Dean, but does not, absent exceptional circumstances, "stop the clock" on time to completion.

Notification of permission or denial of leaves of absence will be communicated in writing by the Graduate Chair. The terms of the leave will be specified at the time the leave is granted, including the extent to which the student will have access to resources, facilities, or campus—either physically or remotely—during the leave period. Requirements for return may be imposed by the Graduate Chair in consultation with the Graduate Dean; such requirements will be provided in writing to the student when the leave is approved.

Leaves of absence from Ph.D. studies are typically granted for one or two semesters. Leaves requested for a longer period are approved only in exceptional circumstances (for example, mandatory military service). Students may request an extension of leave, to be approved by the Graduate Chair in consultation with the Graduate Dean. Extension requests should be made by the student at least 30 days before the expiration of the original leave of absence.

Continuous registration as a graduate student is required unless a formal leave of absence is granted. A student is considered to have withdrawn from candidacy for the degree if the student: (1) fails to return from leave as scheduled, (2) fails to secure an extension of a prior leave, or (3) does not have an approved leave

of absence and fails to register each semester. In these cases, approval to return by the Graduate Dean and recertification are required as outlined in the Academic Rules for Ph.D. Programs See: https://catalog.upenn.edu/pennbook/academic-rules-phd/

While on leave, a student's funding from the University is deferred until the student returns from leave. Students receiving funding from external sources, such as government grants, are subject to the conditions established by the funding source. No language or other degree examinations may be taken while a student is on a leave of absence. Students may not earn credit for courses taken at another institution during a leave of absence. Leave should not be granted for the purpose of evading tuition charges.

Students returning from leave are not guaranteed to return to the same research group, project, or lab. If necessary, Graduate Group will make every effort to find a suitable new research group, project, or lab for the student. In order to ensure successful completion of the Ph.D., a student's leave(s) should generally not exceed two years over the course of the doctoral program. If, however, it is determined in an individual case that extension of the leave period(s) beyond two years is appropriate, students may need to repeat coursework or other requirements, as determined by the Graduate Chair. Original funding limits remain in place for students who must repeat requirements. In addition, the Graduate Chair, in consultation with the Graduate Dean, will annually review each case in which a further extension has been granted, or repeated leaves have been taken, to assess if the length and/or number of leaves have made it impossible for a student to make sufficient continuous academic progress to complete the degree. In such a case, the student will be advised that no further extensions will be granted and that they will be withdrawn from the program.

Important note: Students taking Family Leave who anticipate adding a dependent (e.g., newborn) to their Penn Student Insurance Policy must remain in active student status at the start of the fall semester. See more information about Family Friendly policies on this webpage: https://catalog.upenn.edu/pennbook/family-friendly-policies-phd-students/

The procedures for requesting and returning from leave are outlined on the following webpage: https://pan-school.sas.upenn.edu/graduate-division/current-students/policies/leave-absence

1.16. Withdrawal

Any student wishing to withdraw from the Graduate Program should first meet with the Graduate Chair and provide a letter of explanation.

a. Reinstatement

Reinstatement requires a positive vote from the Graduate Group. To be reinstated, the student must petition the Graduate Chair and secure endorsements from an Advisor and the necessary number of members of the Graduate Group who would be willing to serve on the student's Oral Examination Committee and/or Dissertation Committee.

1.17. Program Expectations for Professional Behavior

See: https://catalog.upenn.edu/graduate/academic-resources/advising-mentoring/expectations-responsibilities/ and https://www.sas.upenn.edu/graduate-division/community/recommended-professional-practices-sas-graduate-students

a. Responsibilities of the Student

Good mentoring practice entails responsibilities not only of the Advisor but also of the student. When a student enters a doctoral program, that student commits time and energy necessary for research leading to a Dissertation that makes a substantial and original contribution to knowledge. It is the responsibility of the student to conform to University and Program requirements and procedures. Although it is the duty of the Advisor to be reasonably available for consultation, the primary responsibility for keeping in touch rests with the student.

Though more specific details should be discussed and reported in the required annual Mentorship Compact, the student's general responsibilities include the following:

- Becoming familiar with, and adhering to, the rules, policies, and procedures in place in the Graduate Group, home School, and the University as outlined in available resources such as student handbooks/websites, the Pennbook, and important University policies including the Academic Rules for PhD Programs and the Code of Academic Integrity.
- Knowing and following the rules and policies of the Graduate Group and the University. Adhering to all deadlines and policies regarding registration, leaves of absence, limitations on time and recertification, Dissertation submission and graduation as listed in the Academic Rules for PhD Programs, PhD Student Leave of Absence Policy, Family Friendly Policies for PhD Students, and other University policies.
- Selecting and planning an original research topic that can be successfully completed within the expected time frame for the degree program in consultation with their Advisor.
- Preparing a research plan and timetable in consultation with their Advisor as a basis for the program of study, including any proposed fieldwork.
- Learning and adhering to responsible conduct of research standards for their field, as well as the Principles of Responsible Conduct for Research at the University.
- Acquiring the necessary health and safety skills for undertaking the proposed research.
- Meeting with the Advisor regularly and reporting on progress and results, including informing the advisor of any significant changes that may affect the progress of the research.
- Establishing Oral Examination and Dissertation Committees, with the assistance of the Advisor, on the timeline required by the Graduate Group.
- Keeping the Advisor(s) informed on how the student can be contacted.
- Maintaining good records of each stage of the research.
- Being a good citizen of the research group, laboratory, department, or other entity that requires cooperation from its members, including participation in Graduate Group seminars and colloquia.
- Planning to seek additional funding as needed well in advance.
- Thinking critically about career trajectory and mindfully pursuing opportunities to support career goals, for example, through teaching, publishing, presenting, externships, etc.
- Following all necessary steps when preparing to complete and deposit the Dissertation and graduate as outlined by the Graduate Degrees office.

b. Responsibilities of the Faculty Advisor

Within the context of their role as an Advisor, a faculty member's primary task is to guide and inspire their students to reach their scholarly potential. At the same time, each advisor must try to ensure that each student is in compliance with the University's rules and regulations for PhD education. The advisor should promote conditions conducive to a student's research and intellectual growth and provide appropriate guidance on the progress of the research and the standards expected.

Though more specific details should be discussed and reported in the required annual Mentorship Compact, good mentoring practice includes the following:

- Guiding the student in the selection and planning of an original research topic that can be successfully completed within the expected time frame for the degree program.
- Establishing with the student a realistic timetable for completion of various phases of the program.
- Being accessible to give advice and provide feedback, while also establishing for the student a realistic timeline for receiving feedback. Feedback should be professional and constructive and provide concrete guidance for improvement.
- Ensuring that students have an understanding of the relevant theories and the methodological and technical skills necessary for the research, including provision of information through an ethical

review process where applicable.

- Ensuring that students adhere to responsible conduct of research standards for their field.
- Working with the student to establish Oral Examination and Dissertation Committees on a reasonable timeline, and ensuring that these Committees meet with the student at least once a year, and contribute to an annual written report of the student's progress.
- Making arrangements to ensure continuity of supervision during leaves or an extended period of absence.
- Encouraging participation in Graduate Group seminars and colloquia.
- Encouraging and assisting students to attend and present work at local, national, or international conferences and to publish their work in appropriate journals.
- Advising on matters of career options, job market, preparation of the C.V., and strategies for launching a career in research and/or referring students to relevant career and professional development resources on campus.
- Contributing to the student's professional development through letters of reference and general advice.
- Advising the student on seeking additional funding, as needed.
- Ensuring that the research environment is safe, equitable, and free from harassment and discrimination.
- Avoiding personal or business relationships that may constitute a conflict of interest.
- Being sensitive to academic needs and concerns that may arise for international students, students from underrepresented groups, students with disabilities, and/or students with family responsibilities.
- Communicating in a timely manner if the student's academic performance is not meeting expectations, providing an outline for what actions need to be taken in order to return to academic good standing, and a timeline for doing so. While dealing with inadequate academic performance can be difficult, it is in no one's best interests to prolong a program of study if success is unlikely.
- Providing timely feedback on dissertating students' annual progress reports, and using that feedback as the basis for a mark of S or U on students' dissertation status courses.
- Serving as an advocate for the student.

Students sometimes experience personal difficulties. These can include family difficulties, problems in personal relationships, cultural adjustments, financial pressures, medical issues, and problems associated with employment. The importance of these various problems should not be under-emphasized. Advisors should not act in a counseling capacity with their students, nor should they intrude into the personal lives of their students with unwanted advice. However, advisors should try to ensure that their relationships with students are such that students will be comfortable telling advisors if they are having significant personal difficulties. Advisors should be aware of appropriate campus resources and make referrals as needed, and consider accommodations such as adjusting deadlines where appropriate.

c. Responsibilities of the Graduate Group

The Graduate Chair, Coordinator, and other support staff play key roles in the lives of graduate students. The Graduate Group must endeavor to create an environment within which scholarly work by graduate students can flourish, and problems can be resolved in an effective manner. Students should take the time to get to know the Graduate Group administrators. In this way, students can stay current with regulations and graduate group activities and events.

Responsibilities of the Graduate Group include the following:

- Producing a handbook and/or website that outlines program requirements, regulations and procedures, financial support and information on faculty members and their area of research/expertise. If requirements change, past versions of the information should be maintained for students admitted

under the previous requirements.

- Ensuring that program requirements align with University Academic Rules for PhD Programs and all other University requirements.
- Having procedures in place to facilitate the search for an Advisor and to allow a change in Advisor in the event that this becomes necessary.
- Establishing an effective communication system with graduate students (i.e., mailboxes and/or e-mail lists) and workspace, where possible.
- Providing orientation sessions for both new and continuing students. Information conveyed in these sessions should include: overview of program policies and requirements, areas of faculty expertise for research supervision, expected performance and timelines for completion of degree requirements, intellectual property policies, publication and authorship issues, scholarship/funding information, information on policies regarding the proper conduct of research, sexual harassment, safety and workplace regulations, and procedures for complaints and appeals.
- Providing responsible conduct of research training as appropriate for the field.
- Ensuring that the student's Dissertation Committee meets University guidelines and that the membership is documented in the student's official University record.
- Ensuring that the Dissertation Committee meets once a year and that a record of the annual written progress report is kept.
- Ensuring that dissertating students receive a mark for dissertation status courses.
- Providing a mechanism for resolving problems, which may arise between graduate students, Advisors and/or members of the Dissertation Committee.
- Establishing a Graduate Group appeals process to review formal complaints from students.
- Ensuring a safe, equitable and fair working environment for students and informing them of all relevant safety and work regulations.
- Being sensitive to academic needs and concerns that may arise for international students, students from underrepresented groups, students with disabilities, and/or students with family responsibilities.
- Disbursing financial support in a fair and equitable manner that is consistent with the Graduate Group's funding policy.
- Being knowledgeable about University resources in place to support students, and making referrals when appropriate.

d. Community Engagement

See Chapter 6.6 for more information on student and Departmental Engagement as well as other opportunities of intellectual or pedagogical community enrichment.

