

# Anthropology Graduate Student Guide

## 2024-2025

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*Welcome to the GW Anthropology Department. We hope this document will help guide you through your graduate program. Please consult it along with key GW/ CCAS/Anthropology Department websites.*

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## **GW Anthropology Department Mission Statement**

Anthropology is the study of the forms and functions of human diversity in the present and the past. Through intensive fieldwork and laboratory analysis, anthropologists compile detailed knowledge of particular populations, develop theoretical generalizations, and test theoretical claims against empirical evidence gathered in one or more locales. In its broad focus on humanity, anthropology is an integrative discipline, bringing together scholarly work in the humanities, natural sciences, and social sciences.

The Anthropology Department is committed to integrating the humanistic and scientific perspectives of our discipline while pursuing advanced research of the highest quality. We believe that research should be both rigorous and creative, and that it should be intrinsically connected to our activity as teachers. Moreover, research and teaching activities of Anthropology faculty members should resonate with and complement each other. We believe that our undergraduate and graduate students deserve outstanding classroom and practice-based training in four fields of archaeology, biological anthropology, sociocultural anthropology, and linguistic anthropology. A GW degree in anthropology should signal that the holder is experienced in synthesizing diverse kinds of data about human beings, a skill increasingly valued in a variety of professions as well as in academic settings.

We encourage team-teaching and experimentation with new teaching methods and technologies because these approaches feed back directly into cutting-edge research. Similarly, we eagerly seek out professional collaboration within and beyond the University in order to create the kind of vibrant intellectual community that stands at the heart of any great research institution. Last but not least, we will continue to place our knowledge at the service of the local, national and international communities to support humanistic values and human rights.

## **Anthropology Department History**

Smithsonian scientists Otis T. Mason (1838-1908) and John Wesley Powell (1834-1902) established anthropology at GW as a four-field discipline in the 1880s. Today, GW's Department of Anthropology proudly carries on that tradition.

### **Important Dates**

- 1881** First anthropology instruction at GW (then the Columbian University).
- 1892** Otis T. Mason and John Wesley Powell are made Professors of Anthropology.
- 1897** Anthropology is a separate academic department with Mason as chair.
- 1908** Death of Otis T. Mason. Anthropology at GW is in eclipse.
- 1917** Revival of anthropology at GW with the creation of the Department of Ethnology. Truman Michelson of the Smithsonian's Bureau of American Ethnology is chair.
- 1932** Retrenchment at GW includes anthropology being subsumed under Sociology.
- 1959** The Sociology Department is renamed the Department of Sociology and Anthropology. A full-time anthropologist, John Campbell, joins the faculty.
- 1962-67** Expansion of anthropology enrollments and addition of faculty in sociocultural anthropology, linguistics, and New World archaeology.

- 1965** Creation of a separate Department of Anthropology.
- 1970** Beginning of expansion of museum-related courses.
- 1972** Graduate program in materials conservation is created by Prof. Robert Humphrey and Smithsonian conservator Carolyn Rose (MA 1976).
- 1976** The materials conservation program is replaced by a broader Museum Studies Program, with Prof. Robert Humphrey as its first director.
- 1976** Prof. Alison S. Brooks helps establish the Anthropology for Teachers Program, which includes creation of the newsletter *Anthro.Notes*
- 1981** First archaeology laboratory established in Building V, formerly a fire department stable.
- 1986** Creation of the Geobiology Program allows doctoral study in biological anthropology.
- 1989** The Lewis N. Cotlow Fund is established to support anthropological research. The first award is made in 1991.
- 1996** The Ann Gordon Webster Endowment is created to support students who return to school for graduate work.
- 1996** Bernard A. Wood becomes the Luce Professor of Human Origins.
- 1997** Creation of the Discourse Laboratory under the direction of Joel Kuipers.
- 1997** Establishment of the program in Hominid Paleobiology, replacing Geobiology.
- 197-98** Expansion of the Anthropology Department into three townhouses, extensive renovation of two through the generosity of Philip Amsterdam (BA 1962).
- 1999** Establishment of the Center for the Advanced Study of Hominid Paleobiology (CASHP).
- 2001** Establishment of the Institute for Ethnographic Research (IFER).
- 2001** IFER acquires *Anthropological Quarterly*, a peer-reviewed journal published since 1928.
- 2004** Jane B. Hart (BA 1970) provides an endowment used to support speakers and prizes.
- 2008** William Warren (BA 1967) provides endowments to support student research in archaeology and related fields.
- 2010** Establishment of the Capitol Archaeological Institute with Eric Cline as director.
- 2011** Creation of a PhD program in Anthropology.
- 2012** GW acquires the Koobi Fora Field School in Kenya.
- 2015** Several faculty and all Hominid Paleobiology students move to the new Science and Engineering Hall (SEH).

## **1 Information for Graduate Students**

### **The Program of Studies**

The Department's mission is to train students to think critically about theory and research methods in anthropology's four fields: archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology. This mission underlies the process of mapping out a program of studies. At the start of their first semester, students should develop a program that meets their interests and requirements of the Department and University. The DGS will review program requirements with you, discuss any special issues that may arise, and help you select a faculty mentor whose interests fit best with yours.

## **Process**

The Program of Studies Form lays out what you intend to do. Before completing it, make sure that courses you wish to take will be offered in the semester you plan to take them. You may complete the form in consultation with either your Director of Graduate Studies (DGS) or your mentor, but in either case it requires your DGS's signature to be valid. Your file in the Department office always needs to contain a signed, up-to-date program of study as well as up-to-date contact information. If you do not complete a program of studies before the start of registration for your second semester, the CCAS dean's office will put a hold on your registration that can only be lifted by your DGS.

You may revise your program of studies whenever necessary, using a Program of Studies Revision Form. Do not assume that if you take courses without putting them in your program that they will be accepted for your degree.

Anthropology students may take relevant courses in other departments and programs with approval of the DGS and/or mentor. Students may take upper-level undergraduate courses in anthropology (those numbered 3001-4008) for graduate credit, again with approval of the DGS or mentor. GW's DegreeMap system, which tracks student academic progress, may classify such courses as "fallthrough" courses. If so, your DGS may assist in getting such courses to apply to your degree by submitting a petition in DegreeMap.

Various forms that you may need throughout your studies are available on the websites of the Department, CCAS, and GW. A Google search will usually reveal their location.

## **Advisors and Mentors**

Your DGS is your default advisor, and they will assist you in selecting your first semester courses. Please contact your DGS to set up a meeting once you have been admitted and decide to attend GW. A mentor is an anthropology faculty member whose expertise best fits with your academic interests. Your DGS can help you find a faculty mentor in the Department, or the DGS may serve as your mentor. The anthropology office needs to know your mentor's name by the mid-point of your second semester (March 1 if you enter in the fall or November 1 if you enter in the spring). This can be done either by writing the person's name on your Program of Studies Form or by sending a separate written memo or email to your DGS. You may change your mentor at any time; if you do, follow the same procedure.

## **Proseminars**

The proseminars (Anth 6101-6104) offer a survey of the field's main areas of inquiry including theory, practice, and methods. Anth 6102 and 6103 are offered each fall, and 6101 and 6104 are offered each spring. Students are required to take three proseminars, and all students normally take the Sociocultural Anthropology proseminar in the fall of their first year. To maintain your academic standing and graduate, you must get a grade of B or better in all proseminars.

Waiving a proseminar: Those who feel they have advanced knowledge in one of the fields other than sociocultural may be allowed to waive the proseminar in that field. No one may waive more than one of the three required proseminars.

If you are considering seeking a waiver, consult with the professor of that proseminar to discuss your grounds for the request. The basic question is: have you had the equivalent of graduate level coursework covering theory, practice, and methods? The instructor may need to review syllabi of your past courses and papers or other work you submitted. Provide as much documentation as possible.