1.18. Program Expectations for Research in Labs, Writing Guidelines, And Research Ethics

The Department of Anthropology holds students to the same professional standards and ethics as several of the professional organizations that exist to maintain standards, ethics and intellectual integrity of the work of practicing anthropologists, such as the American Anthropological Association, the Society for American Archaeology, the American Association of Biological Anthropologists, and Penn's own Human Research Protections Program.

a. American Anthropological Association (AAA)

AAA is committed to helping all anthropologists have access to quality information regarding methodological and ethical best practices. The Association's Principles of Professional Responsibility include:

- Do No Harm
- Be Open and Honest Regarding Your Work

- Obtain Informed Consent and Necessary Permissions
- Weigh Competing Ethical Obligations Due Collaborators and Affected Parties
- Make Your Results Accessible
- Protect and Preserve Your Records
- Maintain Respectful and Ethical Professional Relationships

b. Society for American Archaeology (SAA)

The nine Principles of Archaeological Ethics adopted by the Society for American Archaeology (SAA) on March 7, 2024, comprise a set of ideal values and behaviors that all SAA members aspire to uphold. The SAA principles advance archaeological behavior that is consistent with the SAA bylaws (Article 2), the Universal Declaration of Human Rights (emphasis on Article 27), the United Nations Declaration on the Rights of Indigenous Peoples (emphasis on Articles 5, 8, 11, 12, 13, 25, 26, and 31), the Hague Convention (Protection of Cultural Property in the Event of Armed Conflict), the World Heritage Convention, and the Codes of Conduct or Standards of Research Performance established by the Register of Professional Archaeologists. Additionally, the revised SAA Principles of Archaeological Ethics have benefited from examining other disciplinary ethical codes and, most importantly, from the attitudes and concerns expressed by the SAA membership about archaeological ethics through surveys and comments from committees, task forces, and individual members.

- Principal No. 1: Stewardship
- Principal No. 2: Responsibility
- Principal No. 3: Commercialization
- Principal No. 4: Public Education and Outreach
- Principal No. 5: Preservation of the Archaeological Record
- Principal No. 6: Reporting
- Principal No. 7: Training and Resources
- Principal No. 8: Safe Educational and Workplace Environments
- Principal No. 9: Diversity and Inclusion

The SAA recognizes that in some situations the pursuit of one or more ethical principles may place an archaeologist or a practitioner in a position in which they are unable to advance or meet—and may quite possibly be in conflict with—another principle. In such situations, archaeologists must weigh their actions to determine the best possible course to pursue. In all cases, archaeologists should abide by the norms and laws of the governing jurisdiction.

c. American Association of Biological Anthropologists (AABA)

By applying for, renewing, and maintaining membership, or participating in any American Association of Biological Anthropologists (AABA) sponsored events (including, but not limited to participation as a volunteer, vendor, exhibitor, registrant, member of the public, or guest), as well as for registering to attend an AABA Annual Meeting, you agree to follow this AABA Code of Conduct, along with the AABA (AAPA) Code of Ethics and the AABA (AAPA) Statements on Sexual and other Harassment, which are incorporated in this Code of Conduct. You also agree to abide by all sanctions imposed by authorized adjudicating bodies.

Among other things, these documents recognize that:

- The AABA is committed to providing safe spaces that are free of threats, harassment, or assault, to all our members regardless of age, ethnicity, race, gender identity or expression, sexual orientation, disabilities, religion, marital status, or any other reason unrelated to professional performance.
- It is unethical in any professional setting to use the inequalities of power that characterize many

professional relationships to obtain personal, sexual, economic, or professional advantages. It is also unethical to engage in any type of harassment, including sexual, sexual identity, or racial/ethnic harassment. Due to their centrality in professional training and networking in our discipline, conferences (such as the AABA Annual Meetings) are clearly an extension of the workplace environment. As such, all college, university, or institutional rules regarding appropriate behavior apply in these contexts. The AABA will not tolerate harassment of conference participants in any form or retaliation for reporting of misconduct.

The AABA reserves all rights to take any lawful and appropriate remedial and/or preventative action with respect to any individual who does not abide by this Code of Conduct and/or the incorporated policies, or disregards or violates sanctions imposed by other adjudicating bodies (e.g., court orders, universities) including without limitation removal from a meeting, reporting of incident(s) to appropriate authorities at the individual's home institution(s), barring the individual from future AABA meetings or events, and termination of the individual's membership in the organization.

d. University of Pennsylvania Human Research Protections Program (HRPP)

The University of Pennsylvania is guided by the ethical principles set forth in Belmont Report. The minimum standards are set by the Department of Health and Human Services regulations at 45 CFR 46 and the Food and Drug Administration's regulations at 21 CFR 50 and 21 CFR 56.
In June 2007, Penn's human research protection program (including the IRBs) was awarded full accreditation by the Association for the Accreditation of Human Research Protection Programs. Accreditation standards establish the highest expectations for the conduct and oversight of human research.

e. University of Pennsylvania Code of Academic Integrity

The development of the Code of Academic Integrity and the Charter of the Student Disciplinary System grew out of a recommendation from the Commission on Strengthening the Community, which called for a revised student disciplinary system that made greater use of mediation services to resolve disputes, and a new code of integrity that placed greater attention on educating students and faculty about issues of academic integrity. The two documents linked above are the result. Based initially on the work of the Student Judicial Reform Oversight Committee, development of these documents also included input from such groups as the Undergraduate Assembly, GAPSA, the Senate Executive Committee, the Committee on Pluralism, the Women's Center, the First Amendment Task Force, and the University Council, as well as individual students, faculty, and staff. The new code and disciplinary system have been adopted by the four undergraduate schools as well as by several of the graduate and professional schools. They went into effect on July 1, 1996.

1.19. School Computing Policies

These policies have been set by the University and are linked here, but have not been modified to be specific to the Anthropology Department.

a. University Information Security Policies

- Policy on Acceptable Use of Electronic Resources - often referred to as the Acceptable Use Policy or AUP, defines the boundaries of acceptable use of limited University electronic resources, including computers, networks, electronic mail services, and electronic information sources.
- Policy on Unauthorized Copying of copyrighted Media(link is external) - states the disciplinary sanctions for violation of copyrights.
- IT Security Policy(link is external) - it describes requirements for securing computing devices, protecting confidential University data, securing web applications, and ensuring that security incidents are identified, contained, and investigated, and remedied.

b. University Privacy Policies

- Confidentiality of Student Records(link is external) - outlines the circumstances under which personally identifiable information from a student's or applicant's record generally may be disclosed.
- Confidentiality of Faculty and Staff Records(link is external) - (Human Resources Policy #201) is directed at protecting the confidentiality of staff and faculty human resources records.
- Policy on Security of Electronic Protected Health Information (ePHI)(link is external) - describes the security safeguards that must be in place to ensure the security of patient medical information within the University community.
- Privacy in the Electronic Environment(link is external) - highlights some general principles that should help to define the expectations of privacy of those in the University community.
- Social Security Number Policy(link is external) - establishes expectations around the use of SSNs - sensitive data whose misuse poses privacy risks to individuals, and compliance and reputational risks to the University. It calls on staff, faculty, contractors, and agents of the above to inventory their online and offline SSNs and reduces the above risks.
- PCI Compliance Policy(link is external) - defines the PCI Compliance for Credit Card Sales at the University of Pennsylvania.

c. University Guidelines

- Electronic Privacy in Practice(link is external) – provide explanations, suggestions, interpretations, and best practices that are important to members of the University community who use or provide electronic communications services.
- Rules for Users of Penn's Electronic Resources(link is external) - cover username changes, operation of large email lists, and maintenance of message archives.
- Guidelines for Administrators of Penn E-mail Systems(link is external) - specify maximum email attachment size and user quotas.
- Guidelines for Keeping Penn's Data Safe and Private(link is external) - provide recommendations for protecting sensitive data.
- Cloud Computing Guidance(link is external) - This guidance is to describe opportunities, issues, safeguards and requirements regarding the use of certain third-party services (often called cloud computing services) involving University data. They are free or low cost services offered worldwide to any individual user where resources, such as infrastructure or software, are provided over the Internet.
- Open Expression Guidelines(link is external) - monitoring the communication processes to prevent conflicts that might emerge from failure of communication, recommending policies and procedures for improvement of all levels of communication and participating in evaluation and resolution of conflicts that may arise from incidents or disturbances on campus
- Log Retention Guidelines - work in progress - contact security@isc.upenn.edu(link is external)
- Guidelines for the Use of Social Media at Penn(link is external) - raises awareness of the immense power of social media and provides best practices and policy when using social media in teaching, research, administrative work and more

d. Security Advice for Researchers Traveling with Sensitive Data

Due to the increase in screenings when crossing international borders, we offer suggested steps to reduce the risk of disclosing sensitive data. Sensitive data is data where disclosure would cause an adverse impact, for yourself, any participants, or the University of Pennsylvania.

1. Examples of Sensitive Data

Examples of this type of data include:

- Fieldnotes with Personally Identifiable Information (PII),
- Geolocation data of important cultural items
- Raw interview transcripts from historically or currently targeted communities.

This advice does not only apply to research instances. Data on your personal digital devices may be sensitive if disclosure would cause an adverse impact. This includes data from social media, emails, files downloaded, and photos.

2. Steps to Increase Digital Security for Travel

In order of least to most work to implement

- Use complex alphanumerical logins for devices, instead of using FaceID or fingerprinting. It is harder to compel an individual to unlock a device with a pass code than simply holding a device up to someone's face to unlock it, even if it is without their consent.
- Update your operating systems on all devices. This reduces the likelihood of tools being able to exploit certain vulnerabilities in outdated operating systems. 3. Set strong passwords for your apps and websites. Use a password manager to store your passwords, which streamlines logging in and makes sure your logins are kept safe. The University of Pennsylvania has a contract with the password manager company Dashlane that makes the service free to the Penn community.
- Power down all devices before entering customs - encryption offers the fullest protection when a device is powered down. Print out boarding passes and anything you will need to go through customs, so you won't have to use your phone at that point. If that is not realistic, at the very least keep your computer turned off.
- If you can't turn off your phone, make sure to log out of any social media or other apps that you don't want to easily give them access to. You can even delete the apps and simply re-download once you are in a safe location.
- Make sure you have copies of anything you will need in a secondary location in case your device is held.
- Encrypt your computer hard drive, phone, and any other data storage. Make sure encryption is not illegal where you will be traveling. Here are guides from the Electronic Freedom Foundation on encrypting your computer, an iPhone, and an Android.
- If you have sensitive research data that is high risk on physical storage, move it to a secure cloud location and erase it from your storage. Removal from physical storage may not be necessary if the data is fully encrypted and would be deemed low or moderate risk. Before you remove any data from your hard drive, make sure that the data is transferred correctly by checking the files open and are usable.
- Fully de-identified data can stay on your device as long as any key or other method to re-identify the data is saved in a separate location.
- Using a flip phone or a smartphone with no apps may inadvertently draw more attention to you. If you reset your phone to factory default or buy a cheap smartphone to use while crossing, make sure to download a few basic apps that allow you to communicate and show that you are using the device (like Podcasts, Signal, WhatsApp, or Tetris). Don't login to the accounts associated with you from the device prior to arriving at a safe location

3. Contacts

- Office of Global Support Services (global@upenn.edu)
- Office of Information Security (security@isc.upenn.edu)
- Research Data & Digital Scholarship in Penn Libraries (LibraryRDDS@pobox.upenn.edu)

4. Additional Resources

- Protect Your Sensitive Information. Security in-a-Box. (https://securityinabox.org/en/files/secure-file-storage/)
- Greenberg, Andy, and Matt Burgess. (March 24, 2025). How to Enter the US with Your Digital Privacy

Intact. Wired. (https://www.wired.com/2017/02/guide-getting-past-customs-digital-privacy-intact/)
- Social Media Monitoring. Electronic Freedom Foundation. (https://sls.eff.org/technologies/social-media-monitoring)
- Penn Arts & Sciences Computing. Technology for Research: Sensitive Data. (https://computing.sas.upenn.edu/RESEARCH/SENSITIVE-DATA)

e. Questions

All IT policies, including policies under review and retired policies, are listed on the IT Policy Committee (ITPC) webpage(link is external).