In some cases, students lack a solid background in only one aspect of a field, such as archaeological theory. At the instructor's discretion, the student may be given the option of attending the proseminar classes dealing with that topic and writing a paper on it. If the paper is satisfactory, the proseminar is waived.

All students must take at least one proseminar from Group A (biological anthropology and archaeology) and one from Group B (sociocultural anthropology and linguistic anthropology). Remember that each proseminar is given only once each academic year. A failed attempt to get a waiver or place out may extend your time in the program.

### **Independent Research**

A student registering for research courses (Anth 6995 and 8998) arranges to work independently with a faculty supervisor. Anth 6995 (Research) and 8998 (Advanced Reading and Research) are appropriate for independent work that is neither internship nor thesis/dissertation research. MA students register for 6995, PhD students should register for 8998. In both cases, students must submit to the Department a Proposal for Graduate Research in Anthropology, signed by the faculty member supervising their work, by the end of the first week of class. A copy must also be provided by the student to their respective DGS. The form is available from the Department website. A paper registration form (available from the Registrar or the Department) is needed to register for research and internship courses and must be signed off by the respective DGS before being submitted to the Registrar.

Anth 6995 and 8998 may be taken for variable numbers of credit hours. The credit hours should be determined in consultation with your independent research faculty supervisor. You must specify the number for credits you want when you register or the system will automatically give you the lowest number (one for Anth 8998, three for Anth 6995). For details: [registrar.gwu.edu/how-register](http://registrar.gwu.edu/how-register)

If you plan to conduct fieldwork (as opposed to library research), you should be familiar with the ethical standards in anthropology available on the website of the American Anthropological Association ([aaanet.org](http://aaanet.org)). Depending on your project, you may be expected to comply with the standards of GW's Institutional Review Board. Confer with your mentor and study the GW IRB website. *It is crucial that if you intend to do independent research, that you begin your IRB process early – as early as you can!! If you can give yourself six months of lead time, do it! We have a separate handout for IRB – please ask.*

At the end of the semester and the completion of the work, the supervisor recommends a grade for the student and submits it to the respective departmental graduate advisor (DGS), who enters the grade electronically.

## Internships

The Department offers two options for internships for credit: at museums (Anth 6230) and with development-related organizations and in other professional settings (Anth 6330) that will provide experience relevant to the student's program of studies and future aspirations.

**Anth 6230. Museum internships.** Many valuable internships are available, especially at the National Museum of Natural History and other parts of the Smithsonian. Prospective museum interns, before they complete registration, must obtain a special packet of forms from the Department website. One of these, the Statement of Expectations, needs to be signed by the internship supervisor and returned by the end of the first week of class to Prof. Blomster. Note that these are departmental forms, not registration forms, which must be submitted separately for Prof. Blomster's signature after the Statement of Expectations has been submitted. A museum internship must deal with an anthropological problem or topic; internships limited to clerical work, event hosting, etc., are not acceptable and will not be approved. Museum interns perform at least 10 hours of relevant work per week for 15 weeks (assuming the student has signed up for 3 credits, although the actual number of credits is flexible).

Besides doing work at the museum, interns write an approximately 15-page graduate-level research paper that relates their internship experience to a significant theoretical and/or methodological problem in anthropology. This is an academic paper and should contain a substantial bibliography (at least 15 sources). The paper must be submitted to Prof. Blomster before the end of the final exam period for the semester in which the work was completed. The final internship grade is based both on the recommendations about the student's performance, made by the internship supervisor on the Final Evaluation of Internship Form, and on this paper, which is graded by Prof. Blomster.

Anth 6230 may be taken for a variable number of credit hours, and the student must specify the number of credits you want when you register, or the system will automatically give you the lowest number (one).

**Anth 6330 International development internships.** Students concentrating in International Development are encouraged to gain professional experience and insights through an internship with a relevant organization. An internship is not, however, required. Some sources for information about internships include idealist.org, Craig's List, the Department listserv, networking at various talks and events, and the OID listserve (join GW's Organization for International Development by emailing oid@gwu.edu). Students who wish to earn GW credit (3 credits of Anth 6330) may do so after consulting with Prof. Lubkemann about the expectations. Most sociocultural faculty are happy to serve as Anth 6330 advisors. Anth 6330 is for three credit hours.

## Transferring Credit Hours into Your Program

You may transfer, with approval, into your MA program up to one quarter of the credits (9 hours) needed to graduate. These credits may be earned from other institutions, another GW program, or GW's Office of Non-Degree Students. Credits must have been earned within the previous two years with a grade of B or better. Courses that you were required to take as a condition of admission to the program ("deficiency courses") cannot be counted toward your MA degree. Transferring in credit hours requires a bureaucratic process and should be pursued in consultation with your respective DGS.

### **Consortium Courses**

GW is one of 18 institutions in the Consortium of Universities of the Washington Metropolitan Area. Relevant courses at member universities may count toward your degree. Check with your DGS.

### **Grades and GPAs**

Students must maintain a grade point average (GPA) of 3.0 to remain in good standing.

Grades for Independent Studies and Internship courses: Both I (Incomplete) and IPG (In Progress Grade) grades may be awarded for Anth 6995 if the work is not completed in one semester. An Incomplete is not given for Anth 6330. If the work cannot be completed in one semester, the student should request an IPG. Once the student has completed the work, both the I and the IPG disappear from the student's record.

### **Continuous Registration and Incompletes**

As you plan your program, keep in mind that students should normally complete their MA in two years. Students are expected to maintain continuous enrollment until the degree is conferred. During semesters in which students are taking no courses but have not finished the program, they must register for one credit hour of Continuing Research (CCAS 0920, for master's students, 0940 for doctoral students).

In the event of an unavoidable situation that may arise preventing the timely completion of a course or courses, consult with the professor to discuss a possible Incomplete. Their approval on the Request for Incomplete Grade Form is required as is a clear description of the work remaining to be done and a projected completion date. Once the work has been completed, the professor submits a grade change through Banweb. CCAS reviews all faculty requests for grade changes. Ideally, the work is completed the following semester, but a calendar year is allowed if needed. If the work has not been completed within a year, the I grade automatically reverts to an F. Students will be placed on "academic warning" if they receive an incomplete in the first 9 credits of their program, and no student may normally have more than one incomplete at any time. Once approved by CCAS, the I grade will change to the letter grade, with no trace of I grade remaining.

### **Deficiency Courses**

In some cases, a student is admitted on condition that they take a certain undergraduate course or courses to make up for a lack of background in anthropology. If you are in this situation, be sure to take any required courses during your first two semesters. The courses must be upper-division undergraduate courses and must be completed with a grade of B or better (substantiated by a transcript). They do not count toward the credits needed for your MA. Deficiency courses may be taken at another university, but check with your DGS to be sure they are appropriate to fulfill the conditions of your admission.

### **Exception Requests**

To request an exception to any CCAS requirement, a student must submit a Graduate Student Petition Form signed by your DGS. The form is on the Department website.



## **Work Opportunities in the Department**

The Department has a small and variable number of full-time graduate assistantships, which are usually awarded to PhD students. Sometimes MA students are hired as “graders” on a per-course basis to assist professors who teach large undergraduate classes. They may lead discussion sections or lab sections, administer exams, grade written work, and hold office hours.

There are occasionally work-study positions for graduate students during the academic year only. To check eligibility, students should consult the GW Office of Fellowships and Graduate Student Support. Hiring for work-study jobs is done at the GW Career Center. The Office of Graduate Student Support also has information on other funding opportunities.

Research assistant positions are sometimes available with professors who have funded research projects. Check with the Department office or online at GWork (<https://gwu-csm.symphlicity.com/students/index.php>) for opportunities.

The Institute for Ethnographic Research (IFER), directed by Prof. Grinker, employs a half-time editorial assistant to work on the journal *Anthropological Quarterly* and a part-time administrative assistant.