All policy questions should be directed to the following group websites: Security - ISC Security, Privacy - OACP(link is external), and Networking - ISC Networking(link is external).

1.20. Important Contacts

a. Emergency

1. Penn Police

- 215-573-3333
- https://www.publicsafety.upenn.edu/
- 4040 Chestnut Street, Philadelphia, PA 19104

b. Anthropology Department

1. Main Number

215-898-7461

2. Anthropology Graduate Group Members

A list of active Anthropology Graduate Group Members and their contact informationcan be found on the Department of Anthropology website: (https://www.sas.upenn.edu/anthropology/people/graduate-group) and in Appendix 7.1. Nearly all of our current graduate group members have training in Anthropology. Graduate Students should refer to the Graduate Group list when choosing committee members for the Oral Examination and Dissertation.

c. General Contacts

1. Department Chair

Dr. Deborah Thomas

+ 215-746-0435
+ deborah.thomas@sas.upenn.edu
+ Museum Room 335

2. Department Administrator

Colleen Lawson

+ 215-898-7443
+ lawsonco@upenn.edu
+ Museum Room 323 A

3. Graduate ChairDr. Adriana Petryna

+ 215-746-0423
+ petryna@sas.upenn.edu
+ Museum Room 334

4. Graduate Coordinator
Julia(e) Cooke
+ 215-746-0409
+ coju@upenn.edu
+ Museum Room 324

5. Status/Graduation Issues
The Graduate Division of Arts and Sciences (GAS)
+ 215-898-7577
+ gasbas@upenn.edu
+ 3401 Walnut St., Suite 322A
+ https://pan-school.sas.upenn.edu/graduate-division

6. Billing/Payroll Issues
Tim Weal | Business Administrator
+ 215-898-8375
+ tweal@sas.upenn.edu
+ 121 Fisher-Bennett Hall

7. Museum Library
Dr. Deborah Brown Stewart
+ 215-898-4021
+ browndeb@upenn.edu
+ http://www.library.upenn.edu/museum/

8. Wellness@Penn - Student Health and Wellness
+ 215-746-WELL (9355)
+ Medical Care Office - 3535 Market St., Suite 100
+ Counseling Office – 3624 Market St., First Floor West

9. Penn Student Insurance Plan (PSIP)
Deborah Olson
+ 215-746-0808
+ debolson@upenn.edu
+ https://www.aetnastudenthealth.com/en/school/724535/index.html

10. Student Registration and Financial Services
+215-898-1988
+ sfsmail@pobox.upenn.edu
+ 3451 Walnut St.
+ https://srfs.upenn.edu/

11. Registrar's Office
+215-898-7511
+ registrar@upenn.edu
+Franklin Building Lobby, 3451 Walnut Street
+ https://srfs.upenn.edu/registrar

12. ISSS

+ 215- 898-4661
+ 3935 Walnut Street, 5th Floor
+ https://global.upenn.edu/isss/

2. MASTER'S PROGRAM INFORMATION

2.1. Program Overview

Masters students should familiarize themselves with this entire handbook, as many of the details in the previous chapters also apply to MA students. Any differences between the programs are listed explicitly here.

a. Categories of MA

There are three different categories of Masters' degrees in the Department of Anthropology: (1) the MA for admitted Masters graduate students; (2) the MA in Passing as an option for admitted Ph.D. graduate students; and (3) the Terminal MA given to Ph.D. students who do not successfully complete the Ph.D.

1. MA for Admitted Masters Graduate Students

These students have been accepted into the MA program, but have no plans to continue for the Ph.D. in Anthropology at Penn. Such students are accepted as MA students rather than Ph.D. students into the Graduate Program. The MA degree requires a total of eight course units, two of which are Core Program courses. Up to two units may be transferred from another institution. A student may transfer courses completed at other graduate schools of the University with the approval of the Graduate Dean. No work done as an undergraduate, whether done at this institution or at any other, will be counted toward a higher degree. According to the student's proposed area for MA research, a Committee is appointed to advise each student. A Committee normally consists of two members (an Advisor from the Standing Faculty and one reader from the Graduate Group) who are jointly responsible for working out the details of the student's program from semester to semester.

2. Optional MA for Ph.D. Graduate Students – Master's in Passing

Students accepted into the Ph.D. program may bypass the MA degree. However, some students may opt to obtain an MA on the way to earning the Ph.D. Although this choice may extend the time to completion of the Ph.D., students may choose this option if: (1) the MA is accepted or required as a qualification for various positions applied for before completion of the Ph.D.; or (2) the task completing an MA (as a trial exercise for the Ph.D.) provides useful experience in original research, analysis, interpretation, and writing. For this MA degree, students must remain in Good Standing in the program (B+ average in courses, pass the Comprehensive Exams, fulfill TA obligations, etc.) and complete a thesis. The MA thesis may consist of original work in the form of a Thesis document, as outlined below, or a Research Paper prepared as a manuscript for submission to a peer-reviewed journal.

3. Terminal MA for Ph.D. Graduate Students

Ph.D. students whose combined performance in the Comprehensive Examination and first year's coursework is below standard may be passed only at the level of a Terminal MA (terminating their status in the Ph.D. program). Such students are advised to complete the ten-course unit requirement and write an acceptable Research Paper or Thesis to receive the MA degree. Students may enroll for no more than two additional semesters on Master's Tuition while writing their Thesis or Research Paper. A similar agreement can be reached for students who do not pass their Oral Examination at the Ph.D. level.

b. Statute of Limitations for the MA

The maximum time allowed by the Graduate Division for completion of all requirements for the MA degree is six years. One extra year is allowed, if necessary, for the completion and submission of an MA Thesis.

c. MA Graduates and the Ph.D. Program

After completing the MA degree, graduates wanting to pursue a Ph.D. are encouraged to explore programs in other universities. Penn MA graduates and Terminal MA students may apply to be admitted or readmitted to the Penn Ph.D. program, but this requires formal admission to the program.. Such students must have an unusually promising MA Thesis and stellar performance in coursework, and also meet the criteria for admission used for non-MA students.

2.2. Master's Program Requirements

a. Course Requirements

All first-year MA students must take at least two of the following Core Program courses:

1. Contemporary Theory in Archaeology
2. Evolutionary Anthropology
3. Language in Culture and Society
4. Contemporary Approaches to the Study of Culture

Additional courses should be selected in consultation with the student's Advisor. A normal course load for a full time MA student is four courses per semester, however they are not required to be enrolled full-time.

1. Minimum Number of CUs

Students enrolled in the Masters Program are expected to successfully complete 8 CUs of graduate-level course work to qualify for graduation.

2. Grading and Good Standing

To remain in good standing, students must (1) maintain a minimum average grade of "B+" (3.3 or higher cumulative GPA), (2) resolve all Incomplete grades before taking the Comprehensive Examinations in the first year, (3) pass the Comprehensive Examinations, and (4) make good progress towards completing the Research Paper or Thesis. The same policy for student evaluation applies to MA and Ph.D. students.

b. Research Requirements

1. MA Thesis or Research Paper

In addition to 8 course units, the MA degree requires either a Research Paper or a Thesis. A Research Paper may be an expanded or improved version of a paper initially written for a course, in which case the criterion for acceptance would be that it demonstrates that the student is capable of independent research. The Research Paper is normally article length (about 25–60 pages, excluding the bibliography). After being accepted by the Graduate Group, the Research Paper is filed in the Department's archive and eventually in ScholarlyCommons at Penn. An MA Thesis may also begin within the framework of a course, but it must demonstrate the student's research ability and constitute a recognizable contribution to knowledge beyond the simple capacity to do research. In this case, the Thesis is subject to the formatting rules for a Dissertation and is submitted to Graduate Division after approval by the Advisor and at least one Reader.

- Approval of MA Thesis or Research Paper

  To be accepted by the Graduate Group, the MA Thesis or Research Paper must be approved by the student's Advisor, who will be a Graduate Group member, and a Reader (chosen by the Advisor and/or

the Graduate Chair). The Reader should work within the subfield in which the MA student is conducting research to provide as much guidance and critical feedback on the MA Thesis or Research Paper as possible. The Reader should be a Standing Faculty member in the Department of Anthropology or a Graduate Group member, although, in extenuating circumstances, the student can petition to have another University faculty member serve as the second Reader if their area of research and expertise warrants it.

Once the MA Thesis is approved, the student's Advisor notifies the Graduate Chair and Graduate Coordinator, who then notify the Graduate Group, and the Thesis or Research Paper is made available to the Department ("tabled") for comments. At the end of two weeks, if no objections are raised, the Graduate Coordinator is informed that all requirements for the MA have been satisfactorily met. If any faculty members raise objections to the thesis, then the procedures detailed for Ph.D. dissertations are followed.

- Formatting of the MA Thesis and Research Paper

MA students who opt to write a thesis should refer to the following resources: The University Style Guide for Masters Theses for formatting information (https://provost.upenn.edu/uploads/media_items/mastersstyleguide.original.pdf); and the Degree Deadline for important dates (see http://www.sas.upenn.edu/graduate- division/graduation/general-information). MA Students who choose to write a Research Paper should follow the style guide of one of the flagship scholarly journals in Anthropology (e.g., *American Anthropologist, American Antiquity, American Journal of Biological Anthropology,* etc.).

c. General Examination – University Requirement

1. Comprehensive Examinations ("Comps")

MA students must pass the Comprehensive Examinations for the Core Program courses they took during their first year. The Comprehensive Examinations must be taken at the end of the first year, and may only be taken once. A detailed explanation of the Comprehensive Examinations can be found in the Ph.D. Degree section of this document (see above).

3. GRADUATION

The following information applies to all graduate degree recipients (Masters and Ph.D.).

3.1. Applying to Graduate

a. Checklist for Requirements to Graduate

See Appendix 7.5for a checklist of requirements to qualify for graduation.

b. Graduation Application

The University of Pennsylvania confers degrees three times a year in May, August, and December. Students are required to submit a Graduation Application to initiate degree processing. The Application allows students to share with the University important information such as preferred presentation for name on diploma and in the Commencement program, diploma shipping address, and formally initiates the final review of academic progress toward degree completion.

This is also an opportunity for students to review their academic record, specifically their field of study, to confirm their records accurately reflect the degree information anticipated, such as major(s), minor(s), joint degrees, etc. Although all students are expected to regularly meet with their Advisor throughout their enrollment, it is common and appropriate for this process to prompt a conversation between the student and Advisor around items such as outstanding degree requirements, Incomplete grades, or the decision to drop

an area of study. These conversations and changes should take place prior to applying to graduate. All students are encouraged to review their academic record ahead of the application deadline and meet with their Advisor about any outstanding or new questions relating to degree completion.