## **Fellowships and Grants**

Students are strongly encouraged to apply for non-Departmental sources of support. GW’s Office of Sponsored Research maintains a website with links to funding sources. Various research institutes across GW may have positions.

The Department offers the following:

The Ann Gordon Webster Endowment provides awards to women who are returning to school at a non-traditional age or whose education has been interrupted by family obligations. The awards are made by faculty nomination each year.

The Lewis N. Cotlow Bequest is used by the Department to support field research by students. Students may use the funding (up to about \$2000) to pay for travel and other research expenses. The money cannot be used for tuition or fees. Grant recipients are required to present a report on their research in a Department conference. The deadline for applying is late February/early March. If you are interested in pursuing a Cotlow award, start planning your research early with a Department faculty member. Cotlow Awards are not normally given to students who will graduate before concluding their research and presenting their results. For details, see the Department website.

The William Warren Endowment supports student work in archaeology and paleontology. The money can be used to cover airfare, room and board, and tuition expenses while doing fieldwork. For information, contact Profs. Brooks, Cline, or Blomster.

The Shirley H. and Robert L. Richards Endowment Scholarship supports graduate students in four CCAS departments including Anthropology.

## **Travel Funds**

Graduate students may request funding through the Department for travel to conferences or meetings at which they are presenting. You must apply for it before going to the conference, as early in the academic year as possible if you are considering the trip, and applications must be approved by the Department chair. If you do not apply for your travel allotment before your trip, you will not be allowed to use the funds for that trip. Please use the Scholarly Travel Request Form.

## **Mail, Email, and Web Resources**

Anthropology MA students who are GAs (teaching assistants) and all PhD students have mailboxes in the Department office.

Email: All students must get accounts on the University's email system. Apply through [it.gwu.edu](http://it.gwu.edu). Your GW email account gives you access to Blackboard, where course materials are posted; to ALADIN, a program containing the library holdings of the Consortium universities; to research tools such as Anthropological Literature; and more. Gelman Library has many resources for research and an online research guide ([libguides.gwu.edu](http://libguides.gwu.edu)). Also, the Department uses email to notify you of upcoming events, opportunities, and news.

Note that students who serve as GAs receive a different email address to use while they teach; students will not have access to this email account once they are no longer teaching.

Another source of updates is the Department's website. It contains event announcements, course schedules, faculty profiles, Department forms, and much more. PhD students also have access to a shared Box drive, which contains materials archived from PhD activities, as well as current schedules and internal and external opportunities. Other useful websites are that of the Human Paleobiology Program ([cashp.gwu.edu](http://cashp.gwu.edu)) and *Anthropological Quarterly* ([aq.gwu.edu](http://aq.gwu.edu)).

## **Housing and Taxes**

Housing: Finding affordable housing in the DC area can be a challenge. GW has an off-campus housing website, as do Georgetown University and American University.

Tax Benefits: Some students are eligible for a tax credit for tuition paid, and some who are paying student loan interest may be eligible for a tax deduction. GW's memberships in NAGAP (National Association of Graduate Admissions Professionals) and NAGPS (National Association of Graduate and Professional Students), give graduate students access to their resources. NAGPS has a webpage devoted to these issues: [nagps.org/topics/taxes](http://nagps.org/topics/taxes).

## **Making Connections, Moving On**

### **References from Faculty**

Faculty are usually eager to write letters of reference for you when you apply for a job or another academic program. To get the best results, include with your request, as relevant: a copy of your transcript, a copy of the application statement you are sending to the program or employer, your resume, and copies of summary comments for any paper or projects you did for the professor whose recommendation you are soliciting. It is wise to discuss with the professor exactly what you are looking for and how it fits your interests so their letter can be most effective.

### **Student and Alumni Groups**

Among student-organized events is Anthropocinema, a series of film screenings with discussion and refreshments.

The Anthropology Department has a vast pool of successful alumni. Information on many of them, grouped by career field, can be found at [anthropology.columbian.gwu.edu/alumni](http://anthropology.columbian.gwu.edu/alumni). The GW Anth social media accounts on Facebook and Twitter report on alumni, faculty, and students.

### **Washington Area Resources**

The DC area offers many opportunities for research, internships, employment, professional experience, and networking directly related to anthropology. Many of them offer student memberships and some hire interns.

Alexandria Archaeology

American Anthropological Association

American Association of Museums

Archeological Society of Maryland, Inc.

Dumbarton Oaks (Pre-Columbian Division)

National Park Service Archeology and Ethnography Program

Society for American Archaeology

Washington Association of Professional Anthropologists (WAPA)

The Textile Museum

The National Museum of Health and Medicine

### **Working with Human Subjects**

If you are doing research with living human beings – which is likely for most sociocultural and linguistics students – then it is likely that you will need to at least consult GW's Institutional Review Board (IRB). IRBs are mandated by the US government to ensure the welfare and rights of "research subjects."

At stake is whether your proposed research will meet the US government's criteria for both "research" and "human subjects research." (Keep in mind that the government's definitions may not match with your customary definitions). If you and your advisor conclude that you are conducting research with human subjects and wish to publish your findings in the future you will need review and approval from the IRB at the GWU Office of Human Research (OHR) *prior* to beginning the research. It is crucial that you

secure this permission beforehand, since any research data collected without IRB approval cannot be published.

What we want to stress is how important it is to consult your advisor at all stages. For starters, your advisor will be listed as the Principal Investigator (PI) for all student IRB proposals.

But more specifically, consultation with your advisor about the specifics of your planned research is vital because all research projects are different. For example, some projects may require written consent forms for all participants, while such forms would make other projects unfeasible. Certain individuals and communities may also be more vulnerable than others, as when a student's particular project includes research that involves children or people who are experiencing serious economic hardship. International research presents additional complexities, including translations and back-translations of research documents (e.g., consent forms and informational materials), and potential IRB review by a foreign institution since every country has its own regulations and definitions for ethical research.

If you are conducting research *only* for a class assignment, and have no intention of publishing, you will not need to go through this process. However, the federal government considers Master's theses and Ph.D. dissertations to be publications since they are uploaded to ProQuest's Dissertations and Theses Online Database and the University's institutional repository, GW ScholarSpace, upon graduation. If you are engaged in reconnaissance, such as traveling to a potential fieldsite, engaging preliminary conversations with experts or university and government officials at a potential fieldsite you should still ask your advisor whether you should complete an IRB application.

### ***Specifics***

As soon as possible, register for and complete the CITI (Collaborative Institutional Training Initiative) Social and Behavioral Science Basic Course.

<https://www.citiprogram.org/index.cfm?pageID=14&languagePreference=English&region=1>

CITI training is required prior to any IRB review.

**You should begin your review process AS SOON as you have a clear understanding of what you'll be doing, and who you'll be interviewing and observing.** For PhD students, this could be as early as late fall of the third year, after the submission of the NSF proposal; if profound changes are expected after this time, a second option would be to wait until the departmental proposal has been defended in the spring (but, see below). For MA students, this process should begin as soon as you have a clear idea about your study; this will be especially important for students seeking to do an MA thesis.

**Consult carefully with your advisor** as you prepare your submission. Also, please reach out to **Dr. Richard Grinker** for advice. Dr. Grinker is our departmental IRB liaison. Just as importantly, you should reach out to the Office of Human Research (in which the IRB is housed) to discuss your project with them. Here is the link for their contact information and virtual office hours:

<https://humanresearch.gwu.edu/contact-us> Note: the Office of Human Research does not occupy a physical office.

**All research should be practiced with the fundamental integrity, safety, beneficence, justice, and self-determination of your interlocutors in mind.** If you carry these principles into all your research, your chances of building trust with your research community and producing compassionate, collaborative,

and innovative research will increase considerably. Please consult [the American Anthropological Association's Code of Ethics](#) for further insight (though recognize that not all of these principles and modes of articulation translate well into GW's IRB policies and procedures – see below).