Graduation applications are only valid for the term indicated in the application at the time it is submitted. If the degree is not granted for that term, for any reason, the student must submit a new Graduation Application for the term in which they anticipate graduation. See: https://srfs.upenn.edu/student-records/GradApp

c. Receiving the Diploma

Sometime after the commencement ceremony, students will receive their official diploma in the mail. It is crucial to make sure that the address on file in Path@Penn is accurate and accessible if one is anticipating their diploma in the mail. This is the address that the University will mail the diploma to. See: https://srfs.upenn.edu/student-records/degrees-graduation-and-diplomas/diplomas#

3.2. Post-Graduation Exit Surveys

a. Departmental Exit Survey

Upon graduating from the program, the Graduate Coordinator will circulate a Departmental Exit Survey to all recent graduates. Recent graduates are encouraged to fill out the survey and help to facilitate the betterment of the community and maintain communication with the Department. The intention of the survey is manifold:

- To document student efforts in carving out a career path. The Department is responsible for reporting this data to the Graduate Division at the end of every academic year, but it also helps the Graduate Chair and Coordinator respond to changes in the trends and industries that influence the movement of the discipline of Anthropology
- To streamline the process of updating the contact information we have on file for a student in our Alumni Database and offer a chance to define student desires for ongoing engagement with the Department.
- To provide the opportunity for feedback and data that the Department uses to respond to student needs and concerns.

b. SAS Exit Survey

Originally entitled the "Survey of Doctoral Student Opinion," Penn's current Ph.D. Exit Survey was developed by the Office of the Provost in 1995. The survey gathers a wide variety of information from recent Penn doctoral recipients, and the results assist in monitoring the quality of Ph.D. education at Penn. Program level reports of survey data are regularly used by the Graduate Council of the Faculties during Penn's periodic review process of its various Ph.D. programs. The survey contains approximately 70 questions, at least 6 of which are common to all participating Association of American Universities (AAU) institutions. Please see here for information on past years' surveys and the results.

4. UNIVERSITY WIDE POLICIES

a. Academic Rules for Ph.D. Programs
b. Academic Rules for Research Master's Programs
c. Ph.D. Student Leave of Absence Policy
d. Family Friendly Policies for Ph.D. Students
e. Code of Academic Integrity
f. Code of Student Conduct
g. Guidelines for Addressing Academic Issues of Students with Disabilities
h. Guidelines for Student Protection in Sponsored Research Projects
i. Fairness of Authorship Credit in Collaborative Faculty-Student Publications for Ph.D., AM, and MS Students
j. Policy on Secular and Religious Holidays
k. Alcohol and Other Drug Policy
l. Sexual Misconduct Policy, Resource Offices and Complaint Procedures
m. Evaluation and Certification of the English Fluency of Undergraduate Instructional Personnel
n. All other policies for Penn students

5. UNIVERSITY GRADUATE STUDENT RESOURCES

5.1. General Resources

a. Graduate Student Center
b. New Student Resources
c. Resources for Ph.D. Students
d. Resources for Students with Children
e. Academic Policies and Support
f. Engagement & Wellness
g. Funding & Finances
h. Safety and Campus Conduct
i. International Student Resources
- ACLU Outline of Student Rights
- ISSS Updates (pennkey protected)
- ISSS Advisors
- ISSS "Safety"
- Student Wellness and Counseling
- Penn Global

j. Inclusion And Resources For Accommodation

The Penn Anthropology Department welcomes graduate students with disabilities and is committed to providing the same exceptional opportunities to all Penn students. Policies and procedures have been developed to provide students with as much independence as possible and to promote self-advocacy. Please visit the Office of Student Disabilities Services to learn more about services and accommodations.
See: http://www.vpul.upenn.edu/lrc/sds/

5.2. Special Programs and Research Centers

The University of Pennsylvania has many special programs and research centers that are relevant to students in the Anthropology Graduate Program.

a. Programs

The following programs are those with which we have shared Joint and Dual degree students recently, but this list is not exhaustive of the possibilities.

1. Africana Studies Program

Africana Studies faculty members share a commitment to the comparative, cross-disciplinary study of people of African descent all over the world. This orientation finds expression in theoretical and applied research, publications, and teaching. The Africana Studies Center coordinates courses and sponsors a regular lecture series and seminar, a communications network, exchange programs with African institutions, and the teaching of African languages. Africa, African-American, and Diaspora focused courses are offered primarily through the SAS departments of Anthropology, Asian and Middle Eastern Studies, English, Folklore, History, History and Sociology of Science, Linguistics, Political Science, Psychology, Romance Languages, and Sociology; the graduate group of Demography; the GSFA department of City and Regional Planning, and Schools of Social Work, Nursing and Education. Among the many resources available are a collection of African art and material culture in the Penn Museum; an African Demography Training and Research Program under the Population Studies Center; the Center for the Study of Black Literature and Culture; and several specialized training and education programs in development and policy issues such as health, energy, environment, and housing. See: https://africana.sas.upenn.edu

2. Graduate School of Education EdD Program

The Higher Education Ph.D. program is highly individualized, and students work closely with their academic advisor to draw from courses from the division and from other areas on campus that relate to their area of inquiry. Students develop the skills they need to conduct quality primary research in higher education, including understanding research design; program evaluation; and the analysis of both qualitative and quantitative data. See: https://www.gse.upenn.edu/

3. Gender, Sexuality and Women's Studies Program

This interdisciplinary program provides exciting intellectual opportunities to explore the role of gender in human affairs. The Gender, Sexuality and Women's Studies (GSWS) Program offers over 50 courses each year, many cross- listed with other departments. The Women's Studies Program offers a major, a minor, and a graduate certificate. See: http://www.sas.upenn.edu/gsws

4. Historic Preservation Program

The Historic Preservation Program in the School of Design focuses the design and preservation of the world's cultural heritage including buildings, engineering works, cultural landscapes, archaeological sites, and historic towns and cities. See: http://www.design.upenn.edu/historic-preservation.

5. MD/Ph.D.

The MD/Ph.D. Program offers a joint degree. Students must be admitted to both the Anthropology Graduate Program and the Medical School. All degree requirements in Anthropology and the Medical School must be fulfilled. The MD/Ph.D. Program contacts include Adriana Petryna, Emily Ng, and Deborah Thomas.
For more information, contact Maggie Krall (Director of Administration, Medical Scientist Training Program, Penn Med School) or the Anthropology Graduate Chair. See: http://www.med.upenn.edu/mstp/ and http://www.sas.upenn.edu/anthropology/graduate/md/Ph.D.-program.

6. Music Studies

The graduate programs in Music Studies (Ethnomusicology, Historical Musicology, Theory of Music) at the University of Pennsylvania serve students who intend to conduct cutting-edge research, produce high-

quality scholarship, and develop teaching and professional skills in order to pursue academic positions in music studies; they also serve those who want to consider career opportunities beyond academia in both music and non-music domains. Faculty apply methodological tools from ethnomusicology, sound studies, musicology, and music theory to a wide range of research projects. The goal of the graduate programs is not to entrench these disciplinary distinctions, but rather to seek out productive and innovative means of placing them in dialogue with each other. This orientation toward holding all of the sub-disciplines in view is reflected in the graduate curriculum as well as in the annual colloquium series that animate departmental life. See: https://music.sas.upenn.edu/

7. South Asia Studies Program

The Department of South Asian Studies is the principal unit within the School of Arts and Sciences for teaching and research on South Asia at Penn and offers a number of modern and classical South Asian languages, as well as courses in a variety of fields related to South Asia. The Department comprises faculty with diverse expertise in the languages, literatures, histories, cultures, religions and arts of the subcontinent. The Department's PhD curriculum provides a rigorous training in South Asian languages, literature, culture, and history that serves as a foundation for research and teaching in higher education. The Department emphasizes both linguistic expertise as well as in depth disciplinary knowledge. Students will gain exposure to a wide variety of approaches and methods in the study of South Asia and will also learn how to deal with a diversity of research materials (including textual, documentary, ethnographic and material). Penn is one of the leading departments in the US and has trained generations of scholars working on South Asia for over a century. Penn offers many resources for interested students, including one of the country's leading research libraries on South Asia, with over 3500 Indic ms. and over 200,000 printed volumes related to South Asia. See: https://www.southasia.upenn.edu/

8. Urban Studies Graduate Certificate Program

The Urban Studies Program offers students an interdisciplinary context in which to explore urban issues while pursuing a graduate degree in one of the disciplines or professional schools in the university. It emphasizes melding urban theory with practice and encourages independent research. While working toward a Ph.D. in their department, participants in the Certificate program take a two-semester proseminar and four urban-related courses. During the school year, faculty and graduate students gather monthly at an interdisciplinary workshop on urban related themes. Students may apply to enter the certificate program when they enter the Ph.D. program, or at the conclusion of their first or second year of study. Interests of Urban Studies faculty cover many regions of the world, and include economic development, poverty, education, community organization, ethnicity, urban design, and policy. See: http://urban.ssc.upenn.edu

b. Research Centers and Initiatives

The following Centers and Initiatives are those housed within the Department, closely associated with Departmental Faculty, or with which we have shared close relationships recently, but this list is not exhaustive of the possibilities.

1. The Andrea Mitchell Center for the Study of Democracy.

The Andrea Mitchell Center for the Study of Democracy was established to consolidate the themes of "democracy" and "constitutionalism" as central rubrics for research and teaching across the University. The DCC Program features a monthly faculty workshop with a public speaker series; a postdoctoral fellowship; three graduate fellowships; and undergraduate research grants. See: http://www.sas.upenn.edu/andrea-mitchell-center/

2. Center for the Advanced Study of India

The Center for the Advanced Study of India (CASI) aims to nurture a new generation of scholars in the

study of contemporary India. In line with this, CASI will support Penn students with their independent research projects related to India's politics, society, economy, and international relations. See: https://casi.sas.upenn.edu/studentprograms/researchfunds

3. Center for the Analysis of Archaeological Materials

The Center for the Analysis of Archaeological Materials (CAAM) is a joint endeavor between the Penn Museum and the School of Arts and Sciences CAAM offers the facilities, materials, equipment, and expert personnel to teach and mentor Penn undergraduate and graduate students in a range of scientific techniques crucial to archaeologists and other scholars as they seek to interpret the past in an interdisciplinary context which links the natural sciences, the social sciences and the humanities. The Center is staffed by Teaching Specialists who are domain experts in one or more of the following eight areas of specialization: ceramics, digital archaeology, archaeobotany, archaeozoology, human skeletal analysis, lithics, archaeometallurgy, and conservation. CAAM's main teaching and research laboratories are located in the newly renovated West Wing of the Penn Museum. To learn more about CAAM and its teaching and research facilities, please contact Marie-Claude Boileau, the Lab Coordinator, by telephone (215-746-5876) or email (caam@pennmuseum.org). See: https://www.penn.museum/sites/caam/

In addition to regular courses, CAAM provides a mentoring environment in which students are able to carry out research-oriented independent studies, honors theses, and graduate work. CAAM also offers a Graduate Certificate in Archaeological Science that can be awarded to students with a certain number of CAAM courses and a finished project: See: https://www.penn.museum/learn/penn-students/caam/graduate-certificate-in-archaeological-science

4. Center for Ancient Studies (CAS)

The Center for Ancient Studies (CAS) strives to bring together Penn faculty and students, as well as members of the greater Philadelphia community, who share a passion for the ancient world. The Center aims to model an expansive and global vision of "the ancient world," spanning Greco-Roman cultures and the Near East but also Asia, Africa, and the Americas. CAS is based on the idea that scholars of antiquity can benefit immeasurably from contact and conversation with each other across different areas and disciplines. The Center's mission is thus to support a broad variety of academic events pertaining to pre-modern cultures and societies. Every year, it hosts a major Annual Symposium on a theme or questions of cross- cultural concern in the fall and an interdisciplinary Graduate Colloquium in the spring. The Center also co-sponsors many lectures, conferences, and workshops across campus. See: http://www.sas.upenn.edu/ancient

5. The Center for Experimental Ethnography

The Center for Experimental Ethnography was founded in 2018 to promote multi-modal research practices as both method and theory, integral dimensions of scholarly research. Directed by Deborah A. Thomas (John L. Jackson, Jr., Co-Director), CEE comprises a group of faculty across eight of Penn's twelve schools who facilitate and support multi-modal research practices among undergraduates, graduate students, faculty, and our partners within the City of Philadelphia and beyond. They coordinate scholarship, research, and public partnerships related to multi-modal work practices; consolidate those activities in which we (and our students) are already engaged; and grow these generative connections by hosting Visiting Scholars, coordinating workshops and conferences, supporting multi-modal project based courses, facilitating visual, sonic, and performative undergraduate and graduate research projects, producing rigorous criteria for assessing those projects, engaging with arts and community-based institutions throughout Philadelphia, and forging connections with other like-minded institutions worldwide.