IRB policies and procedures are authored by the US Department of Health and Human Services. They tend to be legalistic and designed for medicalized research modalities and, as a result, the majority of IRB members are physician scientists. Traditionally, IRB's have struggled to understand the open-ended nature of ethnographic research. For this reason, as you compose your IRB protocol, you should **make every effort to translate anthropological concepts and practices into simple language for a broad audience**. *We cannot emphasize this enough*. The dense philosophical modes and jargon in which much anthropological discussion takes place are inscrutable to review boards and IRB staff, so please avoid them.

As you compose your protocol, **be as clear as you can be about where you will go, to whom you will speak, what you will ask them, and how you will make sure that the people you speak to understand what you are doing**. At the same time, don't over-share, and don't feel that you have to include every detail; it is often the case that a simple and straightforward interview "guide" can be used for a variety of different participant-types, for instance. It is OK to emphasize the non-structured aspects of anthropological interviewing and observation; indeed, these are core attributes of our discipline. Nonetheless, in situations where you do not know specific questions you are going to ask, you should stipulate topic "areas." We recognize that this is a balancing act – precision without going overboard. Consult carefully with your advisor and with Dr. Grinker on this balance in your protocol.

Be prepared to articulate the significance of your research from a scientific perspective to a broader audience. **WHY DOES YOUR RESEARCH MATTER?** While it is often (sometimes?) the case that anthropological research does directly benefit research participants, we should nonetheless be able to articulate why the knowledge that emerges from the research will be beneficial to society.

The majority of anthropological research has tended to fit under the "exempt" or "minimal risk" categories – **but IRB staff (and sometimes IRB boards) make the final determination, not us**. Based on the assessment of risk, decisions about your proposal may be made by a case analyst and an IRB faculty designee, rather than going before a full board. In any case, you should expect to receive requests for clarification and revision of your application.

**Recent cultural changes in the United States where Universities can be subjected to public scrutiny for research and teaching choices have intensified the pressure on GW to be careful about the ethics of human research, and also about the potential for harm to GW's institutional reputation.** For this reason, projects that involve legal gray areas may get more scrutiny than they have in the past. This is yet another reason to begin your protocol approval process **AS SOON AS YOU CAN**.

#### **CONCRETE STEPS**

1. As soon as you have a clear sense of your research methodology, set up a meeting with your advisor to discuss the IRB process.
2. Set up a meeting with Dr. Grinker.
3. Consult [GW's IRB page](#), and set up an account in [iRis](#) – which is GW's portal for organizing the process. Be advised that the portal's functionality may require practice.
4. When you begin the protocol drafting process, make sure to simplify dense anthropological concepts, and to explain the research in language that a layperson could understand.

5. You may also wish to schedule a meeting with the IRB staff to discuss your research. The staff are good at helping you to discover areas of your research you may not have considered. Your advisor should be at this meeting. Be prepared to explain how anthropological research differs from medicalized research in this meeting. <https://humanresearch.gwu.edu/contact-us>
6. Continue drafting your proposal and prepare it for submission.
7. Once you have submitted, continue to consult with your advisor, Dr. Grinker, and the IRB staff person assigned to your protocol. Make every effort to address stipulations carefully. It is fine to push back a little, especially if the IRB suggests major changes to your methodology, but keep in mind that the IRB will make the final determination about whether your research goes forward or not!
8. Expect the IRB to ask you for clarifications and revisions. IRB applications are rarely approved “as is.”

#### PITFALLS

1. Starting too close to the date on which you plan to begin your research. We have had protocols process as quickly as 2 weeks, but we have also had one take 8 months! Be prepared, and consider our point about the changing climate of academic scrutiny in the US.
2. Including deeply anthropological concepts in the research design. For example, linguistic anthropologists consider “language ideologies” – with a quite specific understanding of what that concept means to them. Often, anthropologists discuss “interrogating” a theory. Terms like “ideology” and “interrogate” will spark concern and incomprehension at the IRB. Translate anthropological concepts and concerns into the broadest possible language.
3. Sharing every single detail about every single person and context. Of course we must be forthcoming about what we are up to! But consider ways that broad and flexible modes of questioning and observation can be used in a variety of contexts.
4. Being dismissive of IRB stipulations. You CAN, absolutely, push back on a stipulation. In fact, chances are excellent that you may need to do so. But do so respectfully, and backed by the advice of your advisor, the AAA code of ethics, and your sense of the feasibility of your work. You may need to find ways to compromise.

Assuming that your research poses no risk to your interlocutors. All research involves risks, even if you are not working with vulnerable populations: for example, the risk that your interlocutors may experience strong emotions, or the risk of a loss of confidentiality. Applications that assert zero risk will likely be returned for revisions. Think about what risks you can identify and how you will minimize them, or how you might justify the risk. For example, if you are studying grief and mourning, there is both the risk *and the expectation* that your interlocutors will experience strong emotions.

## 2 The MA Program

The basic requirements apply to all anthropology master’s degree candidates. Students must complete 26 credit hours of approved course work including a culminating project (described below). Students generally enroll in the sociocultural anthropology proseminar, offered in the fall, their first semester. Other requirements depend on whether you are pursuing the General MA or one of the concentrations.

## **Options for designing your Program of Studies**

### **General Anthropology MA**

Students choose this option if they want to focus on topics such as archaeology that are outside the concentrations or want a general background for whatever reason, perhaps to pursue a doctoral degree.

### **Three Concentrations**

The Department offers three concentrations: Health, Science, and Society (HSS), International Development (ID), and Museum Training (MT). Students normally declare their concentration when they enter the program, but it is not required. A concentration needs to be indicated on the Program of Studies Form, and both the respective DGS and the dean's office should be informed of any changes so that students are properly coded.

The Health, Science, and Society concentration includes two focus areas: Medical Anthropology and Science and Technology Studies. Prof. Barbara Miller ([barbar@gwu.edu](mailto:barbar@gwu.edu)) is the Medical Anthropology advisor and Prof. Sarah Wagner ([wagner@gwu.edu](mailto:wagner@gwu.edu)) is the advisor for Science and Technology Studies. See the GW Bulletin and the Anthropology Department website for details.

International Development concentrators must take Anth 6302 and 6331; six hours chosen from Anth 6302, 6330, 6391, 6501, 6507; and an approved graduate-level course in quantitative analysis. Internships at public and private development agencies in the Washington area are encouraged; to receive academic credit, register for Anth 6330 after receiving approval from a faculty member in the Department. Advisor: Prof. Steve Lubkemann, 994-4191, [SL02@email.gwu.edu](mailto:SL02@email.gwu.edu).

Museum Training concentrators must include 12 hours of museum-related courses in their program. Most students arrange for one or more internships at local museums, registering for Anth 6230. Up to 6 hours of internship credit may be applied toward the degree. Advisor: Prof. Jeffrey Blomster, 994-6079, 4880, [blomster@email.gwu.edu](mailto:blomster@email.gwu.edu).

### **Methods Courses**

All MA students are required to take at least one methods course; see the Department website for details. Possibilities include Anth 6331 (Research Methods in Development Anthropology; required for ID concentrators), Anth 6531 (Methods in Sociocultural Anthropology); Anth 6839 (Laboratory Research Methods in Archaeology); Anth 6201 (Methods in Museum Anthropology); Anth 6203 (Preventive Conservation Concepts), and Anth 6204 (Preventive Conservation Techniques). Similar courses in other departments or schools may be substituted with DGS permission and may require a DegreeMap petition.

### **Culminating Project**

A requirement for completion of the MA degree is a culminating project (sometimes referred to as a capstone project). Two general options exist for fulfilling this requirement. Option 1 is a "Mock Journal Article" and Option 2 is a "Thesis" (see below for a more detailed description of each option). Whichever you choose, it must be approved by your advisor or mentor at the beginning of the final semester.

Your completed culminating project must be reviewed and approved by your project director, and --in the case of the Thesis option-- also by a second reader. Students are responsible for identifying a faculty member who is willing to serve as their culminating project director and--for the thesis option--also their reader. The project director is usually your mentor but can be any full-time Anthropology Department faculty member. Part-time and adjunct faculty may be project directors but must be approved by the DGS. In consultation with the project director, the student arranges for a second faculty member to serve as the reader. A reader need not be GW faculty, but if so, they must be approved by the DGS.

Deadlines for all Culminating Project Proposals:

For both options, a Culminating Project Proposal Form (available from the Anthropology Dept. Website) that describes the proposed culminating project and that has been signed by the Project Director is due by September 15<sup>th</sup> (Spring or Summer graduates); May 1 (Fall graduates). In the case of the Thesis option a reader must also be identified and add their signature to this form by October 30 (Spring or Summer Graduates); May 15 (Fall Graduates). Students should provide their respective DGS and the Department with copies of these signed proposal forms.

**Option 1: Mock Journal Article:** This option involves a substantial research paper. It can be based on a reworked/revised/expanded course paper, or a new paper based on independent research you have done. In either case, the final version must be presented in the form of a mock submission to an anthropology journal of your choice (such as *Cultural Anthropology*, *American Ethnologist*, *Journal of Archaeological Science*, etc.). Students should format their paper in accordance with the selected journal's requirements. It is possible that, with the advice and written permission of your mentor and reader, you may submit the paper to a journal for review, but that is rare.

Tips for success:

1. Start working with your mentor or project director early, by the end of your third semester at the latest (if you are full-time student) in selecting and shaping your topic.
2. Choose a topic that is of interest to you and has relevance to your possible future career or educational objectives. Some students have used their journal paper as a writing sample in applying for a job for in a PhD application.
3. Consult with anthropology faculty whose interests connect with your topic for tips about key literature.
4. Leave plenty of time for revising drafts and make sure to allow time for your project director and reader to give your feedback. Excellent work requires several revisions.

Deadlines for Mock Journal Option Completion:

Submission of a final draft for faculty review: March 15 (Spring), June 20 (Summer), and November 1 (Winter). Important Note: This deadline is for the submission of a full draft for faculty review. Students should consult with their project directors to determine if there is a need for--and what is an appropriate timeline--for the submission of portions of their work and/or of earlier drafts prior to the submission of the full draft. Moreover, after submission of the full draft additional revisions are likely to be required and must be completed prior to the submission date for the Culminating project Form

For the Mock Journal Option, the Culminating Project Report Form (available on the Anthropology Dept. website) is due by April 21 (Spring), August 8 (Summer), December 5 (winter). When one of these dates falls on a weekend, the deadline is the preceding business day. This form must be signed by the Project



director and submitted to the respective DGS who will then sign it and submit it to the Department and notify the CCAS graduate school that this requirement has been met.

## **Option 2: Thesis**

If your culminating project will be in the form of a thesis, you should begin developing possible topics well before the completion of course work for the degree--and by the beginning of your second year. Possible topics should be discussed with all appropriate faculty and should have a demonstrable basis in your course work.

You must register for at least 3 credits and no more than 6 credits of Thesis Research (Anth 6998 and/or 6999), either sequentially or during the same semester. These courses do not receive letter grades. Thesis proposals must be approved by two members of the faculty (see below). A Culminating Project Proposal Form, specifying the topic and the names of the thesis advisor (also called project director) and reader, must be submitted to and signed by the graduate advisor. Students should do this before the fourth week of the first semester of research. Submit another form if you decide to change the topic. These forms are available from the Department website.

Your thesis director is usually your mentor but can be any full-time Department faculty member. (Parttime and adjunct faculty may be thesis (or project) directors but must be approved by the CCAS graduate dean). There must also be a second person to serve as reader, selected in consultation with the director; both the director and the reader must approve the thesis topic. Readers may be faculty from outside GW; if so, DGS approval is required.

If you plan to conduct fieldwork, work closely with your project director and become familiar with ethical standards in anthropology and be sure to comply with the requirements of GW's Institutional Review Board (see Independent Research and remember to give yourself LOTS of lead time for IRB!).

The thesis version of your Culminating Project Proposal (target 2500 words) should contain the following:

1. A working title.
2. A brief description of the subject and problem(s) to be studied, rationale, your thesis statement, and methods of analysis.
3. A preliminary analysis of the primary data involved: nature of the materials, location, limits, sampling techniques, etc.
4. Description of scholarly context: which scholars have studied similar problems; which scholars are most important as models for your work; what is your anticipated scholarly contribution?
5. A list of people who have helped you develop the proposal.
6. Bibliography of key sources (about one page).

The scope of the thesis should be focused. Students should spend the equivalent of 20 hours a week for 13 weeks on the thesis project (the equivalent of 6 credit hours or two regular classes). The written product is usually between 40 and 100 pages in length, excluding bibliography. The thesis may be based on field or laboratory research or written sources and may be combined with an exhibit or a catalogue. Examples of successful theses are in the Department seminar room (HAH 202). Remember that longer is NOT better. Often, a focused 40-45 page thesis is more useful because it can more easily be turned into a journal article for publication, or submitted as a writing sample for future applications.

There are two stages of final approval for the Thesis: Stage 1: approval by the Department: Theses must be approved by the thesis director and the reader using our departmental form, the Culminating Project Report Form, which is submitted only to the Department; and Stage 2: electronic submission through ProQuest. The director must also sign off on the electronic form submitted with the thesis.

*Deadlines for Thesis option Completion:*

Stage 1 (Departmental approval): Submission of a final draft for faculty review: March 15 (Spring), June 20 (Summer), and November 1 (Winter). Important Note: This deadline is for the submission of a full draft for faculty review. Students should consult with their project directors and readers to determine if there is a need for--and what is an appropriate timeline--for the submission of portions of their work and/or of earlier drafts prior to the submission of the full draft. Moreover, revisions are likely to be required after the submission of a full draft and must be completed by the ETF deadline (see below).

A Culminating Project Report Form (available on the Anthropology Dept. website) is also due by the EFT date (see below). This form should be signed by the Project director and the reader and submitted to the respective DGS who will then sign it and submit it to the Department.

Stage 2: Electronic submission of the approved thesis via Proquest (EFT Deadline): April 21 (Spring), August 8 (Summer), December 5 (winter). When one of these dates falls on a weekend, the deadline is the preceding business day. This is the date by which the Final version of your culminating project that has been approved and signed off by both your primary advisor and your reader (if required), and that is formatted correctly for submission via ProQuest. The Electronic Theses and Dissertations Approval Form is available from the ETDS website. Carefully review the official procedures at [www.etdadmin.com](http://www.etdadmin.com).

The final copy of your Thesis must be prepared according to the booklet Information Concerning Master's Theses and Doctoral Dissertations (<https://library.gwu.edu/etd>). There are specific requirements about margins, pagination, and the format of the title page. (See the Departmental Forms page for a sample of the latter). The ETD site advises you to "format your bibliographies in the approved style of your discipline," which for anthropology usually means the APA (American Psychological Association) style. See: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

### **Sample Plan for Completing the MA Program**

This sample plan portrays a student entering the program in a fall semester. Some students opt to take summer classes.

#### Fall Year 1

Map out your program of studies

Take Anth 6002 and perhaps a second proseminar

Identify your mentor by end of semester

#### Spring Year 1

Revise program of studies as necessary

Take another proseminar

Submit internship paperwork by end of first week if relevant

Complete any/all deficiency courses by end of semester  
Apply for funding for summer research between Year 1 and Year 2

### Fall Year 2

Revise program of studies as necessary  
Take another proseminar if needed  
Submit internship paperwork by end of the first week  
Decide on culminating project and confer with mentor/project director  
Get thesis proposal approved, if applicable  
Register for Anth 6998 if writing a thesis

### Spring Year 2

Revise program of studies as necessary  
Take a third proseminar if needed  
Submit internship paperwork by end of first week  
Revise and finalize project in time for project director to approve it by the deadline  
Register for Anth 6999 if writing a thesis  
Apply for graduation by CCAS deadline

## **Graduation**

Students must be registered for the semester or summer session in which they intend to graduate. They must file an application for graduation with the CCAS Graduate School office and pay the thesis fee (if applicable) at the same time. Regulations about graduation are in the CCAS Graduate Student Handbook.