CEE believes that multi-modal research practices transform how scholars conduct research, how to generate and disseminate knowledge, how to train students, and how to remain accountable to the communities in

which we interact and through which research circulates. CEE sees creative practice as intellectual work that necessarily historicizes the inequalities that pervade our society, and that develops solutions for their present iterations through collaborative and participatory work. A basic premise that underlies our efforts is the contention that an expanded and multi-modal definition of what counts as scholarship will help lead to a more diverse university community, a community in which artistic practice is a cornerstone not only for engaged and participatory democracy and social justice, but also for the reimagining and transformation of the university as a whole. See: https://www.ceepenn.org/

6. The Collective for Advancing Multimodal Research Arts

CAMRA (Collective for Advancing Multimodal Research Arts) fosters interdisciplinary collaborations amongst scholars, sensory ethnographers, artists and educators within and beyond the University of Pennsylvania to explore, practice, evaluate and teach about multimedia research and representation. CAMRA asks questions about the affordances, challenges, and possibilities of multimodal scholarship in teaching, learning, mediamaking, and knowledge production. Their aim is to support media-based research and pedagogies, with an explicit focus on: (1) providing practical guidelines for evaluation of multimodal research; (2) utilizing participatory, digital, and ethnographic methodologies; (3) creating digital and physical spaces for multimodal work to be showcased; (4) critically examining how technology is changing the processes of teaching and learning. See: https://www.camrapenn.org/

3. EnviroLab

EnviroLab is a workspace dedicated to supporting cutting edge graduate research on environment society relations at the University of Pennsylvania. Drawing together research in anthropology, history, science and technology studies, urban geography and the physical sciences EnviroLab asks: How might situated human-animal-environment relations be key sites from which to reimagine and rearticulate more just and nourishing modes of inhabiting of our climate changed planet? In particular, our research thinks with the entangled relations of waterscapes, pollution and toxicity, late industrialism, human-animal and interspecies relations, the climate emergency and racialized geographies. Based in the Department of Anthropology, EnviroLab supports graduate students research at all stages of their PhD, focusing on hosting workshops where students share works in progress (conferences papers, proposals, dissertation chapters and article drafts). Envirolab also hosts events open to the public, including a monthly reading group, faculty workshops, and an annual conference. See: https://www.pennenvirolab.org/

7. Health and BioBehavior Laboratory

Founded in 2025 and lead by Dr. Mallika Sarma in the Department of Anthropology.

8. The Laboratory of Molecular Anthropology

Since its establishment in 2001, Laboratory of Molecular Anthropology @ Penn (LMAP) researchers have worked to elucidate the origin and dispersals of human populations and the evolutionary processes that shaped genetic variation in them. We analyze genetic diversity in the mitochondrial DNA, Y-chromosome and autosomes to reconstruct the population histories of different human groups from around the world, both past and present. In addition, we use genetic tools to explore aspects of mitochondrial evolution and function in humans and non-human organisms, as well as the role of the mtDNA in the health and diseases of human populations. See: https://schurrfire.com/

9. The Middle East Center

This group promotes graduate training and research in all aspects of language and area studies in the Middle East. In particular, it coordinates the teaching of the major (and several minor) languages of the area, and

interdisciplinary programs involving many SAS Graduate Groups. See: http://www.sas.upenn.edu/mec/.

10. Native American & Indigenous Studies Initiative

The Native American and Indigenous Studies (NAIS) Initiative at Penn focuses on the cultures and histories of Native American, First Nations, and other Indigenous peoples, locally and globally. NAIS courses cross-cut disciplines and schools, including anthropology, history, education, linguistics, law, nursing, folklore, and religious studies. Faculty collaborate with the Penn Museum, Penn Center for Cultural Heritage, and the American Philosophical Society. Graduate level NAIS students are encouraged to consider studies in decolonizing methodologies, museum anthropology, Indigenous archaeologies, and language revitalization, among other topics. See: https://nais.sas.upenn.edu/

11. North American Archaeology @ Penn

The North American Archaeology Lab is located in Room 420 in the Anthropology Department. The Lab is directed by Dr. Megan Kassabaum and staffed by Penn students through work-study, volunteer, and paid lab assistant positions. Graduate students in archaeology have desk space in this lab. Primary projects focus on the pre-contact archaeology of the Eastern U.S. (e.g., penn.museum/research/project.php?pid=221) and historical archaeology of the Philadelphia region (e.g., www.heritagewestphl.org), though a great deal of graduate student research also takes place. Research opportunities are available and can be tailored to a given student's interests.

12. Penn Paleoecology Lab

The Penn Paleoecology Lab, led by Dr. Kathleen Morrison, is dedicated to the analysis of human-environment interactions across the later Holocene. Their approach combines data and methods from archaeology, history, and the earth and environmental sciences. The latter includes analysis of pollen, phytoliths, sediments, plant macro-remains including wood, and stable isotopes. PPL is also interested in how records and imaginations of past landscapes continue to structure the present, specifically regarding issues of irrigation and water management, agriculture, conservation, and biodiversity. The laboratory opened for research in August of 2019. It is well equipped for the microscopic analysis of plant remains (seeds, wood charcoal and thin sections, phytoliths, pollen). The lab includes wet chemical facilities for the extraction of phytoliths and pollen, and for isotopic sample preparation (animal bone and plant remains). Their comparative reference collections of seeds, wood, pollen, and phytoliths cover a diversity of flora from South Asia, the Near East, the Mediterranean, South American, and Central America (particularly the east coast). The lab is a busy place, with analysis of material from around the world in progress. Although most of their research focuses on South Asia, graduate student and postdoctoral projects have included analysis of plant material, sediments, and artifacts from Cambodia, Mexico, New Mexico, Yemen, Turkey, Sudan, Russia, Cambodia, Oman, and Nova Scotia. See: https://web.sas.upenn.edu/pennpaleoecology/

13. The Population Studies Center

This is an interdisciplinary research center responsible for carrying out a varied program of population research. It includes faculty from several University departments. The Center maintains a demography library and extensive computing facilities. The scale ranges from macroeconomics and macro demography to evolutionary demography, but the various axes intersect in the understanding of the dynamics of human populations, and can usefully be organized within seven (often overlapping) rubrics: 1) Health and Wellbeing of Populations; 2) Human Resources and Endowments; 3) Innovation in Methods; 4) International Population Research; 5) Policy Evaluation; 6) Growth and Structure of Populations; and 7) Networks in Population. See: http://www.pop.upenn.edu/

14. Penn Cultural Heritage Center

The Penn Cultural Heritage Center (CHC), dedicated to expanding both scholarly and public awareness,

discussion, and debate about the complex issues surrounding the world's rich—and endangered—cultural heritage, was established in 2008 at the University of Pennsylvania Museum of Archaeology and Anthropology. See: https://www.penn.museum/sites/chc/

15. The Penn Language Center

The Penn Language Center (PLC) was created in an effort to expand, intensify and enrich the University's resources in basic language instruction, is an administrative unit of the College of Liberal and Professional Studies that works out ways to satisfy the demand for instruction in foreign languages. The PLC's objectives include expanding the language curriculum, enriching the resources for research in applied linguistics, and enhancing opportunities for research by faculty and students. The PLC's main curricular goal is to serve language instruction needs that are not covered within the regular language programs offered by the School of Arts and Sciences. This means, above all, increasing Penn's offerings in less commonly taught languages. See: http://plc.sas.upenn.edu

16. The Semiotics Lab

The Penn Semiotics Lab was founded in the year 2000 as a research unit in the Department of Anthropology. Today, the Lab's participants include an active group of faculty and students from a variety of departments at Penn and other universities. Their interests span several fields and thematic areas in the study of language, culture and society, including spheres of education, law, science, medicine, commerce, media, religion, migration, politics, and other aspects of human affairs. The Lab's colloquia and conferences are designed to facilitate faculty and student research, and to encourage collaborative projects among participants. The accompanying pages illustrate some of the research activities in which the Lab's participants have engaged. See: https://www.semiotics-lab.org/

17. Center for Latin American and Latinx Studies

CLALS brings together a diverse group of graduate students with research interests in Latin America and the US and a wide variety of disciplinary affiliations. Graduate students from across the university are welcome to participate in and apply for support from CLALS. Specific resources include a weekly listserv of events and funding opportunities, an annual CLALS sponsored summer field research grant and a certificate program. See: https://clals.sas.upenn.edu/

5.3. Human Subjects Research and the Institutional Review Board

Most graduate student research projects and dissertations fall under the purview of the Human Subjects Research and the Institutional Review Board (IRB) and need explicit IRB clearance to proceed. The mission of the University's IRB is to:

1. Promote the rights and welfare of human research participants;
2. Facilitate excellence in human research by providing timely and high quality review of human research; and
3. Provide professional guidance and support to the research community.

All Penn faculty and students must complete training on-line through the Collaborative Institutional Training Initiative (CITI). The menu of required and elective training includes Ethical Principles, Human Subjects Research, Conflicts of Interest, etc. etc. Consult with IRB staff to determine which modules are pertinent to a specific field of research. For more details about the IRB, CITI training, and research protocol submission, see https://irb.upenn.edu/.

5.4. Penn Museum

a. Collections

The University of Pennsylvania Museum of Archaeology and Anthropology, or Penn Museum

(https://www.penn.museum) offers a wide variety of collections, exhibits, archives, and other resources for anthropological study. Features include the Center for Archaeological Analysis of Materials; publications; special programs and events; lectures; and tours. The curators, researchers, and staff of the Penn Museum are all willing to assist as important intellectual resources for students and faculty in the Department of Anthropology. Access to the collections and other resources can be initiated by contacting the relevant Section of interest via online search databases (https://www.penn.museum/collections/)

b. Archives

The Penn Museum Archives house records of the Museum's institutional history (director's correspondence, curatorial records, field notes, manuscripts, photographs, and other materials). Materials focus on the history of archaeology and anthropology, the history of photography, a record of museological practice for the last century, and the papers of museum scholars. Researchers must make appointments with the archivist in advance (https://www.penn.museum/about-collections/museum-archives)

c. Penn Museum Graduate Advisory Council

The Penn Museum Graduate Advisory Council (PMGAC) represents students from Museum-affiliated Departments and Graduate Groups and is dedicated to integrating graduate students into the Penn Museum. It supports several committees, including the Professional Development Committee, the Social Event Committee, and the Dissertation Writing Group. If you are interested in joining the PMGAC or any of the committees, please email Sarah Linn, Research Liaison, at this address: slinn@upenn.edu.

d. Graduate Guides Program

The Graduate Guides program offers opportunities for students to develop and give public and university group tours of Museum galleries. Graduate students may be paid for their participation. For more information, contact Anne Tiballi, Director of Academic Engagement, at this address: atiballi@upenn.edu

e. Certificate in Museum Teaching & Learning

The Penn Museum Certificate in Museum Teaching and Learning is designed for Penn graduate students who want to incorporate object-based, gallery-based, and observational learning into their teaching pedagogy. The certificate program is open to Penn graduate students from any discipline, and trains students on developing inquiry-based discussions, engaging with objects in the classroom, and approaching complicated questions in museum teaching, including colonialism, objectification, and ownership. The certificate may be completed in one year or over multiple years. However, all requirements must be completed before the last day of the spring semester in order to receive a certificate for that academic year. Questions can be directed to the Academic Engagement Department at students@pennmuseum.org.