Graduation-related deadlines are very strict. Students wishing to graduate in the winter must apply for graduation by October 1 and complete all requirements by December 15. Those wishing to graduate in the spring must apply for graduation by February 1 and complete all requirements by April 15. For summer graduation, students must apply by July 1 and complete requirements by August 15.

Those who miss a deadline will have to register for the following semester for Continuing Enrollment (CE). The initial CE enrollment is for zero credit hours; after three weeks, if the student is still not cleared for graduation, this will be changed to one credit hour. In either event, the graduation date will change. Therefore, for example, prospective summer graduates who finish their requirements during the first week of the fall semester will officially graduate in January. Although they must reapply for graduation, they will not have to pay filing fees again.

The Department hosts a commencement celebration for graduates, their family, and friends. It is usually held immediately before the Columbian College's May undergraduate graduation ceremony. Graduates receive Department certificates at the party, and awards are announced.

### 3 The PhD Program

The PhD in Anthropology program empowers students to apply anthropological concepts to contemporary social problems. The PhD in Anthropology has no formal concentrations but is primarily focused on sociocultural anthropology and the archaeology of biologically modern humans and builds on our long-standing partnership with the Smithsonian Institution and access to Washington, DC's archival collections and policy-making institutions. Through rigorous coursework and independent research, students hone their communication and academic expertise. The degree requires 72 total credit hours, including at least 6 and at most 24 hours of Dissertation Research (Anth 8999). Forty-five of the 72 credits must be taken in the pre-candidacy stage (before being advanced to candidacy; see below). Prof. Jeffrey Blomster is the director (DGS) of the PhD program and should be consulted about all requirements.

#### Teaching and Other Responsibilities

Part of each student's funding requires ongoing teaching or other responsibilities for four of their five years of regular CCAS funding. These teaching responsibilities will involve serving as a Teaching Assistant or GTA for a variety of courses, with other opportunities *potentially* including editorial work at Anthropological Quarterly (AQ), research positions on grants (GRAs), and teaching their own class (see below). As of Fall 2023, one year for students with CCAS funding will be a University Fellowship (UF), which will not involve any teaching or other responsibilities. Students should consult with their committee on when is the optimal time to deploy these 2 semesters.

#### Attendance at Departmental Functions

Please note that student attendance is obligatory at all colloquia, symposia, reading groups, and professionalization seminars. The only exception to this rule is students who are away doing fieldwork. These events are like classes.

#### Sample Plan for Completing the PhD Program

- 1) The first year should be taken up with
  - a. course work, with a particular focus on proseminars (Anth 6101-6104).
  - b. transfer of relevant courses from previous graduate study (see below).
  - c. students must select their committee directors by the end of the first year.
  - d. language study. In consultation with the DGS and the student's director, determine how best to demonstrate proficiency in whatever language(s) will be needed to conduct field research.
  - e. attend all professional skills and ethics seminars (usually 2 per semester); students are required to attend these throughout their on-campus time at GW.
  - f. first-year students organize reading groups. Each student will select an article or two and serve as discussant. As there are generally 2 reading groups per semester, one reading group should also ideally be led by a PhD student returning from their fieldwork. It is recommended that one of the Spring reading groups focus on topics/authors related to the Spring Symposium.
  - g. summer research:
    - i. apply for departmental funds (such as Cotlow, Warren)

- ii. apply for external funds (such as Cosmos Club, Explorer's, National Geographic, Rotary Club – see departmental google.doc)
  - iii. apply for funding here at GW at places like the Sigur Center, and FLAS
- 2) The second year
  - a. continue course work, with a graduate level methods course completed.
  - b. continue language study.
  - c. choose the remainder of their committees in the first semester. The dissertation research committee must include a director and 2 committee members:
    - i. a form, signed by each committee member, shall be on file by January 10th
  - d. areas for comprehensive exams will be selected during the second semester, and in consultation with the committee:
    - i. the specific fields will be selected by the beginning of March
    - ii. each student will submit a very tentative reading list at this time, with a one paragraph justification of their choices
  - e. second-year students are responsible for organizing colloquium speakers (usually 2 in the Fall, 1 in the Spring); they will also organize the Spring Symposium.
  - f. at the end of the spring semester, a meeting of the committee will take place to discuss revised reading lists, the exam areas in more detail, as well as funding applications for the next year.
  - g. summer:
    - i. comprehensive exam preparation (must be presented at the end of August – see below)
    - ii. proposals for external funding of field research
    - iii. continued language instruction
    - iv. possible summer fieldwork (see first year)

3) The third year

*Fall – External Funding and Candidacy Assessment Process (CAP) Preparation*

- a. continue course work (independent studies as needed).
- b. Prepare reading lists for the CAP (see below) to be submitted in August, before the first day of classes.
- c. a collective independent study course for exam preparation (faculty are available on an as-needed basis).
- d. submit proposals for external funding of dissertation research (most deadlines are between November and December); common sources include Wenner-Gren, NSF, and SSRC.
- e. as the IRB process can take more than 2 months (see above), students must work with their committee and our departmental IRB advisor, Richard Grinker, to submit their application as soon as possible in their third year.

*Spring*

- a. CAP, part 1: comprehensive exams (three areas -- see below)
- b. CAP, part 2: closed proposal defense (see below)

In conversation with your director, establish a schedule that may involve independent study courses and regularly offered courses.

- 4) The fourth year
  - a. field research.
  - b. applications for write-up money. All students are encouraged to apply for the Dean's Dissertation Completion Fellowship (DCF), which is usually awarded for one semester (and can be taken either in the Fall or Spring), and is not counted as part of a student's CCAS 5-year package, thus providing another semester of funding.
  - c. students are also encouraged to apply for a Dean's Graduate Student Lectureship (DGL) for their 5<sup>th</sup> year (see below).
  - d. ideally, some or all of the fourth year will be funded by external sources; if not, CCAS/OGSAF (Office of Graduate Student Assistantships and Fellowships) funding can be taken as "university fellowship" (UF; see above)
- 5) The fifth year
  - a. write up dissertation.
  - b. submit applications for external write-up funds. Apply again for the DCF (see below).
  - c. job market.
  - d. teaching; while students may be able to teach their own undergraduate course, this option is not guaranteed and may not be possible for everyone (see below for options); students may be asked to TA for more introductory-level courses (e.g., ANTH 1002, 1003, 1004), or for a core course such as ANTH 2008 or methods.
  - e. Reinvigorate their involvement with our community after fieldwork by volunteering to lead a Reading Group.
- 6) The sixth year: (optional)
  - a. Repetition of activities from year 5
  - b.

### Teaching Options

In addition to serving as a teaching assistant (GTA), there are three other options, presented here in terms of most probable:

- a. Students may apply for a Dean's Graduate Student Lectureship (DGL) to teach their own Dean's seminar. Students apply in the Spring to teach a seminar for incoming first-year undergraduates in the Fall. This is competitive, but our students have had success in obtaining this valuable experience. This is the most favorable for a student's progress, as these funds are not part of a student's 5-year CCAS package, providing students with an extra semester of funding.
- b. There may be the opportunity to teach a course that is already "on the books" (such as development, human rights, anthropology of Latin America, etc.) that lacks an instructor from the Anthropology Department faculty. Note that students have flexibility in how they teach these courses and may incorporate material relevant to their own dissertation research. This is referred to as a Graduate Student Lecturer (GSL).
- c. When an "on the books" course is not available, and there are too few courses for a certain sub-field or level in a given semester, it may be possible for students to teach a class of broad interest to undergraduates which also overlaps with their research – in consultation with their committee and the DGS. This also is classified as a GSL.