Certificate Requirements include:

- Attend the "Intro to Object-Based Learning" workshop (offered each Fall).
- Attend 3 additional workshops.
- Participate in one "Observation Day" in the Fall OR Spring.
- Complete a short teaching statement of 250 words
- During an observation day, students will create a 10 minute gallery-based or object-based demonstration and receive feedback.

f. Creating Academic Museum Professionals (CAMP)

This 5-day intensive program introduces participants to a broad spectrum of skills and knowledge sets necessary for academics planning to pursue professional careers in museums, from exhibitions, collections, and curation to education, outreach, and development. This program is open to active University of Pennsylvania graduate students, enrolled for the upcoming Fall Semester. The Penn Museum strongly

encourages applications from students who are members of groups underrepresented in careers related to museums. See: https://www.penn.museum/learn/penn-students/creating-academic-museum-professionals

g. Museum Assistantship Program

The Museum Assistantship Program offers paid semester- and year-long assistantship opportunities for Penn post-bacc, graduate, and professional students to work on projects within the Penn Museum. The program pairs Museum projects in need of research assistance with interested graduate students from related fields. Assistants should expect to commit 2 to 5 hours per week. Exact start and end dates will be determined by the project supervisors. Projects take place during the fall or spring semesters, or both. See: https://www.penn.museum/learn/penn-students/museum-assistantship-program

h. Penn Museum Summer Field Research Grants

Anthropology graduate students can apply for research funds of up to $1,500 for summer projects. Grant information is announced in January. We expect all of our pre-ABD students to apply for this summer grant to supplement the Department's Summer Field Funds. See: https://www.penn.museum/learn/penn-students/field-funds

5.5. Libraries and Records

a. Penn Libraries

The library system at the University of Pennsylvania (http://www.library.upenn.edu/) includes over a dozen libraries across campus. The Museum Library serves as the University's branch library for anthropology and archaeology, and is conveniently located near the Anthropology Department with its entrance on the third floor of the Academic Wing of the Penn Museum. It holds over 145,000 volumes, more than 500 currently received periodicals, and 100s of anthropological videos, representing anthropological and archaeological research on all seven continents and islands throughout the world. Because of the cross-disciplinary nature of anthropological research, other libraries on campus also hold relevant collections. Most notable are the broad collections in the University's main library; the Van Pelt-Dietrich Library, which includes area studies seminar rooms and ethnomusicological collections; vast collections of resources managed by the Biomedical and Veterinary libraries; and collections related to urbanism, architecture, and arts from prehistory to present in the Fisher Fine Arts Library. Library services offered to graduate students are described here: https://guides.library.upenn.edu/Services_for_Graduate_Students

The Penn Library's catalog (https://find.library.upenn.edu/) searches Penn's holdings of print and electronic books, journals, videos, and access to databases. Searches in Articles+ locate citations or online content in many Penn-subscribed journals, e-books, and databases. The Museum Library maintains webpages that include tips for conducting research and links to databases that are useful for anthropology: https://guides.library.upenn.edu/anthropology and https://guides.library.upenn.edu/archaeology. Students are also welcome to make an appointment for one-on-one instruction or consultation with the Museum Librarian by e-mailing: muselib@pobox.upenn.edu

After logging in to http://www.library.upenn.edu, students can request that books from any library on Penn's campus be delivered to the Museum Library circulation desk or another campus library for convenient pick-up. Penn Libraries also participates in the rapid interlibrary loan services known as BorrowDirect and EZBorrow, which can deliver borrowed materials for pick-up at any campus library as well; books ordered through regular interlibrary loan must be picked up at Van Pelt. The Museum Library offers assigned study carrels for graduate students, two small seminar rooms that can be reserved, and ample open space for quiet study. Interested students are encouraged to see the Penn Libraries website or library staff for more information about services and collections.

b. The Human Relations Area Files

The University of Pennsylvania was one of the founding members of the Human Relations Area Files (HRAF) and continues to be a Sponsoring Member. Members of the Penn community can access the online databases, eHRAF World Cultures and eHRAF Archaeology, through the Franklin catalog. In addition, the Museum Library maintains the HRAF Collection of Ethnography, 1949-1993, on microfiche as well as print documentation of the Outline of World Cultures and Outline of Cultural Materials throughout the history of their development. It should be noted that the eHRAF World Cultures database includes most but not all of the earlier content as well as more recent documents; historical country and city files from the microfiche are sometimes omitted from the online database.

c. Alumni Database

The Anthropology Department maintains a database of alumni contact information, updated on a regular basis in the Summer between Academic Years, to aid students in networking and connecting with professionals in the field with a shared experience. This is especially useful for students in search of career opportunities or scholars who share research interests. On an annual basis, the Graduate Coordinator will circulate the Alumni Communications Survey to gauge interest in continued communication amongst Penn Anthropology alumni. Upon updating their contact information and/or defining the level of engagement they are capable of or comfortable with, students will be able to use the Penn Anthropology website to dive into the Alumni Database.

5.6. Student Engagement

The Anthropology graduate student community is composed of approximately 100 students from a variety of backgrounds, with a variety of interests. The opportunities for scholarly and social interaction within this diverse peer group is one of the strengths of the Graduate Program. Fellow students are excellent resources for information about the University, fieldwork possibilities, housing, and part-time and full-time job opportunities.

a. Graduate and Professional Student Assembly

The Graduate and Professional Student Assembly (GAPSA) is the University-wide student government for graduate and professional students (http://gapsa.upenn.edu). Its goals are to enhance graduate student experience through promoting a range of initiatives emphasizing interdisciplinary research, student representation on University committees, a clearinghouse of useful information, and general student advocacy.

1. Graduate Student Representatives

The graduate student body is represented by two elected Graduate Student Representatives (GSRs) whose primary responsibility is to facilitate communication among students and between students and faculty. This representation provides a graduate student voice regarding broader initiatives and issues within the Department. Outside of the Department, graduate student affairs are the concern of the Graduate Student Associations Council (GSAC) and the Graduate and Professional Students Association (GAPSA).

GSRs are positions designed to serve as liaisons between the faculty and the graduate student body. These positions, which are actively filled, include a minimum of two Anthropology GSRs from any subfield, with no subfield restrictions. GSRs are self-nominated, but serve with the general approval of the faculty and graduate body. They must be able to commit to meeting regularly with the student body; thus, students who will be in the field for more than half their proposed term of service should not be nominated. GSRs are elected for a one-year term during the last week of January, and are allowed to run for re-election indefinitely until graduation. GSR solicitation and all voting processes should be conducted in a manner that maximizes participation for all willing students.

The GSR position holds the following general responsibilities:

- Meet with the graduate student body at least 1-2 times per month;
- Type up meeting minutes and send them out to the graduate listserv within 48 hours of each meeting, if relevant;
- Advertise elections at least one month prior to the election;
- Communicate with the Graduate Chair and Department Chair at least twice per semester (and with the faculty as a whole if deemed necessary) regarding graduate student concerns and issues facing the department that affect graduate student education;
- Solicit graduate student opinions (via meetings and emails) that need to be represented to the faculty or department, and field feedback from graduate students who cannot be present at meetings, but have opinions/issues for discussion; and
- Propose changes to the GSR position and its obligations and submit these to the graduate student body for a vote before inclusion within the Graduate Student Handbook.

b. SASGov

SASGov is the representative student government body for graduate students in all departments of Penn's School of Arts & Sciences. We support and advocate for graduate students and work directly with SAS administrators and Deans to ensure graduate students' voices are heard. Our executive board members are elected by the graduate student body. Our general body comprises of graduate students representing around 25 departments in SAS. SASGov meets bi-weekly on Thursdays between 6 and 7:30 PM to discuss various initiatives, priorities, and issues pertaining to SAS graduate students.

With SASGov's understanding of the needs of the graduate student body across SAS, they enact policies to address concerns in academic life, and beyond. They also fund individuals and groups in their pursuits within the Penn community and for their own academic benefit outside of the Penn community as well as host a series of social events to foster networking and connections among our student body.

c. Graduate Anthropology Forum

The Graduate Anthropology Forum (GAF) is run by a two-person committee of second-year Ph.D. students. It was created to increase transparency, communication, and connection between students, faculty, and staff, to create a more inclusive dynamic between the occupational entities that make up the department.

Please note that the role of GAF chair is *not* compensated, but students are welcome to add the leadership role to their CV as a demonstration of service. This is an opportunity to help facilitate one's own vision for community dynamics within the department, as well as the collective vision of the graduate students. While there are certainly benefits to accepting the role, there is also a responsibility to help support the operational functions and academic growth of the department. Students are encouraged to delegate and divide responsibilities up amongst their peers, as the facilitation of inclusivity and connection is a communal responsibility, but only two students will be recognized as the GAF Chairs.

1. Expectations

Some of the responsibilities might include:

- Attending all Department Events and Colloquia when permissible by academic and professional obligations
- Communication with Graduate Students – This is not limited to one's own cohort! It is recommended that GAF reps work with their peers to organize regular monthly meeting times and group communication channels to discuss and organize any feedback, ideas, and opportunities for engagement

- Communication with the Department Administrator, Department Chair, Graduate Coordinator and Graduate Chair about accomplishments and initiatives on part of the other graduate students
- Organization (with support from other students and the staff) of the annual Winter Formal (aka Anthro Prom, held in February.
    - Please work collaboratively with the first/second years and the Department Chair to arrange any kind of community "ritual" that celebrate the first year's addition to the Department community. This can be a game, funny introductions, whatever you all can agree upon. See Department Chair for previous examples.
- Marketing Student Initiatives and Events
- Attending a bi-weekly meeting with the Graduate Coordinator

2. Annual Selection of Representatives

The GAF Representatives are elected from among the rising second years, at the end of the Spring Term, by the previous year's GAF Representatives. Students are free to refuse the appointment but must collaborate with one another in deciding who amongst them will take on the role. A GAF Representative must be elected by the end of the summer term.

This appointment is not intended as a burden. There are no active consequences for a lack of engagement by a GAF representative, however there is a direct relationship between the engagement in the role and the benefits experienced by the community at large. As active members of the Department of Anthropology community, one must engage intentionally and work collaboratively to feel the benefit of community. If a student feels overly burdened by the role, they are welcome to seek support from among their peers and/or elect someone else to replace them as Rep. It is recommended students do this in direct communication with their peers.

d. Community Conversations (formerly "Graduate Town Hall")

On a regular basis, the Department Chair and Graduate Chair host opportunities for a Community Conversation. This is an opportunity to engage intentionally with the mechanisms of the Department, and advocate for the improvement of the student experience. The Community Conversations are crucial for ensuring that student concerns are acknowledged, and for gaining an understanding of the nuance and subjectivity of the student experience.

Topics addressed in these gatherings are often in response to the political and cultural zeitgeist of aparticular moment in time but also address the need to strategically respond to the evolving needs and roles of students within Departmental community.

5.7. Department-Sponsored and Student-Organized Events

a. Annual Graduate Student Retreat or Conference

The Department allocates a certain amount of money so the students may collaborate and organize either an annual retreat or conference with various local Anthropology Departments. Students are encouraged to work together (and with students in other Anthropology Departments, if necessary) to decide what they would like to do, what the intention is, and how to execute the retreat or conference every year. To begin the process, students must communicate with the Department Administrator, Graduate Coordinator, and GAF Representative to present their plans and projected budget.

b. Winter Formal (aka "Anthro Prom")

Every February, the second year cohort (with support and leadership from the Department Chair and GAF

Reps) must collaborate with the Department staff to organize the Winter Formal (sometimes called "Anthro Prom". This event is typically held in the Museum and is intended to, in addition to facilitating/celebrating community, welcome the first year cohort into the department, after their first semester in the program. To that end, the student organizers are expected to arrange some kind of ritual to recognize the first year students. This has taken the form of games, a (light) "roast" of each first year, an introductory speech, or a collaborative assignment or activity undertake by all attendees. Usually, the second-year students work together creatively to work directly with the first years to get to know them and prepare for this activity. There is no prescribed form that this "ritual" is expected to take, but there *is* an expectation that there be some kind of ritual, thoughtfully crafted in communication with the first-year students, taking into consideration their comfort and idiosyncrasies, and the Department Chair.

5.8. Colloquia and Lectures

a. Penn Anthropology Colloquium.

Throughout the fall and spring semesters, the Department of Anthropology hosts the Penn Anthropology Colloquium, a series of weekly invited formal lectures by faculty within Anthropology and the University, and by outside scholars. All Anthropology faculty and graduate students are expected to attend the colloquium.

b. Other colloquia, seminars, and lectures.

In addition to the Penn Anthropology Colloquia, many seminars, colloquia, lectures, and conferences relevant to graduate students are hosted throughout the University and the local region. Announcements can be found on the Department website, Penn Museum website, Department bulletin boards, the hallways and doors of the Penn Museum, the *Daily Pennsylvanian*, and the *Almanac*. Students are also encouraged to sign up for the mailing lists of the various Centers and organizations mentioned above.

c. Graduate Student Presentations

Graduate students are strongly encouraged to present their research in formal and informal presentations to the Department, Graduate Group, fellow students, and beyond. Students are encouraged to prepare "trial-runs" of professional meeting papers and job talks, and to solicit critique and comment from the Dissertation Committee, other relevant faculty, and their student peer group. Often this is coordinated through GAF (see above). Many advanced graduate students from Penn present papers at the American Anthropological Association and subfield anthropology meetings (e.g., SAA, AABA) throughout the year. Ad hoc trial presentations of groups of papers can also be organized by GAF before these meetings.

1. Penn Grad Talks

Penn Grad Talks is a day of TED Talk-style presentations by Penn Arts & Sciences graduate students representing the Humanities, Social Sciences, Natural Sciences, and Professional Master's programs as they compete for first place and audience choice prizes within their category. See: https://pan-school.sas.upenn.edu/penn-grad-talks

5.9. Career Services

Career Services provides counselors for graduate students to discuss career planning, job hunting, interview strategies, resume and CV writing, networking, and mentoring (https://careerservices.upenn.edu/). Career Services offers a variety of resources for graduate students, ranging from one-on-one advising appointments to faculty job search workshops to non-faculty career exploration opportunities. Here are a few ways to get started with Career Services:

1. Activate your Handshake account and complete the "career interests" section to receive curated information on programs/events tailored to your professional goals.
2. Schedule a one-on-one advising appointment (virtual or in-person) to discuss your job search strategy, have your job materials reviewed, or prepare for an upcoming interview.

3. Attend Career Services' Faculty Job Search Prep Camp (held every August) to get a head start on your application materials and connect with Penn alumni who recently secured tenure-track positions. Recordings from past prep camps are available on the Career Services YouTube channel.
4. Learn about the diverse career paths followed by Ph.D.s, and see whether these align with your skills, interests, and values, by using the Ph.D. Career Training Platform and ImaginePh.D..
5. Gain hands-on experience in a non-faculty career field and strengthen your CV through the Ph.D. Career Exploration Fellowship (CEF). Fellows are paired with mentors working in museums, libraries, higher education offices, nonprofit research institutes, government offices, biotech/pharma companies, and more.

Students are encouraged to take advantage of Career Services' resources early and often. Note that Penn alumni have life-long access to Career Services, and students can continue to take advantage of Career Service's resources long after graduating.

6. APPENDICES

6.1. Anthropology Graduate Group Members

The graduate program of the department offers a comprehensive approach to the discipline of anthropology. At the University of Pennsylvania, the School of Arts and Sciences Graduate Division is made up of more than 30 graduate programs (rather than *departments*), known as *graduate groups*. Graduate groups are made up of faculty from across departments in the School of Arts and Sciences and the University who share scholarly interests and expertise. A list of active Anthropology Graduate Group Members and their contact information can be found on the Department of Anthropology website (https://www.sas.upenn.edu/anthropology/people/graduate-group).

Dr. Asif Agha, Francis E. Johnston Term Professor, Department of Anthropology, SAS
Dr. Ann Farnsworth-Alvear, Associate Professor, Graduate Chair of History
Dr. Nikhil Anand, Daniel Braun Silvers, W'98, WG'99, and Robert Peter Silvers, C'02, Family Presidential Associate Professor of Anthropology
Dr. Coren Apicella, Professor, Department of Psychology
Dr. Lawrence Blum, Clinical Professor, Department of Psychiatry (SOM)
Dr. Marie-Claude Boileau, Director, Center for the Analysis of Archaeological Materials, Penn Museum
Dr. Carolyn Cannuscio, Associate Professor, Family Medicine & Community Health (SOM)
Dr. Andrew Carruthers, Assistant Professor of Anthropology
Dr. Justin Clapp, Associate Professor, Anesthesiology, Critical Care and Medical Ethics & Policy (SOM)
Dr. Brian Daniels, Adjunct Assistant Professor, Penn Cultural Heritage Center, Penn Museum
Dr. Emily Ng, Assistant Professor, Department of Anthropology
Dr. Kristin Ghodsee, Professor, Department Chair, Russian and East European Studies
Dr. Kathleen Hall, Associate Professor, Education, Culture & Society (GSE); Secondary Appt. in Anthropology
Dr. Zehra Hashmi, Assistant Professor of History and Sociology of Science
Dr. Emily Hammer, Assistant Professor, Archeology and Anthropology of the Ancient World
Dr. John Jackson Jr., Richard Perry University Professor; Dean, School of Social Policy and Practice
Dr. Michael Joiner, Adjunct Assistant Professor
Dr. Alissa Jordan, Associate Director, Center for Experimental Ethnography
Dr. Megan Kassabaum, Associate Professor, Department of Anthropology
Dr. Myra Laird, Assistant Professor of Basic and Translational Sciences, University of Pennsylvania School of Dental Medicine
Dr. Richard Leventhal, Professor, Department of Anthropology
Dr. Mark Lycett, Adjunct Professor, Director of the South Asia Center
Dr. Kristina Lyons, Assistant Professor, Department of Anthropology
Dr. Simon Martin, Adjunct Associate Professor, American Section, Penn Museum
Dr. Ramah McKay, Assistant Professor, History and Sociology of Science
Dr. Lynn Meskell, PIK Professor of Anthropology; Professor of Historic Preservation, Weitzman School of Design, Middle East and Asia Sections, Penn Museum
Dr. Lisa Mitchell, Professor and Director, Graduate Chair, South Asia Studies
Dr. Katherine Moore, Practice Professor, Department of Anthropology, Undergraduate Chair
Dr. Jairo Moreno, Professor of Music
Dr. Kathleen Morrison, Sally and Alvin V. Shoemaker Professor, Department of Anthropology
Dr. Deborah Olszewski, Adjunct Professor, Department of Anthropology
Dr. Keisha-Khan Perry, Presidential Compact Associate Professor, Graduate Chair, Africana Studies
Dr. Adriana Petryna, Professor, Director of MD-PhD program, Graduate Chair, Department of Anthropology
Dr. Holly Pittman, Bok Family Professor in the Humanities, Department of Art History

Dr. Michael Platt, James S. Riepe University Professor, Department of Psychology
Dr. Lauren Ristvet, Associate Professor, Department of Anthropology
Dr. Timothy Rommen, Martin Meyerson Endowed Professor in Interdisciplinary Studies Professor, Music and Africana Studies
Dr. Betsy Rymes, Professor, Educational Linguistics Division (GSE)
Dr. Grace Sanders Johnson, Associate Professor, Africana Studies
Dr. Theodore Schurr, Professor, Department of Anthropology
Dr. Heather Sharkey, Professor of Modern Middle Eastern and North African History, Middle Eastern Languages and Civilizations
Dr. Elaine Simon, Adjunct Associate Professor, Director of Urban Studies Program
Dr. Gretchen Seuss, Adjunct Assistant Professor, Director of Evaluation and Research, Netter Center
Dr. Jim Sykes, Associate Professor, Department of Music
Dr. Thomas Tartaron, Associate Professor, Department of Classical Studies
Dr. Deborah Thomas, R Jean Brownlee Professor of Anthropology, Director of the Center for Experimental Ethnography, Department Chair, Department of Anthropology
Dr. Sarah Tishkoff, David and Lyn Silfen University Professor of Genetics (SOM and Biology)
Dr. Greg Urban, Arthur Hobson Quinn Professor, Department of Anthropology
Dr. Babette Zemel, Research Professor, Department of Pediatrics (SOM)

6.2. Mentorship Compact

Mentor: _____ Mentee: _____

Note: These are general guidelines for holding conversations between mentors and mentees over the course of the Ph.D.. The compact is meant to be tailored, as not all items will be applicable to all mentors and mentees.