## **Encouraged**

Students are encouraged though not required to do an internship at some point during the program. An internship can help you develop your research interests and explore the range of careers that a PhD in anthropology can support. See details in the Graduate Handbook.

## **Every Year**

Students must be registered and maintain full-time status each year in the program (see below for note on certification). While doing coursework full-time status is accomplished by registering for nine credits each semester. When students are in the field with external funding they can petition to register for Continuous Enrollment (CE), which is a zero-credit registration status. Once students have completed 72 credits, they register each semester for one-credit of Continuing Research (CR). When registered for CE or CR, or for less than nine credits, students need to submit a full-time certification form. Those on a student visa need the form from the International Services Office.

## **Full-time Certification**

When registered for CE or CR, or for fewer than nine credits, students must submit a Full-time Certification Form. Those on a student visa need the form from the International Services Office (see below).

Registration notes: To take an independent study as a PhD student, register for ANTH 8998. Students who have transferred a lot of credits may need to register for these credits prior to reaching candidacy. As part of their 72 credits, every student must register for a minimum of six credits of dissertation research (ANTH 8999). While 8998 receives a grade, 8999 does not.

## **Recap: CE or CR?**

Continuous Enrollment (CE): When students are in the field with *external funding* they can petition to register for Continuous Enrollment (CE), which is a zero-credit (and zero dollars) registration status — UNIV 0982.

Continuing Research (CR): Once you have completed 72 credits, you register each semester for one credit of Continuing Research (CR) — CCAS 0940.

## **International Students**

CE for international students. Because international students MUST be registered for at least 1 credit to maintain their F1 visa status, when an international student is on external funding, CCAS has created a special section for them to obtain the same benefits of the zero credit UNIV 0982 course while being enrolled in 1.0 credit. Thus, students will be enrolled in UNIV 0940 for 1.0 credit with no tuition charge.

Also note that international students can normally not remain outside of the United States for more than 5 months at a time without it being considered an interruption, which is contrary to the regulations of an F-1 visa. Please consult with the ISO (International Students Office) as you plan any lengthy time away from DC, such as dissertation research or a leave of absence. Each student must make sure ISO knows about such travel plans before they depart the USA. When international students travel back to the US after their research, they will need a travel signature from the ISO on their I20 forms that facilitates re-entry in the US at the Customs and Border Protection checkpoint. The ISO is also able to put a comment

on the I20 that says a student was conducting fieldwork abroad related to the dissertation, in keeping with the department's program requirements.

### **Annual Review**

Prior to being admitted to candidacy (usually their first two years in the program), students will have an annual review in the late spring. The aim of the review is to guide students towards success in the program. It is possible, however, that a negative review, or successive negative reviews, could lead to termination from the program. After students have been admitted to candidacy (see below), their research director and committee will continue to assess their progress in the program.

The procedure for the annual review is as follows:

In the first year, after submitting their self-evaluation, the student will meet with the DGS for review. In the second year, the student will meet with their research director and committee.

The categories of the review will be the following: a) progress towards theoretical goals; b) progress towards empirical goals; c) teaching; d) professionalization. Students will first fill out their own self-evaluation, which will be followed by their primary advisor's evaluation (informed by observations from other faculty members). In all cases, students will be presented with faculty remarks in the meeting and may respond to the report. These reports will go into the student's file.

### **Course Transfers**

Students who enter the program with credits from prior graduate study may transfer some of those credits, *with the understanding that transferred courses will NOT necessarily shorten the five to six-year course of study*. Discuss this matter with the DGS in the first year of the program.

### **Advancement to Candidacy – the Candidacy Assessment Process (CAP):**

In addition to successful completion of coursework and participation in required departmental seminars and colloquia, students are advanced to candidacy when they have fulfilled the department's "Candidacy Assessment Process" (CAP) which contains two specific requirements: the comprehensive exam and dissertation proposal (see below). Once students have successfully completed their comprehensive exams and defended their dissertation proposal, they should work with their director to prepare the "Advancement to Candidacy" form and submit it to the DGS for review and signature; the DGS will then submit the form to the OGS. The number of credits required for advancement to candidacy has been reduced to 45.

#### **1. *Comprehensive Exams***

The Comprehensive Exams are designed to create and test expertise in three primary areas that will be crucial to student development both as researchers and as teachers. The reading lists developed in the three areas should display mastery of the subjects in question. Students must pass their Comprehensive Exams to advance to candidacy.

Comprehensive Exams will normally take place in Spring semester of the third year. In preparation for comprehensive exams, by the end of their second year, the student will select three areas in consultation with their committee. These will typically be: a) a geographic area, such as the Middle East, or Latin



America; b) general sociocultural, linguistic, or archaeological theory; and c) a topic area related specifically to the proposed dissertation research.

Each area will contain approximately 30-40 references (books and articles). Each area should be accompanied by a one-page statement explaining the choice of references. In drafting these short statements, you should answer two questions: (a) What is the theory that is currently most important in the field of anthropology (keeping in mind that by “current” we do *not* necessarily mean “new”)? One way to address this question might be to address the debates that you feel are most important. And (b) What is the theory that is most important for your project, specifically? You may wish to use subcategories to organize your list, though this is not obligatory.

The actual comprehensive exams will take place according to the following procedure:

- 1) the student will draft two sample questions for each of their three areas
- 2) these will be sent to the committee, which will use these drafted questions as resources to call upon in drafting three final questions, one for each of the three comprehensive areas
- 3) these questions will be submitted to the student, who will then have five days to write one ten-page response to each of TWO questions (total of twenty pages for the exam -- without endnotes and bibliography)
- 4) these two essays will be handed in together at the close of business on the fifth day (thus, exams would be given to the student at 8am on a Thursday, and the answers would be turned in by 5PM on a Monday)
- 5) Two weeks after the written portion of the exam students will have an oral exam. Orals will focus on the question to which the student did not prepare a written response but will address all the questions.

## 2. *Dissertation Proposal*

The Dissertation proposal demonstrates that the student is able to identify a theoretically sophisticated question, together with a concrete plan for carrying out the necessary research to answer that question. The proposal thus demonstrates knowledge of the relevant literatures and presents a plan for how to answer the research question contributes to those literatures *beyond the fact that the given topic has simply not been studied before*. Do much more than simply “fill a gap”; empirical and theoretical contributions must intertwine.

The Dissertation Proposal will follow the NSF model for Dissertation Research Proposals in terms of construction, page-length, and orientation to theory and methods. Each student will defend their Dissertation Proposal at a closed hearing at the end of the third year of study. We expect that the proposal will closely follow the already-submitted NSF proposal from earlier in the year.

Students who fail the CAP will have a second opportunity with a deadline of up to 3 months from the initial effort. Those who pass advance to candidacy for the PhD and engage in completion and defense of the dissertation.

## **Completing the Program: The Dissertation Defense**

In discussion with the dissertation director and committee, a public oral defense of the completed written dissertation will be scheduled. Students will be asked to present their projects and respond to challenging questions from a dissertation defense committee. This committee includes a minimum of 6

persons: in addition to their dissertation research committee (usually 3 people; see above), there will be 2 examiners (one of which must be external to the department; the examiners should not have been involved in the dissertation research in any way) and 1 chair (the chair is internal to the department and cannot be drawn from the dissertation committee or examiners). The Anthropology Department defines “external” as any colleague not within the department as either a faculty member or an affiliate who regularly contributes to the program.

A successful dissertation defense is the last requirement for the PhD. Since GWU has such early deadlines for submissions, students should know at the start of every semester if they will be submitting and defending their dissertation. The defense should be scheduled by the time classes start, as it is so difficult to find a common time for all the committee members.