Discussion	Notes
General (i.e., revisit every year)	
Meetings and updates ○ Frequency of meetings between mentor and mentee (e.g., specific to each phase, regular intervals, as needed)? ○ Mode(s) of communication between mentor and mentee?	
Professionalization ○ Departmental expectations (e.g., colloquium, townhalls, other)? ○ Penn opportunities (e.g., CETLI)? ○ Outside activities (e.g., conferences, publications)?	
Other ○ Letters of recommendation - how far in advance to request? ○ Long-term goals and post-graduation plans	

First Year	
○ Complete Annual Study Plan (start of Fall term) ○ Coursework: overview of requirements, review course selection ○ Language requirement and specialized training prep ○ Explore potential dissertation projects ○ Summer fieldwork or research	
Second Year	
○ Complete Annual Study Plan (start of Fall term) ○ Begin forming the oral exam committee ○ Language requirement and specialized training prep ○ Prep IRB protocol and discuss timeline for submission ○ Discuss grant applications – type and timeline for submission ○ Review course selection ○ Summer fieldwork or research	
Third Year	
○ Complete Annual Study Plan (at start of Fall term) ○ Finalize oral exam committee and meet once per semester ○ Discuss timeline for fieldwork ○ Discuss plans and timeline for writing grants ○ Review course selection (consider independent studies as needed) ○ Obtain approval of IRB protocol, necessary permits and permissions ○ Prep for and take (if appropriate) candidacy exam (e.g., get approval for statement topics, create reading lists) ○ Satisfy language requirement	

Fourth Year	
○ Complete Annual Study Plan (start of Fall term); If ABD: also complete Graduate Division Annual Dissertation Report ○ Take candidacy exam, if not yet taken ○ After candidacy exam, form and meet with the dissertation committee ○ Discuss fieldwork plans and timeline ○ Discuss funding sources for fieldwork ○ Write grants and submit applications ○ Discuss professionalization training that is recommended	
Fifth Year	
○ Complete Annual Study Plan and Graduate Division Annual Dissertation Report (start of Fall term) ○ Confirm composition of dissertation committee and meet with whole committee ○ Discuss ongoing fieldwork plans and what still needs to be done ○ Discuss research funding and/or Dissertation Completion Fellowship applications	

○ Discuss dissertation writing strategies ○ Discuss expected timeline and funding for remaining years ○ Discuss plans and goals following graduate school ○ Discuss professionalization training that is recommended	
Sixth Year and Beyond	
○ Complete Annual Study Plan and Complete Graduate Division Annual Dissertation Report (start of Fall term) ○ Discuss professionalization training that is recommended ○ Discuss dissertation with whole committee and make plan for specific deadlines, expectations for chapter review by advisor/committee members ○ Discuss expected timeline and funding for remaining years ○ Discuss plans and goals following graduate school ○ Discuss job applications, draft materials, discuss plans for reviewing materials	

We have reviewed this document, entered the details shown above and agree with the plans stipulated above.

_____ _____

Mentor signature **Date**

_____ _____

Mentee signature **Date**

Annual Plan of Study

1. Years 1-3 (Pre-ABD)

Please complete this document to the fullest extent possible. Upon completion, have your advisor sign and date this document, and submit the signed version plus a copy of your CV to the Graduate Chair and Graduate Coordinator.

1. Scholarly interests, including a list of the three fields that you anticipate forming the basis of your third year Oral Examination

2. List the courses you have taken in the Graduate Program

3. List your teaching and/or research assignments in the Graduate Program.

4. Provide a tentative list of the remaining courses you plan to take to complete your coursework

5. Describe any relevant non-course experiences, such as fieldwork, laboratory work, and/or field language study that can reasonably be completed

2. Years 4-7+ (ABD)

Please complete this document to the fullest extent possible. Upon completion, have your advisor sign and date this document, and submit the signed version plus a copy of your CV to the Graduate Chair and Graduate Coordinator.

1. List the courses you have taken in the Graduate Program

2. List your teaching and/or research assignments in the Graduate Program.

3. Describe any relevant non-course experiences, such as fieldwork, laboratory work, and/or field language study completed as part of your training.

4. List your accomplishments during the past year including teaching and publishing activities, grants applied for and/or received, etc.

5. Provide an update on fieldwork and dissertation progress, and a detailed timetable for completion of fieldwork and submission of the dissertation (even if tentative).

6. Provide an update on your Committee Composition. If you have only recently passed your Oral Exam, consult with your Oral Exam Committee and your advisor, and determine who will continue to serve on the Dissertation Committee as you progress towards finalizing its composition.

3. Individual Development Plan (IDP) - MD/Ph.D. Students ONLY

To be completed annually, initially at the end of year 3
(Prior to year 3 students must complete CD forms)

Your name:
Year in program:
Date:

Please complete this document to the fullest extent possible. Upon completion, have your advisor sign and date this document, and submit the signed version plus a copy of your CV to Carina Myers in the CD office and Julia Cooke in Anthropology (carina.myers@pennmedicine.upenn.edu and coju@Upenn.edu). It will be shared with Dr. Adriana Petryna (MD-Ph.D. Anthro Advisor and Graduate Chair), and Skip Brass (MSTP Director).

Part 1: Ph.D. progress and updates:

1. Scholarly interests
2. If not already completed, list the three fields that you anticipate forming the basis of your third year oral examination
3. List the courses you have taken in the Graduate Program
4. List your teaching and/or research assignments in the Graduate Program
5. If applicable, provide a tentative list of the remaining courses you plan to take to complete your course work.
6. Describe any relevant non-course experiences, such as fieldwork, laboratory work, and/or field language study that can reasonably be completed
7. List your accomplishments during the past year including teaching and publishing activities, grants applied for and/or received, etc
8. Provide an update on fieldwork and dissertation progress, and a detailed timetable for completion of fieldwork and submission of the dissertation (even if tentative).

Part 2: Physician scholar plans and career goals:

1. What are your long-term goals, in the sense of what kinds of activities you want to be engaged in on a daily basis after you complete training?
2. Do you plan to pursue residency? If so, what clinical specialties interest you? If you are interested in several specialties, which steps do you plan to take in order to narrow down your choice of residency?
3. If you do not plan to do residency, which specific career or set of careers interest you most? These may represent academic and/or nonacademic trajectories.
4. For each of the long-term goals or, if listed, careers above, identify one or two short-term objectives that may be important to their exploration and/or achievement.
5. Has anything negatively affected your progress in development?
6. Are you getting the support and resources you require to satisfactorily explore career options?

Thesis advisor name:
Thesis advisor signature:
Date signed:

6.3. Committee Member Election Form

University of Pennsylvania Department of Anthropology
COMMITTEE MEMBER ELECTION FORM

Student's Name: _____ Penn ID#: _____

Graduate Program: _____ Date: _____

Candidacy Examination Committee _____ Dissertation Committee

Please indicate role of faculty (Chair of Committee, Co-Chair of Committee, Dissertation Supervisor, and/or Dissertation Co-Supervisor).

Advisor Signature

Graduate Chair Signature

Committee Member Signature

Committee Member Signature

6.4. Checklist of Ph.D. Requirements

In order to graduate, PhD candidates must complete all program requirements and the steps below by the Last Day to Deposit on the Graduation Calendar.

TO SCHEDULE YOUR DEFENSE IN SUMMER OF 2025
(Note: Contact the Graduate Coordinator if you would like to have a meeting to discuss details)

1. Check the Graduation Calendar for deadlines
a. Remember that you can defend for free in the summer and in the fall for a tuition waiver (see dates)
2. Refer to Calendly to see available dates and times for a defense
3. Email your committee, the grad chair, and grad coordinator to schedule a defense date (Fridays are preferred)
a. We recommend booking enough time to format and make edits between the defense and deposit
4. Book your date using Calendly
5. Apply to graduate (starting May 27th) at https://srfs.upenn.edu/student-records/GradApp
6. Update your Diploma Mailing address in Path@Penn; view instructions
7. Schedule your deposit appointment
8. Email your committee your tabling documents 2 weeks before defending

BEFORE YOUR DEPOSIT APPOINTMENT

1. Complete the PhD Dissertation Formatting Checklist
2. Successfully defend your dissertation
3. Clear any balances at Penn.Pay and any holds on Path@Penn
4. Check your transcript for missing grades
5. Complete the Survey of Earned Doctorates
6. Complete the PhD Exit Survey
7. Obtain any copyright permissions needed
8. Upload your final, committee-approved dissertation and copyright permission letters to ETD Administrator

AFTER YOUR DEPOSIT APPOINTMENT:
(Note: this is not a meeting and you will not be present)

1. Make any required edits and upload new draft
2. All edits must be completed by the Last Day to Deposit deadline
3. Receive final confirmation of dissertation acceptance from ETD Administrator

Degrees are posted to the transcript approximately six weeks or longer after the end of term.
Diplomas are mailed 8-10 weeks after the end of term.
Questions? Contact grad-degree@provost.upenn.edu.

7.6. Teaching Assistant Compact

Course name: _____ Term: _____

Faculty name: _____ TA name: _____

Note: These are general guidelines for holding a conversation between TAs and Instructors, for clarifying the collaborative process and communicating mutual expectations. The compact is meant to be tailored to the needs of each course, as not all items will be applicable to all courses.

Responsibilities	Expectations: TA and Instructor	Estimated hours (If applicable)
TA meetings ○ Frequency and timing? ○ Special meetings (e.g. midterms/ finals, urgent scenarios)? ○ What will be covered?		
Attend lectures ○ Circumstances under which absences are reasonable? ○ Expectations for making up absences?		
Prepare and lead recitations, labs, or demonstrations ○ What content will be covered (e.g., review of lecture, other materials)? ○ Who develops these materials? ○ Structure/mode (lecture, ppt, discussions, activities); unified or personalized between sections? ○ Activities/assignments?		

Syllabus ○ How will syllabus be designed and finalized (e.g., is there TA input)? ○ What should be considered with regard to timing when planning syllabus (e.g., conferences, common grant deadlines)?		
Course website (e.g., Canvas) ○ Who will create the course website? ○ Who will maintain the course website (post/update materials)? ○ Are there separate pages for recitation sections?		
Office hours ○ Frequency and timing? ○ Modality (e.g., in-person, online, drop-in, appointment, group, individual)?		
Student communication ○ Who should students contact for what? ○ Means of communication? ○ Expected timing of communication (e.g., TA-instructor, and with students)?		
Assignments ○ Who will design which assignments (e.g., papers, exams, quizzes, in-class assignments)?		

Grading ○ Who will grade which assignments (e.g., papers, presentations, exams, labs, midterms/finals)? ○ How will general grading guidelines and specific rubrics be designed? ○ Turnaround expectations? ○ Who will maintain grade records? ○ Other issues (e.g., uneven section enrollment)?		
Participation ○ Who is expected to participate in-person and online discussions (e.g., class discussions, discussion board posts)?		
Feedback ○ On what are TAs evaluated? ○ Type of feedback given (e.g., written/oral, formal/informal)? ○ Who will conduct evaluations and when (e.g., midterm)? ○ Will SAS course evaluations be shared?		
Other		

TA name: TA signature: Date:

_____ _____ _____

Faculty name: Faculty signature: Date:

_____ _____ _____

6.7. TA Evaluation Report – Sample

1

1 - Course Name:

Course Name:	TA Name:	Faculty Name:	Term:

2 - in TA Compact, on a scale of 0-5, 0 meaning "Not reliable at all" and 5 meaning, "exceptionally reliable":

Field	Sum
How reliable was the TA in attending agreed upon lectures, meetings, and recitations?	0-5 or N/A
How reliable was the TA in responding to communications from the Instructor and other TAs?	0-5 or N/A
How reliable was the TA in completing tasks in a timely fashion?	0-5 or N/A
How reliable was the TA in responding to student questions and concerns?	0-5 or N/A

3 - Overall Preparedness to TA for Course, on a scale of 0-5, 0 meaning "not prepared at all" and 5 meaning, "exceptionally prepared":

Field	
How well did this TA understand the course material?	0-5 or N/A
How prepared was this TA to lead class discussion in this particular subfield or course?	0-5 or N/A
How well was the TA able articulate the subject matter to facilitate deeper understanding?	0-5 or N/A

4 - Quality of Performance executing basic responsibilities, on a scale of 0-5, 0 meaning "Poor" and 5 meaning, "exceptional":

Field	
Creating/ Managing Canvas or other Course Website?	0-5 or N/A
Designing or facilitating assignments?	0-5 or N/A
Managing Office Hours and student communications?	0-5 or N/A
Grading papers, presentations, exams, labs, etc.?	0-5 or N/A
Engagement and Participation in class dynamics and discussions?	0-5 or N/A

5 - If you have any written feedback you would like to include in the evaluation of this TA, you may use the text box below:

If you have any written feedback you would like to include in the evaluation of this TA, you may use the text box below