### **Additional Resources for PhD students & Forms** (available on the department and/or OGS websites)

All SoCAL faculty and PhD students have access to our shared Box folder, which contains examples of grants, reading group selections, and a full record of all the spring symposia. It is maintained by both the PhD students and the DGS; see [PhD Box folder](#)

*Annual Student Evaluation Form*

*Selection of Director*

*Comprehensive Exam Form*

- a) *Selection of Committee*
- b) *Selection of Comprehensive Exam Areas*
- c) *Successful completion of Comprehensive Exams*

*Degree along the way Form (to receive MPhil; see below)*

*Advancement to Candidacy Form*

- a) Includes the three exam areas and date of successful completion of comprehensive exam
- b) Includes successful defense of dissertation proposal (title and date of defense)
- c) Includes successful completion of “professional skills and ethics seminar” (student’s participation in program’s professionalization seminar) and proficiency in one foreign language (students must provide documentation to DGS)

*Dissertation Proposal Form*

- a) Selection of Committee (in rare cases, might be different than Comprehensive Exam Committee)
- b) Title and Abstract
- c) Successful completion of Dissertation Proposal

### **MPhil**

MPhil has a total of 45 credits required instead of the usual 36 for MA. It is the same as the PhD program, except the dissertation research and writing are still pending:

Three core proseminars (Anth 6101-6104).

- A research methods seminar.
- A professional skills and ethics seminar.
- Elective course work.
- All students are required to demonstrate proficiency in one foreign language; the student's graduate committee reserves the right to require an additional language if needed for fieldwork or archival research.
- Prepare a research proposal that meets funding agency guidelines.

- Take a written General Examination in at least three major areas of concentration (e.g., a general field in anthropological theory, a geographic area, and a thematically defined field).
- Following successful completion of the General Examination, there will be an oral defense of the student's research proposal. Students who pass will advance to candidacy for the PhD.

To be awarded the MPhil, students must fill out a Degree along the Way Form; the process of receiving an MPhil is not automatic.

## **Understanding How CCAS\* Funding Works: Responses to Frequently Asked Questions**

### What are the work obligations that come with the packages?

CCAS funding comes with 4 years of GA (or other) obligations (see above).

### What is the nature of the five-year commitment that CCAS makes?

CCAS packages come with a commitment that each student will have five years of funding. If the student succeeds in getting an external grant to support their fieldwork, the amount of time that they are on an external grant pauses their 5 years of CCAS funding for those semesters. In such a case, a student could have five years of CCAS funding in addition to the fieldwork grant. Neither write-up fellowships nor other grants to support coursework generate this possibility, although being awarded a DGI (see above) also pauses the clock for that semester.

### Can packages be banked for later use?

No. CCAS does not permit packages to be saved. Any package in our allotment that is not used in a given year goes away.

### Time in the field

Our expectation is that students should be able to complete the necessary fieldwork for their dissertation in one year. The strictures of CCAS funding also mean that in general people will be required to return to GW after a year. Any variance to that schedule requires Departmental permission.

If a student gets external support for more than a year of fieldwork it may be possible to extend the research time. In such a case the student should submit a petition to the DGS, accompanied by a statement of support by their advisor. And please note, if you want to stretch external funds beyond the initial time included in your grant, you should seek a no-cost extension from the granting agency so that you will continue to be on the grant.

\*Packages that come through the Office of Graduate Student Assistantships and Fellowships (OGSAF) have somewhat greater flexibility.

## **4 Department Research Partnerships and GW Resources to Support Students and Faculty**

The Department collaborates in teaching and research with the Smithsonian Institution and other organizations in the wider DC area, GW departments and programs, and other universities. These relationships strengthen our program and can enrich your experience.

## **Research partnerships and collaborations**

The Smithsonian Institution, especially the Department of Anthropology at the National Museum of Natural History. A 2010 agreement between GW and the Smithsonian has led to several joint endeavors and research opportunities for students.

The Capitol Archaeological Institute, established in 2010 to advance archaeological research and preserve cultural heritage. Prof. Eric Cline (Classics and Anthropology) is director.

The Slave Wrecks Project, directed by Prof. Stephen Lubkemann, with partners in the Smithsonian and several African institutions.

The GW Diaspora Research Program of the Elliott School directed by Prof. Steve Lubkemann

The GW Institute for Neuroscience and GW Mind-Brain Institute, of which Prof. Chet Sherwood is a member.

GW's Museum Studies Program and American Studies Program.

GW's Departments of Prevention and Community Health and of Global Health in the School of Public Health and Health Sciences

## **GW Resources for Faculty and Students**

Please browse the websites for GW, CCAS, and the Department. They provide useful information about many matters affecting your success including “how to” information, “who to” contact, and resources that offer help for various challenges that may arise. Some important sites:

The CARE Team promotes a caring community by creating a pathway through which students who may need additional support can be identified and referred to the most appropriate services. Through the CARE Team, students are given the support they need to persist and succeed at GW and beyond. Students, parents, faculty, and staff can identify students that may need additional support through the CARE Team’s online form. The CARE Team is a cross-departmental support system that recognizes that student concerns are often multi-faceted. Students are connected to resources through inter-departmental collaboration to provide them with appropriate and personalized outreach. The website describes the CARE referral system. Note: the CARE Team is not an emergency system. Reports are monitored Monday through Friday between the hours of 9:00 am and 6:00 pm. If a report requires immediate outreach or follow-up or is an emergency, call GW Emergency Services at 202-994-6111. <https://studentlife.gwu.edu/care-team>

The Counseling and Psychological Services (CAPS) team serves students and engages the entire GW community, working to build a culture of support and connection with student well-being. It supports mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. The first step to accessing counseling is to attend a free, brief and confidential consultation with a member of the CAP counseling team by calling 202-994-5300. <https://healthcenter.gwu.edu/counseling-and-psychological-services>

Disability Support Services (DSS) recognizes disability in the context of diversity. DSS works collaboratively with students, faculty, and staff across the campus to foster a climate of universal

academic excellence while promoting disability culture and GW's broader diversity and inclusion initiatives. Call 202-994-8250 or email [dss@gwu.edu](mailto:dss@gwu.edu) <https://disabilitysupport.gwu.edu/>

Division for Student Affairs. The website provides a variety of resources to support student mental health, emotional, intellectual, social and physical health and well-being. <https://students.gwu.edu/>

Human Resource Management and Development (HR) provides information and resources to support faculty, staff, and student employees. <https://hr.gwu.edu/>

George Washington University's Multicultural Student Services Center (MSSC) is an integral part of the [Office for Diversity, Equity and Community Engagement](#) (ODECE) in the Office of the Provost. The MSSC reports directly to the Vice Provost, ODECE, Caroline Laguerre-Brown. Our vision and mission reflect our dedication to building a welcoming, enriching, and inclusive environment at GW. Our rich history demonstrates our role and impact across campus as educators, trainers, advocates, mentors and community builders. Call 202-994-6772 or email [mssc@gwu.edu](mailto:mssc@gwu.edu)

Sexual Assault and Intimate Violence (SAIV) Hotline is staffed by a team of clinically-trained professionals who are ready to respond to calls 24/7, 365 days a year. The staff can provide crisis counselling, safety planning, and emotional support. They are also well-informed about resources both on- and off-campus. Call 202-994-7222.

Title IX Office. George Washington University is committed to maintaining a positive climate for study and work, in which individuals are judged solely on relevant factors, such as skill and performance, and can pursue their activities in an atmosphere that is free from discrimination, harassment, and violence. The Title IX Office supports the university's commitment by fairly and equitably responding to reports of sexual harassment, sexual assault, domestic and dating violence, and stalking. The Title IX Office also provides prevention and response educational programming for the GW community aiming to educate the community on how to create safe, respectful, and inclusive education and workplace environments. If you need immediate assistance, call 911 or GW Emergency Services 202-994-6111. <https://titleix.gwu.edu/>